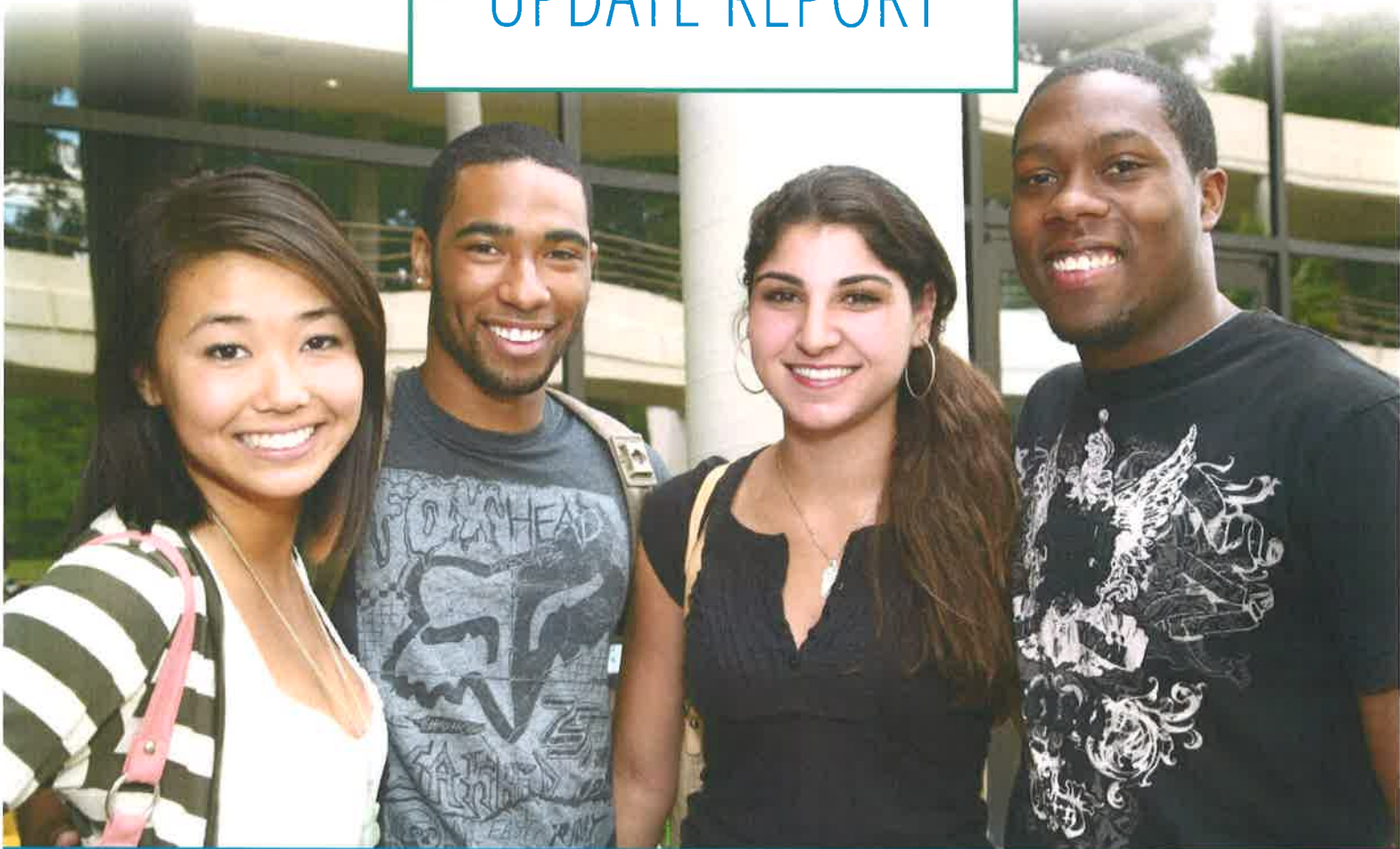# FSCJ
Florida State College at Jacksonville

2018-2019

ANNUAL EQUITY UPDATE REPORT

Produced for:
The Division of Florida Colleges
Florida Department of Education

THE *Florida* COLLEGE SYSTEM

Florida State College at Jacksonville

College Annual Equity Update

2018-2019

Template for Submission 1 of 2

Deadline: April 30, 2019

Submission Information
Equity Officer: Lisa J. Moore
Email: lisa.moore@fscj.edu
Phone: 904-632-3326
Date: April 30, 2019

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for submission 1 of 2 of the annual update.

- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers

Florida Statutes require FCS institutions to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The college equity plan submitted in April 2017 for 2016-2017 is considered as the college's most recent baseline report that is updated each year.

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

Submission 1 of 2 of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2019. The update should be submitted by email to ChancellorFCS@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

Note: The signature page of this report will be required in the template for submission 2 of 2. Therefore, a signature page is not required for submission 1 of 2.

Submission 2 of 2, due June 28, 2019, will have specific requirements related to:
- Section 1000.05, F.S., the "Florida Educational Equity Act;"
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity; and
- Section 1006.71, F.S., Gender equity in intercollegiate athletics.

In addition to dividing the content into two submissions, DFC made other changes to the template to streamline processes and reduce redundancy. Specifically:
- Equity report templates must be submitted in Word format. This will facilitate a more timely review process and eliminate duplication of information. Colleges may attach additional documents in PDF or Word format as appendices.
- The goal setting and new hire tables are now embedded in the template instead of being included as a tab in the Excel file. This will eliminate colleges needing to input data in two places.

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- DFC embedded components of the review form into the submission template. In prior years, DFC used a separate form to complete reviews. For the 2018-19 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.		

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 certain areas where the college has achieved or exceeded its goals or where there is incomplete or missing information.

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Part I. 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.

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	7	SPC2608-Fundamentals of Public Speaking	LIT 2000 Introduction to Literature: Writing About Fiction	Speech
		SPC2608-Fundamentals of Public Speaking	LIT 2000 Introduction to Literature: Writing About Fiction	Speech
		SPC2608-Fundamentals of Public Speaking	LIT 2000 Introduction to Literature: Writing About Fiction	Speech
		SPC2608-Fundamentals of Public Speaking	LIT 2000 Introduction to Literature: Writing About Fiction	Speech
		ASL1140-American Sign Language I and ASL1150-American Sign Language II (or)	REL2000 Religion in the Humanities ANT2410 Cultural Anthropology	Foreign Language

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Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		CHI1120-Chinese I and		
		CHI1121-Chinese II (or)		
		FRE1120-French I and		
		FRE1121-French II (or)		
		GER1120-German I and		
		GER1121-German II (or)		
		LAT1120-Latin I and		
		LAT1121-Latin II (or)		
		POR1120-Braz Portuguese I and		
		POR1121-Braz Portuguese II (or)		
		SPN1120-Spanish I and		
		SPN1121-Spanish II		
		SPC2608-Fundamentals of Public Speaking	LIT 2000 Introduction to Literature: Writing About Fiction	Speech

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		ASL1140-American Sign Language I and	REL2000 Religion in the Humanities	Foreign Language
		ASL1150-American Sign Language II (or)	ANT2410 Cultural Anthropology	
		CHI1120-Chinese I and		
		CHI1121-Chinese II (or)		
		FRE1120-French I and		
		FRE1121-French II (or)		
		GER1120-German I and		
		GER1121-German II (or)		
		LAT1120-Latin I and		
		LAT1121-Latin II (or)		
		POR1120-Braz Portuguese I and		
		POR1121-Braz Portuguese II (or)		
		SPN1120-Spanish I and		
		SPN1121-Spanish II		

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Visual Impairment	1	MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	Math
Specific Learning Disability	14	MGF1106-Topics in College Mathematics STA-2023-Elementary Statistics	AST 1002-Introduction to Astronomy COP1000-Introduction to Programming and Algorithm Design	Math
		MAT0018-Basic Math MAT0028-Elementary Algebra MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	FIN 2100-Personal Finance CGS1100-Microcomputer Applications for Business and Economics	Math
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	CGS1100-Microcomputer Applications for Business and Economics	Math

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	FIN2100-Personal Finance	
		ASL1140-American Sign Language I and ASL1150-American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or) FRE1120-French I and FRE1121-French II (or) GER1120-German I and GER1121-German II (or) LAT1120-Latin I and LAT1121-Latin II (or) POR1120-Braz Portuguese I and	REL2000 Religion in the Humanities REL2300 World Religions	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		POR1121-Braz Portuguese II (or) SPN1120-Spanish I and SPN1121-Spanish II		
		ASL1140-American Sign Language I and ASL1150-American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or) FRE1120-French I and FRE1121-French II (or) GER1120-German I and GER1121-German II (or) LAT1120-Latin I and LAT1121-Latin II (or) POR1120-Braz Portuguese I and POR1121-Braz Portuguese II (or) SPN1120-Spanish I and SPN1121-Spanish II	HUM2450 Humanities in the Americas REL2300 World Religions	Foreign Language
		MAT0028-Elementary Algebra	MGF1106-Topics in College Mathematics	Math

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Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MAT1033-Intermediate Algebra	STA2023-Elementary Statistics	
		MAT0028-Elementary Algebra

