



EXHIBIT "R"

OFFICE OF THE PRESIDENT

Item 8.7

PRESENT TO BOARD: JUNE 21, 2023

TO: SOUTH FLORIDA STATE COLLEGE
DISTRICT BOARD OF TRUSTEES

FROM: THOMAS C. LEITZEL 

SUBJECT: PRESENTATION AND ACCEPTANCE OF THE 2022-2023 ANNUAL EQUITY REPORT

In compliance with the Florida Education Act (§1000.05, Florida Statutes (F.S.)), the Florida College System institution employment equity accountability program (§1012.86 F.S.), and the gender equity in intercollegiate athletics plan (§1006.71 F.S) the following is presented for District Board of Trustees (DBOT) review. After approval by the DBOT, the Annual Equity Update Report is forwarded to the Office of Equity and Civil Rights Compliance, Division of Florida Colleges, Florida Department of Education (FLDOE). It is recommended that the 2022-2023 Annual Equity Update Report be approved for submission as presented.

SUGGESTED MOTION:

Move to approve the College's 2022-2023 Annual Equity Report and to authorize its submission to the Florida Department of Education as presented.

South Florida State College

College Annual Equity Update 2022-2023 Template for Submission

Deadlines:

**Part II. College Employment Equity Accountability
Plan – May 1, 2023**

Entire College Annual Equity Update – July 3, 2023

Submission Information

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Phone: **(863) 784-7336**

Date: **June 22, 2023**

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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 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 inputting data, setting goals, and reflecting on goal achievement. Please use the data supplied by the DFC to complete the tables.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **the deadlines**. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this 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.

For the 2022-23 report, the factors DFC will review for completeness will be embedded after sections of the report and DFC will use these sections to notify colleges of any omitted required information. 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.		

Compliance with House Bill 7

During the 2022 legislative session, House Bill (HB) 7 amended multiple Florida Statutes related to non-discrimination in the Florida Civil Rights Act (FCRA) and Florida Education Code. At the time of the bill’s passage, the Florida Department of Education advised colleges to take the necessary action to ensure compliance. When completing the 2022-2023 College Annual Equity Update, colleges are expected to include all updates to board and administrative policies and procedures to conform with the provisions of HB 7.

Part I. 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:** **No** If yes, provide the following applicable updates.

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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-19.001-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection:** **Yes** If yes, provide the following applicable information for each updated contact.

Name/title: Christianna Bobo

Phone number: 863-784-7039

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

Email address: Christianna.Bobo@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 the aggrieved person(s)? **Make a selection:** **No** If yes, provide the following applicable updates.

Date of revision: Click here to enter text.

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. 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?	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?	No
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No
Any additional policies or procedures pertaining to nondiscrimination practices?	No
Implementation of HB 7? (If not previously addressed)	No

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

Name of the policy and/or procedure(s): [Click here to enter text.](#)

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

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

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

***Review of Part I: 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 person(s) designated to coordinate the college’s compliance with section 1000.05, F.S.; Rules 6A-19.001-.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.		

Requirement	Response	Comments	Action
Grievance procedures should address the following at a minimum.	-	-	-
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, is a plan for compliance provided?	Select one.		

Part II. 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 sex to be used as the benchmark for setting employment goals, as colleges continue to strive for alignment between student population and employment demographics.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the 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.

	2021-22 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2022	EAM Actuals (%) Fall 2022	EAM Goal Met (Yes/No)	EAM Goals for Fall 2023
Black Female	7.8	-	N/A	-	N/A	-
Black Male	3.1	-	N/A	-	N/A	-
Hispanic Female	28.2	5.6	5.6	5.9	Yes	5.9
Hispanic Male	13	5.6	5.6	-	No	-
Other Minorities Female	2.3	-	N/A	-	N/A	-
Other Minorities Male	2	-	N/A	-	N/A	-
White Female	27.6	33.3	39.2	47.1	Yes	47.1
White Male	15.9	55.6	49.6	47.1	No	41.2
Total Female	66	38.9	44.8	52.9	Yes	58.8
Total Male	34	61.1	55.2	47.1	No	41.2

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: There are 17 employees in this category. Due to a stable workforce, significant local retiree population, rural service area, and limited 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 INST 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.

