

Division of Florida Colleges Instructions for 2016-2017 College Annual Equity Update

January 3, 2017



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



THE *Florida*
COLLEGE SYSTEM

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment. The following Florida Statutes (F.S.) and implementing State Board of Education Rules in the Florida Administrative Code (F.A.C.) have specific requirements for this annual update.

- Section (§) 1000.05, F.S., the “Florida Educational Equity Act”
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. The college equity plan submitted in April 2015 for 2014-2015 is considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

The DFC continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the DFC provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

By focusing on requirements within the statutory areas, the DFC encourages each college to devote its attention to the development of effective methods and strategies for any areas of improvements identified in their analysis of data. Where appropriate, the new reporting guidelines request a response such as new methods and strategies to increase the participation and/or employment of underrepresented minorities.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets at the end of these instructions. Additionally, excel tables have been created for setting goals and reflecting goal achievement. The college may choose to integrate these reports into the body of the report or include them as appendices.

The College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges (DFC) by May 1, 2017. The update should be submitted by email to the following email address: stephanie.leland@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2016-2017 update should address the following six parts of your report.

Part I. Description of Plan Development

Are there any changes to the development of the college equity plan? No Yes

If yes, provide the following applicable updates:

A. A list of persons, by title and organizational location, involved in the development of the plan

- Sureka Flemming, Equity Reports Coordinator
- Dr. Christopher van der Kaay, Chief Information Officer
- Dr. Timothy Wise, Dean of Student Services and EA/EO (Equity) Student-Coordinator
- Rick Hitt, Athletic Director
- Donald Kesterson, Director of Human Resources and EA/EO (Equity) Employee Coordinator
- Charla Ellerker, Counselor, Disabled Student Specialist

B. A description of the participation of any advisory groups or persons

The SFSC Equity Committee serves as a college-wide advisory group to ensure that the college provides equal access and opportunity for admission to and employment in any educational programs or activities. The committee meets periodically to review information, discuss data and strategies, and assess progress of initiatives. One of the committee's vital roles is to review, provide input for, and recommend adoption of the Annual Equity Update Report. All of the above mentioned individuals serve on the Equity Committee along with other members appointed by the president.

The SFSC District Board of Trustees adopted the 2016-17 Equity Update Report on April 26, 2017.

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No Yes If yes:

- 1) Provide the date of revision:
- 2) Describe the revision:
- 3) Provide the web link(s) to document the revision:

B. Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? No Yes If yes, provide updated information.

C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? Yes No

If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.

- D. Have there been any updates to the college’s grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No Yes ___ If yes:
- 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- E. Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements:
- 1) Notifications of these procedures are placed in prominent and common information sources. No ___ Yes ___
 - 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. No ___ Yes ___
 - 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No ___ Yes ___
 If any answers in “E” are “No,” provide the college’s plan for compliance.
- F. Have there been any revisions to nondiscrimination policies or procedures pertaining to:

1)	Title IX?	No <input checked="" type="checkbox"/> Yes ___
2)	Title II?	No <input checked="" type="checkbox"/> Yes ___
3)	Section 504?	No <input checked="" type="checkbox"/> Yes ___
4)	Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No <input checked="" type="checkbox"/> Yes ___
5)	Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No <input checked="" type="checkbox"/> Yes ___
6)	Other policies or procedures related to civil rights or nondiscrimination?	No <input checked="" type="checkbox"/> Yes ___

Address the following for any policies or procedures in “F” marked “Yes”

- a) The name of the policy and/or procedure(s):
- b) The date of revision:
- c) A description of the revision:
- d) The web link(s) to document the revision:

Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

Colleges will continue to examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for first-time-in-college (FTIC) and for overall enrollment. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving goals: Yes No If no, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups

The analysis indicated a further decline in FTIC Black student (male and female) enrollment (n = 10); it still remains the lowest for all races. Although the trend has been fairly consistent in the past, SFSC experienced a slight decline in Black male FTIC enrollment in 2015-16 (n=14). The Black male total enrollment percentage decreased from 10.78% in 2013-14 to 10.73% in 2015-16.

The Hispanic Male FTIC enrollment remained relatively steady from 2014-15 to 2015-16. During the same period, the Hispanic female FTIC enrollment decreased slightly (n=4). Overall enrollment of Hispanic student enrollment increased slightly between 2014-15 and 2015-16 (n=19). White student enrollment decreased during the period of 2014-15 to 2015-16 (n=43)

Additional analysis by gender indicated that FTIC enrollment for male students and female students has decreased slightly in both FTIC and overall enrollment from 2014-15 to 2015-16.

Presently, female students make up 60.8% of the college's overall enrollment (down approximately 1 percentage point from the previous year). Males make up 39.2% of the total enrollment.

SFSC has implemented various programs/initiatives to increase student enrollment rates—particularly for its minority and FTIC student population:

1. Student Support Services (SSS-TRiO) consistently serves first-generation, low-income students who are minorities. According to the SSS annual report, over 160 students were served.
2. Panther Youth Program (PYP) provides youth with services that will develop and strengthen employability skills, talents, and interests.
3. Farmworker Career Development Program

SFSC's Farmworker Career Development Program (FCDP) helps migrant and seasonal farmworkers and their dependents overcome educational and employment acquisition barriers. The FCDP provides educational and supportive services to eligible farmworkers to obtain the

career-related education needed to prepare to enter or advance in the workforce; prepare their children and/or dependents for success in school; and have the economic stability to exercise their rights as citizens in their communities. The program has continuously been recognized for exceeding performance measures set forth by the US DOL. The program currently serves over 90 students.

4. College Reach Out Program (CROP), a cooperative program with two other state colleges, provides middle and high school students with information and support for attending college.
5. Take Stock in Children (TSIC) a non-profit program which provides deserving low-income children in our community scholarships to college or vocational school and guidance from caring mentors.
6. GPS Orientation / FYE Courses assist students with entry into the college experience at SFSC. Outcome data over five years, demonstrates that the program assists with success and retention.
7. Minority Male Initiative, a program that brings Black and Hispanics students to campus began in 2016 with over 100 students from all five high schools in the College's three district service area. The program provides high school students with opportunities to hear and interact with current minority college students and recent alumni. In addition, a guest lecturer, from the world of college sports, provided a motivational speech.
8. SFSC celebrated Black History Month during February 2017. Every weekday, the College, in conjunction with the African American Club, broadcast an important moment in Black History to all students, faculty and staff. In addition, the club sponsored a celebration luncheon in the student center to recognize the accomplishments of African Americans in American History.