MAT1033-Intermediate Algebra | MGF1106-Topics in College Mathematics

STA2023-Elementary Statistics | Math |
| | | MAT0028-Elementary Algebra

MAT1033-Intermediate Algebra

MGF1106-Topics in College Mathematics

MGF1107-Explorations in Mathematics | CGS1100-Microcomputer Applications for Business and Economics

FIN2100-Personal Finance | Math |
| | | MAT1033-Intermediate Algebra

MGF1106-Topics in College Mathematics

MGF1107-Explorations in Mathematics | AST 1002 Introduction to Astronomy

PHI 2010 Introduction to Philosophy | Math |

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		ASL1140-American Sign Language I and ASL1150-American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or) FRE1120-French I and FRE1121-French II (or) GER1120-German I and GER1121-German II (or) LAT1120-Latin I and LAT1121-Latin II (or) POR1120-Braz Portuguese I and POR1121-Braz Portuguese II (or) SPN1120-Spanish I and SPN1121-Spanish II	HUM2450 Humanities in the Americas REL2300 World Religions	Foreign Language
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics	FIN 2100 Personal Finance CGS1570-Microcomputer Applications	Math

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		MGF1107-Explorations in Mathematics		
		SPC2608-Fundamentals of Public Speaking	LIT 2000 Introduction to Literature: Writing About Fiction	Speech
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	AST 1002 Introduction to Astronomy PHI 2010 Introduction to Philosophy	Math
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	Math
Orthopedic Impairment	4	MAT0028-Elementary Algebra	CGS1100-Microcomputer Applications for Business and Economics	Math

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Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	FIN2100-Personal Finance	
		ASL1140-American Sign Language I and ASL1150-American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or) FRE1120-French I and FRE1121-French II (or) GER1120-German I and GER1121-German II (or) LAT1120-Latin I and LAT1121-Latin II (or) POR1120-Braz Portuguese I and POR1121-Braz Portuguese II (or) SPN1120-Spanish I and SPN1121-Spanish II	HUM2410 Humanities of Asia REL2300 World Religions	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	Math
		MAT0018-Basic Math MAT0028-Elementary Algebra MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	AST 1002 Introduction to Astronomy CGS1100 Microcomputer Applications for Business and Economics	Math
Speech/Language Impairment	2	SPC2608-Fundamentals of Public Speaking	LIT 2000 Introduction to Literature: Writing About Fiction	Speech
		SPC2608-Fundamentals of Public Speaking	LIT 2000 Introduction to Literature: Writing About Fiction	Speech
Emotional or Behavioral Disability	19	STA2023-Elementary Statistics	PHI2600-Moral and Political Philosophy	Math

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Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		SPC2608-Fundamentals of Public Speaking	LIT 2000 Introduction to Literature: Writing About Fiction	Speech
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	Math
		MAT0018-Basic Math MAT0028-Elementary Algebra MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	CGS1100-Microcomputer Applications for Business and Economics MUT 1001 Introduction to Music Theory	Math
		ASL1140-American Sign Language I and ASL1150-American Sign Language II (or) CHI1120-Chinese I and	INR2002 International Relations WOH1012 World History to 1500	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		CHI1121-Chinese II (or)		
		FRE1120-French I and		
		FRE1121-French II (or)		
		GER1120-German I and		
		GER1121-German II (or)		
		LAT1120-Latin I and		
		LAT1121-Latin II (or)		
		POR1120-Braz Portuguese I and		
		POR1121-Braz Portuguese II (or)		
		SPN1120-Spanish I and		
		SPN1121-Spanish II		
		MAT0028-Elementary Algebra	MGF1106-Topics in College Mathematics	Math
		MAT1033-Intermediate Algebra	STA2023-Elementary Statistics	

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Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	Math
		STA2023-Elementary Statistics	PHI 2010 Introduction to Philosophy	Math
		ASL1140-American Sign Language I and ASL1150-American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or) FRE1120-French I and FRE1121-French II (or) GER1120-German I and GER1121-German II (or) LAT1120-Latin I and LAT1121-Latin II (or)	INR2002 International Relations WOH1012 World History to 1500	Foreign Language

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Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		POR1120-Braz Portuguese I and POR1121-Braz Portuguese II (or) SPN1120-Spanish I and SPN1121-Spanish II		
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	FIN2100-Personal Finance AST 1002 Introduction to Astronomy	Math
		ASL1140-American Sign Language I and ASL1150-American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or)	INR2002 International Relations WOH1012 World History to 1500	Foreign Language

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Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		FRE1120-French I and		
		FRE1121-French II (or)		
		GER1120-German I and		
		GER1121-German II (or)		
		LAT1120-Latin I and		
		LAT1121-Latin II (or)		
		POR1120-Braz Portuguese I and		
		POR1121-Braz Portuguese II (or)		
		SPN1120-Spanish I and		
		SPN1121-Spanish II		
		MGF1107-Explorations in Mathematics	CGS1100-Microcomputer Applications for Business and Economics	Math
		MGF1107-Explorations in Mathematics	AST 1002 Introduction to Astronomy	
		MGF1106-Topics in College Mathematics	CGS1100 Microcomputer Applications for	Math

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MGF1107-Explorations in Mathematics	Business and Economics PHI 2010 Introduction to Philosophy	
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	Math
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	Math
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	Math
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics	CGS1100 Microcomputer Applications for Business and Economics	Math

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		SPC2608-Fundamentals of Public Speaking	**LIT 2000 Introduction to Literature: Writing About Fiction**	**Speech**
		ASL1140-American Sign Language I and **ASL1150-American Sign Language II (or)** **CHI1120-Chinese I and** **CHI1121-Chinese II (or)** **FRE1120-French I and** **FRE1121-French II (or)** **GER1120-German I and** **GER1121-German II (or)** **LAT1120-Latin I and** **LAT1121-Latin II (or)** **POR1120-Braz Portuguese I and** **POR1121-Braz Portuguese II (or)**	**HUM2051 Civilization I: Ancient through Medieval** **BUS1801 Global Business Perspectives**	**Foreign Language**

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		SPN1120-Spanish I and SPN1121-Spanish II		
Autism Spectrum Disorder	4	MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics	AST 1002 Introduction to Astronomy	Math
		MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	AST 1002 Introduction to Astronomy MUT 1001 Introduction to Music Theory	Math
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra MGF1106-Topics in College Mathematics	CGS1100 Microcomputer Applications for Business and Economics	Math
		MAT1033-Intermediate Algebra	CGS1100 Microcomputer Applications for Business and Economics	Math

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Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	FIN 2100 Personal Finance	
Traumatic Brain Injury	3	MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics MGF1107-Explorations in Mathematics	Math
		MGF1107-Explorations in Mathematics	CGS1100-Microcomputer Applications for Business and Economics	Math
		MGF1107-Explorations in Mathematics	PHI 2010 Introduction to Philosophy	Math
Other Health Impairment	0			

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	35	33
Spring	21	21

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Summer	0	0
Total	56	54

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 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 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.

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
Black Female	20.01%	16.8%	16.7%	18.4%	No	+2
Black Male	10.09%	6.2%	7.0%	7.0%	Yes	+1
Hispanic Female	6.13%	0.0%	0.9%	0.9%	Yes	+1

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
Hispanic Male	4.31%	0.9%	0.9%	1.8%	No	+1
Other Minorities Female	4.74%	0.0%	0.0%	0.9%	No	+1
Other Minorities Male	3.98%	6.2%	6.1%	n/a	n/a	n/a
White Female	28.72%	36.3%	36.8%	n/a	n/a	n/a
White Male	22.01%	33.6%	31.6%	n/a	n/a	n/a
Total Female	59.61%	53.1%	54.4%	53.5%	Yes	+2
Total Male	40.39%	46.9%	45.6%	n/a	n/a	n/a

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: As seen in the included table, the College met its goals and improved representation in the areas of Black Males, Hispanic Females, and Total Females. The 2018 objectives that were not met are in the areas of Black Females, Hispanic Males, and Other Minorities Female.

In order to support the College's mission of providing equal opportunity and access to all, recruitment efforts will continue to concentrate on efforts to diversify our Executive and Administrative Management staff. As vacancies occur, strategies focused on attracting and retaining diverse talent will be included as part of the outreach to underrepresented groups. For example, FSCJ utilizes an outside advertising agency in order to increase the visibility of job vacancies; this includes publications and websites such as Diverse Issues in Higher Education and Diversity.com. In addition, the composition of search committees will continue to be reviewed to ensure they include a diverse cross-section of employees who bring varied perspectives to the selection process. Finally, the Human Resources Department continues to focus on strategic initiatives that aim to increase diversity and inclusion across all employee groups.

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.

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
Black Female	20.01%	8.2%	8.1%	9.5%	No	+2
Black Male	10.09%	4.7%	5.2%	5.8%	No	+2
Hispanic Female	6.13%	2.9%	2.6%	3.5%	No	+1
Hispanic Male	4.31%	1.8%	2.0%	2.3%	No	+1

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
Other Minorities Female	4.74%	3.7%	3.5%	4.3%	No	+1
Other Minorities Male	3.98%	3.2%	3.5%	3.7%	No	+1
White Female	28.72%	39.8%	39.8%	n/a	n/a	n/a
White Male	22.01%	35.6%	35.4%	n/a	n/a	n/a
Total Female	59.61%	54.6%	53.9%	60.2%	No	+2
Total Male	40.39%	45.4%	46.1%	n/a	n/a	n/a

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

Response: As seen in the table above, The College did not meet its 2018 goals in the areas of Black Females, Black Males, Hispanic Females, Hispanic Males, Other Minorities Female, Other Minorities Male, and Total Females.

As new vacant positions are authorized throughout the year, FSCJ will continue to employ the use of its web-based application system, which is accessible nationally. The Human Resources Department also remains committed to strategic initiatives revolving around increasing diversity, inclusion, and awareness across all employee groups. Recruitment for full-time instructional staff will focus on publications and websites with a national audience (e.g., The Chronicle of Higher Education, HigherEdJobs.com) as well as those that emphasize diversity (e.g., Hispanic Outlook, Diverse Issues in Higher Education, Diversity.com). In addition, utilizing varied advertisement mediums, such as a mix of online and traditional publications, will bring increased visibility to diverse groups of job seekers.

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.

	College Student Population (%)	INST-CONT Actuals (%) Fall 2017	INST-CONT Actuals (%) Fall 2018	INST-CONT Stated Goals (%) Fall 2018	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for 2019
Black Female	20.01%	5.4%	5.2%	6.2%	No	+2
Black Male	10.09%	3.6%	3.8%	4.3%	No	+1
Hispanic Female	6.13%	4.1%	3.3%	4.8%	No	+1
Hispanic Male	4.31%	2.3%	2.9%	2.9%	Yes	+1
Other Minorities Female	4.74%	4.5%	4.8%	5.2%	No	maintain
Other Minorities Male	3.98%	4.1%	3.8%	4.8%	No	+1
White Female	28.72%	43.7%	42.9%	n/a	n/a	n/a
White Male	22.01%	32.4%	33.3%	n/a	n/a	n/a

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	College Student Population (%)	INST-CONT Actuals (%) Fall 2017	INST-CONT Actuals (%) Fall 2018	INST-CONT Stated Goals (%) Fall 2018	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for 2019
Total Female	59.61%	57.7%	56.2%	61.4%	No	+1
Total Male	40.39%	42.3%	43.8%	n/a	n/a	n/a

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

Response: As illustrated in the attached table, the College met its goals and improved representation in the area of Hispanic Males. The 2018 objectives that were not met are in the areas of Black Females, Black Males, Hispanic Females, Other Minorities Female, Other Minorities Male, and Total Females.

FSCJ will continue its efforts to support the College's mission of providing equal access and opportunity to all as vacancies occur within the full-time instructional staff with continuing contract group. The College's strategic initiative focusing on increased diversity, inclusion, and awareness across all employee groups will be a key driver in these efforts. In addition, Human Resources continues to explore outreach methods that concentrate on attracting and retaining diverse employees from the feeder group of full-time instructional staff.

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

Response: FSCJ continues to endure state funding issues along with declines in student enrollment. Both of these factors present significant challenges to overall recruitment goals across all employment categories. However, the College remains committed to working through these challenges in order to increase diversity within all its employee groups.

Review of Part II: 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.		
Does the report identify any new barriers affecting recruitment and retention of females and/or minorities?	Select one.		

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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 Administrative and Professional staff receive an annual evaluation using Performance Impact Workplace (PIW). (Attachment 1) If a staff member receives as "Does Not Meets" or "Needs Improvement" rating on any of the competencies or has an overall rating of "Does Not Meets" or "Needs Improvement", the employee may receive a Performance Improvement Plan (PIP). The PIP is designed to bring to the employee's attention specific areas of deficiency, the supervisor's expectations and a timeframe and resources for improvement.

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: The District Board of Trustees (DBOT) evaluate the College President on several areas of diversity and equity. The scale utilized range 1-5 with 1 being "Work on This" and 5 Being "Strength".

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

Response: Dr. Cynthia Bioteau retired as College President on May 31, 2018. The DBOT did not perform an evaluation.

Review of Part II: 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.		

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. The signature page of this report that will be required in submission 2 of 2 will suffice as certification of each.

1) The college maintains diversity and balance in the gender 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: Human Resources works with hiring managers to review proposed search committee makeup to ensure diversity among the members. College policy and procedures *APM 03-0304 "Selection of Full-time Administrative and Professional Personnel"* and *APM 03-0305 "Selection of Full-time and Regular Part-time Career Personnel"* (Attachment 2) provide guidance and direction to hiring managers regarding the selection process of search committees as well. In addition, Human Resources provides each hiring manager and subsequently members of the search committee with a copy of the Search Committee Handbook. The handbook also provides rationale and guidance for forming a diverse search committee.

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

Response: The process identified in the Article 13 of the Collective Bargaining Agreement (CBA) indicates a faculty member is eligible to apply for continuing contract if they have completed five years of continuous satisfactory service at FSCJ over the past seven years. (Attachment 3)The Campus Continuing Contract Committee, College wide Continuing Contract Committee and the Vice President/Provost will review the application package, any recommendations and may choose to interview the applicant. Applications are forwarded to the College President with a statement of endorsement or non-endorsement for review. Successful application are forwarded to the Board of Trustees with a recommendation of Continuing Contract.

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

Response: During an annual evaluation meeting, the supervising administrator will meet with the faculty member to discuss the evaluation, observations and other feedback. It is during this meeting, the supervisor will also discuss whether the supervisor feels the faculty member is a good candidate for continuing contract and if not, what the faculty member can work on to improve any areas of deficiency.

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

Response: Applicants are provided a salary range or a defined salary within the job posting. If it is a range, a department may offer a salary within the prescribed range as approved. Faculty members are hired at the salary as defined in the CBA which is based on the highest degree earned in discipline or related discipline. Per the CBA or policy, a department may seek approval to increase salary based on education and/or experience or if it is a hard to fill position.

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	Faculty – Level 1	6	$39,717 - $54,570	35	$39,717 - $77,647
Row 2	Faculty – Level 2	9	$43,195 - $43,195	208	$43,195 - $97,040
Row 3	Faculty – Level 3	2	$56,222 - $65,650	154	$48,889 - $80,241

Data from Nov.1, 2017 – October 31, 2018

* IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2017 and October 31, 2018, 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, 2017.

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Review of Part II: 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.		
Does the report include the date of the most recent presidential evaluation?	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 incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

This concludes submission 1 of 2 of the 2018-19 Annual Equity Update Report, which must be submitted, as a Word document, to ChancellorFCS@fldoe.org by April 30, 2019. Colleges may attach additional files (PDF or Word) as appendices. Submission 2 of 2 – which includes the signature page – must be submitted by June 28, 2019.

Florida State College at Jacksonville

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2018-2019

Template for Submission 2 of 2

Deadline: June 28, 2019

Submission Information
Equity Officer: Lisa J. Moore
Email: lisa.moore@fscj.edu
Phone: 904-632-3326
Date: June 12, 2019

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THE Florida COLLEGE SYSTEM

Division of Florida Colleges
325 W. Gaines Street, Suite 1244
Tallahassee, Florida 32399-0400
ChancellorFCS@fldoe.org
850-245-0407

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for submission 2 of 2 of the annual update.

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

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

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

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

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

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

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

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

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Part I. Description of Plan Development

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

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

Response:

NAME	TITLE	DIVISION
Ms. Virginia Alexander	Athletic Director	Student Services
Dr. Mark Boese	Executive Director, Training and Organizational Development	Business Services
Ms. Freshonda Alston	Assistant Director, Financial Aid	Business Services
Mr. Allan Case	Director, Student Recruitment & Admissions	Student Services
Dr. Jerrett Dumouchel	Associate Vice President, Institutional Effectiveness	Institutional Effectiveness and Advancement
Ms. Monica Franklin	Instructional Program Manager	Provost/Academic Affairs
Ms. Denise Giarrusso	Associate Director, Student Success	Student Services
Dr. Cedric Gibson	Assistant Vice President, Workforce Development & Entrepreneurship	Online & Workforce Education
Dr. Marie Gnage	Vice President, Institutional Effectiveness and Advancement	Institutional Effectiveness and Advancement
Dr. Tara Haley	Dean, Education and Human Services	Provost/Academic Affairs
Ms. Terry Hollingshead	Associate Director, Student Recruitment and Admissions	Student Services
Mr. Tom Messner	Executive Dean, Library Services	Provost/Academic Affairs
Dr. Ian Neuhard	Associate Provost, Liberal Arts & Sciences	Provost/Academic Affairs
Ms. Jennifer Peterson	Director, Resources Development	Institutional Effectiveness and Advancement
Ms. Peter Shapiro	Director, Creative Learning Services	Online & Workforce Education
Ms. Julie Stein	Program Coordinator	Provost/Academic Affairs
Ms. Lindsey Thomas	Director, Accounting	Business Services
Ms. Pamela Walker	Dean of Students	Student Services
Ms. Patti Williams	Resource Development Grants Manager	Institutional Effectiveness and Advancement
Dr. Nancy Webster	Executive Director of Articulation	Provost/Academic Affairs

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

Response: Click here to enter text.

