

South Florida State College

College Annual Equity Update

2018-2019

Template for Submission 2 of 2

Deadline: June 28, 2019

Submission Information

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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 in Florida College System (FCS) institutions. 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 submission 2 of 2 of the annual update.

- Section 1000.05, F.S., the “Florida Educational Equity Act;”
- Section 1006.71, F.S., Gender equity in intercollegiate athletics; and
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity.

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvements identified in analyses.

Submission 2 of 2 of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by June 28, 2019. The update should be submitted by email to ChancellorFCS@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

In addition to dividing the content into two submissions, DFC made other changes to the template to streamline processes and reduce redundancy. Specifically:

- Equity report templates must be submitted in Word format. This will facilitate a more timely review process and eliminate duplication of information. Colleges may attach additional documents in PDF or Word format as appendices.
- The goal setting tables are now embedded in the template instead of being included as a tab in the Excel file. This will eliminate colleges needing to input data in two places.
- DFC embedded components of the review form into the submission template. In prior years, DFC used a separate form to complete reviews. For the 2018-2019 report, the factors DFC will identify as part of its review will be embedded after sections of the report, and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

***Review of Part I: Description of Plan Development
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Were there any changes to the development of the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates; monitor efforts by the college to increase diversity in student participation and employment; and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college's methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs and activities. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in certain areas where the college has achieved or exceeded its goals or where there is incomplete or missing information.

Part I. Description of Plan Development

Did the college change the development of the college equity plan? **Make a selection:** No If yes, provide the following applicable updates.

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

Response: Sureka Flemming Personette, Equity Reports Coordinator; Dr. Christopher van der Kaay, Executive Director, Institutional Effectiveness, Planning and Technology; 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

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

Response: Equity Committee responsible for reviewing and approving the Equity Report prior to the Board of Trustees approval

***Review of Part I: Description of Plan Development
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college change the development of the college equity plan?			
If yes, applicable updates provided?	Select one.		

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) Has the governing board updated the college’s approved and adopted policy of nondiscrimination? **Make a selection:** Yes If yes, provide the following applicable updates.

Date of revision: 05/23/2018

Description of the revision: Added the following: “or with respect to student on student is unwelcome; directed at an individual; and so severe, pervasive, and objectively offensive that it effectively bars the victim’s access to an educational opportunity or benefit”

Web link(s) to document the revision: <http://www.southflorida.edu/wp-content/uploads/2015/09/5.23-Prohibited-Discrimination.pdf>

B) Has the college updated the procedures used to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? **Make a selection: No** If yes, provide updated information.

Response: [Click here to enter text.](#)

C) Has the college changed the person(s) designated to coordinate the college’s compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: Select one.** If yes, provide the following applicable information for each updated contact.

Name/title: Kendra Wellnitz

Phone number: (863) 784-7336

Address: 600 W. College Drive, Avon Park FL 33825

Email address: Kendra.wellnitz@southflorida.edu

Is this contact’s information available in the regular notice of nondiscrimination? **Make a selection: Yes**

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: No** If yes, provide the following applicable updates.

Date of revision:

Description of the revision: [Click here to enter text.](#)

Web link(s) to document the revision: [Click here to enter text.](#)

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. **Make a selection: 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. **Make a selection: Yes**
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

If no, provide the college’s plan for compliance.

Response: [Click here to enter text.](#)

F) Have there been any revisions to nondiscrimination policies or procedures pertaining to:

Title IX?	Yes
Title II?	No
Section 504?	No

Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C. that addresses course substitution requirements?	No
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No
Other policies or procedures related to civil rights or nondiscrimination?	No

If yes, address the following for any identified policies or procedures.

Name of the policy and/or procedure(s): Policy 5.23 Preventing and Managing Sexual Misconduct

Date of revision: 04/24/2018

Description of the revision: Added “or complainant” and added “designee” (someone other than the President assigned for decision making. Also changed final decision timing from 5 works days to 10. Lastly, added section “e. Other sanctions as determined by the hearing committee” under Pending the outcome of the hearing, the penalty may be:.