- 2) New methods and strategies to target underrepresented students where goals have not been achieved

This year, SFSC has implemented various new programs/initiatives to increase student completion rates—particularly for its minority, low income and FTIC student population:

The College has created a Minority Male Initiative with the major goal of increasing the recruitment and retention for black and Hispanic male students. The College is partnering with all five high schools in the three county service district in an effort to bring underrepresented, at-risk minority students to campus each semester to expose them to the opportunities available in college. During the 2015-2016 academic year, students from all five high schools participated in a half-day workshop held on campus that provided them with information and

advice from key college staff, current minority students, recent successful graduates and a motivational speaker.

The President initiated a Retention Task Force led by the Dean, Student Services. The members of the committee were faculty and staff from across all departments and campuses of the College. This group spent the year reviewing best practices, researching the literature and investigating new methods, and, recommending initiatives aimed at retaining all students with an emphasis on at-risk minority students. A report of recommendations to improve retention described a three-pronged approach of Preventive, Intervention, and Recovery methods to increase the retention and completion of all students with a special focus on minority students.

The College Recruiter has made multiple visits to all high schools and local events. She has met with various groups in a variety of forums that target minority students. The College sponsored a College for a Day session that attracted over 600 students from five high schools and GED programs in an effort to attract a wide array of students. In addition, Open Houses have been initiated to bring students and their families to meet with college personnel. These are new programs and it is too early for data to be available. Early reports are promising however.

During the College’s Professional Development Day, an expert in Hispanic Students, their families and cultures was brought to campus to address the faculty and staff. This program increased the employees’ understanding and appreciation of Hispanic students.

Florida College System
 College: South Florida
 Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	37	530	6.98	263	3,459	7.60
	2014-15	36	506	7.11	248	3,489	7.11
	2015-16	30	476	6.30	249	3,347	7.44
Male	2013-14	21	530	3.96	110	3,459	3.18
	2014-15	18	506	3.56	112	3,489	3.21
	2015-16	18	476	3.78	110	3,347	3.29
Total	2013-14	58	530	10.94	373	3,459	10.78
	2014-15	54	506	10.67	360	3,489	10.32
	2015-16	48	476	10.08	359	3,347	10.73

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
	2013-14	83	530	15.66	614	3,459	17.75
	2014-15	111	506	21.94	696	3,489	19.95
Female	2015-16	97	476	20.38	689	3,347	20.59
	2013-14	93	530	17.55	375	3,459	10.84
	2014-15	79	506	15.61	390	3,489	11.18
Male	2015-16	78	476	16.39	416	3,347	12.43
	2013-14	176	530	33.21	989	3,459	28.59
	2014-15	190	506	37.55	1,086	3,489	31.13
Total	2015-16	175	476	36.76	1,105	3,347	33.01

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
	2013-14	13	530	2.45	77	3,459	2.23
	2014-15	12	506	2.37	89	3,489	2.55
Female	2015-16	10	476	2.10	93	3,347	2.78

Male	2013-14	9	530	1.70	57	3,459	1.65
	2014-15	8	506	1.58	71	3,489	2.03
	2015-16	12	476	2.52	71	3,347	2.12
Total	2013-14	22	530	4.15	134	3,459	3.87
	2014-15	20	506	3.95	160	3,489	4.59
	2015-16	22	476	4.62	164	3,347	4.90

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	142	530	26.79	1,153	3,459	33.33
	2014-15	127	506	25.10	1,123	3,489	32.19
	2015-16	129	476	27.10	1,004	3,347	30.00
Male	2013-14	132	530	24.91	810	3,459	23.42
	2014-15	115	506	22.73	760	3,489	21.78
	2015-16	102	476	21.43	715	3,347	21.36
Total	2013-14	274	530	51.70	1,963	3,459	56.75
	2014-15	242	506	47.83	1,883	3,489	53.97
	2015-16	231	476	48.53	1,719	3,347	51.36

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
	2013-14	275	530	51.89	2,107	3,459	60.91
	2014-15	286	506	56.52	2,156	3,489	61.79
Female	2015-16	266	476	55.88	2,035	3,347	60.80
	2013-14	255	530	48.11	1,352	3,459	39.09
	2014-15	220	506	43.48	1,333	3,489	38.21
Male	2015-16	210	476	44.12	1,312	3,347	39.20
	2013-14	530	530	100.00	3,459	3,459	100.00
	2014-15	506	506	100.00	3,489	3,489	100.00
Total	2015-16	476	476	100.00	3,347	3,347	100.00

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
	2013-14	2	9	21	47
	2014-15	2	8	25	51
Female	2015-16	0	1	15	48
	2013-14	0	13	5	37
	2014-15	0	4	5	45
Male	2015-16	1	5	8	48
	Rpt Year				
	2013-14	2	22	26	84
	2014-15	2	12	30	96
Total (ALL)	2015-16	1	6	23	96

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2016-2017 in the excel table provided.

	2015- 2016 Goals for FTIC	2015- 2016 Goals Achieved FTIC Yes/No	2016 - 2017 Goals for FTIC	2015- 2016 Goals for Overall Enrollments	2015- 2016 Goals Achieved Overall Enrollments Yes/No	2016 - 2017 Goals for Overall Enrollme nts
Black	12%	NO	10.50%	11.50%	NO	11%
Hispanic	39%	NO	37%	33%	YES	33%
Other Minorities	4%	YES	4.5%	5%	NO	5%
White	50%	NO	49%	54%	NO	52%
Male	45%	NO	45%	39%	YES	40%
Female	55%	YES	55%	61%	NO	60%
DIS	13	NO	8	97	NO	97
LEP	3	NO	3	31	NO	25

B. Student Completions (college degree and certificate programs)

This year's report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completion (Career Technology, PSAV). The data years are 2013-2014 to 2015-2016, and the categories for assessment are race, gender, disability (DIS) and limited English-language proficiency (LEP). Associate of Applied Science (AAS) Degrees are included in the data for AA Degrees.