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

Requirement	Response	Comments	Action
Did the college change the development of the college equity plan?	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: 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-19.009-.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:** Dr. Alvin Brennan, Coordinator, Title IX
> **Phone number:** 904-361-6204
> **Address:** 601 W. State Street, Jacksonville, FL 32202
> **Email address:** alvin.brennan@fscj.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:** May 2018
> **Description of the revision:** Identified and engaged a new confidential hotline vendor, LightHouse

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Web link(s) to document the revision: Confidential Reporting - LightHouse

E) Grievance procedures should address the following, at a minimum, as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements.

1) Notifications of these procedures are placed in prominent and common information sources. **Make a selection: Yes**

2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**

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

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

Response: Click here to enter text.

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

Title IX?	**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**
Other policies or procedures related to civil rights or nondiscrimination?	**No**

If yes, address the following for any identified policies or procedures.
Name of the policy and/or procedure(s): 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 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.		

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

Part III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

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

Enrollments	FTIC			Overall Enrollments		
	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Hispanic	+0.5%	No	+0.5%	+0.5%	Yes	+0.5%
Other Minorities	+0.5%	No	+0.5%	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Male	+0.5%	No	+0.5%	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%	+0.5%	No	+0.5%

Colleges should continue to assess, modify, and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

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

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

>**Response:** Table shows FSCJ's goals for 2017-18 to 2018-19—in all categories, FSCJ sought to increase headcount for FTIC and total enrollments by 0.5%. In the FTIC category, FSCJ did not achieved its goals. In total enrollments, FSCJ achieved its goals in the Hispanic category. This table shows FSCJ's 2018-19 goals to increase enrollments in all categories by 0.5%.

>New methods and strategies, if applicable.

>**Response:** Student Enrollment – Methods and Strategies

>FSCJ is constantly evaluating services, offerings and programs to improve student enrollment for underrepresented populations. The College Board of Trustees just approved a three-year Strategic Plan that with the increasing the success of FSCJ students as the lone strategic goal. Accompanying the one

strategic goal, there are three strategic priorities: 1) provide a student-centered education, 2) impact the community, and 3) increase institutional capacity.

To facilitate implementation of the Strategic Plan, the College is using Strategic Planning Online (SPOL), an interactive, web-based software system to document and track progress the strategic goal and three strategic priorities. FSCJ uses the system to promote transparency and integration of the planning and budget processes as well as measure effectiveness of interventions.

Annually, programs and units are encouraged to submit "Supporting Initiatives" that align to one of the three strategic priorities. Each initiative outlines action steps and associated metrics designed to capture the effectiveness of specific interventions.

Recruitment of Traditional and Non-Traditional Students
Starting in January 2019, the Student Services division undertook a project to consider how practice aligns with philosophy. In so doing, specific student learning outcomes were identified at each state of the student lifecycle. Currently, our practices, procedures, and processes are being reexamined in light of this new framework. The addition of five new Enrollment Coaches provides applying students with assistance in navigating the admissions process. A newly established team of onboarding professionals has created a New Student Orientation Steering Committee, charged with reviewing and recasting NSO is a way that is more meaningful to students and has a greater impact on conversion to registration. Campus-based services have been made more accessible through implementation of an electronic queuing system and an online appointment scheduler to enhance the connection between students and advisors. The criteria for the FSCJ Promise grant, whose beneficiaries come largely from this population, has been modified as of Summer 2019 to allow greater access to financial resources. The minority-targeted Pathways to Work grant has been re-envisioned to be more attractive to the target population and to provide direct access to college and then to careers that are more attractive to participants. Our college leadership continues to seek out opportunities for engagement in community outreach endeavors to organizations serving predominantly minority populations.

The Pre College Programs Department is partnering with Duval County Public Schools on a major Recruitment Campaign. This outreach effort includes attending community events throughout the city; placing Social Media (digital ads); using Billboards; and ensuring prompt response to student inquiries. All of these efforts are designed to grow the program and serve more students.

Achieve The Dream OER Grant
As one of 19 grantees of the Achieving the Dream OER Degree Pathways Grant, FSCJ put together a plan to implement an entire AA degree pathway based on Open Educational Resources. This pathway was officially launched online in Fall of 2017 and as hybrid at a single campus site in Spring 2018. In each of these courses, students are not charged for text materials, which are included and available from the first day of the semester in the Learning Management System. Counting both Summer and Fall 2018 semesters, we have reported 5,582 enrolled in these classes. Based on an average textbook cost of $100 per course seat, we have saved students $558,200 in textbook costs over these two semesters. The grant's data collection ended with the Fall 2018 semester, and over the life of the grant we reported 8,920 enrollments, or a total savings of $892,000 in textbook costs. OER efforts continued to expand, through a Complete Florida OER Challenge grant, expansion of the courses already developed for the AA pathway, and including data from the Spring 2019 semester, total savings have now exceeded 1.3 million dollars.

College Reach-Out Program (CROP)

The College Reach-Out Program (CROP) is a statewide pre-college program established in 1983 and designed to increase the number of students who successfully enter and complete a postsecondary education. The program's primary objective is to strengthen the educational motivation and preparation of low-income and economically disadvantaged students in grades 7 through 12, representing various cultural backgrounds, who "otherwise would be unlikely to seek admission to a community college, state university or independent postsecondary institution without special support and recruitment efforts."

In 2017-2018, CROP provided services to 98 students who were academically and economically challenged. The program has two branches: STEPS (Solutions To Exploring Postsecondary Success), and FAME (Finally Affirming My Enrollment). In 2017-2018 STEPS had 75-98 students participate, and FAME had 34-38 students. Participants in STEPS attended the Saturday Middle School Academic Enrichment Academy; activities included college tours to Florida State University and FAMU, Jacksonville University, SAT and ACT prep, financial and nutrition workshops, and a Career Day. FAME participants attended the Wednesday High School Orientation Program, which covered career exploration and deciding on a major, campus tours of FSCJ and the University of North Florida, financial literacy workshops, and a review and instructions on the FAFSA application. In June and July 2018, 37 rising sophomores/juniors/seniors took part in the GRADS summer program that featured a pre- and post-assessment, career exploration, and a community service component at the Lakeside Nursing Home and Rehabilitation Center.

Integrated English Literacy & Civics Education

Integrated English Literacy & Civics Education (IELCE) supports the English for Speakers of Other Languages (ESOL) program as a continuing Florida Department of Education grant program at the College. The program assists non-native English speaking adults in Duval County by providing instruction that facilitates English language development for employment and economic self-sufficiency in the US, for civic involvement, for transition to postsecondary education and training, and for life skills and cultural acumen needed to be active and informed community members. The program also offers integrated education and fast-track training required to participate in particular fields. The ESOL program served approximately 2,148 students in 2018.

Integrated Basic Education and Skills Training

Integrated Basic Education and Skills Training (IBEST) is a nationally recognized instructional model to boost students' basic skills in reading, writing and mathematics while they pursue a certificate in a career or technical program. The program allows participants to work on their high school diploma or GED while receiving the needed skills and support to transition into postsecondary education. Through a grant from FICAPS, or the Florida Integrated Career and Academic Preparation System, Integrated GED courses and curriculum were developed for Building Construction classes. Adult Education has piloted a team-teaching course in the HVAC program, and curriculum development is in progress for Medical Assisting, with a Fall 2019 implementation date to follow a similar model that will include ESOL students.

Vision Education & Rehabilitation Center (VERC)

The Vision Education & Rehabilitation Center (VERC) is a community-based rehabilitation program for adults and high school students with blindness or low vision. The mission of the Vision Education & Rehabilitation Center is to empower individuals who are blind or visually impaired by providing a comprehensive program of rehabilitation training, serving as a resource for families and

employers, and enhancing public awareness and understanding regarding vision loss. The Vision Education & Rehabilitation Center is fully accredited by the Accreditation Council for the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). VERC is an active member of the Florida Agencies Serving the Blind, a collaborative interagency community, to facilitate collaborative training practices. VERC provides public education for groups and individuals, offers in-services for related professionals, and actively participates in health fairs, awareness activities, and vision seminars. VERC serves as an observation and training site for several college programs. VERC serves over 400 students annually.

Talent Search JAX (South Campus)

Talent Search JAX is a TRIO program funded by the U.S. Department of Education that works with select middle and high schools in Jacksonville's Arlington and Southside neighborhoods that have high numbers of minority students and students from families in which English is not the first language. The program provides eligible students with the following services: academic, financial, career or personal counseling; career exploration and aptitude assessment; tutorial services; information on postsecondary education; exposure to college campuses; information on student financial assistance; assistance in completing college admissions and financial aid applications; assistance in preparing for college entrance exams/essays; mentoring programs; and workshops for the families of participants. During 2017-2018, Talent Search JAX served 502 students. Of this total, 409 were low income, first-generation students, 433 were promoted and 69 graduated from high school.