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Black Female	7.8	6.1	6.1	6.3	Yes	7.7
Black Male	3.1	-	N/A	-	N/A	-
Hispanic Female	28.2	4.5	4.5	6.3	Yes	7.7
Hispanic Male	13	3.0	N/A	1.6	N/A	3.8
Other Minorities Female	2.3	3.0	3.0	1.6	No	3.8

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Other Minorities Male	2	-	N/A	-	N/A	-
White Female	27.6	54.5	54.5	52.4	No	42.3
White Male	15.9	28.8	28.8	31.7	Yes	34.6
Total Female	66	68.2	68.2	66.7	No	61.5
Total Male	34	31.8	31.8	33.3	Yes	38.5

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 than our college's student body minority representation. Difficulties attracting qualified applicants for workforce instructional positions, coupled with a primarily retirement community and limited funding for new and existing positions, makes it 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 low pay scales, rural location, lack of existing cultural and social opportunities, and, as applicable, adequate area schools, affordable housing and rental 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 CONT 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.

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Black Female	7.8	5.6	5.6	6.7	Yes	5.0
Black Male	3.1	-	N/A	-	N/A	-
Hispanic Female	28.2	2.8	2.8	3.3	Yes	5.0
Hispanic Male	13	-	N/A	-	N/A	-
Other Minorities Female	2.3	2.8	2.8	-	No	-
Other Minorities Male	2	-	N/A	-	N/A	-
White Female	27.6	52.8	52.8	53.3	Yes	57.5
White Male	15.9	36.1	36.1	36.7	Yes	32.5

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Total Female	66	63.9	63.9	63.3	No	67.5
Total Male	34	36.1	36.1	36.7	Yes	32.5

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

Response: This will be a long-term hiring strategy. Per Florida Statutes and Board Policy instructional personnel are not eligible for continuing contract status until they have completed 5 years employment as an instructor at the college. As noted previously, the number of available and qualified applicants for instructional positions is lower within our region than our college's student body minority representation. Our area currently has a very stable workforce, it primarily a retirement community, and we have limited funding for new and current 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 also apply.

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 tight labor market for workforce instructional positions, state budget funding uncertainty for state colleges, limited yearly wage increases, telework options, and job security have limited job applications from professionals in fields supporting our vocational instruction programs and career service level positions.

**Review of Part II (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:	-	-	-
EAM positions?	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		

B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents

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: Individual meets or exceeds all goals established for performance by the board, Florida Statutes, and State Board of Education.

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

Response: January 18, 2023

***Review of Part II (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 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 sex and ethnic composition of the selection committee for each vacancy. **Make a selection:** 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 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. We currently require five years of satisfactory teaching under annual contract prior to consideration for continuing contract eligibility.

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

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 budgets funds for targeted advertising when positions become available and for program development. For 2022-23, 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 sex 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	Instructional	6	\$44,200 - \$59,875	26	\$43,731 - \$90,923
Row 2	Library/Student and Academic Affairs	6	\$32,213 - \$71,200	35	\$27,434 - \$97,084
Row 3	Management	2	\$80,000 - \$115,200	17	\$79,200 - \$121,577

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 4	Business/ Financial	3	\$27,434 - \$48,576	17	\$27,434 - \$65,400
Row 5	Community, Social Services, Legal, Arts	3	\$28,994 - \$62,309	26	\$32,200 - \$65,400
Row 6	Service	6	\$29,120 - \$60,000	26	\$26,000 - \$65,400
Row 7	Office Administrative Support	12	\$28,531 - \$46,200	60	\$26,000 - \$65,400
Row 8	Natural Resources, Construction, and Maintenance	2	\$27,434 - \$30,726	14	\$27,434 - \$40,900

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2021, and October 31, 2022, 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, 2022.*

**Review of Part II(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 provide a summary of the process utilized to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise eligible faculty of their progress towards attaining 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.		

Requirement	Response	Comments	Action
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 III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENTS tab, in the representation of students by race, ethnicity, sex, 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 2022-2023 reporting year.

Enrollments	FTIC				Total Enrollments			
	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	14.00%	13.70%	No	14%	11.50%	10.90%	No	11%
Hispanic	40.00%	47.20%	Yes	47%	39.50%	41.20%	Yes	40%
Other Minorities	5.00%	4.20%	No	5%	5.00%	4.40%	No	5%
White	43.00%	34.90%	No	34%	46.50%	43.50%	No	44%
Female	60.00%	58.80%	No	59%	65.00%	66.00%	Yes	66%
Male	40.00%	41.20%	Yes	41%	35.00%	34.00%	No	34%
LEP	N/A		N/A	N/A	N/A	7	N/A	N/A
DIS	N/A	19	N/A	N/A	N/A	114	N/A	N/A

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 percentage points from 369 to 359 students. Additionally, the college's FTIC Black student enrollment increased less than 1 percentage points from 13.4% to 13.7% students. From 2020-21 to 2021-22, Black female FTIC enrollment increased from 42 to 48 students. Black male FTIC enrollment increased slightly to 5.7%. The Hispanic student population at SFSC continues to grow. It has grown consistently over the past decade with Hispanic students now making up 47% of the overall population. According to current data, the Hispanic Male FTIC enrollment increased from 14% to 19%. Overall student enrollment slightly increased from 12.5% to 13%. During the same period, the Hispanic female student population showed a slight increase in both FTIC and overall enrollment. White student FTIC enrollment counts have decreased the past few years (2020-21 to 2021-22) from 42.7% to 34.9%. Female students continue to comprise a larger percentage of the college's FTIC and overall student enrollments. During this period there was also a decrease in White overall enrollment from 45.7% to 43.5%. Presently, female and male students make up 66% and 34% of the college's overall enrollment, respectively.

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 students were not generally aware of in our three-county service area. This event is open to all students with the goal of reaching a wide range of students of various backgrounds. 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 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: In 2022, the College began strategizing a new format for minority enrollment initiatives, in the fall of 2022, these plans were unfortunately derailed by two hurricane closures, one of which severely affected our district service area, especially high schools. In fall of 2023, we hope to plan more purposeful outreach by inviting current targeted college staff to directly interact at the high school level by visiting schools to help identify students who may be interested to learn more about college, but who may not have otherwise had the opportunity to be identified by the high school. Once these populations are

identified, these students will be invited to the College campus for a series of workshops, in the upcoming academic year, focusing on exploring career choices, researching post-secondary institutes, how to apply to college, applying for financial aid, as well as other enrollment steps needed to pursue a successful post-high school career. The college is also looking at scheduling additional SLS courses, open to dual enrollment, to offer for students who may not otherwise immediately meet the requirements for dual enrollment, allowable under state statute. This will expand the pool of students gaining exposure to the college who may not have otherwise been aware, or directly recruited, to learn about post-secondary education.

Student Completions

This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETIONS 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 2021-22. 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).

A.A. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	8.00%	9.30%	Yes	10%
Hispanic	34.50%	39.70%	Yes	36%
Other Minorities	3.00%	6.40%	Yes	7%
White	54.50%	44.60%	No	47%
Female	67.50%	66.70%	No	67%
Male	32.50%	33.30%	Yes	33%
LEP		2	N/A	N/A
DIS		10	N/A	N/A
A.S./A.A.S. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	6.00%	4.90%	No	5%
Hispanic	36.00%	30.40%	No	31%
Other Minorities	8.00%	6.90%	No	7%
White	50.00%	57.80%	Yes	57%
Female	76.00%	64.70%	No	66%
Male	24.00%	35.30%	Yes	34%
LEP		0	N/A	N/A
DIS		3	N/A	N/A
Certificates	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	14.00%	13.30%	No	14%
Hispanic	39.50%	39.50%	Yes	39%
Other Minorities	4.50%	3.60%	No	4%
White	42.00%	43.60%	Yes	43%
Female	45.00%	48.70%	Yes	49%
Male	55.00%	51.30%	No	51%
LEP		0	N/A	N/A
DIS		6	N/A	N/A
Baccalaureate Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	10.00%	11.50%	Yes	13%
Hispanic	32.00%	36.10%	Yes	37%
Other Minorities	5.00%	3.30%	No	4%
White	53.00%	49.20%	No	50%
Female	70.00%	72.10%	Yes	65%
Male	30.00%	27.90%	No	35%
LEP		1	N/A	N/A
DIS		0	N/A	N/A

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 completions from underrepresented groups.

Response: Student completion data provided by FLDOE reveals an increase (approximately two percentage points) in the number of Black AA degree completers (16 to 19 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, BAC, and certificate completers. Particularly AS completers. In 2021-22, we had one completer. Among all completers and compared to the previous year, Hispanic student representation at SFSC continues to increase in the AA and BACC degrees, while decreasing in AS and Certs. Enrollment data reveal the White student population continue to comprise the largest population with the Hispanic population trailing. According to current data provided by the Florida Department of Education (FLDOE), South Florida State College's (SFSC) completion rates notably exceed state averages and rank top in the Florida College System (FCS).

New methods and strategies, if applicable.

Response: By current standards, the college is currently fully staffed in Advising and Counseling, including having a dedicated dual enrollment advisor, and an applied sciences advisor, of which both were added over this past year. This allows greater time and focus on each individual student's academic pathway and retention.

Student Success in Targeted Programs

The college's plan for 2021-22 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(5), F.S. Colleges should provide any updates to methods and strategies, if applicable.

The college is providing updates: Select one. **Yes** If no, provide:

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

Response: The college's Panther Pathways initiative has new leadership at the college and has been streamlined in regards to functional committees and overall efficiency of practice at the college. This should have a direct positive impact on student success and retention efforts for all students. Since the inception of SFSC's Guide to Personal Success (GPS), over 7,000 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. As a result of the pandemic, GPS is now offered online. 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 and remote academic advising from professional advisors which has enhanced student success and degree completion. Degree Works, degree audit system, is in the process of being 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: Re-evaluation and implementation of the Beacon Early Alert system is in progress. Once fully implemented, an active and efficient early alert system will assist in completion and success of all students in providing outreach and guidance to address personal and academic needs which may be creating a barrier to success.

***Review of Part III: 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, sex, 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.		
Is the college achieving all its goals in terms of student completions by race, sex, 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	Select one.		

Requirement	Response	Comments	Action
the college provide updates for its goal in terms of student completions across the aforementioned categories?			
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

**Part IV. 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 Hearing	0			
Visual Impairment	0			
Specific Learning Disability	0			
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 2021	0	0
Spring 2022	0	0
Summer 2022	0	0
Total	0	0

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

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

Part V. Gender Equity in Athletics

The college offers athletic programs: **Select one.** 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.

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, 2020, through June 30, 2021, and July 1, 2021, through June 30, 2022

	2020-21			2021-22			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	24	37	61	Total Number of Athletes	25	38	63
Percent of Athletes by Gender	39%	61%	100%	Percent of Athletes by Gender	40%	60%	100%
Total Number of Enrollments	1048	1937	2985	Total Number of Enrollments	987	1838	2822
Percent of Enrollments by Gender	35%	65%	100%	Percent of Enrollments by Gender	35%	65%	100%
Percentage difference between athletes and students enrolled	4%	4%		Percentage difference between athletes and students enrolled	5%	5%	

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? **2020-21: Yes 2021-22: 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

**Review of Part V: 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 2022?	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 five 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 VI. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2022-23 ANNUAL EQUITY UPDATE REPORT**

South Florida State College

Signature Page

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, sex, 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 1007.265, 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 2022-23 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by **May 1, 2023. Colleges may attach additional files (PDF or Word) as appendices.**