Florida College System College: South Florida Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	15	248	6.05	5	65	7.69	18	285	6.32
	2014-15	19	339	5.60	6	87	6.90	18	254	7.09
	2015-16	16	298	5.37	4	67	5.97	10	235	4.26
Male	2013-14	9	248	3.63	2	65	3.08	9	285	3.16
	2014-15	6	339	1.77	2	87	2.30	15	254	5.91
	2015-16	4	298	1.34	1	67	1.49	10	235	4.26
Total	2013-14	24	248	9.68	7	65	10.77	27	285	9.47
	2014-15	25	339	7.37	8	87	9.20	33	254	12.99
	2015-16	20	298	6.71	5	67	7.46	20	235	8.51

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DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2017 data are not available. LEP = Limited English Proficiency and DIS = Disabled

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	39	248	15.73	16	65	24.62	51	285	17.89
	2014-15	75	339	22.12	18	87	20.69	43	254	16.93
	2015-16	56	298	18.79	7	67	10.45	42	235	17.87
Male	2013-14	28	248	11.29	5	65	7.69	41	285	14.39
	2014-15	30	339	8.85	5	87	5.75	38	254	14.96
	2015-16	41	298	13.76	4	67	5.97	38	235	16.17
Total	2013-14	67	248	27.02	21	65	32.31	92	285	32.28
	2014-15	105	339	30.97	23	87	26.44	81	254	31.89

	2015-16	97	298	32.55	11	67	16.42	80	235	34.04
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 DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2017 data are not available. LEP = Limited English Proficiency and DIS = Disabled

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	3	248	1.21	4	65	6.15	2	285	0.70
	2014-15	4	339	1.18	3	87	3.45	1	254	0.39
	2015-16	8	298	2.68	1	67	1.49	4	235	1.70
Male	2013-14	6	248	2.42	0	0	0.00	3	285	1.05
	2014-15	7	339	2.06	2	87	2.30	2	254	0.79
	2015-16	3	298	1.01	1	67	1.49	1	235	0.43
Total	2013-14	9	248	3.63	4	65	6.15	5	285	1.75
	2014-15	11	339	3.24	5	87	5.75	3	254	1.18
	2015-16	11	298	3.69	2	67	2.99	5	235	2.13

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 DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2017 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	93	248	37.50	25	65	38.46	75	285	26.32
	2014-15	125	339	36.87	38	87	43.68	58	254	22.83
	2015-16	101	298	33.89	34	67	50.75	52	235	22.13

Male	2013-14	55	248	22.18	8	65	12.31	86	285	30.18
	2014-15	73	339	21.53	13	87	14.94	79	254	31.10
	2015-16	69	298	23.15	15	67	22.39	78	235	33.19
Total	2013-14	148	248	59.68	33	65	50.77	161	285	56.49
	2014-15	198	339	58.41	51	87	58.62	137	254	53.94
	2015-16	170	298	57.05	49	67	73.13	130	235	55.32

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DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2017 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	150	248	60.48	50	65	76.92	146	285	51.23
	2014-15	223	339	65.78	65	87	74.71	120	254	47.24
	2015-16	181	298	60.74	46	67	68.66	108	235	45.96
Male	2013-14	98	248	39.52	15	65	23.08	139	285	48.77
	2014-15	116	339	34.22	22	87	25.29	134	254	52.76
	2015-16	117	298	39.26	21	67	31.34	127	235	54.04
Total	2013-14	248	248	100.00	65	65	100.00	285	285	100.00
	2014-15	339	339	100.00	87	87	100.00	254	254	100.00
	2015-16	298	298	100.00	67	67	100.00	235	235	100.00

PERA = CCEE0192 11/17/2016 14:28:41 Source: AA1A2014, AA1A2015, AA1A2016

DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2017 data are not available. LEP = Limited English Proficiency and DIS = Disabled

Achievement of Goals: COMPLETIONS

Based on the data, modify goals as necessary. Report goals below:

	2015- 2016 AA Degrees	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 - 2017
Black	6.71	10	N	10
Hispanic	32.55	31	Y	33
Other Minorities	3.69	4	N	4
White	57.05	58.50	N	58
Male	39.26	40	N	40
Female	60.74	60	Y	60
DIS	0	12	N/A	0
LEP	0	10	N/A	0

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	2015- 2016 AS Degrees	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 - 2017
Black	7.46	10	NO	10
Hispanic	16.42	28	NO	20
Other Minorities	2.99	6	NO	4
White	73.13	59	YES	75
Male	31.34	27	YES	32
Female	68.66	73	NO	68
DIS	0	2	N/A	0
LEP	0	2	N/A	0

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	2015- 2016 Certificate	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 - 2017
Black	8.51	14	NO	10
Hispanic	34.04	32	YES	35
Other Minorities	2.13	2	YES	3

White	55.32	54	YES	56
Male	54.04	51	YES	53
Female	45.96	49	NO	47
DIS	0	13	N/A	0
LEP	0	2	N/A	0

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Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing any goals set in 2015-2016 that remain to be achieved. Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2016-2017 using the excel table provided.

The college is achieving goals: Yes No If no, provide:

An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups.

SFSC has implemented various programs/initiatives to increase student enrollment rates—particularly for its minority and FTIC student population:

1. Student Support Services (SSS-TRiO), SSS demonstrated an 86% persistence rate for those students in their programs per their latest report – 2015-16.
2. The TSIC program presently serves 131 students from middle school to high school. The TSIC Leadership Council just selected 24 at-risk or disadvantaged students (18 7th graders + 6 10th graders). For the past 20 years, the TSIC program has graduated over 393 students from our serving counties, Desoto, Hardee and Highlands. In the Fall of 2016, there were 87 TSIC grads who were still attending college. Yet, another 85 TSIC grads had obtained a college degree: Certification or Technical (13); A.A. or A.S. degrees (72); B.A. or B.S. degrees (70); and Master’s (11). SFSC’s Take Stock in Children program has been honored as a Gold Level program by the state TSIC organization for the past two consecutive years (2014 and 2015).
3. Since the inception of SFSC’s Guide to Personal Success (GPS), more than 1,700 students have completed this first year experience (FYE) initiative. The primary components of GPS—freshman orientation and a First Year Experience course—were designed to provide a meaningful support program for first-year students, especially those in at-risk populations. The project was initially launched as a pilot effort and then scaled-up. To date, it has been scaled-up to capture 100% of entering students. SFSC’s fall-to-fall persistence among all degree and certificate students increased 8.75 percentage points or 17.7% following GPS’ implementation (49.47% in 2012 to 58.22% in 2015). SFSC’s most recently reported fall-to-fall persistence rate ranks in the 90th percentile among colleges participating (N = 233) in the National Community College Benchmarking

(NCCBP) project. Next term (fall-to-spring) persistence also showed similar and marked increases when comparing pre to post GPS implementation data. According to NCCBP findings, SFSC's fall-to-spring persistence climbed 9.48 percentage points or 13.95% from 67.94% in 2012 to 77.42% in 2015; SFSC's 2014 reported value (77.98%) ranked in the 91st percentile among the NCCBP institution population (N = 234).

- 1) New methods and strategies, if applicable.

