SOUTH FLORIDA State College

OFFICE OF THE PRESIDENT

| Item 8.1 |

PRESENT TO BOARD: APRIL 25, 2018

TO: SOUTH FLORIDA STATE COLLEGE
             DISTRICT BOARD OF TRUSTEES

FROM: THOMAS C. LEITZEL

SUBJECT: ACCEPTANCE OF THE 2017-2018 ANNUAL EQUITY REPORT

The presentation of the Annual Equity Update Report to be given at the meeting includes FLDOE comments regarding the 2017 report and seeks the acceptance of the 2017-2018 report from the District Board of Trustees

---

SUGGESTED MOTION:

Move to accept SFSC's 2018 Annual Equity Update report and to authorize its submission to the Florida Department of Education.

---

600 West College Drive, Avon Park, Florida 33825-9356 | 863-453-6661
AN EQUAL ACCESS / EQUAL OPPORTUNITY INSTITUTION | ACCREDITED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

50

Division of Florida Colleges

Instructions *for*

2017-2018

College Annual Equity Update

This page is intentionally blank

Contents`

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 2017 for 2016-2017 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 Florida College System (FCS) continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the FCS 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.

There are two major changes in how the equity data are being reported to the 28 colleges in order to make the report more appropriate to the missions and academic offerings of the Florida colleges. These changes mean that, for example, the numbers on this year's equity reporting of 2015-16 will not match the numbers on last year's equity report for2015-16. The two changes are:

1. Enrolled students who declare that they are enrolled in a baccalaureate program are now included in enrollment and completions headcounts. Baccalaureate students were not included in previous years' reports.
2. Enrolled students who declare that they are enrolled as "No Formal Award (Credit, non-degree seeker)" are no longer included in the enrollment headcounts.

Item 2 will have a significant impact on the enrollment numbers for most of the 28 FCS colleges. For example, in 2015-16 there were approximately 77,000 students across the FCS that were enrolled as "No Formal Award (Credit, non-degree seeker)."

In subsequent years, the equity reports will continue to reflect these changes. We at the Division of Florida Colleges recognize that these changes may impact the previously set goals set for the 2016-17 year.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets as an attachment to 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.

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.

The College Annual Equity Update is due to the Florida Department of Education, Florida College System by May 1, 2018. 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 2017-2018 update should address the following six parts of your report.

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

Part I. Description of Plan Development

Are there any changes to the development of the college equity plan? No _**X**__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, Executive Director, Institutional Effectiveness, Planning and Technology
   - Dr. Timothy Wise, Dean, Student Services and EA/EO (Equity) Student Coordinator
   - Rick Hitt, Athletic Director
   - Donald Kesterson, Director, 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 its educational programs or activities. The committee meets periodically to review information, discuss data and strategies, and assess the 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 individuals mentioned above serve on the Equity Committee along with other members appointed by the president.

   The SFSC District Board of Trustees adopted the 2017-18 Equity Update Report on April 25, 2018.

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to <u>processes</u> 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 _X__ If yes:
      1)   Provide the date of revision: 8/28/2017
      2)   Describe the revision: We rescinded 5230, 1102, and 1103. Then we renumbered 1095 to Procedure 5230 and included several aspects of 5230, 1102, and 1103 into the new 5230.
      3)   Provide the web link(s) to document the revision: https://www.southflorida.edu/wp-content/uploads/sites/3/2015/10/5230-Sexual-Harassment-of-Employees-and-or-Job-Applicants.pdf

   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 _X__Yes ___ If yes, provide updated information.

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

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? _X__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.

Kendra Wellnitz, Coordinator, Residence Life and Title IX; Highlands Campus, Building B, Room 274; 863-784-7127; TitleIXCoordinator@southflorida.edu.

Donald Kesterson, Director, Human Resources; EA/EO & ADA Officer and Deputy Title IX Coordinator; Human Resources Office; Highlands Campus, Building I, Room 109; 863-784-7336; TitleIXCoordinator@southflorida.edu.

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 __**X**_ If yes:
1) Provide the date of revision: 8/28/2017
2) Describe the revision: We rescinded 5230, 1102, and 1103. Then we renumbered 1095 to Procedure 5230 and included several aspects of 5230, 1102, and 1103 into the new 5230.
3) Provide the web link(s) to document the revision: https://www.southflorida.edu/wp-content/uploads/sites/3/2015/10/5230-Sexual-Harassment-of-Employees-and-or-Job-Applicants.pdf

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 _**X**__
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 _**X**__
3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No ___Yes _**X**__
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 _**X**__ Yes ___

2)   Title II?   No _**X**__ Yes ___

3)   Section 504?   No _**X**__ Yes ___

4)   Nondiscrimination policies or procedures pertaining to disability   No _**X**__ Yes ___
       services, including Rule 6A-10.041, F.A.C., that addresses

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

course substitution requirements?

5) Acquired Immune Deficiency Syndrome/Human   No __X__ Yes ___
   Immunodeficiency Virus (AIDS/HIV) Infectious Disease?

6) Other policies or procedures related to civil rights or   No ___ Yes __X__
   Non-discrimination?