Web link(s) to document the revision: <https://www.southflorida.edu/wp-content/uploads/2015/10/5231-Preventing-and-Managing-Sexual-Misconduct.pdf>

**Review of Part II: Policies and Procedures that Prohibit Discrimination
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Have there been any updates to the college’s policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
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?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college’s compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college’s grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		

Requirement	Response	Comments	Action
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
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.	Select one.		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, a plan for compliance provided?	Select one.		

Part III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and for overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved, and set goals for 2018-2019.

Enrollments	FTIC			Overall Enrollments		
	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black (13.64%)	12.5%	Y	13.75%	12%	N	11.75%
Hispanic (39.21%)	36.5%	Y	39%	35.5%	Y	37.50%
Other Minorities (2.76%)	4.5%	N	2.8%	5.25%	N	5.25%
White (44.39%)	46.5%	N	44.45%	47.25%	N	45.50%

Enrollments	FTIC			Overall Enrollments		
	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Female (56.13%)	56%	Y	56%	61%	Y	63%
Male (43.87%)	46%	N	44%	39%	N	37%
LEP	0	Y	0	0	N	0
DIS	0	N	0	0	N	0

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 If no, provide:

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

Response: Analysis indicated that the college’s overall Black student enrollment increased 5.3% from 380 to 400 students; however, a small decrease in the college’s FTIC Black student (male and female) enrollment decreased from 103 to 79 students (down 23.3%). From 2016-17 to 2017-18, Black female FTIC enrollment decreased approximately 23% (60 to 46 students). Black male FTIC enrollment also decreased from 43 to 33 students (down 23.3%). SFSC experienced a slight increase in Black female overall enrollment from 245 to 258 students (5.3% increase). In 2017-18 the Black male total enrollment similarly increased (5.2%) from 135 to 142. The Hispanic student population at SFSC has grown consistently over the past decade with Hispanic student now making up almost 39% of the FTIC student population and approximately 37% of the overall student population. According to current data, the Hispanic Male FTIC enrollment has remained relatively steady the past three years (2014-15 to 2017-18) but most growth among male Hispanics has been observed in the overall student population (i.e., total enrollment). During the same period, the Hispanic female student population showed growth in both FTIC and overall enrollment. White student FTIC and overall enrollment counts have remained relatively steady the past three years (2015-16 to 2017-18), but White students are making up a smaller percentage of SFSC’s overall student population. Presently, female and male students make up 63.17% and 36.83% of the college’s overall enrollment, respectively. Female students comprise a larger percentage of the college’s FTIC and overall student enrollments.

1. Student Support Services (SSS-TRIO) consistently serves first-generation, low-income students who are minorities. SSS-TRIO staff support the recruiting of minority students. 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. TRIO added additional tours to increase participants awareness of STEM careers.

2. Minority Male Initiative, an annual 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, guest lecturers provided an informational and motivational speeches. Each year, one minority student from each of the five high schools in our district who attends this event receive a first-year scholarship.
3. College recruiting efforts to reach minority students has increased with the addition of recruiters from the HSI-STEM grant. This program is increasing the number of Hispanic and low-income students.
4. Each year, the College sponsors a College-For-A-Day event to recruit students by showcasing the wide variety of curricular and co-curricular programs available at the college. Students from all five high schools and many AVID 8th graders attend. This event plays a key role by bringing prospective students to campus and it exposes potential students to the many opportunities in higher education that they students were not generally aware of in our three-county service area.
5. Panther Youth Program (PYP) provides youth with services that develop and strengthen employability skills, talents, and interests.
6. 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.
7. 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.
8. 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.

New methods and strategies, if applicable.

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

1. Through the Federal HSI-STEM grant, the College is implementing online tutoring programs in both English and Spanish.
2. The HSI-STEM grant has provided funding to purchase the latest in hi-tech mechatronic equipment thus enhancing educational opportunities that will lead to high paying jobs. This facility is a key recruitment tool for our minority students.