An **Early Alert program** is being designed to improve the retention of all at-risk students, especially minorities. Research is in progress to identify, purchase, and install software to improve communication between the faculty and the staff designated to provide case management / advice / and counsel. Recommendations have been made to add new staff to assist with this effort, specifically a Retention and Student Success Coordinator.

The **Retention Task Force** led by the Dean, Student Services completed their study and presented a report to the President that provided a wide range of recommendations to improve retention. The report included a focus on at-risk minority students as well as low income students.

C. Student Success in Targeted Programs

The college's plan for 2015-2016 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

The college is providing updates: Yes No If yes, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.

SFSC has implemented various programs/initiatives to increase student participation rates in the targeted programs:

- 1) The Student Support Services (TRiO) program has resulted in a more than **500%** increase in the 4-year graduation rate for these at-risk student groups, including a profound impact on black and Hispanic students. Through this SSS program, the college is able to provide services for roughly 45% of its low-income and FTIC student population each year.
- 2) SFSC's Tutoring and learning Center (TLC) offers a technology-enhanced facility that has diagnostic learning tools and educational software. Students come to the Open Learning Lab in the TLC to use computer-assisted study modules. Tutors and faculty are available to provide

assistance with mathematics, writing, and reading. Data indicate that students use this service extensively. During the fall term, labs were visited by 529 students, almost 1874 times with lab usage of approximately 3669 hours. Data reveal that approximately 90% of students that used this service are “satisfied” or “very satisfied”.

2) New methods and strategies, if applicable.

This year, the President accepted the report of the **Retention Task Force** led by the Dean, Student Services. The members of the committee were faculty and staff from across all departments and Centers of the College. This group spent the year reviewing best practices, researching the literature and investigating new methods, and, recommending initiatives aimed at retaining all students with an emphasis on at-risk minority students.

This year, the College has received a Title V, 5 year, Hispanic Supporting Institution – STEM grant from the Federal Department of Education. This grant will support both Hispanic and low income students.

Florida College System College: South Florida Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	15	248	6.05	5	65	7.69	18	285	6.32
	2014-15	19	339	5.60	6	87	6.90	18	254	7.09
	2015-16	16	298	5.37	4	67	5.97	10	235	4.26
Male	2013-14	9	248	3.63	2	65	3.08	9	285	3.16
	2014-15	6	339	1.77	2	87	2.30	15	254	5.91
	2015-16	4	298	1.34	1	67	1.49	10	235	4.26
Total	2013-14	24	248	9.68	7	65	10.77	27	285	9.47
	2014-15	25	339	7.37	8	87	9.20	33	254	12.99
	2015-16	20	298	6.71	5	67	7.46	20	235	8.51

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 DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2017 data are not available. LEP = Limited English Proficiency and DIS = Disabled

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	39	248	15.73	16	65	24.62	51	285	17.89
	2014-15	75	339	22.12	18	87	20.69	43	254	16.93
	2015-16	56	298	18.79	7	67	10.45	42	235	17.87
Male	2013-14	28	248	11.29	5	65	7.69	41	285	14.39
	2014-15	30	339	8.85	5	87	5.75	38	254	14.96
	2015-16	41	298	13.76	4	67	5.97	38	235	16.17
Total	2013-14	67	248	27.02	21	65	32.31	92	285	32.28
	2014-15	105	339	30.97	23	87	26.44	81	254	31.89
	2015-16	97	298	32.55	11	67	16.42	80	235	34.04

PERA = CCEE0192 11/17/2016 14:28:41 Source: AA1A2014, AA1A2015, AA1A2016
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Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2017 data are not available. LEP = Limited English Proficiency and DIS = Disabled

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	3	248	1.21	4	65	6.15	2	285	0.70
	2014-15	4	339	1.18	3	87	3.45	1	254	0.39
	2015-16	8	298	2.68	1	67	1.49	4	235	1.70
Male	2013-14	6	248	2.42	0	0	0.00	3	285	1.05

	2014-15	7	339	2.06	2	87	2.30	2	254	0.79
	2015-16	3	298	1.01	1	67	1.49	1	235	0.43
	2013-14	9	248	3.63	4	65	6.15	5	285	1.75
	2014-15	11	339	3.24	5	87	5.75	3	254	1.18
Total	2015-16	11	298	3.69	2	67	2.99	5	235	2.13

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DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2017 data are not available. LEP = Limited English Proficiency and DIS = Disabled

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
	2013-14	93	248	37.50	25	65	38.46	75	285	26.32
	2014-15	125	339	36.87	38	87	43.68	58	254	22.83
Female	2015-16	101	298	33.89	34	67	50.75	52	235	22.13
	2013-14	55	248	22.18	8	65	12.31	86	285	30.18
	2014-15	73	339	21.53	13	87	14.94	79	254	31.10
Male	2015-16	69	298	23.15	15	67	22.39	78	235	33.19
	2013-14	148	248	59.68	33	65	50.77	161	285	56.49
	2014-15	198	339	58.41	51	87	58.62	137	254	53.94
Total	2015-16	170	298	57.05	49	67	73.13	130	235	55.32

PERA = CCEE0192 11/17/2016 14:28:41 Source: AA1A2014, AA1A2015, AA1A2016

DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2017 data are not available. LEP = Limited English Proficiency and DIS = Disabled

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	150	248	60.48	50	65	76.92	146	285	51.23
	2014-15	223	339	65.78	65	87	74.71	120	254	47.24
	2015-16	181	298	60.74	46	67	68.66	108	235	45.96
Male	2013-14	98	248	39.52	15	65	23.08	139	285	48.77
	2014-15	116	339	34.22	22	87	25.29	134	254	52.76
	2015-16	117	298	39.26	21	67	31.34	127	235	54.04
Total	2013-14	248	248	100.00	65	65	100.00	285	285	100.00
	2014-15	339	339	100.00	87	87	100.00	254	254	100.00
	2015-16	298	298	100.00	67	67	100.00	235	235	100.00

PERA = CCEE0192 11/17/2016 14:28:41 Source: AA1A2014, AA1A2015, AA1A2016
 DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2017 data are not available. LEP = Limited English Proficiency and DIS = Disabled

D. Student Success in Targeted Programs

The college’s plan for 2015-2016 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

The college is providing updates: Yes No If yes, provide:

- 3) An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.
- 4) New methods and strategies, if applicable.

Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities

Course Substitution Report, Form CSR01

List the number of students with reported and eligible disabilities who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	0			
Specific Learning Disability	0			
Orthopedic Impairment	0			
Speech Impairment	0			
Emotional or Behavioral Disability	0			
	0			

Autism Spectrum Disorder				
Traumatic Brain Injury	0			
Other Health Impairment	0			

How many requests for course substitutions were received and how many substitutions were granted during the preceding academic year? (List the number of requests per semester starting with the fall semester.)