Address the following for any policies or procedures in "F" marked "Yes"
B. The name of the policy and/or procedure(s):
   Procedure 5230 – Discrimination, Harassment, and/or Sexual Harassment
   Compliant Procedure

C. The date of revision: 8/28/2017

   A description of the revision: We rescinded 5230, 1102, and 1103. Then we
                  renumbered 1095 to Procedure 5230 and included several aspects of
                  5230, 1102, and 1103 into the new 5230.

D. The web link(s) to document the revision: https://www.southflorida.edu/wp-
   content/uploads/sites/3/2015/10/5230-Sexual-Harassment-of-Employees-and-or-Job-
   Applicants.pdf

   Address the following for any policies or procedures in "F" marked "Yes"
   a) The name of the policy and/or procedure(s):
      Policy 3.36 – Prohibition of Hazing

   b) The date of revision: 2/6/2018

   A description of the revision: The president is authorized to enforce written procedures
                  which prohibit hazing of students or prospective students by any
                  organization operating under the sanction of South Florida State College
                  or hazing by any organization on college sites or at any other location.

   c) The web link(s) to document the revision: http://www.southflorida.edu/wp-
      content/uploads/sites/3/2015/09/3.36-Prohibition-of-Hazing.pdf

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

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.

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2017-2018 in the excel table provided.

The college is achieving goals: Yes ___ No_**X**__ If no, provide:

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

The analysis of data indicates FTIC Black and overall students are meeting goals. In 2016-17, SFSC set a 10.5% goal for FTIC and 11% for overall enrollment. In each category, the population achieved goals. FTIC enrollment population achieved 16.51%, an approximate 6% increase from 2015-16 to 2016-17. Overall enrollment population achieved 11.59%, approximately .60% of an increase from 2015-16. Although the population remains the lowest for all races (excluding Other), the data are optimistic. SFSC anticipates a goal of 12% for 2017-18 to align with US Census data in the college's service area.

Analysis of Hispanic data indicates overall enrollment goals are being met, however, not for FTIC. In 2016-17, SFSC set a goal of 37% FTIC and 33% for overall enrollment. The population achieved a 36.38% FTIC enrollment increase, approximately .62% lower than what was anticipated. Meanwhile, overall enrollment population achieved 34.55%, a 1.55% increase from 2015-16 -2016-17. SFSC anticipates an FTIC goal of 36.5% and overall enrollment goal of 35.5% in 2017-18 to align with US Census data in the college's service area. Currently, our Hispanic population is 25% within our college's service area.

Analysis by race indicated that Other Minorities enrollment patterns mirrored the Hispanic population; goals are being met overall, however, not for FTIC enrollment. In 2016-17 SFSC set an FTIC goal of 4.5% and overall enrollment goal of 5%. The population achieved an FTIC goal of 4.17%, approximately .33% lower than what was anticipated. Furthermore, the achieved overall enrollment of 5.12% was .12% higher

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

than anticipated. For 2017-18, SFSC maintained the goal set for FTIC and adjusted the overall enrollment goal to 35.5%.

Additional analysis by gender indicated goals are being met for FTIC enrollment male students but not for overall. In 2016-17, SFSC set a goal of 45% for the FTIC male population and achieved it by more than .51%. A goal of 40% was set for the Overall enrollment population, and although the population achieved 38.43%, it was not met by approximately 5%. SFSC decreased the goal slightly to 39% in 2017-18. Presently, female students continue to make up 61.57% of the college's overall enrollment (up approximately one percentage point from the previous year).

Several student service initiatives have directly or indirectly contributed to the noted FTIC growth of SFSC's Black student population. As noted in the proceeding section, the college's Minority Male Initiative (MMI) aims to inform underrepresented students of the college's post-secondary opportunities to include degrees, certificates, and available services. This initiative has developed into an important and successful recruitment event with over 100 students participating from area high schools. In addition to the MMI, the college's Title V project, Reengineering Our Future, is designed to increase Hispanic student enrollment in STEM-related fields. New STEM programs were recently initiated (e.g, Mechatronics), and the college will have student success data to gauge the program's effectiveness in the coming year.

Discuss methods and strategies to increase (Black, Hispanic, and other)

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. Success rates for students enrolled in this program are consistently higher than the general population.
2. Panther Youth Program (PYP) provides youth with services that will develop and strengthen employability skills, talents, and interests.
3. HSI – Reengineering Our Future (Title V Grant) designed to increase Hispanic and low-income students entering STEM fields.
4. 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 dependents for success in school; and have the economic stability to exercise their rights as citizens in their communities. The program has continuously been

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

recognized for exceeding performance measures set forth by the US DOL. The program currently serves over 90 students.

5.   Take Stock in Children (TSIC) is 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, an annual program that brings Black and Hispanic 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. Also, guest lecturers provided an informational and motivational speech.

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

SFSC has implemented various programs/initiatives to increase student enrollment rates—particularly for its minority and FTIC student population. Below are a list of the NEW methods and strategies.

1.   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.   SFSC celebrated Hispanic History Month from September to October 2017. Throughout the month, activities related to Hispanic culture and heritage were presented on each campus to increase and improve understanding of this significant population within our service area and college.

3.   The President's Retention Task Force led by the Dean, Student Services submitted a report to the President and his staff that led to significant discussions as well as implementation plans to improve retention. It described a three-pronged approach of Prevention, Intervention, and Recovery methods to increase the retention and completion of all students with a particular focus on minority students.