3. HSI – Reengineering Our Future (Title V Grant) to increase Hispanic and Low-Income students entering STEM fields has increased services by providing College Success Coaches who assist with recruiting, advising and academic and personal support.
4. SFSC celebrated Black History Month during February 2019. In addition, the club sponsored a celebration luncheon in the student center to recognize the accomplishments of African Americans in American History.
5. SFSC celebrated Hispanic History Month September to October 2018. 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.

Student Completions

This year’s report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved, and set goals for 2018-2019.

AA Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	11.5%	N	10%
Hispanic	35.5%	Y	37.75%
Other Minorities	3%	Y	6.75%
White	50%	N	45.5%
Female	65%	Y	67.50%
Male	35%	N	33.5%
LEP	0		
DIS	0		
AS/AAS Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	10%	Y	12.50%
Hispanic	30%	Y	36%
Other Minorities	2%	Y	5.75%
White	58%	Y	45.75%

Female	65%	Y	67%
Male	35%	N	33%
LEP	0		0
DIS	0		0
Certificates	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	12%	Y	14.50%
Hispanic	35%	N	29.30%
Other Minorities	3%	Y	3.45%
White	50%	Y	52.75%
Female	48%	N	44%
Male	52%	Y	56%
LEP	0		
DIS	0		
Baccalaureate Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	12.25%	Y	13%
Hispanic	31%	Y	33.50%
Other Minorities	1%	Y	6.50%
White	55.75%	N	47%
Female	60%	Y	77.25%
Male	40%	N	22.75%
LEP	0		
DIS	0		

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 If no, provide:

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

- 1. Response:** Student completion data provided by FLDOE reveals a slight decrease (approximately one percentage point) in the number of Black AA degree completers (38 to 28 students) at SFSC. Data suggest Black males continue to make-up a small proportion of the college's overall AA completers. Data also suggest the Black student population at SFSC (specifically male) are continually underrepresented among AS degree and certificate completers. New and revised efforts are underway to address these challenges. Those efforts include continuing to support its successful TRiO funded Student Support Services program in addition to the college instituted Minority Male Initiative. The Minority Male Initiative aims to increase retention and completion. Among all completers and compared to the previous year, Hispanic student representation at SFSC continues to increase in the AS, certificate, and baccalaureate degrees. Enrollment data reveal that Hispanic students continue to comprise a growing proportion of the college's student population. In 2014, SFSC set in place actions to improve the success of Hispanic and low-income students in STEM programs of study, including: bi-lingual academic advising and the 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. These actions are presently being assessed to gauge their effectiveness and overall impact.

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

1. Student Support Services (SSS-TRIO), SSS demonstrated a 90% persistence rate for those students in their programs per their latest report.
2. The Take Stock In Children program 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 been repeatedly honored as a Gold Level program by the state TSIC organization.
3. Since the inception of SFSC’s Guide to Personal Success (GPS), almost 5,000 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.
4. All students receive face-to-face academic advising from professional advisors which has enhanced student success and degree completion.
5. Degree Works, degree audit system, has been updated for accuracy. This online program provides accurate, up-to-date course completion information as well as courses still needed to complete the degree. It assists students in the process of selecting the correct courses for their degree. Doing so improves degree completion and time to degree.
6. Articulation agreements have been secured to permit transition from SFSC STEM programs to similar programs at the University of South Florida, Florida Polytech, and Florida A&M University.

New methods and strategies, if applicable.

Response:

1. Through the Federal HSI-STEM grant, the College is implementing online tutoring programs in both English and Spanish.
2. Through the Federal HIS-STEM grant, the College has hired College Success Coaches who assist with recruiting, advising, and personal and academic support to aid students in STEM programs.
3. Through the Federal HIS-STEM grant, the College has piloted the BEACON Early Alert system to provide a system, based upon the Case Management Model, which permits faculty to communicate with the case manager (currently the HIS-STEM project director). Each student who is referred through BEACON is encouraged to meet with the case manager who then works to identify the student's needs and who makes appropriate referrals for additional support and assistance.
4. Articulation agreements have been secured to permit transition from SFSC programs to similar programs at the University of South Florida, Florida Polytech, and Florida A&M University.
5. The GPS New Student Orientation program has been updated to reflect current practice. This program has been very successful at onboarding students. The online orientation is being updated as well.