Semester	Number of substitutions requested	Number of substitutions granted
Fall	0	0
Spring	0	0
Summer	0	0
Total	0	0

Part V. Gender Equity in Athletics
(Include and address only if athletic programs are offered by the college)

A. Assessment of Athletic Programs

§1006.71, F.S., gender equity in intercollegiate athletics is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs shall develop a gender equity plan pursuant to §1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings and funds allocated for administration, recruitment, comparable coaching, publicity and promotion and other support costs. An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished.

For this part, provide the college's latest Equity in Athletics Disclosure Act (EADA) Survey Federal Report as an appendix.

B. Data Assessment

§1006.71, F.S., requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics.

Provide updates or new information related to sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity. If the college is not in compliance with Title IX, updates must be included in the college's Corrective Action Plan in Part D of this report.

- i. **Sports Offerings:** South Florida State College offers interscholastic sports offerings for women in softball, volleyball and cross country, and for men in baseball. These programs are all widely participated in throughout the surrounding service area as well as state wide which provides outstanding recruiting and participation opportunities.
- ii. **Participation Rates** are substantially proportionate to the enrollment of males and females. The participation rates for men's and women's sports are listed in the table below.
- iii. **Availability of facilities:** Athletic facilities are available for all female and male athletes. The Panther gym, softball field, running course and baseball field are all used by their respective players of each sport on an equally scheduled basis. Each athletic team has a locker room facility, and the strength and training center (fitness center) is open and accessible for all sports teams equally.
- iv. **Scholarship offerings for athletes:** Each athletic program has a scholarship package to offer which includes books, tuition, applicable fees and a meal plan. SFSC funds 34 scholarships for female sports and 18 scholarships for male sports.
- v. **Funds allocated for athletic recruitment, administration, coaching, publicity and promotions,** can be found in the EADA report.
- vi. **Equipment and supplies:** Equipment and supplies for each athletic team are purchased through each respective coach from the budget that each sport receives. These purchases are approved by the athletic director.

- vii. Scheduling of games and practice times: Scheduling for games and practice are also at the discretion of each sport coach. Schedules are approved by the athletic director.
- viii. Opportunities for tutoring: South Florida State has open tutoring labs that are accessible to all students on campus, as well as free online tutoring. All students have the opportunity to receive help as they request it at no cost to the students. Coaches may organize team study times for additional support at their discretion.
- ix. Medical and training services: South Florida State contracts with an athletic trainer who facilitates all needs at each home athletic event for all sports. The trainer also holds training room hours during the week that are open and accessible to all student/athletes for extended care.
- x. Housing and dining facilities: South Florida State College Foundation, Inc. provides an opportunity for housing for students at the hotel Jacaranda a historic hotel owned and operated by the college foundation. All students have the opportunity to rent a unit on a first come first serve basis. There are also rental properties in the area which some families choose to explore. SFSC does not have any housing agreements in place with housing/apartment complexes. Dining facilities are offered on campus through the SFSC cafeteria and most recently the addition of a Subway restaurant.

C. Compliance with Title IX

Using athletic participation data from the latest EADA Survey Federal Report, complete the following table to determine gender equity based on participation rates.

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2014 through June 30, 2015 and July 1, 2015 through June 30, 2016

	2014-2015			2015-2016			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	22	32		Total Number of Athletes	24	35	59
Percent of Athletes by Gender	41%	59%	100%	Percent of Athletes by Gender	41%	59%	100%
Total Number of Enrollments	1103	1697	2800	Total Number of Enrollments	1020	1639	2659
Percent of Enrollments by Gender	39%	61%	100%	Percent of Enrollments by Gender	38%	62%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	2%	2%		Record the difference between the percent of athletes and the percent of students enrolled:	3%	3%	

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?

2014-2015: Yes X No

2015-2016: Yes X No

Based on the participation rates of female athletes compared to female enrollments and based on the college’s athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:

- Accommodation of interests and abilities
- Substantial proportionality
- History and practice of expansion of sports

D. Corrective Action Plan

If the program is not in compliance, complete the Corrective Action Plan below and specify or update the plan to achieve compliance. Include completion dates for each method and strategy.

Gender Equity in Athletics Component	Planned Actions To Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Time Lines
No	Corrective	Action	Needed

Part VI. College Employment Equity Accountability Plan

§1012.86, F.S., Florida College System institution employment equity accountability program requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions, and full-time faculty positions who have attained continuing contract status. The plan must include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Florida Department of Education.

General information for completing this plan

A. Data, Analysis and Benchmarks

Beginning with this year's annual equity update report, colleges will be provided employment data for the last three years, rather than the last five years. This change is for purposes of maintaining a three-year plan as described in §1012.86(1), F.S. Data to evaluate employment trends for females and minorities in senior level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff, and full-time instructional staff with continuing contract status are from the Independent Postsecondary Education Data System (IPEDS) Fall Staff Criteria Used for Data Categorization as they have been in the past (previously identified as the EEO-6 Federal Report).

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2015 with Fall 2016.

NEW! National benchmarks have changed, beginning with this year's report. Previously, data were collected from the American Fact Finder Educational Attainment Census Data and reflected persons by race and gender over the age of 25 who had attained a bachelor's degree and master's degree or higher.

Colleges have also been provided with their own student enrollment percentages by race and gender since the 2008-2009 equity update reports. This additional benchmark was added based on feedback that colleges should strive to reflect their student demographics in their employment. The student enrollment data will be used as the benchmark for setting employment goals.

This may require a closer look and evaluation of methods and strategies to attract more minorities and these should be included in your plan.

1. College Full-Time Exec/Administrative/Managerial Staff (EAM)

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions. Include and evaluate strategies for addressing underrepresentation.

EAM - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	0.00%	0.00%	7.44%	5.88%	NO	5.88%
Black Male	0.00%	0.00%	3.29%	0.00%	YES	0.00%
Hispanic Female	0.00%	0.00%	20.59%	0.00%	YES	0.00%
Hispanic Male	5.60%	6.30%	12.43%	5.88%	YES	5.88%
White Female	50.00%	43.80%	30.00%	52.94%	NO	41.18%
White Male	44.00%	50.00%	21.36%	35.29%	YES	47.06%
Other Minorities						
Other Minorities Female	0.00%	0.00%	2.78%	0.00%	YES	0.00%
Other Minorities Male	0.00%	0.00%	2.12%	0.00%	YES	0.00%
Total Female	50.00%	43.80%	60.80%	58.82%	YES	47.06%
Total Male	50.00%	56.30%	39.20%	41.18%	NO	52.94%

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Representation of women and minorities in EAM positions did change in 2016-17. Since our Fall IPEDS report, we added one White Female and replaced one White Female with a White Male. We eliminated a position for 2016-17 following a retirement, bringing our total employee count in this category to 17 (1=5.88%). In 2017-18 we anticipate one White Male retirement and our goals reflect hiring a minority for the vacancy. No other opportunities are anticipated for 2017-18.