4.   The College's 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 700 students from five high schools and GED programs 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.

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

5. 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 and their culture.
6. During the College's Convocation, an expert on the Millennial Generation and Hispanics spoke to the assembled college staff and faculty to increase awareness of the new wave of students to college.
7. Through the HSI STEM grant, early alert software has been purchased and is being installed to permit faculty and staff to report at-risk students so that intervention strategies can be applied to assist these students with retention, success and completion goals. Case Management methods will be applied to implement the Early Alert system further.

			FTIC			Total Enrollments		
Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Black	female	2014-15	36	508	7.09%	237	3,329	7.12%
Black	female	2015-16	31	479	6.47%	234	3,175	7.37%
Black	female	2016-17	60	624	9.62%	245	3,279	7.47%
Black	male	2014-15	18	508	3.54%	108	3,329	3.24%
Black	male	2015-16	18	479	3.76%	105	3,175	3.31%
Black	male	2016-17	43	624	6.89%	135	3,279	4.12%
Black	Total	2014-15	54	508	10.63%	345	3,329	10.36%
Black	Total	2015-16	49	479	10.23%	339	3,175	10.68%
Black	Total	2016-17	103	624	16.51%	380	3,279	11.59%

PERA 1722C CCEE0191 02/26/2018 14:38:09 collection
Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. Fl. DOE
years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race,
Unknown Gender, or Unknown Citizenship.

Data is based on the degree or other formal award being sought, as declared by
the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001
Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College
Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree;
Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional
Preparation; Apprenticeship Program; Advanced Technical Certificate.

	FTIC	Total Enrollments

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

THE Florida COLLEGE SYSTEM

Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Hispanic	female	2014-15	111	508	21.85%	673	3,329	20.22%
Hispanic	female	2015-16	97	479	20.25%	661	3,175	20.82%
Hispanic	female	2016-17	138	624	22.12%	727	3,279	22.17%
Hispanic	male	2014-15	79	508	15.55%	373	3,329	11.20%
Hispanic	male	2015-16	78	479	16.28%	396	3,175	12.47%
Hispanic	male	2016-17	89	624	14.26%	406	3,279	12.38%
Hispanic	Total	2014-15	190	508	37.40%	1,046	3,329	31.42%
Hispanic	Total	2015-16	175	479	36.53%	1,057	3,175	33.29%
Hispanic	Total	2016-17	227	624	36.38%	1,133	3,279	34.55%

PERA 1722C CCEE0191 02/26/2018 14:38:09 collection
Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. Fl. DOE
years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race,
Unknown Gender, or Unknown Citizenship.

Data is based on the degree or other formal award being sought, as declared by
the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001
Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College
Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree;
Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional
Preparation; Apprenticeship Program; Advanced Technical Certificate.

				FTIC			Total Enrollments	
Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Other	female	2014-15	12	508	2.36%	84	3,329	2.52%
Other	female	2015-16	10	479	2.09%	88	3,175	2.77%
Other	female	2016-17	12	624	1.92%	97	3,279	2.96%
Other	male	2014-15	8	508	1.57%	66	3,329	1.98%
Other	male	2015-16	12	479	2.51%	66	3,175	2.08%
Other	male	2016-17	14	624	2.24%	71	3,279	2.17%
Other	Total	2014-15	20	508	3.94%	150	3,329	4.51%
Other	Total	2015-16	22	479	4.59%	154	3,175	4.85%
Other	Total	2016-17	26	624	4.17%	168	3,279	5.12%

PERA 1722C CCEE0191 02/26/2018 14:38:09 collection
Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. Fl. DOE
years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race,
Unknown Gender, or Unknown Citizenship.

Data is based on the degree or other formal award being sought, as declared by
the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001
Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College
Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree;
Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional
Preparation; Apprenticeship Program; Advanced Technical Certificate.

			FTIC			Total Enrollments		
Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
White	female	2014-15	129	508	25.39%	1,065	3,329	31.99%
White	female	2015-16	129	479	26.93%	947	3,175	29.83%
White	female	2016-17	130	624	20.83%	950	3,279	28.97%
White	male	2014-15	115	508	22.64%	723	3,329	21.72%
White	male	2015-16	104	479	21.71%	678	3,175	21.35%
White	male	2016-17	138	624	22.12%	648	3,279	19.76%
White	Total	2014-15	244	508	48.03%	1,788	3,329	53.71%
White	Total	2015-16	233	479	48.64%	1,625	3,175	51.18%
White	Total	2016-17	268	624	42.95%	1,598	3,279	48.73%

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

			FTIC			Total Enrollments		
Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
All	female	2014-15	288	508	56.69%	2,059	3,329	61.85%
All	female	2015-16	267	479	55.74%	1,930	3,175	60.79%
All	female	2016-17	340	624	54.49%	2,019	3,279	61.57%
All	male	2014-15	220	508	43.31%	1,270	3,329	38.15%
All	male	2015-16	212	479	44.26%	1,245	3,175	39.21%
All	male	2016-17	284	624	45.51%	1,260	3,279	38.43%
All	Total	2014-15	508	508	100.00%	3,329	3,329	100.00%
All	Total	2015-16	479	479	100.00%	3,175	3,175	100.00%
All	Total	2016-17	624	624	100.00%	3,279	3,279	100.00%

PERA 1722C CCEE0191 02/26/2018 14:38:09 collection
Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. Fl. DOE
years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race,
Unknown Gender, or Unknown Citizenship.

