



OFFICE OF THE PRESIDENT

Item 8.2

PRESENT TO BOARD: JUNE 24, 2020

TO: SOUTH FLORIDA STATE COLLEGE
DISTRICT BOARD OF TRUSTEES

FROM: THOMAS C. LEITZEL

A handwritten signature in blue ink, appearing to read "Tom", is placed over the name Thomas C. Leitzel.

SUBJECT: ACCEPTANCE OF THE 2019-2020 ANNUAL EQUITY REPORT

It is recommended that the 2019-2020 Annual Equity Update Report be approved for submittal as presented.

SUGGESTED MOTION:

Move to accept SFSC's 2019-2020 Annual Equity Report and to authorize its submission to the Florida Department of Education.

South Florida State College

**College Annual Equity Update
2019-20
Template for Submission**

Deadline: May 1, 2020

Submission Information

Equity Officer: **Sureka Personette**

Email: **Sureka.Personette@southflorida.edu**

Phone: **863-784-7487**

Date: **March 30, 2020**



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Contents

General Information and Applicable Laws for Reporting2

Part I. Description of Plan Development4

Part II. Policies and Procedures that Prohibit Discrimination4

Part III. College Employment Equity Accountability Plan.....8

Part IV. Strategies to Overcome Underrepresentation of Students16

Part V. Substitution Waivers for Admissions and.....23

Course Substitutions for Eligible Students with Disabilities.....23

Part VI. Gender Equity in Athletics.....25

Part VII. Signature Page.....29

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 the annual update.

- Section 1000.05, F.S., the “Florida Educational Equity Act”
- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Section 1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers
- 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 and embedded in the template 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 improvement identified in analyses.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by May 1, 2020. The update should be submitted by email to FCSInfo@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. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees’ approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for its next district board of trustees meeting.

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, activities and employment. 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 areas where the college has achieved or exceeded its goals or in areas where there is incomplete or missing information.

For the 2019-20 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: Course Substitutions
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection: No**
If yes, provide the following applicable updates. **N/A**

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, 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.

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

Response: The Equity Committee is responsible for reviewing and recommending approval of the Annual Equity Report prior to submittal to the District Board of Trustees for approval.

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

Requirement	Response	Comments	Action
Did the college change the college equity plan?	Select one.		
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: 11/5/2019

Description of the revision: Added the specific line number from the Florida Statute for clarity

Web link(s) to document the revision: <https://www.southflorida.edu/policies>

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: Yes** If yes, provide updated information.

Response: See updated policies/procedures below.

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: No** If yes, provide the following applicable information for each updated contact.

Name/title: Kendra Wellnitz

Phone number: (863) 784-7127

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: Yes** If yes, provide the following applicable updates.

Date of revision: 11/5/2019

Description of the revision: Grammar edits and sentence structure changes, title change and changes within the documents to reflect those changes.

Web link(s) to document the revision: <https://www.southflorida.edu/procedures>

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: N/A

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

Title IX?	No
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?	Yes

Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	Yes
Other policies or procedures related to civil rights or nondiscrimination?	Yes

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

Name of the policy and/or procedure(s): Faculty and Administrative Grievance Procedure

Date of revision: 11/5/2019

Description of the revision: Grammar Edits and sentence structure changes. Remove 2.A.3 and 2.A.6

Web link(s) to document the revision: <http://www.southflorida.edu/procedures>

Name of the policy and/or procedure(s): Career Service and Supervisory/Technical Grievance Procedure

Date of revision: 11/5/2019

Description of the revision: Title change and changes within the document to reflect those changes. Changed Supervisory/Technical to read Professional Staff. Procedure reference change on the last page.

Web link(s) to document the revision: <http://www.southflorida.edu/procedures>

Name of the policy and/or procedure(s): Correcting the Actions of Career Service and Supervisory/Technical Employees

Date of revision: 11/5/2019

Description of the revision: Title change and changes within the document to reflect those changes.

Web link(s) to document the revision: <http://www.southflorida.edu/procedures>

Name of the policy and/or procedure(s): Correcting the Actions of Faculty Personnel

Date of revision: 11/5/2019

Description of the revision: Removed verbiage that is specific to Procedure 1090 and then referring one to Procedure 1090.