SFSC recruits both nationally and locally for new and vacant administrative positions and uses targeted ads in nationally-recognized minority publications, professional journals, and educational institutions to attract diverse candidates. A member of the Equity Committee serves on each search committee for positions in this classification. We also encourage and provide funding for current staff to seek the advanced academic preparation required for these positions.

2. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

The implementation of student population percentages per minority groups as a benchmark for setting employment goals is a significant barrier to success for SFSC. The percentage of qualified applicants for EAM positions within our region is lower than our college’s student body minority representation. Coupled with a very stable workforce, a rural service district, and potentially decreased funding for new positions, it is unlikely that we will achieve the new ideal within the current plan period. Understanding that a goal of 0% is viewed unfavorably, we felt it was appropriate to reflect the most realistic view of our institution for 2017. As vacancies occur and new administrative positions are developed, we will continue to monitor representation and strive to achieve greater diversity in this classification.

3. College Full-Time Instructional Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions. Include and evaluate strategies for addressing underrepresentation.

Instructional - Goal Achievement Analysis and Setting Goals						
	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	4.90%	4.90%	7.44%	4.84%	YES	4.84%
Black Male	0.00%	0.00%	3.29%	1.61%	NO	0.00%
Hispanic Female	1.60%	3.30%	20.59%	3.23%	YES	3.23%
Hispanic Male	0.00%	0.00%	12.43%	0.00%	YES	0.00%
White Female	50.80%	52.50%	30.00%	45.16%	YES	51.61%
White Male	41.00%	37.70%	21.36%	40.32%	NO	37.10%
Other Minorities						
Other Minorities Female	1.60%	1.60%	2.78%	3.23%	NO	1.61%
Other Minorities Male	0.00%	0.00%	2.12%	1.61%	NO	0.00%
Total Female	59.00%	62.30%	60.80%	56.45%	YES	61.30%
Total Male	41.00%	37.70%	39.20%	43.55%	NO	37.10%
EQUITY_PERA1722B.SAS:BLANK_REPORTS_PERA1722B.XLSX:caa:11/17/16						

Although we met our stated goals for some categories among the instructional faculty, representation of qualified Hispanics and “Other” minority groups continued to fall behind. In 2017, we expect to report a total of 61 instructional faculty (1=1.64%). We expect one faculty retirement this year- White male -and our goals for 2017 reflect hiring minorities for then vacancy. Recruitment efforts are underway as this report is being developed.

SFSC recruits both nationally and locally for new and vacant faculty positions and uses targeted ads in nationally-recognized minority publications, professional journals, and educational institutions to attract diverse candidates. A member of the Equity Committee serves on each search committee for positions in this classification. We also encourage and provide funding for current staff to seek the advanced academic preparation required for these positions.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

The implementation of student population percentages per minority groups as a benchmark for setting employment goals is a significant barrier to success for SFSC. The percentage of qualified applicants for institutional positions within our region is lower than our college’s student body minority representation. Coupled with a very stable workforce and decreased funding for new positions, it is unlikely that we will achieve the new ideal within the current plan period. Understanding that a goal of 0% is viewed unfavorably, we felt it was appropriate to reflect the most realistic view of our institution for 2017. Previously identified barriers affecting recruitment and retention of qualified minority candidates for faculty positions include our rural location, existing cultural and social opportunities within the service district, and, as applicable, area schools and employment opportunities for spouses/dependents. All of these barriers still exist. As vacancies occur and new faculty positions are developed, we will continue to monitor representation and strive to achieve greater diversity in this classification.

4. College Full-Time Instructional Staff with Continuing Contract

- a. Use the excel table provided to reflect an analysis and assessment of the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions. Include and evaluate strategies for addressing underrepresentation.

Instructional with Continuing Contract - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	3.90%	4.30%	7.44%	5.89%	NO	5.35%
Black Male	0.00%	0.00%	3.29%	N/A	N/A	N/A
Hispanic Female	0.00%	0.00%	20.59%	N/A	N/A	N/A
Hispanic Male	0.00%	0.00%	12.43%	0.00%	NO	1.79%
White Female	52.90%	54.30%	30.00%	50.98%	YES	55.36%
White Male	41.20%	39.10%	21.36%	41.18%	NO	35.71%
Other Minorities						
Other Minorities Female	2.00%	2.20%	2.78%	1.96%	YES	N/A
Other Minorities Male	0.00%	0.00%	2.12%	N/A	N/A	1.79%
Total Female	58.80%	60.90%	60.80%	58.82%	YES	62.50%
Total Male	41.20%	39.10%	39.20%	41.18%	NO	37.50%

EQUITY_PERA1722B.SAS:BLANK_REPORTS_PERA1722B.XLSX:caa:11/17/16

The stated goals for 2017 represent actual movement of current faculty. We have awarded a continuing contract to one White female for the 2017-18 academic year and are losing one White male through retirement or separation. The total number of instructional faculty on continuing contract remains at 51 (1=1.96%). With the addition of several minority and female faculty over the past three years, we are on track for increasing representation. The first eligibility opportunity for Hispanic faculty will be in the 2018-19 academic year. In the event our goal to add two additional minority faculty this year is reached, their first opportunity for eligibility will also be in the 2019-20 academic year--assuming they have a least two years of full-time faculty employment in another institution of higher education. Increased representation among continuing contract faculty is directly proportional to success in hiring and retaining qualified minorities and females.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

The implementation of student enrollment as the new benchmark for setting employment goals will continue to be a significant barrier to success for SFSC in the coming years.

4. Overall College Employment

In May, 2015, South Florida State College was named by *Diverse Issues in Higher Education* as one of the 16 most promising places to work among community colleges in the United States. We are very proud of this designation and, although not required by this report, we want to share a snapshot of our overall employment demographics.

Overall College Employment				
Full-Time - 260 Part-time - 201 Total Employees - 461	Actual Data (#) 2016	Actual Data (%) 2016	Student Population Percent (Benchmark)	Met Benchmark (Yes/No)
Black - Full-time	23	4.99%	N/A	N/A
Black - Part-time	38	8.24%	N/A	N/A
Black - Total	61	13.23%	10.73	Yes
Hispanic - Full-time	31	6.72%	N/A	N/A
Hispanic - Part-time	49	10.63%	N/A	N/A
Hispanic - Total	80	17.35%	33.01	No
Other Minorities - Full-time	14	3.04%	N/A	N/A
Other Minorities - Part-time	18	3.90%	N/A	N/A
Other Minorities - Total	32	6.94%	4.90	Yes
Total Minorities	105	22.78%	48.64	No
Total Whites	356	77.22%	51.36	Yes
Total Females	261	56.62%	60.80	No

SOURCE: IPEDS FALL DATA - 2016
 Note: Data is aggregated by IPEDS minority classification.

- B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents**
- 1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts, and vice presidents in achieving employment accountability goals. The summary

should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

Evaluations of all SFSC department chairpersons, deans, and vice presidents have been completed for 2016. Results indicate that all designated personnel made satisfactory progress in achieving employment accountability goals. In the event evaluations showed unsatisfactory progress toward meeting intended goals, the college would provide additional training on diversity and non-discrimination. If unsatisfactory progress persisted, the college could choose to initiate disciplinary action, including possible non-renewal of contract or leadership reassignment.

- 2) Provide a summary of the college's board of trustees' annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

SFSC's District Board of Trustees provided an evaluation of the president on January 18, 2017. The president's ratings indicated that he had met and exceeded the performance indicators on which the evaluation was based. He is achieving his annual and long-term goals and objectives, including his commitment and progress in supporting college planning and equity goals, as well as gender equity in athletics.

C. **Additional Requirements**

The college should complete the following related to additional processes required by §1012.86, F.S. The Signature Page of this report will suffice as certification of each. Use space as needed.

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Yes X No
Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

SFSC's standing Equity Committee is comprised of a diverse group of administrators, faculty, and professional staff. The screening committee for each full-time faculty and administrative position includes a member of the Equity Committee who is responsible for ensuring that the College's equity procedures are followed.

Screening committee chairs are typically the direct supervisors of positions to be filled. Committee members are recommended by the chair and reviewed by the EA/EO Employee Coordinator to ensure that diversity and balance in the committee's composition. Screening committee chairs for full-time faculty and administrative positions may choose from the list of Equity Committee members to establish the "Equity Representative" for the

search. The EA/EO Employee Coordinator is authorized to appoint the “Equity Representative” as needed.

- 2) Briefly describe the process used to grant continuing contracts.

Faculty employed prior to the 2013-14 academic year are eligible for continuing contract after having successfully completed three consecutive years of employment, subject to program continuation, continued funding, and continued satisfactory performance. The last faculty member hired during that period was approved for continuing contract by the District Board of Trustees on March 23, 2016. Faculty employed for 2013-14 and beyond are subject to criteria under the current SBE Rule 6A-14.0411 which provides an eligibility period of three (3) years to five (5) years and identifies additional measures of satisfactory service. Up to 2 years of prior full-time postsecondary teaching experience may be used in calculating the eligibility period for new faculty.

- 3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

Faculty is notified of the criteria for attaining continuing contract status at employee orientation. Reappointment recommendations follow the annual performance review process for all faculty on annual contract and include the criteria set forth by SBE Rule 6A-14.0411 and SFSC’s policy. Board reappointment is communicated to faculty through instructional supervisors. Faculty is notified of their progress and applicable rules at regular intervals during their individual continuing contract.

- 4) Briefly describe the college’s budgetary incentive plan to support and ensure attainment of the employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

Each year, SFSC sets aside a portion of its Staff and Program Development budget for equity initiatives. These funds are used primarily for targeted advertising when positions become available and for program development. For 2017-18, we anticipate hiring two faculty members giving opportunity to increase representation in under-represented groups.

- 5) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information is not required; however, the college may choose to include additional information for purposes of diversity analysis.

Job Classification (the IPEDS Fall Staff Survey Job Classifications may be used as appropriate)	Number of New Hires*	New Hires*Salary Range	Number of Existing Employee(s) with Comparable Experience	Existing*Salary Range
Office and Administrative Support	8	22,700 - 37,500	68	17,886 - 39,922
Instructional Staff	6	42,727 - 65,146	61	38,756 - 85,023
Computer	2	28,000 - 30,000	10	26,000 - 58,000
Instructional Support	2	32,000 - 56,375	21	26,000 - 92,884
Management	1	90,000	1	67,000 - 115,075
Community Service	1	55,000	1	47,476 - 92,884
Research	1	52,964	0	38,756 - 71,082
Archivists, Curators & Museum Tech	1	47,500	0	47,476 - 92,884
Service Occupations	1	17,886	26	17,886 - 29,620

Salary Information

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2016 either for the first time (new to the institution) or after a break in service AND who are still on the payroll of the institution as November 1, 2016.”

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2016/2017 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

**South Florida State College
(name of institution)**

The college ensures that §1000.05, F.S. and §1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by §1007.264 and §1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, §1006.71, F.S., Gender Equity in Intercollegiate Athletics, and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs)

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of §1012.86, F.S.

Name (Equity Officer) _____ Date _____

Name (College President) _____ Date _____

Name (Chair, College Board of Trustees) _____ Date _____

This concludes the Annual Equity Update Report for 2016/2017. Please enclose appropriate appendices.

Appendix

Equity in Athletics 2016

Institution: South Florida State College (137315)
User ID: E1373151

Screening Questions

Please answer these questions carefully as your responses will determine which subsequent data entry screens are appropriate for your institution.

1. How will you report Operating (Game-day) Expenses?

<input checked="" type="radio"/> By Team	<input type="radio"/> Per Participant
--	---------------------------------------

2. Select the type of varsity sports teams at your institution.

<input checked="" type="checkbox"/>	Men's Teams
<input checked="" type="checkbox"/>	Women's Teams
<input type="checkbox"/>	Coed Teams

3. Do any of your teams have assistant coaches?

<input checked="" type="radio"/> Yes	
<input checked="" type="checkbox"/>	Men's Teams
<input checked="" type="checkbox"/>	Women's Teams
<input type="checkbox"/>	Coed Teams
<input type="radio"/> No	

- If you save the data on this screen, then return to the screen to make changes, note the following:
- 1) If you select an additional type of team remember to include associated data for that type of team on subsequent screens;
- 2) If you delete a type of team but have already entered associated data on other screens, all associated data for that type of team will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Institution: South Florida State College (137315)
 User ID: E1373151

Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.					
Sport	Men's	Women's	Sport	Men's	Women's
Archery	<input type="checkbox"/>	<input type="checkbox"/>	Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Basketball	<input type="checkbox"/>	<input type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>	Football	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>	Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Swimming and Diving (combined)	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input type="checkbox"/>	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

CAVEAT

* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please also specify in the caveat box that your institution has a letter from the Office for Civil Rights confirming that the OCR has determined that Dancing and/or Cheerleading are varsity sports at your institution.

- If you save the data on this screen, then return to the screen to make changes, note the following:
- 1) If you select an additional team remember to include associated data for that sport on subsequent screens;
- 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Institution: South Florida State College (137315)
 User ID: E1373151

Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams	Men's Teams	Women's Teams
Baseball	24	
Cross Country		5
Softball		18
Volleyball		12
Total Participants Men's and Women's Teams	24	35
Unduplicated Count of Participants <small>(This is a head count. If an individual participates on more than one team, count that individual only once on this line.)</small>	24	35

CAVEAT
 (For each men's or women's team that includes opposite sex participants, specify the number of male and the number of female students on that team in this caveat box. This does not apply for coed teams. Additionally, provide any other clarifying information here.)

If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

Institution: South Florida State College (137315)
 User ID: E1373151

Head Coaches - Men's Teams

For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.
 The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Coaching Position Totals	1	0	1	0	0	0	0	0	1
CAVEAT	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>								

Institution: South Florida State College (137315)
 User ID: E1373151

Head Coaches - Women's Teams

For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.
 The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Cross Country						1		1	1
Softball	1		1						1
Volleyball					1		1		1
Coaching Position Totals	1	0	1	0	1	1	1	1	3
CAVEAT									

Institution: South Florida State College (137315)
 User ID: E1373151

Head Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.
 Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.
 For help calculating the FTE total click on the Instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coaching Position (for coaching duties only)	54,379	35,021
Number of Head Coaching Positions Used to Calculate the Average	1	3
Number of Volunteer Head Coaching Positions (Do not include these coaches in your salary or FTE calculations.)		0
Average Annual Institutional Salary per Full-time equivalent (FTE)	54,379	42,025
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.00	2.50
CAVEAT		

Institution: South Florida State College (137315)
 User ID: E1373151

Assistant Coaches - Men's Teams

For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball		1		1					1
Coaching Position Totals	0	1	0	1	0	0	0	0	1
CAVEAT									

Institution: South Florida State College (137315)
 User ID: E1373151

Assistant Coaches - Women's Teams

For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Cross Country							1		1
Softball						1		1	1
Volleyball		1		1					1
Coaching Position Totals	0	1	0	1	0	2	0	2	3

CAVEAT

Institution: South Florida State College (137315)
 User ID: E1373151

Assistant Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays assistant coaches as compensation for coaching. Do not include benefits on this screen.
 Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.
 For help calculating the FTE total click on the Instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coaching Position (for coaching duties only)	3,775	3,033
Number of Assistant Coaching Positions Used to Calculate the Average	1	2
Number of Volunteer Assistant Coaching Positions (Do not include these coaches in your salary or FTE calculations.)		1
Average Annual Institutional Salary per Full-time equivalent (FTE)	18,875	15,165
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	0.20	0.40
CAVEAT		

Institution: South Florida State College (137315)
 User ID: E1373151

Athletically Related Student Aid - Men's and Women's Teams

Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Amount of Aid	130,996	291,281	422,277
Ratio (percent)	31	69	100%

CAVEAT

Institution: South Florida State College (137315)
 User ID: E1373151

Recruiting Expenses - Men's and Women's Teams

Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	0	2,496	2,496
CAVEAT			

Institution: South Florida State College (137315)
 User ID: E1373151

Operating (Game-Day) Expenses - Men's and Women's Teams by Team

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.

For a sport with a men's team and a women's team that have a combined budget, click here for special instructions. Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams		Women's Teams		By Total Operating Team	Operating Expenses
	Participants	Operating Expenses per Participant	By Team	Participants		
Baseball	24	1,873	44,961			44,961
Cross Country				5	1,820	9,102
Softball				18	1,613	29,035
Volleyball				12	1,767	21,202
Total Operating Expenses Men's and Women's Teams	24		44,961	35		59,339

CAVEAT



Note: This screen is for game-day expenses only.

Institution: South Florida State College (137315)
 User ID: E1373151

Total Expenses - Men's and Women's Teams

Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.
 Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Baseball	255,928		255,928
Cross Country		44,336	44,336
Softball		237,434	237,434
Volleyball		218,846	218,846
Total Expenses of all Sports, Except Football and Basketball, Combined	255,928	500,616	756,544
Total Expenses Men's and Women's Teams	255,928	500,616	756,544
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			154,726
Grand Total Expenses			911,270
CAVEAT			

Institution: South Florida State College (137315)
 User ID: E1373151

Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.
 Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.
Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Baseball	255,928		255,928
Cross Country		44,336	44,336
Softball		237,434	237,434
Volleyball		218,846	218,846
Total Revenues of all Sports, Except Football and Basketball, Combined	255,928	500,616	756,544
Total Revenues Men's and Women's Teams	255,928	500,616	756,544
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			154,726
Grand Total for all Teams (includes by team and not allocated by gender/sport)			911,270

CAVEAT

Institution: South Florida State College (137315)
 User ID: E1373151

Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	54,379	105,063	159,442
2 Total of Assistant Coaches' Salaries	3,775	6,066	9,841
3 Total Salaries (Lines 1+2)	58,154	111,129	169,283
4 Athletically Related Student Aid	130,996	291,281	422,277
5 Recruiting Expenses	0	2,496	2,496
6 Operating (Game-Day) Expenses	44,961	59,339	104,300
7 Summary of Subset Expenses (Lines 3+4+5+6)	234,111	464,245	698,356
8 Total Expenses for Teams	255,928	500,616	756,544
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	21,817	36,371	58,188
10 Not Allocated Expenses			154,726
11 Grand Total Expenses (Lines 8+10)			911,270
12 Total Revenues for Teams	255,928	500,616	756,544
13 Not Allocated Revenues			154,726
14 Grand Total Revenues (Lines 12+13)			911,270
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	0	0	0
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

To return to a data entry screen, click on the link in the [Navigation Menu](#).

To proceed to the Supplemental Information screen, click on the link in the [Navigation Menu](#) or click on the "Next" button on this screen.

Institution: South Florida State College (137315)
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Supplemental Information (optional)

This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program.
This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk.
To explain specific data entered on a previous screen, please use the caveat box on that screen.

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