Data is based on the degree or other formal award being sought, as declared by
the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001
Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College
Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree;
Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional
Preparation; Apprenticeship Program; Advanced Technical Certificate.

		FTIC		Total Enrollments	
Gender	Rpt Year	LEP	DIS	LEP	DIS
female	2014-15	2	8	24	52
female	2015-16	1	2	15	50
female	2016-17	1	7	10	52
male	2014-15	2	6	5	50
male	2015-16	1	6	7	49
male	2016-17	1	14	4	49
Total	2014-15	4	14	29	102
Total	2015-16	2	8	22	99
Total	2016-17	2	21	14	101

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

PERA 1722C CCEE0191 02/26/2018 14:38:09 collection
Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. Fl. DOE
years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race,
Unknown Gender, or Unknown Citizenship.

Data is based on the degree or other formal award being sought, as declared by
the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001
Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College
Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree;
Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional
Preparation; Apprenticeship Program; Advanced Technical Certificate.

	2016-2017 Goals for FTIC	2016-2017 Goals Achieved FTIC Yes-No	2017-2018 Goals for FTIC	2016-2017 Goals for Overall Enrollments	2016-2017 Goals Achieved Overall Enrollments Yes-No	2017-2018 Goals for Overall Enrollments
Black	10.5%	Y (16.51%)	12.5%	11%	Y (11.59%)	12%
Hispanic	37%	N (36.38%)	36.5%	33%	Y (34.55%)	35.5%
Other Minorities	4.5%	N (4.17%)	4.5%	5%	Y (5.12%)	5.25%
White	49%	N (42.95%)	46.5 %	52%	N (48.73%)	47.25%
male	45%	Y (45.51%)	46%	40%	N (38.43%)	39%
female	55%	N (54.49%)	54%	60%	Y (61.57%)	61%
DIS	13	Y (21)	0	97	Y (101)	0
LEP	3	N (2)	0	25	N (14)	0

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, Certificates of Completion (Career Technology, PSAV), and
Baccalaureate degrees. The data years are 2014-2015 to 2016-2017, 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.

Colleges should continue to assess, modify and/or develop new methods and strategies for
accomplishing any goals set in 2016-2017- that remain to be achieved. Each college will address

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2017-2018 using the excel table provided.

The college is achieving goals: Yes ___ No _**X**__ If no, provide:

1) 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 completion rates; particularly for its minority/FTIC student population enrolled in AS and Certificate degree program.

1. Student Support Services (SSS-TRiO), SSS demonstrated a 90% persistence rate for those students in their programs per their latest report – 2017-18.

2. The Take Stock In Children (TSIC) program, a non-profit organization located in the state of Florida, that provides a unique opportunity for deserving low-income youth/students, many from minority families, to escape the cycle of poverty through education. It offers students college scholarships, caring volunteer mentors and hope for a better life. Services start in middle school, continue through high school and include their transition into college. The organization presently serves over 130 students from middle school to high school. Over the past 20 years, the TSIC program has graduated over 400 students from our serving counties, DeSoto, Hardee, and Highlands. SFSC's Take Stock in Children program has repeatedly been honored as a Gold Level program by the state TSIC organization.

3. Since the inception of SFSC's Guide to Personal Success (GPS), almost 3,000 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 including Dual Enrolled high school students. SFSC's fall-to-fall persistence among all degree and certificate students continues to increase.

2) New methods and strategies, if applicable.

1. An Early Alert program to include software and case management staff has been designed to improve the retention of all at-risk students, especially minorities. Implementation has begun.
2. 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 was presented to the President's Staff during the annual summer workshop, and plans were developed for implementation.

3. The GPS Orientation program was completely revamped to improve the use of student and staff time more effectively.
4. Articulation agreements have been secured to permit the transition from SFSC STEM programs to similar programs at the University of South Florida and Florida Polytech.

Florida College System
College: SOUTH FLORIDA SC
Student Participation/Completions

Race	Gender	Rpt Year	AA Degrees			AS Degrees			Certifications			Baccalaureate		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Black	Female	2014-15	19	339	5.60%	6	87	6.90%	17	249	6.83%	2	28	7.14%
Black	Female	2015-16	16	294	5.44%	4	67	5.97%	10	232	4.31%	8	60	13.33%
Black	Female	2016-17	27	347	7.78%	2	60	3.33%	20	254	7.87%	0	36	0.00%
Black	male	2014-15	6	339	1.77%	2	87	2.30%	15	249	6.02%	0	28	0.00%
Black	male	2015-16	4	294	1.36%	1	67	1.49%	10	232	4.31%	1	60	1.67%
Black	male	2016-17	11	347	3.17%	1	60	1.67%	16	254	6.30%	4	36	11.11%
Black	Total	2014-15	25	339	7.37%	8	87	9.20%	32	249	12.85%	2	28	7.14%
Black	Total	2015-16	20	294	6.80%	5	67	7.46%	20	232	8.62%	9	60	15.00%
Black	Total	2016-17	38	347	10.95%	3	60	5.00%	36	254	14.17%	4	36	11.11%

PERA = CCEE0192 02/26/2018 14:38:09 Source: AA1A2015, AA1A(2016, AA1A2017

DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).

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.

2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Race	Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Hispa	female	2014-15	75	339	22.12%	18	87	20.69%	41	249	16.47%	2	28	7.14%
Hispa	female	2015-16	54	294	18.37%	7	67	10.45%	41	232	17.67%	9	60	15.00%
Hispa	female	2016-17	77	347	22.19%	20	60	33.33%	45	254	17.72%	8	36	22.22%
Hispa	male	2014-15	30	339	8.85%	5	87	5.75%	37	249	14.86%	1	28	3.57%
Hispa	male	2015-16	39	294	13.27%	4	67	5.97%	38	232	16.38%	4	60	6.67%
Hispa	male	2016-17	45	347	12.97%	4	60	6.67%	41	254	16.14%	3	36	8.33%
Hispa	Total	2014-15	105	339	30.97%	23	87	26.44%	78	249	31.33%	3	28	10.71%
Hispa	Total	2015-16	93	294	31.63%	11	67	16.42%	79	232	34.05%	13	60	21.67%
Hispa	Total	2016-17	122	347	35.16%	24	60	40.00%	86	254	33.86%	11	36	30.56%

PERA = CCEE0192 02/26/2018 14:38:09 Source: AA1A2015, AA1A(2016, AA1A2017

DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).

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.

2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001

Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Race	Gender	Rpt Year	AA Degrees			AS Degrees			Certifications			Baccalaureate		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Other	female	2014-15	4	339	1.18%	3	87	3.45%	1	249	0.40%	1	28	3.57%
Other	female	2015-16	8	294	2.72%	1	67	1.49%	4	232	1.72%	2	60	3.33%
Other	female	2016-17	8	347	2.31%	0	60	0.00%	3	254	1.18%	1	36	2.78%
Other	male	2014-15	7	339	2.06%	2	87	2.30%	2	249	0.80%	1	28	3.57%
Other	male	2015-16	3	294	1.02%	1	67	1.49%	1	232	0.43%	0	60	0.00%
Other	male	2016-17	4	347	1.15%	1	60	1.67%	8	254	3.15%	0	36	0.00%
Other	Total	2014-15	11	339	3.24%	5	87	5.75%	3	249	1.20%	2	28	7.14%
Other	Total	2015-16	11	294	3.74%	2	67	2.99%	5	232	2.16%	2	60	3.33%
Other	Total	2016-17	12	347	3.46%	1	60	1.67%	11	254	4.33%	1	36	2.78%

PERA = CCEE0192 02/26/2018 14:38:09 Source: AA1A2015, AA1A(2016, AA1A2017

DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).

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.

2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001

Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Race	Gender	Rpt Year	AA Degrees			AS Degrees			Certifications			Baccalaureate		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
White	female	2014-15	125	339	36.87%	38	87	43.68%	58	249	23.29%	11	28	39.29%
White	female	2015-16	101	294	34.35%	34	67	50.75%	52	232	22.41%	21	60	35.00%
White	female	2016-17	116	347	33.43%	18	60	30.00%	55	254	21.65%	13	36	36.11%
White	male	2014-15	73	339	21.53%	13	87	14.94%	78	249	31.33%	10	28	35.71%
White	male	2015-16	69	294	23.47%	15	67	22.39%	76	232	32.76%	15	60	25.00%
White	male	2016-17	59	347	17.00%	14	60	23.33%	66	254	25.98%	7	36	19.44%
White	Total	2014-15	198	339	58.41%	51	87	58.62%	136	249	54.62%	21	28	75.00%
White	Total	2015-16	170	294	57.82%	49	67	73.13%	128	232	55.17%	36	60	60.00%
White	Total	2016-17	175	347	50.43%	32	60	53.33%	121	254	47.64%	20	36	55.56%

PERA = CCEE0192 02/26/2018 14:38:09 Source: AA1A2015, AA1A(2016, AA1A2017

DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).

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.

2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Race	Gender	Rpt Year	AA Degrees			AS Degrees			Certifications			Baccalaureate		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

All	female	2014-15	223	339	65.78%	65	87	74.71%	117	249	46.99%	16	28	57.14%
All	female	2015-16	179	294	60.88%	46	67	68.66%	107	232	46.12%	40	60	66.67%
All	female	2016-17	228	347	65.71%	40	60	66.67%	123	254	48.43%	22	36	61.11%
All	male	2014-15	116	339	34.22%	22	87	25.29%	132	249	53.01%	12	28	42.86%
All	male	2015-16	115	294	39.12%	21	67	31.34%	125	232	53.88%	20	60	33.33%
All	male	2016-17	119	347	34.29%	20	60	33.33%	131	254	51.57%	14	36	38.89%
All	Total	2014-15	339	339	100.00%	87	87	100.00%	249	249	100.00%	28	28	100.00%
All	Total	2015-16	294	294	100.00%	67	67	100.00%	232	232	100.00%	60	60	100.00%
All	Total	2016-17	347	347	100.00%	60	60	100.00%	254	254	100.00%	36	36	100.00%

PERA = CCEE0192 02/26/2018 14:38:09 Source: AA1A2015, AA1A(2016, AA1A2017
DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
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.
2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by
the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001
Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College
Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree;
Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional
Preparation; Apprenticeship Program; Advanced Technical Certificate.

		AA Degrees		AS Degrees		Certifications		Baccalaureate	
Gender	Rpt Year	LEP	DIS	LEP	DIS	LEP	DIS	LEP	DIS
female	2014-15	1	5	1	1	0	1	0	1
female	2015-16	4	7	0	0	2	0	0	2
female	2016-17	4	6	0	1	0	4	1	1

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

male	2014-15	0	4	0	0	0	9	0	0
male	2015-16	0	6	1	0	1	8	0	0
male	2016-17	0	3	0	0	0	4	0	1
Total	2014-15	1	9	1	1	0	10	0	1
Total	2015-16	4	13	1	0	3	8	0	2
Total	2016-17	4	9	0	1	0	8	1	2

PERA = CCEE0192 02/26/2018 14:38:09 Source: AA1A2015, AA1A(2016, AA1A2017
DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
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.
2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by
the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001
Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College
Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree;
Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional
Preparation; Apprenticeship Program; Advanced Technical Certificate.

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

Achievement of Goals: COMPLETIONS

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

	2016-2017 AA Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018
Black	38 (10.95%)	10%	Y	11.5%
Hispanic	122 (35.16%)	33%	Y	35.5%
Other Minorities	12 (3.46%)	4%	N	3%
White	175 (50.43%)	58%	N	50%
male	119 (34.26%)	40%	N	35%
female	228 (65.71%)	60%	Y	65%
DIS	9	0	0	0
LEP	4	0	0	0

EQUITY_PERA1722C.SAS:BLANK_REPORTS_PERA1722C.XLSX:caa:02/26/18

	2016-2017 AS Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018
Black	3 (5%)	10%	N	10%
Hispanic	24 (40%)	20%	Y	30%
Other Minorities	1 (1.67%)	4%	N	2%
White	32 (53.33%)	75%	N	58%
male	20(33.33%)	32%	N	35%
female	40 (66.67%)	68%	N	65%
DIS	1	0	N/A	0
LEP	0	0	N/A	0

EQUITY_PERA1722C.SAS:BLANK_REPORTS_PERA1722C.XLSX:caa:02/26/18

	2016-2017 Cert Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2016-2017
Black	36 (14.17%)	10%	Y	12%
Hispanic	86 (33.86%)	35%	N	35%
Other Minorities	11(4.33%)	3%	Y	3%
White	121 (47.64%)	56%	N	50%

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

male	**131 (51.57%)**	**53%**	**N**	**52%**
female	**123 (48.43%)**	**47%**	**Y**	**48%**
DIS	**8**	**0**	**N/A**	**0**
LEP	**0**	**0**	**N/A**	**0**

EQUITY_PERA1722C.SAS:BLANK_REPORTS_PERA1722C.XLSX:caa:02/26/18

	2016-2017 Bach Degrees	**2016-2017 Goal**	**Achieved Yes-No**	**Goals for 2016-2017**
Black	**4 (11.11%)**	**N/A**	**N/A**	**12.25%**
Hispanic	**11 (30.56%)**	**N/A**	**N/A**	**31%**
Other Minorities	**1 (2.78%)**	**N/A**	**N/A**	**1%**
White	**20 (55.56%)**	**N/A**	**N/A**	**55.75%**
male	**14 (38.89%)**	**N/A**	**N/A**	**40%**
female	**22 (61.11%)**	**N/A**	**N/A**	**60%**
DIS	**2**	**N/A**	**N/A**	**0**
LEP	**1**	**N/A**	**N/A**	**0**

EQUITY_PERA1722C.SAS:BLANK_REPORTS_PERA1722C.XLSX:caa:02/26/18

C. **Student Success in Targeted Programs**

The college's plan for 2017-2018 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 **X**___ No ___   If yes, provide:
1) An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.

Student completion data provided by the FLDOE revealed a notable increase (approximately four percentage points) in the number of Black AA degree completers (20 to 38 students) at SFSC; however, Black males continue to make-up a small proportion of overall AA completers. Data also suggest the Black students at SFSC (specifically male) were underrepresent among AS degree and certificate completers. Efforts are presently underway to address these challenges. First, the college continues to support its successful TRiO funded Student Support Services program. Second, the college instituted a Minority Male Initiative with the goal of increasing retention among Black and Hispanic male students. Third, the college will be implementing an

Early Alert System for the upcoming academic year to bolster its intrusive, guided pathways advising academic advising efforts.

Data further revealed that Hispanic students continue to comprise a growing proportion of the college's student population. In 2014, SFSC determined that focused action was needed to improve the success of Hispanic and low-income students in STEM programs of study. The college consequently created three new bi-lingual academic advising positions to provide entering STEM majors with intrusive, guided pathways advising.   SFSC pursued and recently received a highly competitive Title V, five-year Hispanic Supporting Institution (HIS) STEM grant from the FLDOE. A goal of this grant is to double the representation of Hispanic students among STEM degree graduates by providing specialized advising/counseling and establishing a new mechatronics degree program.   Among all completers and compared to the previous year, Hispanic student representation at SFSC increased 3.5 percentage points, 23.6 percentage points, and approximately nine percentage points for the college's AA, AS, and baccalaureate degrees, respectively.

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

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 can 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 assist with mathematics, writing, and reading. Data indicate that students use this service extensively. Data reveal that approximately 90% of students that used this service are "satisfied" or "very satisfied."

2) New methods and strategies, if applicable.

1. With the HSI STEM grant entering its second year, advances are being made to increase the number of Hispanic and low-income students who enter and complete STEM certificates and degrees. New STEM programs have been introduced, and new STEM equipment has been purchased. New faculty and student support staff (recruiters and advisors) have been hired as well. This program has the potential to impact student recruiting and success significantly.
2. The new Early Alert System which will utilize a case management model to support students will also have a significant impact on student success, retention, and a completion
3. Articulation agreements have been secured to permit the transition from SFSC STEM programs to similar programs at the University of South Florida and Florida Polytech.

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			
Autism Spectrum Disorder	0			
Traumatic Brain Injury	0			
Other Health Impairment	0			

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

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.

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	
Spring	0	
Summer	0	
Total	0	

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

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 men in baseball.
   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 females and male athletes. The Panther gym, softball field, running course and baseball field are all used by their respective athletes 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 offering for athletes: Each athletic program has a scholarship package which can include up to tuition, fees, books, and meal options. SFSC funds 34 scholarships for female sports and 18 scholarship 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. The athletic director approves these purchases.
   vii.   Scheduling of games and practice times: Scheduling for games and practice are also at the discretion of each sports coach. The athletic director approves schedules.

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

    viii.   Opportunities for tutoring: South Florida State College has open tutoring labs that are accessible to all students on campus as well as online tutoring. All students have the opportunity to receive help as they request it at no cost to the student. Coaches may organize team study times for additional support at their discretion.

    ix.   Medical and training services: South Florida State College contracts with an athletic trainer who facilitates all needs at each home athletic event for all sports. The trainer also holds open training room hours during the week accessible to all athletes on each team for extended care.

    x.   Housing and dining facilities: The South Florida State College Foundation, Inc. provides an opportunity for housing for all students at the Hotel Jacaranda. All students have the opportunity to rent a unit on a first come first serve basis. There are also alternative rental properties in the area that may be an option for student housing rental at their discretion. Dining facilities are available on campus through the SFSC cafeteria and an on-campus 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, 2015 through June 30, 2016 and July 1, 2016 through June 30, 2017**

	2015-2016				2016-2017		
	males	females	Total		males	females	Total
Total Number of Athletes	24	35	100%	Total Number of Athletes	23	41	100%
Percent of Athletes by Gender	41%	59%	100%	Percent of Athletes by Gender	36%	64%	100%
Total Number of Enrollments	1020	1639	2659	Total Number of Enrollments	1050	1835	2835
Percent of Enrollments by Gender	38%	62%	100%	Percent of Enrollments by Gender	36%	64%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	3%	3%		Record the difference between the percent of athletes and the percent of students enrolled:	0	0	

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?

2016-2017: Yes _x__ No ___   **2017-2018: 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:

_x__ Accommodation of interests and abilities

__x_ Substantial proportionality

__x_ 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**

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

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

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 2016 with Fall 2017.

Data is collected from the American FactFinder Educational Attainment Census Data and reflects persons by race and gender over the age of 25 who have 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**
   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 2016	Actual Data (%) Fall 2017	College Student Population Percent	Stated Goals Fall 2017	Met Goal (Yes-No)	Goals for 2018
Black female	0.00	0.00	7.47	5.88	NO	5.55
Black male	0.00	0.00	4.12	0.00	YES	0.00
Hispanic female	0.00	0.00	22.17	0.00	YES	11.10
Hispanic male	6.30	5.90	12.38	5.88	YES	5.55
White female	43.80	41.20	28.97	41.18	YES	38.85
White male	50.00	52.90	19.76	47.06	YES	38.85
Other Minorities	0.00	0.00	5.12	0.00	YES	0.00
Other Minorities female	0.00	0.00	2.96	0.00	YES	0.00
Other Minorities male	0.00	0.00	2.17	0.00	YES	0.00
Total female	43.80	41.20	61.57	47.06	YES	50.00
Total male	39.20	58.80	38.43	52.94	NO	50.00

EQUITY_PERA1722C.SAS:BLANK_REPORTS_PERA1722C.XLSX:caa:02/26/18
One position - 2017 = 5.90 (17)
One position - 2018 = 5.55 (18)

Representation of women and minorities in EAM positions did change in 2017-18 since our Fall IPEDS report, we added one position through reorganization, filled by a Hispanic female. With the addition of the position, it brings our total employee count in this category to 18 (1=5.55%). In 2018-19 we anticipate one White male and one White female retirement and our goals reflect hiring minorities for these vacancies. Recruitment effort for the White male position is currently underway as this report is being developed. 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.

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

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

The number of qualified applicants for EAM positions is much lower within our region and the state than our college's minority representation within the student body.   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. As vacancies occur and new administrative positions are developed, we will continue to monitor representation and strive to achieve greater diversity in this classification.

2. **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 2016	Actual Data (%) Fall 2017	College Student Population Percent	Stated Goals Fall 2017	Met Goal (Yes-No)	Goals for 2018
Black female	4.80	5.00	7.47	4.84	YES	4.80
Black male	0.00	0.00	4.12	0.00	YES	1.61
Hispanic female	3.20	3.30	22.17	3.23	YES	3.22
Hispanic male	0.00	0.00	12.38	0.00	YES	0.00
White female	51.60	53.30	28.97	51.61	YES	51.61
White male	37.10	36.70	19.76	37.10	NO	35.48
Other Minorities	3.20	1.70	5.12	0.00	YES	0.00
Other Minorities female	3.20	1.70	2.96	1.61	NO	1.61
Other Minorities male	0.00	0.00	2.17	0.00	YES	0.00
Total female	62.90	63.30	61.57	61.30	YES	63.33
Total male	37.10	36.70	38.43	37.10	NO	36.67

EQUITY_PERA1722C.SAS:BLANK_REPORTS_PERA1722C.XLSX:caa:02/26/18

Although we met our stated goals for Blacks and females among instructional faculty, representation of qualified Hispanics and "Other" minority groups continued to fall behind. In 2017, we reported a total of 60 instructional faculty (1=1.66%). We expect one faculty retirement this year, a White Male, and expect to hire two new Faculty members for 2018-19.

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 number of qualified applicants for instructional positions is much lower within our region and the state than our college's minority representation within the student body.   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. 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.

3. **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 - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	College Student Population Percent	Stated Goals Fall 2017	Met Goal (Yes-No)	Goals for 2018
Black female	4.30	6.50	7.47	5.35	YES	6.52
Black male	0.00	0.00	4.12	0.00	YES	0.00
Hispanic female	0.00	0.00	22.17	0.00	YES	0.00
Hispanic male	0.00	0.00	12.38	1.79	NO	0.00
White female	54.30	52.20	28.97	55.36	NO	52.17
White male	39.10	39.10	19.76	35.71	YES	39.13
Other Minorities	2.20	2.20	5.12	0.00	YES	0.00

Other Minorities female	2.20	2.20	2.96	0.00	YES	2.17
Other Minorities male	0.00	0.00	2.17	1.79	NO	0.00
Total female	60.90	60.90	61.57	62.50	NO	60.87
Total male	37.70	39.10	38.43	37.50	NO	39.13

EQUITY_PERA1722C.SAS:BLANK_REPORTS_PERA1722C.XLSX:caa:02/26/18

The stated goals for 2018 represent actual movement of current faculty. We will award continuing contracts to one White female and two White males for the 2018-19 academic year and are losing one White male through retirement. The total number of instructional faculty currently on continuing contract is 46 (1 = 2.17%). The next opportunity to recruit for a Hispanic faculty will be in the 2018-19 academic year. 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 number of qualified applicants for instructional positions is much lower within our region and the state than our college's minority representation within the student body. 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. 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. Overall College Employment

In May 2017, South Florida State College was named by *Diverse Issues in Higher Education* as one of the 11 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 - 258 **Part-time - 199** **Total Employees - 457**	**Actual Data (#)** **2017**	**Actual Data (%)** **2017**	**Student Population Percent (Benchmark)**	**Met Benchmark (Yes/No)**
Black - Full-time	22	4.81%		
Black - Part-time	14	3.06%		
Black - Total	36	7.88%	11.59	No
Hispanic - Full-time	33	7.22%		
Hispanic - Part-time	21	4.60%		
Hispanic - Total	54	11.82%	34.55	No
Other Minorities - Full-time	14	3.06%		
Other Minorities - Part-time	5	1.09%		
Other Minorities - Total	19	4.16%	5.12	No
Total Minorities	109	23.85%	49.61	No
Total Whites	348	76.15%	50.39	Yes
Total females	265	57.99%	61.57	No
SOURCE: IPEDS FALL DATA - 2017 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 2017. 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.

Division of Florida Colleges
Instructions for 2017-2018
College Annual Equity Update

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE Florida
COLLEGE SYSTEM

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 24, 2018. The President received satisfactory ratings in achieving 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. The chair recommends committee members; membership is then reviewed by the EA/EO employee coordinator to ensure 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 before the 2013-14 academic year are eligible for continuing contract after having 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 years to five years and identifies additional measures of satisfactory service. Up to two

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 are notified of the criteria for attaining continuing contract status at employee orientation. Reappointment recommendations follow the annual performance review process for all faculty on an 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 are notified of their progress and applicable rules at regular intervals during their 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 promptly.

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 the 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.

Salary Information

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires*	Salary Range	Number of Existing Employee(s) with Comparable Experience	Salary Range
Office and Administrative Support Occupations	4	$22,700 - $37,500	79	$17,886 - $33,376
Natural Resources, Constructions and Maintenance Occupations	2	$17,886 - $22,700	15	$20,268 - $33,376

Community, Social Service, Legal, Arts, Design, Entertainment, sports, and Media Occupations	2	$35,000 - $40,000	23	$26,000 - $70,180
Library and Student and Academic Affairs and Other Education Services Occupations	2	$32,000 - $40,000	5	$26,000 - $60,000
Instructional Staff	1	$47,748	60	$42,632 - $47,748

* 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, 2017 neither 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, 2017."

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2017-2018 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 2017-2018. Please enclose appropriate appendices.

Back cover of report

Division of Florida Colleges
325 W. Gaines Street, Suite 1544
Tallahassee, Florida 32399-0400