Talent Search Urban Core (Downtown Campus)

This is a TRIO program similar to Talent Search JAX, but it serves students in grades 9 through 12 who live in Jacksonville's urban core. Participants receive a range of comprehensive services that include academic tutoring, introduction to postsecondary educational opportunities, assistance with secondary and postsecondary course selection, financial aid planning and financial literacy, mentoring, case management and academic interventions, and participation in college tours and cultural enrichment opportunities. During 2017-2018, Talent Search Urban Core served 500 low-income first generation students; 376 of those students were promoted and 121 graduated from high school.

Workforce to Employer Training

Short term workforce training programs offered through FSCJ Continuing Workforce Education are focused on moving students from training to employment in under one year. Most short-term programs will be connected to pathways so that students can easily continue their education in the future and potentially articulate their classwork to earn college credit. Some CWE programs and classes are currently offered by grants or employer sponsored contract training so that students can participate at no cost. Many employers are actively working with CareerSource of Northeast Florida to recoup training costs, as well.

Articulation with Apprenticeship Programs

The Florida Apprenticeship Grant has enabled FSCJ to work with multiple registered apprenticeship programs to provide access to the A.S. in Industrial Management Technology. Journeypersons Apprentices and Journeyworkers have the opportunity to accelerate their completion of the A.S. program and have a direct pathway to the B.A.S. in Supervision and Management and the B.A. in Business Administration. Through the grant, FSCJ is working with existing registered apprenticeship programs to develop pre-apprenticeship preparatory programs to target older youth (18-24 year olds), minorities, women, and other special groups including Veterans, for preparation for entry into a

registered apprenticeship program. At present, FSCJ has served 61 unduplicated, underrepresented individuals through the Florida Apprenticeship Grant.

Employer Tuition Program

The FSCJ Employer Tuition Program partnership program supports accessibility by making it easier for potential students to take advantage of employer sponsored tuition assistance programs. Employers can sign up to participate at no cost. Employees who enroll at FSCJ will receive personal enrollment coaching and individualized advising services to make it easier to take that first step to get started on their education. This service offered through our Employer Tuition Program represents a sound investment in human capital that results in controlling talent management costs, supporting employee wage growth and providing channels for career advancement.

FSCJ Online

FSCJ Online offers a wide variety of accredited degrees and certificates that can be completed online: 8 bachelor's degrees, 8 associate degrees and 12 certificates. FSCJ Online is also constantly working towards creation of more fully online degrees and certificates so that students have maximum flexibility in pursuing their education. All of the master courses developed by the FSCJ Center for eLearning meet ADA standards so that students with disabilities can be accommodated and successful in the online learning environment.

FSCJ Promise

Modeled after the National Promise Campaign, FSCJ Promise commits to fund the first two years of higher education for Duval and Nassau county students wanting to start their academic journey at FSCJ. FSCJ Promise is a means to abate or eliminate the financial debt associated with higher education that often stands in the way of academic achievement. To allow for widest possible access for students in underserved populations, the initial eligibility criteria for the scholarship have been modified and requirements for continuation of the scholarship have been simplified. Qualifying students can receive up to $1000 a semester by maintaining a 2.5 or higher GPA and engaging in either community service or academic support activities. We believe that tying dollars to impactful practices will enhance successful outcomes. The long-range intent of the program is to provide support for students through the creation of a college-going culture while increasing student persistence and degree completion for first-time-in-college students. Aside from the benefits this provides for the student, FSCJ Promise also supports the local economy through the preparation of tomorrow's workforce.

Student Completions

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

AA Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	+0.5%	No	+0.5%
Hispanic	+0.5%	No	+0.5%
Other Minorities	+0.5%	Yes	+0.5%
White	+0.5%	No	+0.5%

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Female	+0.5%	No	+0.5%
Male	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%

AS/AAS Degrees	**2017-2018 Goals**	**2017-2018 Goals Achieved (Yes/No)**	**2018-2019 Goals**
Black	+0.5%	No	+0.5%
Hispanic	+0.5%	No	+0.5%
Other Minorities	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%
Male	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%

Certificates	**2017-2018 Goals**	**2017-2018 Goals Achieved (Yes/No)**	**2018-2019 Goals**
Black	+0.5%	No	+0.5%
Hispanic	+0.5%	No	+0.5%
Other Minorities	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%
Male	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%

Baccalaureate Degrees	**2017-2018 Goals**	**2017-2018 Goals Achieved (Yes/No)**	**2018-2019 Goals**
Black	+0.5%	Yes	+0.5%
Hispanic	+0.5%	No	+0.5%
Other Minorities	+0.5%	Yes	+0.5%
White	+0.5%	No	+0.5%
Female	+0.5%	Yes	+0.5%
Male	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

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

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

Response: Table shows a summary of goal achievement of completions of A.A. degrees, A.S. degrees, certificates, and bachelorette degrees for all student categories from 2016-17 to 2017-

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18. The College achieved its goal for increasing other minority A.A. degree completions. A.S. degree completion and certificate completion goals were not achieved for any student groups. Goals for bachelorette degrees were achieved for Black, other minority, and female student groups. This table also shows FSCJ's 2018-19 goals to increase completions in all categories by 0.5%.

New methods and strategies, if applicable.

Response:

Achieving the Dream
Over the past year, FSCJ has continued its involvement with the national reform network Achieving the Dream and has made the following progress in relation to promoting equity and completion for underrepresented student populations:
- using a dashboard that looks at course level success, identified achievement gaps in course completion rates
- reviewed methods used by other colleges to increase achievement of minorities
- held its first Town Hall meeting to discuss equity, FSCJ student demographics, and support services available to help students achieve their personal and academic goals

Additionally, our Achieving the Dream equity committee is currently working to develop an institution-wide equity plan and holding student focus groups to identify barriers to student success.

Complete Florida
In 2014, the Florida legislature created Complete Florida, a statewide initiative to recruit and retain the state's 2.2 million adults with some college and no degree. Florida State College at Jacksonville responded to this call to action and is currently one out of the original 11 institutions (now 15) in the state of Florida that is participating in the Complete Florida online degree completion program. Impacting the lives of every student, FSCJ is leading the way, removing barriers to degree completion. When students apply to the program they must meet the general admission standards which are found on the Complete Florida website. Each student is assigned a personal Complete Florida coach that will help them decide on a program, create a school schedule that will give them the best opportunity for success and act as a liaison between them and their institution. Since the summer of 2015, 123 degrees have been awarded, and over $550,000 in scholarship money has been distributed. In the Spring of 2019, there were over 370 active students in Complete Florida supported programs at FSCJ.

Complete Florida OER Challenge Grant
In late Spring 2018, all Complete Florida institutions were offered the opportunity to apply for funds to help expand OER efforts at the institution, with the promise to share all OER materials with other institutions in the state. FSCJ has received a grant and is working on two associated fronts, expanding the AA pathway established with the ATD OER Degree Pathways grant, and to begin work on the AS in Business Administration. The first AS in Business courses are also popular AA elective courses so the hope is to impact the greatest number of students possible.

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Integrated Basic Education and Skills Training (I-Best)

Integrated Basic Education and Skills Training (I-BEST) is a nationally recognized instructional model that boosts students' basic skills in reading, writing and math while they pursue a certificate in a career/technical program. The primary benefit of I-Best is that the program is designed to teach literacy, work and college-readiness skills so they can move through school and into living wage jobs faster. Program participants will work on their high school diploma and their GED simultaneously, and receive the needed skills and support to transition into post-secondary education. Students will get the help they need while studying in the career field of their choice.

Workforce Programs Training/Standardized Operations

Within the past three years, deliberate actions were taken to bring all of the Workforce/PSAV programs under the Online & Workforce Education Division. Consistent leadership and operating procedures will contribute to growing student enrollment, improving student completion rates and supporting better student pass rates on licensing/completion exams. For example, the NCLX pass rate for Practical Nursing has increased from an average pass rate of 53% in 2017 to 82% in 2018. The program also reached a new high when100% of students completing in fall, 2019 successfully passed the test in December, 2019. Workforce is also working with Adult Education to offer contextualized training on basic skills, as well as student intake so that students will think beyond the GED for workforce training that will lead to self-sufficiency. All of these steps will help all students, including those from underrepresented populations.

Adult General Education

The Adult General Education Grant supports the following programs at the college: Adult Basic Education, GED® Preparation: High School Equivalency, Adult High School, and English for Speakers of Other Languages (ESOL). FSCJ's Adult Education Programs, along with identified literacy programs: 1) Assist participants in becoming literate and obtaining the knowledge and skills for employment and economic self-sufficiency; 2) Integrate career pathways, integrated education/training, and workforce preparation activities; and 3) Improve English and math proficiency. The ESOL program assists Duval County non-native English-speaking adults by 1) Providing instruction that facilitates English language development necessary for employment and economic self-sufficiency in the US; 2) Encouraging the transition to postsecondary education and training at the College through career pathways, and 3) Emphasizing contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members. The Adult Education programs served approximately 3,256 students in 2017-2018: 1,108 were ABE, GED, AHS students and 2,148 were ESOL.

DeafTEC: Technical Education Center for Deaf and Hard-of-Hearing Students

DeafTEC is a NSF Advanced Technological Education National Center of Excellence located at Rochester Institute of Technology in New York. DeafTEC's goal is to increase the number of deaf and hard-of-hearing (d/hh) individuals in highly skilled technician jobs, where they are currently underrepresented and underutilized. DeafTEC serves as a national resources for high schools and community colleges that educate d/hh students in STEM-related programs and for employers hiring d/hh individuals. Florida State College at Jacksonville is an academic

partner for the DeafTEC Center, offering professional development activities to 125 STEM secondary and postsecondary faculty in the Northeast Florida region in 2018. The College also works with local employers to create STEM career awareness opportunities for d/hh students. Other activities include the development of procedures for recruiting d/hh students into and supporting them in STEM programs, working with businesses to place d/hh graduates, and working with high schools to transition d/hh students to college.

Library and Learning Commons

During the reporting period, the Library and Learning Commons (LLC) continued to support the College's equity efforts by providing a range of services to support student academic success and retention. The LLCs' efforts are designed to support all student demographic populations at the College. , However, many of the academic support services that are provided by the LLC are particularly useful for underrepresented students, who may face academic challenges and financial barriers that could potentially impede their success.

In a continuing process of assessment of the LLCs' tutoring services, the LLC worked with the Office of Institutional Analytics and Research to explore the impact of tutoring services in support of high enrollment courses at the College. An analysis of grade data from the Spring 2016 semester focused on the impact of the use of tutoring services in selected gateway mathematics courses. For each of the selected courses, there was a positive correlation between use of tutoring services and course success (measured as a grade of C or higher in the course). The most substantial difference in success rates for tutoring users and non-users was seen in MAT 1033 and MAC 1105, courses in which tutoring users experienced a 7% higher course success rate than their peers who did not utilize tutoring services. A follow-up study was completed in 2017 that included gateway math and English courses for 2016-2017 academic year. This analysis revealed a correlation between use of tutoring and course success, with tutoring users for most courses experiencing higher rates of success than their peers who did not utilize tutoring services. With some exceptions in individual courses and terms, this trend was seen across the spectrum of the selected courses. The differences in success for ENC 1101, MAT 1018, MAT 0028, and MAT 1033 were statistically significant for both the Fall 2016 and Spring 2017 terms.

A new effort of the LLC includes the implementation of a Supplemental Instruction (SI) pilot program that is designed to improve student success rates in high-enrollment, high-risk courses. In an SI program, tutoring staff members attend the lecture component of targeted course sections and then offer structured out-of-class review sessions to students enrolled in those classes. The SI program is a form of group tutoring support that has been widely demonstrated to be effective in improving student achievement. FSCJ's SI pilot, which spanned the 2017-2018 and 2018-2019 academic years, focused on MAT 1033. Since the program's inception, outcomes data have shown a correlation between participation in SI and course success, with SI participants experiencing higher rates of course success than non-SI users.

Many students across the country face significant financial barriers that confound their efforts to achieve an education. To help reduce financial barriers, the LLC supported the College's *Achieving the Dream* efforts to drive down the cost of education through open education (OER) course development. LLC faculty Librarians supported OER course development by collaborating with teaching faculty subject matter experts (SMEs) to create high quality online academic courses that integrate free resources such as free textbooks, and free learning objects. These collaborative development efforts can significantly

reduce the total cost of education, and provide students with a financially viable means to earn a college degree.

Scheidel Foundation Gift Agreement

This agreement funds a full-time Career Specialist to manage Scheidel Foundation scholarships. This person is charged with identifying and resolving (to the extent possible) obstacles that prevent current and former Scheidel Scholars students from being more successful in reaching their academic goals, especially through regular contact via phone calls, emails, and face-to-face meetings. In 2018, 51 underrepresented students were served, including 34 new students and 15 returning students. Two participants were recipients of the Leadership in Action award. One student graduated in 2018, and one student completed certification.

The Scheidel framework to assist low-income college students in successfully navigating their postsecondary experience includes:
- Connection and referrals to campus and community resources;
- Career readiness guidance and support, in combination with utilization of other resources;
- Individual meetings with Scheidel Scholars to track progress toward completion of individual academic and personal goals;
- Monthly cohort meetings designed to enhance identification with college, create a sense of community, and foster skills related to academic success and student engagement;
- Volunteerism to give back to community partner organizations.

Student Life Skills Class

The course shell for the College's Student Life Skills courses, SLS 0005 and SLS 1103, reflect the current needs of FSCJ students via the following areas: social emotional learning, resilience, perseverance, self-determination, autonomy, metacognition, civic engagement and service learning, learning communities, utilizing library and tutoring services, working with advisors for advance course selection, support services, and career planning. Currently, these courses serve as an introduction to the college experience, primarily for FSCJ's dual enrollment students. There is more than a 92% success rate in these courses and research has shown that obtaining college credit in high school promotes overall postsecondary success. Additionally, the course IDS 1107--The Pursuit of Knowledge, is being reviewed and proposed as a required First Year Experience course for all first year in college students and other populations who are academically at-risk. Drawing on the foundation of metacognition strategies, critical thinking skills, and information literacy, this course teaches persistence and high achievement skills to prepare students for success in college, career, and life. The course will connect to the college campus through co-curricular opportunities and student success workshops.

Transition Program for Students with Intellectual Disabilities (TPSID)

FSCJ is a partner in the Florida Consortium on Inclusive Higher Education, consisting of the University of Central Florida, Florida International University, and the University of South Florida St. Petersburg. The consortium's primary objective is to expand the number of inclusive postsecondary education programs on campuses across Florida for students with intellectual disabilities. Each student's course of study is individualized and supported in self-monitoring their progress toward goals in collaboration with support staff through weekly check-ins. Support staff also match students with academic tutors for additional support. TPSID Grant (VERTICAL Program) serves both dual enrollment and students. The last students enrolled in career education or a workforce certificate program occurred in 2018. In 2018,

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TPSID served 20 students and had two completers. One completer received two Automotive certificates (embedded) and two HVAC certificates (also embedded). One completer received 45-hour certification in Child Care Continuing Education. The demographic breakdown of participants in 2018 was 14 males, 6 females, 12 African Americans, 7 Caucasians, and 1 Hispanic.

Services for LEP and DIS Students

The college has a diverse student population and student services ensures each student has the resources and tools that they need to succeed in their pursuit of higher education.   Student Services emphasizes and promotes a culture of student-centered support services to promote completion and student success. Offices within student services include Academic Advising, Athletics, Career Development, Diversity and Social Change, Student Housing, Student Life and Leadership, Student Support Services, Success and Coaching, and Volunteerism.

The office of Student Support Services aims to support underserved student populations that include, but are not limited to students identified as at-risk academically, former foster care scholarship recipients, International Students, low-income students, first generation college students, students at risk of homelessness or experiencing food insecurity, and students with disabilities.   They utilize an individualized, interactive, case management approach specifically designed to eliminate or reduce barriers by providing advocacy and support through referrals to college and community resources. They are available to provide academic accommodations to students who disclose their disability with the college and ADA consultation with faculty, staff, and students. The College has implemented a mandatory syllabus statement to ensure that any student enrolled in Pathways to College, college credit or vocational and workforce training programs is aware of Student Support Services and understands it is the student's responsibility to document his or her their disability with the office to request accommodations.

In an effort to promote greater awareness within the college community, professional development workshops are offered to students, faculty, and staff. These workshops are offered at least twice per term in a general session, at all campuses, and can also be presented in a classroom setting, upon request. Student workshops include: *Student Support Services; We're here to help, Working with disABILITIES, and Mental and Emotional Well-being*. Faculty and staff workshops include: *Understanding the ADA, Supporting Students with Autism Spectrum Disorder, and Universal Design in Learning*.

Other workshops offered within the division of Student Services to promote the success and retention of students include: *Know your Title IX, Got Consent?, Our Community, Our Responsibility: be an Active Bystander, Hot Jobs and Majors, Nail the Interview-Land the Job, Writing a Winning Resume, Dress for Success, The Secrets to Managing Time, Orient, Achieve, Retain, Civic Engagement, Create Your Vision-What do you want?, Decision Making, Healthy Habits to Promote Academic Success, Healthy Relationships, LGBTQ+ Language, and Minorities within Minorities.*

Scholarships for Disadvantaged Students

Funded by the Health Resources and Services Administration (HRSA), this program seeks to: 1) increase the number of graduates practicing in primary care; 2) increase enrollment and retention of full-time students from disadvantaged backgrounds, including students who are members of racial and ethnic minority groups; and 3) increase the number of graduates working in medically underserved

communities. This HRSA SDS grant program supports disadvantaged students through academic strengthening with peer-to-peer mentoring, faculty mentoring, and monthly discussion opportunities between student and faculty, advisor, tutor, Dean of Nursing, or other College student support staff. In the 2017 academic year, the project had a completion/success rate of 82 percent.

Professional Development
The College's Office of Training and Organizational Development is committed to providing workshops for faculty and staff on high-impact practices shown to be effective in the retention and success of underrepresented students. The following are some examples of the courses and workshops offered during the 2018-2019 academic year:

- *Social Justice and Inclusion at FSCJ:* This workshop will provide an overview of the social justice and inclusion core competency. The goal of this workshop is to answer the following questions: What does it mean to be competent in social justice and inclusion at FSCJ? How does one become competent in this area? Participants will define social justice and inclusion and identify ways to develop this competency in their everyday work at FSCJ.
- *Technical Assistance Workshop for the Nathan H. Wilson Endowment for Minority Student Success and Retention:* The workshop will review the application process for Nathan H. Wilson Endowment for Minority Student Success and Retention funding. Participants will learn about the endowment's purpose and sharpen their proposal writing skills.
- *Understanding ADA and Disability Support Services:* This course will provide a basic understanding of the Americans with Disabilities Act in a postsecondary educational environment and how students can access Disability Support Services. This training will review the eligibility process, documentation requirements and services that are available to students and how they may impact you in the classroom, the grievance process and OSSD contacts by campus. This course also highlights student support services that are available for the general student population.
- *Diverse Student Populations:* This training is designed to prepare Student Services staff for working with various student segments. This training will heighten the participants' awareness of the challenges and opportunities that these populations face and equip them with the tools needed to properly assist students of diverse backgrounds.
- *F1 International Student Overview:* This course is intended to assist enrollment staff and academic advisors effectively serve international students on an F-1 student visa who are enrolled in a degree seeking program at FSCJ. Students on the F-1 visa must comply with several U.S. Immigration regulations regarding their education in order to maintain legal status in the U.S. Many of the necessary regulations as it pertains to admission, enrollment and advising will be covered in this course.
- *English Language Programs:* This training prepares advisors to accurately advise students in the English for Academic Purposes program on course selection. This training also includes an overview of FSCJ's English Language Programs including English for Speakers of Other Languages, English Language Institute and English for Academic Purposes.
- *Welcome to Class: Creating Inclusive Classrooms for All:* In this interactive session, participants will have the opportunity to engage in personal stories, biases and how these impact our interactions with students in our classroom and their learning process. We will discuss social and global trends, as well as implicit bias, microaggressions and how to avoid them.
- *Universal Design in Learning:* This workshop will review the theory and practice of Universal Design for Learning (UDL) and how it can be applied in your work with students. The three

principles of UDL include providing multiple means of representation (the "what" of learning), multiple means of action and expression (the "how" of learning), and multiple means of engagement (the "why" of learning) will be reviewed. Whether you reach online, hybrid or face-to-face, this training will provide resources to make educational materials accessible and engaging for all.

Pathways to Work

The Pathways to Work learn-and-earn training model helps high school students transform their lives by earning an industry certification to access immediate employment opportunities to forge meaningful career pathways and acquire educational credentials along a trajectory toward an associate or bachelor's degree. This dynamic program include workforce coursework that contains embedded employability skills training; a career-specific paid internship with a local employer and professional mentoring; year-round follow-up and case management support; and advanced job placement assistance. Fifty-eight (58) students started the program in Summer 2018 and forty-nine (49) students continue to participate. Eighty-four (84%) percent of the students have earned an industry certificate.

Student Success in Targeted Programs

The college's plan for 2017-2018 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

Response:

Advanced Manufacturing and Cybersecurity Collegiate Career High Schools

The College has made substantial effort to work with partner school districts to develop STEM-based Collegiate Career High School programs. Our flagship programs, the Advanced Manufacturing Academy and the Cybersecurity Academy, have attended classes full-time on FSCJ campuses since Fall 2016 with our newest program sending students to campus in Fall 2018. These Collegiate Career programs are also being promoted to middle school students from at-risk schools; this outreach is anticipated to increase participation significantly.

Biomedical Sciences

The College actively recruits underrepresented groups into the Bachelor of Science in Biomedical Sciences degree and provides support to enrolled students through Phi Theta Kappa, the STEM club, Academic Collaborations, the Biomedical Sciences Pre-Professional Society (BPPS) and educational workshops. FSCJ maintains two active grant projects to support these efforts: the Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP) grant and Scholarships in Science Technology Engineering and Mathematics, Peers Organized by Discipline for Success (S-STEM PODS) grant.

Environmental Workforce Development and Job Training (EWDJT) Grant

The Environmental Protection Agency funds this program to provide training in environmental cleanup procedures to underserved or disadvantaged populations, including the homeless, ex-offenders, single mothers, low-income individuals, Veterans, displaced workers and/or the unemployed or underemployed. The unduplicated head count is 35 students over the project period, with 32 completers (a 91 percent success rate). The average age of participants is 43 with 91% of participants classified as minority and 42% as female. Program activities include:

- JEA Water Treatment Plant Tour;
- Partnership and monthly meetings with Jacksonville Safety Alliance;
- Florida Department of Transportation's Roads To Jobs: Life Skills For Construction Careers program.

Florida Apprenticeship in the 21st Century

This project was funded under the U.S. Department of Labor American Apprenticeship Initiative. The College leads a consortium that includes Broward College, St. Petersburg College, CareerSource Florida and CareerSource Northeast Florida, school districts in Broward, Duval and Pinellas counties, various private and public sector entities, and the Florida Department of Education Office of Registered Apprenticeship. The aim is to build an efficient apprenticeship infrastructure and create career pathways that align new and existing apprenticeship program competencies with college degrees. Its focus is apprenticeship programs in Information Technology, Manufacturing, Construction and Health Care. In 2018, the Apprenticeship grant served 61 apprentices from underrepresented populations.

Florida East Coast TechHire (FECT) Consortium

Daytona State College is lead institution in this project that also involves FSCJ, Eastern Florida State College, regional CareerSource offices and more than 35 employer partners. FECT serves a diverse group of individuals ages 17-29 who face barriers to training and employment in the fields of Information Technology and Advanced Manufacturing. Preference is given to veterans, minorities and underrepresented populations in industries receiving H-1B visas. Since 2017 the project has served a total of 122 participants in the fields of Advanced Manufacturing and Information Technology. Currently the completion rate is 89 percent. Out of the 122 participants, 87 (71 percent) belong to the underrepresented student population; 90 percent of the underrepresented population successfully completed training with the MyTechHire program.

The following activities have been embedded into the program to ensure the success of all participants:

- Employability Skills using "OpusWorks" online curriculum;
- Hands on computer lab, as needed;
- Internships;
- Updated information for local job fairs.

Information Technology Rapid Reemployment (I-TECH)

Students combine traditional instruction with work-based training in a program that leads to credentials in Java, SQL, CompTIA A+, CompTIA Network+, CompTIA Security+, and Microsoft Technology Associate Certification. FSCJ is working with CareerSource Northeast Florida, the Jacksonville Regional Chamber of Commerce, the Chamber's Jacksonville Information Technology Council, and industry representatives in this project funded by the U.S. Department of Labor's H-1B Ready to Work Partnership Grants Program. In 2018 the project served 184 underrepresented students, of which 137 were completers, giving a 75 percent success rate. Program activities include:

- Soft Skills Training
- Mock Interviews
- Proper Dress for Interviews
- Résumé Workshops
- LinkedIn Workshop
- Meet and Greet with Company Partners
- Additional External Professional Development Workshops with Networking Opportunities

Northeast Florida America's Promise

This is an employer-driven grant project funded by the U.S. Department of Labor that targets the high-growth H-1B industry of Advanced Manufacturing. It employs sector-based strategies to help manufacturers in a six-county region around Jacksonville meet their need for middle- to high-skilled workers. FSCJ is lead institution in a partnership that includes CareerSource Northeast Florida, JAX Chamber/JAX USA, and over 300 local manufacturing employers. The project targets individuals who are low-income, unemployed or underemployed, or members of disadvantaged or underrepresented populations, in addition to military veterans and their spouses and incumbent workers. It incorporates accelerated curriculum and hands-on learning labs to allow participants to hone skills and find employment in Advanced Manufacturing quickly. Activities include case manager services, services to eliminate personal hurdles to completing training (i.e., bus passes, child care assistance), fast-paced training options, and tuition-free training. In 2018, the program served 69 people: 52 males, 17 females 35 non-white participants, 9 veterans, 15 underemployed, 27 unemployed, and 1 deaf CNC machining student. Of the 42 underemployed/unemployed, 12 graduates found employment in the manufacturing or trades industries, 10 are still pursuing additional training and education, wile 20 are still looking for a job.

Grant activities and training include:
- CNC Machining Technical Certificate
- Welding Technologies Workforce Certificate
- Electricity Workforce Certificate
- Hydraulics & Pneumatics Technical Certificate
- Boot Camp — OSHA 30, Hazwoper 24, and 5S Lean Certificates
- Six Sigma Green Belt Certifications

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Grant supportive services include:
- Case Manager oversight of all applicants
- Job Skills Training and Résumé Writing
- Child Care Assistance
- Bus Pass Assistance

Peers Organized by Discipline for Success[2] (PODS[2])

This project is successor to an earlier PODS project. Both were funded by the National Science Foundation and both provide scholarships for academically talented but financially needy students seeking degrees in the sciences, mathematics and technology. Through a collaboration with multiple STEM industry partners, students receive hands-on work experiences and have networking opportunities with STEM professionals. This year, the program provided scholarships to 20 students. The age of the students ranged from 19 – 51 with a mean age of 29.9 years of age. Statistically for gender, students were identified as 52% female and 48% male; for ethnicity, 18% African American and Pacific Islander, 59% Caucasian and 22% Hispanic. The GPA ranged from a low of 2.39 to 4.00, with a mean average of 3.25. Majors for the students awarded scholarships included Biology, Chemistry and Computer Science/Technology.

TRIO SSS Health Sciences: Changing Lives, One Student at a Time

TRIO SSS Health Sciences, funded by the U.S. Department of Education, provides opportunities for academic development through tutoring, advising, health sciences career planning, service-learning activities, financial literacy education and motivation for students to successfully complete their postsecondary education. The goal of the TRIO SSS program is to increase the college retention and graduation rates for its participants. An important aspect of the program is providing a consistent and ongoing support system that program participants may depend on while a student at FSCJ. Below are some key performance indicators of the TRIO SSS program:

- Number of underrepresented students served: 160
- Persistence goal: 65%; attained: 90%
- Good Academic Standing goal: 70%; attained: 100%
- Degrees Obtained goal: 60%; attained: 86%
- Transfer goal: 10%; attained: 17%

Services provided to students in the TRIO SSS Health Sciences program include:

- Academic/career/personal advising;
- Academic tutoring;
- Financial aid advice and assistance;
- Financial and economic literacy;
- Peer mentorship;
- Assistance with the university transfer process;
- Workshops;
- Academic resources such as textbooks, test prep, etc.

Scholarships for Disadvantaged Students

Funded by the Health Resources and Services Administration (HRSA), this program seeks to: 1) increase the number of nursing (RN) graduates practicing in primary care; 2) increase enrollment and retention of full-time nursing students from disadvantaged backgrounds, including students who are members of racial and ethnic minority groups; and 3) increase the number of nursing (RN) graduates working in medically underserved communities. This HRSA SDS grant program supports disadvantaged nursing students through academic strengthening with faculty mentoring, and access to other College student support staff, along with scholarships. In the 2018 academic year, the project had a completion/success rate of 84.8 percent.

Financial Literacy

In 2018, the partnership between FSCJ and State Farm to promote financial and economic literacy focused on serving the needs of underrepresented students who may be first generation in college and who often have obstacles they must overcome to successfully enter into and graduate from college. State Farm funding has provided the opportunity to serve over 300 participants by providing customized fiscal education workshops to support students' management of financial aspects related to college and self-efficacy to navigate this information throughout their college tenure. Emphasis has been placed on targeting special populations to include Student Life Skills and general education courses, dual enrollment students, and adult education students.

New methods and strategies, if applicable.

Response: Click here to enter text.

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

Requirement	Response	Comments	Action
Is the college achieving its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving its goals in terms of student completions by race, gender, students with disabilities and	Select one.		

College Annual Equity Update
2018-2019 Template
Submission 2 of 2

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

Part IV. Gender Equity in Athletics

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

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

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

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

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

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the college is not in compliance with Title IX, updates must be included in the college's Corrective Action Plan in Part D of this report.

Compliance with Title IX

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

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2016 through June 30, 2017 and July 1, 2017 through June 30, 2018

	2016-2017				2017-2018		
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	37	42	79	Total Number of Athletes	39	41	80
Percent of Athletes by Gender	47%	53%		Percent of Athletes by Gender	49%	51%	
Total Number of Enrollments	2,869	3,777	6,646	Total Number of Enrollments	2,533	3,290	5,823
Percent of Enrollments by Gender	43%	57%		Percent of Enrollments by Gender	44%	56%	
Difference between the percent of athletes and the percent of students enrolled	+4	-4		Difference between the percent of athletes and the percent of 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? **2016-2017: Yes 2017-2018: Yes**
Based on the participation rates of female athletes compared to female enrollments and based on the college's athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring the institution is in compliance with Title IX, Gender Equity in Athletics.

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

Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines

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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2018?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female	Select one.		

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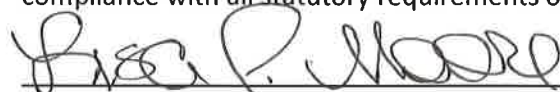**2018-2019 ANNUAL EQUITY UPDATE REPORT**
Signature Page

Florida State College at Jacksonville

The college ensures that section 1000.05, F.S., and section 1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., referenced in submission 1 of 2 and submission 2 of 2 of this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

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

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

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

EQUITY OFFICER: LISA J. MOORE   DATE 6/11/19

COLLEGE PRESIDENT: KEVIN E. HYDE   DATE 6/11/19

CHAIR OF DISTRICT BOARD OF TRUSTEES: KAREN E. BOWLING   DATE 6/11/19

ATTACHMENT 1

Report on
Athletic Program Participation Rates
and
Financial Support Data
EADA Report

Florida State College at Jacksonville
October 12, 2018

Introduction

Consistent with the Equity in Athletics Disclosure Act (EADA), Florida State College at Jacksonville publishes this report annually to make students and the general public aware of our commitment to providing equitable athletic opportunities for male and female students. The Report is posted on the College's Consumer Information website (https://www.fscj.edu/discover/consumer-information), and the information used in developing the report is provided to the US Department of Education, which publishes it at http://ope.ed.gov/athletics/. A hard copy of this report may be requested through the Florida State College at Jacksonville Athletics Department.

Contents:

Total Institutional Undergraduate Population by Gender

Number of male and female full-time undergraduate students that attended the school.

Women	Men
3,290	2,533

Sports Teams and Participation by Gender

Number of Participants

Sport	Women	Men
Baseball	-	25
Basketball	8	14
Softball	17	-
Cross Country	5	-
Volleyball	11	-
TOTAL	41	39
Percentage	51%	49%

Number of Participants Participating on a Second Team

Sport	Women	Men
Baseball	-	-
Basketball	-	-
Softball	-	-
Cross Country	-	-
Volleyball	-	-
TOTAL	0	0

Athletically Related Student Aid Awarded to Female and Male Athletes

	Women	Men	Total
Amount of Aid	$304,684	$173,242	$477,926
Percentage	64%	36%	100%

Recruiting Expenses

	Women's Teams	Men's Teams	Total
Recruitment Expense	$2,015	$230	$2,245
Percentage	90%	10%	100%

Average Annual Salaries of Head and Assistant Coaches for Women's and Men's Teams

	Head Coaches		Assistant Coaches	
	Women	Men	Women	Men
Average Salary Per Coach	$41,232	$48,303	$3,425	$5,138
No. of Coaches Included	4	2	3	2
Average Salary per FTE	$49,528	$48,303	$20,550	$20,552
No. of FTE Included	3.33	2	0.5	0.5
Volunteers	-	-	3	3

Number of Head and Assistant Coaches for Women's and Men's Teams

Women's Teams	Male Head Coaches				Female Head Coaches			
Sport	FT Coach	PT Coach	FT Empl	PT Empl	FT Coach	PT Coach	FT Empl	PT Empl
Basketball					1		1	
Softball					1		1	
Cross Country		1		1				
Volleyball	1		1					
TOTAL	1	1	1	1	2	0	2	0
Men's Teams	**Male Head Coaches**				**Female Head Coaches**			
Sport	FT Coach	PT Coach	FT Empl	PT Empl	FT Coach	PT Coach	FT Empl	PT Empl
Baseball	1		1					
Basketball	1		1					
TOTAL	2	0	2	0	0	0	0	0

Women's Teams	Male Assistant Coaches				Female Assistant Coaches			
Sport	FT Coach	PT Coach	FT Empl	PT Empl	FT Coach	PT Coach	FT Empl	PT Empl
Basketball		1		1		1		1
Softball		1		1		2		2
Cross Country								
Volleyball						1		1
TOTAL	0	2	0	2	0	4	0	4
Men's Teams	**Male Assistant Coaches**				**Female Assistant Coaches**			
Sport	FT Coach	PT Coach	FT Empl	PT Empl	FT Coach	PT Coach	FT Empl	PT Empl
Baseball		2		2				
Basketball		3		3				
TOTAL	0	5	0	5	0	0	0	0

Revenues for Women's and Men's Teams

Total Revenue Related to Intercollegiate Athletic Activities

$1,286,178

Total Revenue by Sport

Sport	Women	Men
Baseball		$229,802
Basketball	$162,788	$174,808
Softball	$282,212	
Cross Country	$32,369	
Volleyball	$182,259	
TOTAL	$659,628	$404,610
Percentage	62%	38%

Total Revenue for All Sports Except Basketball

	Women	Men
All Sports except Basketball	$496,840	$229,802
Percentage	68%	32%

Operating Expenses for Women's and Men's Teams

Sport	Women	Men
Baseball	-	$33,176
Basketball	$25,839	$34,250
Softball	$28,897	-
Cross Country	$7,964	-
Volleyball	$25,217	-
TOTAL	$87,917	$67,426
Percentage	57%	43%

Overall Expenses for Women's and Men's Teams

Total Expenses Related to Intercollegiate Athletic Activities

$1,286,178

Total Expenses by Sport

Sport	Women	Men
Baseball		$229,802
Basketball	$162,788	$174,808
Softball	$282,212	
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