Web link(s) to document the revision: <http://www.southflorida.edu/procedures>

Name of the policy and/or procedure(s): Final Paycheck – Terminated Employment

Date of revision: 11/5/2019

Description of the revision: added 'regular' to describe pay date

Web link(s) to document the revision: <http://www.southflorida.edu/procedures>

Name of the policy and/or procedure(s): Life-Threatening Illnesses

Date of revision: 11/5/2019

Description of the revision: added 'regular' to describe pay date

Web link(s) to document the revision: <https://www.southflorida.edu/policies>

Name of the policy and/or procedure(s): Grievance Procedures

Date of revision: 11/5/2019

Description of the revision: Added the specific line number on the Florida Statute for clarity

Web link(s) to document the revision: <https://www.southflorida.edu/policies>

***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.		
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	Select one.		

Requirement	Response	Comments	Action
seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

Part III. College Employment Equity Accountability Plan

Section 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.

A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms 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. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the EMP-EAM tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

	2018-19 Report Year College Student Population (%)	EAM Actuals (%) Fall 2018	EAM Actuals (%) Fall 2019	EAM Stated Goals (%) Fall 2019	EAM Goal Met (Yes/No)	EAM Goals for Fall 2020
Black Female	7.3	0	0	5.55	NO	5.6
Black Male	3.7	0	0	5.55	NO	5.6
Hispanic Female	24.4	5.9	5.6	11.11	NO	11.1
Hispanic Male	13.0	5.9	5.6	5.55	YES	5.6
Other Minorities Female	2.7	0	0	0	YES	0

	2018-19 Report Year College Student Population (%)	EAM Actuals (%) Fall 2018	EAM Actuals (%) Fall 2019	EAM Stated Goals (%) Fall 2019	EAM Goal Met (Yes/No)	EAM Goals for Fall 2020
Other Minorities Male	2.1	0	0	0	YES	0
White Female	28.1	41.2	33.3	27.77	YES	27.8
White Male	18.7	47.1	55.6	44.44	YES	44.4
Total Female	62.5	47.1	38.9	44.44	NO	44.4
Total Male	37.5	52.9	61.1	55.5	YES	55.6

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The number of qualified applicants for EAM positions is lower within our region and the state than our college's minority representation within the student body. Coupled with a stable workforce, a rural service district, and potentially decreased funding for new positions, it is unlikely that we will achieve the ideal representation within the current plan period. As vacancies occur and new administrative positions are developed, we continue to monitor representation and strive to achieve greater diversity in this classification. 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 knowledge required for these positions.

College Full-Time Instructional Staff

Informed by the EMP-INSTRUCTIONAL tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

	2018-19 Report Year College Student Population (%)	INST Actuals (%) Fall 2018	INST Actuals (%) Fall 2019	INST Stated Goals (%) Fall 2019	INST Goal Met (Yes/No)	INST Goals for Fall 2020
Black Female	7.3	3.1	4.5	6.2	NO	6.1
Black Male	3.7	0	0	3.1	NO	1.5
Hispanic Female	24.4	4.6	6.1	4.6	YES	7.6
Hispanic Male	13.0	0	1.5	0	NO	3.0
Other Minorities Female	2.7	1.5	1.5	1.5	YES	1.5
Other Minorities Male	2.1	1.5	0	0	YES	0
White Female	28.1	55.4	57.6	50.8	YES	54.5
White Male	18.7	33.8	28.8	33.8	NO	25.8

	2018-19 Report Year College Student Population (%)	INST Actuals (%) Fall 2018	INST Actuals (%) Fall 2019	INST Stated Goals (%) Fall 2019	INST Goal Met (Yes/No)	INST Goals for Fall 2020
Total Female	62.5	64.6	69.7	63.1	YES	69.7
Total Male	37.5	35.4	30.3	36.9	NO	30.3

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions.

Response: The number of qualified applicants for instructional positions is lower within our region and the state than our college's minority representation within the student body. Coupled with a very stable workforce, primarily a retirement community and very limited funding for new positions, it is unlikely that we will achieve the ideal within the current plan period. Previously identified barriers affecting recruitment and retention of qualified minority candidates for faculty positions include our rural location, lack of existing cultural and social opportunities within our service district, and, as applicable, adequate area schools, affordable housing options, daycare availability and employment opportunities for spouses/dependents. All 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. We also encourage and provide funding for current staff to seek the advanced academic knowledge required for these positions.

College Full-Time Instructional Staff with Continuing Contract

Informed by the EMP-CONTINUING CONTRACT tab, complete the following table to analyze 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.

	2018-19 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2018	INST-CONT Actuals (%) Fall 2019	INST-CONT Stated Goals (%) Fall 2019	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2020
Black Female	7.3	4.3	4.7	4.5	YES	4.5
Black Male	3.7	0	0	0	YES	0
Hispanic Female	24.4	0	2.3	0	YES	2.3
Hispanic Male	13.0	0	0	0	YES	0
Other Minorities Female	2.7	2.2	2.3	2.3	YES	2.3
Other Minorities Male	2.1	0	0	0	YES	0
White Female	28.1	52.2	48.8	52.3	NO	47.7
White Male	18.7	41.3	41.9	40.9	YES	43.2
Total Female	62.5	58.7	58.1	59.1	NO	56.8
Total Male	37.5	41.3	41.9	40.9	YES	43.2

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions with continued contract.

Response: The number of qualified applicants for instructional positions is lower within our region and the state than our college's minority representation within the student body. Coupled with a very stable workforce, primarily a retirement community and limited 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, lack of existing cultural and social opportunities within our service district, and, as applicable, adequate area schools, affordable housing options, daycare availability and employment opportunities for spouses/dependents. All 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. We also encourage and provide funding for current staff to seek the advanced academic knowledge required for these positions.

New Barriers (Optional)

Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities in any employment category?

Response: The current economic situation caused by the Coronavirus pandemic, state budget uncertainty, and job security are causing job applicant limitations. Individuals are hesitant to look at moving into our service area because of the potential uncertainty of job security and the affect the pandemic may have on the college's budget during this plan period.

Review of Part III (A): Attainment of Annual Goals (Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Select one.		

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.

Response: All individuals for 2019 have met or exceeded the performance indicators on which the evaluations are based. Results indicate that all designated personnel made satisfactory progress toward achieving employment accountability goals. In the event evaluations showed unsatisfactory progress toward meeting intended goals, the college would provide additional training on diversity and non-discrimination. If unsatisfactory progress persisted, the college could choose to initiate disciplinary action, including possible non-renewal of contract or leadership reassignment.

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

Response: Dr. Leitzel has met and exceeded the performance indicators on which the evaluation was based.

3) What is the date of the president's most recent evaluation?

Response: January 29, 2020

***Review of Part III (B): Evaluations of Employment Practices
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

C. Additional Requirements

The college should complete the following related to additional processes required by section 1012.86, F.S.

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Select:** Select one. **YES**

Include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Response: 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.

Response: 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.

Response: 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 the attainment of employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

Response: 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 2020-21, we anticipate hiring three replacement faculty members giving us the opportunity to increase representation in under-represented groups.

5) Salary Information: In the following table, 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 section 1012.86(2)(b)(5), F.S. Add additional rows if needed.

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 are not required; however, the college may choose to include additional information for purposes of diversity analysis.

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	22 – Business/Fin Ops	1	31,365	16	28,000 – 51,000
Row 2	23 – Computer, Engineering, and Science	1	30,000	10	28,000 – 51,000
Row 3	24 – Community, Social Service	1	32,000	22	28,000 – 51,000
Row 4	25 - Instructional Staff	8	44,275 – 54,023	66	39,531 – 86,723
Row 5	32 - Library/Student & Academic Affairs /Other Ed Services	7	23,154 – 45,000	30	20,673 – 61,200
Row 6	34 - Service Staff	4	18,974 – 21,233	26	18,244 – 30,212
Row 7	36 - Office/Admin	9	20,068 – 26,192	57	18,244 – 40,720
Row 8	37 - Natural Resources	2	23,154 – 26,192	11	20,673 – 40,720

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2018, and October 31, 2019, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2018.*

**Review of Part III(C): Additional Requirements
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

Part IV. 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 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 2018-19 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black (15.1%)	13.75%	Y	16%	(11.1%) 11.75%	N	11.75%
Hispanic (39.7%)	39%	Y	40%	(37.4%) 37.50%	N	37.50%
Other Minorities (3.7%)	2.8%	Y	3.75%	(4.7%) 5.25%	N	5.25%
White (41.5%)	44.45%	N	41.75%	(46.8%) 45.50%	Y	47%
Female (57.7%)	56%	Y	57%	(62.5%) 63%	N	63%
Male (42.3%)	44%	N	43%	(37.5%) 37%	Y	37%
LEP (0)	0	N	0	(10) 0	N	0
DIS (19)	0	N	0	(89) 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 all goals: **No** 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 decreased slightly, less than 1% from 400 to 391 students; however, a small increase in the college's FTIC Black student enrollment increased approximately 2 percentage points from 13.6% to 15.1% students. From 2018-19 to 2019-20, Black female FTIC enrollment increased from 46 to 53 students. Black male FTIC enrollment remained relatively steady at 5.7%. The Hispanic student population at SFSC has grown consistently over the past decade with Hispanic students 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 in 2018-19 most growth among male Hispanics has been observed in the FTIC student population. During the same period, the Hispanic female student population showed a slight decrease in both FTIC and overall enrollment. White student FTIC and overall enrollment counts have remained relatively steady the past three years (2015-16 to 2018-19), but White students are making up a smaller percentage of SFSC's overall student population. Presently, female and male students make up 41.5% and 46.8% of the college's overall enrollment, respectively. Female students comprise a larger percentage of the college's FTIC and overall student enrollments. 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. Minority Male Initiative, an annual program that brings Black and Hispanics high school 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 provide an informational and motivational speeches. New this year, workshops on a variety of pertinent topics were offered to provide additional information about college as well as the world of work. Each year, one minority student from each of the five high schools in our district who attends this event receives a first-year scholarship. 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. 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 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. Minority students make up a sizable percentage of the attendees. Panther Youth Program (PYP) provides youth with services that develop and strengthen employability skills, talents, and interests. 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. Take Stock in Children (TSIC) a non-profit program provides deserving low-income children in our community scholarships to college or vocational school and guidance from caring mentors. GPS Orientation / FYE Courses assist students with entry into the college experience at SFSC. Outcome data over six 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 minority student enrollment rates—particularly for its minority and FTIC student population: Through the Federal HSI-STEM - Reengineering Our Future (Title V Grant) grant, the College is implementing online tutoring programs in both English and Spanish. An Early Alert system designed to identify students at risk for dropping out was implemented by the HSI-STEM program. The Project Director utilizes a case management model to encourage students who are identified by the faculty as “at risk” to work with one of the Student Services staff one-on-one in an effort to increase their retention / success rate. 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. The HSI STEM program aims to increase Hispanic and Low-Income students entering STEM fields. In addition, the program increased student support services by providing College Success Coaches who assist with recruiting, advising and academic and personal support. SFSC celebrated its annual 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. SFSC celebrated Hispanic History Month September to October 2019. 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. South Florida State College (SFSC) partnered with Florida A&M University (FAMU), an Historically Black University, through the FAMU IGNITE program to provide direct assistance to support students who wish to start their higher education at SFSC and then transfer to FAMU. Student Services introduced a number of virtual online open houses covering the following topics: Attending College, Financial Aid, Dual Enrollment, and Health Care Programs. Student Services implemented a Remote Engagement Team to provide support to students during the COVID-19 Pandemic. Staff reached out weekly to students via text, email, and phone calls in an effort to provide support and assistance during this very challenging and unprecedented period.

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 2019-20. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

AA Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black (9.1%)	10%	N	10
Hispanic (37.8%)	37.75%	Y	38
Other Minorities (4.25%)	6.75%	N	4.50
White (49%)	45.5%	Y	50
Female (66.4%)	67.50%	N	66
Male (33.6%)	33.5%	Y	34
LEP (0)	0	Y	0
DIS (5)	0	N	0
AS/AAS Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black (10.4%)	12.50%	N	11
Hispanic (39.2%)	36%	Y	39
Other Minorities (5.6%)	5.75%	N	6
White (44.8%)	45.75%	N	45
Female (63.2%)	67%	N	63
Male (36.8%)	33%	Y	37
LEP (1)	0	N	0
DIS (4)	0	N	0
Certificates	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black (9.7%)	14.50%	N	11
Hispanic (37.9%)	29.30%	Y	38
Other Minorities (2.8%)	3.45%	N	3
White (49.6%)	52.75%	N	50
Female (50.4%)	44%	Y	50.2
Male (49.6%)	56%	N	49.8
LEP (2)	0	N	0
DIS (14)	0	N	0
Baccalaureate Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black (9.7%)	13%	N	11%
Hispanic (38.7%)	33.50%	Y	39%
Other Minorities (4.8%)	6.50	N	5%
White (46.8%)	47%	N	47%
Female (74.2%)	77.25%	N	75%
Male (25.8%)	22.75%	Y	25%
LEP (0)	0	Y	0
DIS (0)	0	Y	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 all goals: **Select one.** **No** If no, provide:

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

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. 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.

New methods and strategies, if applicable.

Response: 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. 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 (HSI) 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.

Student Success in Targeted Programs

The college's plan for 2018-19 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: **Select one.** **NO** If no, provide:

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

Response: Through the Federal HSI-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. Student Support Services (SSS-TRIO), SSS demonstrated a 97% persistence rate for those students in their programs. Since the inception of SFSC's Guide to Personal Success (GPS), over 6,000 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 is presently among the leaders in the state in 100%, 150%, and 200% completion rates. All students receive face-to-face academic advising from professional advisors which has enhanced student success and degree completion. 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: Through the Federal HSI-STEM grant, the College is implementing online tutoring programs in both English and Spanish. Through the Federal HSI-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. 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. Through the Federal HSI-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. TRIO added additional university and industry tours to increase participants’ awareness of STEM careers. Student Services introduced the Remote Engagement Team, a group of dedicated professionals in student affairs who reach out weekly via text, email and phone to provide support, encouragement and problem solving when needed. The new student orientation program provides a fully online GPS orientation program. Student Services added virtual Open Houses covering a wide range of topics including Going to College, Dual Enrollment, Financial Aid, and Health Care Occupations and Programs at SFSC. The College has added “STEM days” to encourage students and their families to tour the College’s STEM training programs.

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

Requirement	Response	Comments	Action
Is the college achieving all 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 all 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 V. Substitution Waivers for Admissions and
Course Substitutions for Eligible Students with Disabilities**

Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary. Please indicate "0" for the number of students if no substitutions were granted.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing0	0			
Visual Impairment	0			
Specific Learning Disability	1	6 hrs Math	3 hrs GEB 1011	Mathematics
			3 hrs ECO1000	Economics
		General Education		
Orthopedic Impairment	0			
Speech/Language Impairment	0			



Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Emotional or Behavioral Disability	0			
Autism Spectrum Disorder	0			
Traumatic Brain Injury	0			
Other Health Impairment	0			

How many requests for course substitutions were made and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.) Please indicate "0" if no substitutions were requested or granted.

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	0	0
Spring	0	0
Summer	0	0
Total	0	0

***Review of Part V: Course Substitutions
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Part VI. Gender Equity in Athletics

The college offers athletic programs: **Yes** If no, move to the 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.

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 of this report.

- 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.

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, 2017, through June 30, 2018, and July 1, 2018, through June 30, 2019**

	2017-18				2018-19		
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	26	40	66	Total Number of Athletes	24	35	59
Percent of Athletes by Gender	37%	63%	100%	Percent of Athletes by Gender	37%	63%	100%
Total Number of Enrollments	1088	1823	2911	Total Number of Enrollments	1103	1841	2944
Percent of Enrollments by Gender	39%	61%	100%	Percent of Enrollments by Gender	41%	59%	100%
Difference between the percent of athletes and the percent of students enrolled	2%	2%		Difference between the percent of athletes and the percent of students enrolled	4%	4%	

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? **2017-18: Yes 2018-19: 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 VI: 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 2019?	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.		

Requirement	Response	Comments	Action
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 VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2019-20 Annual EQUITY UPDATE REPORT
*Signature Page***

South Florida State College

The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 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 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



This concludes the 2019-20 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by May 1, 2020. Colleges may attach additional files (PDF or Word) as appendices. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees' approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for the next district board of trustees meeting.