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 section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

The college is providing updates: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.

Response: [Click here to enter text.](#)

1. Through the Federal HIS-STEM grant, the College has hired College Success Coaches who assist with recruiting, advising, and personal and academic support to aid students in STEM programs. More minority students are entering STEM programs.
2. Student Support Services (SSS-TRIO), SSS demonstrated a 90% persistence rate for those students in their programs.
3. Since the inception of SFSC's Guide to Personal Success (GPS), almost 5,000 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. Moreover, the college presently leads the state in 100%, 150%, and 200% completion rates.

4. All students receive face-to-face academic advising from professional advisors which has enhanced student success and degree completion.
5. Degree Works, degree audit system, has been updated for accuracy. This online program provides accurate, up-to-date course completion information as well as courses still needed to complete the degree. It assists students in the process of selecting the correct courses for their degree, which is anticipated to have an appreciable impact on degree completion and time to degree.

New methods and strategies, if applicable.

Response: [Click here to enter text.](#)

1. Through the Federal HSI-STEM grant, the College is implementing online tutoring programs in both English and Spanish.
2. Through the Federal HIS-STEM grant, the College has piloted the BEACON Early Alert system to provide a system, based upon the Case Management Model, which permits faculty to communicate with the case manager (currently the HIS-STEM project director). Each student who is referred through BEACON is encouraged to meet with the case manager who then works to identify the student’s needs and who makes appropriate referrals for additional support and assistance.
3. Articulation agreements have been secured to permit transition from SFSC STEM programs to similar programs at the University of South Florida, Florida Polytech, and Florida A&M University.
4. Through the Federal HIS-STEM grant, the College has hired College Success Coaches who assist with recruiting, advising, and personal and academic support to aid students in STEM programs.
5. TRIO added additional tours to increase participants awareness of STEM careers
6. The College has added “STEM days” to encourage students and their families to tour the College’s STEM training programs.

***Review of Part III: Strategies to Overcome Underrepresentation of Students
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Is the college achieving its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		

Requirement	Response	Comments	Action
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

Part IV. Gender Equity in Athletics

The college offers athletic programs: **Yes** If no, move to next section. If yes, complete this section.

Assessment of Athletic Programs

Section 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 section 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.

Data Assessment

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

- i. Sport 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 Panthers 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 offerings for athletes: Each athletic program has a scholarship package, which can include up to tuition, fees, books, and meal options. SFSC funds 34 scholarship offerings for female sports and 18 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 athletics 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 all schedules.
- 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 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 at their discretion. Dining facilities are available on the campus through the SFSC cafeteria Monday through Friday.

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.

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, 2016 through June 30, 2017 and July 1, 2017 through June 30, 2018

	2016-2017			2017-2018		
	Males	Females	Total	Males	Females	Total

	2016-2017			2017-2018			
Total Number of Athletes	23	41	64	Total Number of Athletes	26	40	66
Percent of Athletes by Gender	36%	64%	100	Percent of Athletes by Gender	37%	63%	100
Total Number of Enrollments	1050	1835	2885	Total Number of Enrollments	1088	1823	2911
Percent of Enrollments by Gender	36%	64%	100	Percent of Enrollments by Gender	39%	61%	100
Difference between the percent of athletes and the percent of students enrolled	0	0	0	Difference between the percent of athletes and the percent of students enrolled	2%	2%	

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 2017-2018: Yes

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 the institution is in compliance with Title IX, Gender Equity in Athletics.

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

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	Timelines
N/A	N/A	N/A	N/A

***Review of Part IV: Gender Equity in Athletics
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2018?	Select one.		
Does the equity report reflect 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?	Select one.		
Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part V. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2018-2019 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

[Click here to enter college name](#)

The college ensures that section 1000.05, F.S., and section 1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., referenced in submission 1 of 2 and submission 2 of 2 of 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 section 1007.264 and section 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, section 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 section 1012.86, F.S.

EQUITY OFFICER

DATE

COLLEGE PRESIDENT

DATE

CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE