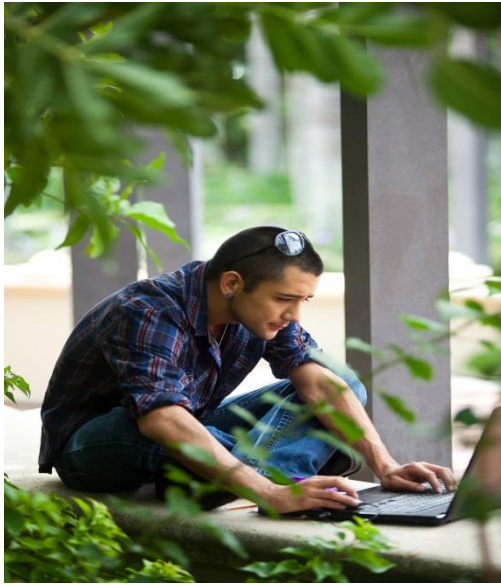


FLORIDA SOUTHWESTERN STATE COLLEGE



Florida SouthWestern State College, an equal access institution, prohibits discrimination in its employment, programs and activities based on race, sex, gender, age, color, religion, national origin, ethnicity, disability, pregnancy, sexual orientation, marital status, genetic information or veteran's status. The College is an equal access/equal opportunity institution. Questions pertaining to educational equity, equal access, or equal opportunity should be addressed to Title IX Coordinator/Equity Officer. The College's Equity Officer/ADA and Title IX Coordinator is Jana K. Sabo, 8099 College Parkway, Building S, Room 259E, Fort Myers, Florida 33919, equity@fsw.edu, 239.489.9051 or to the Assistant Secretary for Civil Rights, United States Department of Education.

Division of Florida Colleges Instructions for 2016-2017 College Annual Equity Update

January 3, 2017



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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. The following Florida Statutes (F.S.) and implementing State Board of Education Rules in the Florida Administrative Code (F.A.C.) have specific requirements for this annual update.

- Section (§) 1000.05, F.S., the “Florida Educational Equity Act”
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. The college equity plan submitted in April 2015 for 2014-2015 is considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

The DFC continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the DFC provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

By focusing on requirements within the statutory areas, the DFC encourages each college to devote its attention to the development of effective methods and strategies for any areas of improvements identified in their analysis of data. Where appropriate, the new reporting guidelines request a response such as new methods and strategies to increase the participation and/or employment of underrepresented minorities.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets at the end of these instructions. Additionally, excel tables have been created for setting goals and reflecting goal achievement. The college may choose to integrate these reports into the body of the report or include them as appendices.

The College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges (DFC) by May 1, 2017. The update should be submitted by email to the following email address: Stephanie.Jeland@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2016-2017 update should address the following six parts of your report.

Part I. Description of Plan Development

Are there any changes to the development of the college equity plan? No ___ Yes X

If yes, provide the following applicable updates:

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

- *Jana Sabo, Title IX Coordinator/Equity Officer*
- *Amber McCown, Director Admissions*
- *Laura Antczak, Interim Assistant Vice President, Enrollment and Student Success*
- *Dr. Eileen DeLuca, Dean, College and Career Readiness*
- *Garnett Salmon, Registrar*
- *Melissa Miller, Human Resources Manager, Operations*
- *George Sanders, Assistant Athletic Director, Sports Medicine and Compliance*

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

Members of the College community listed in Part I(A) provided data and developed goals for their area of responsibility.

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. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No ___ Yes X If yes:

1) Provide the date of revision:

- a) BOT 2.03- Discrimination and Harassment Policy revised 11/17/2015
- b) BOT 2.05- Equal Access Equal Employment Opportunity revised 11/17/2015

2) Describe the revision:

- a) Addition of pregnancy as a protected class.
- b) Addition of pregnancy as a protected class.

3) Provide the web link(s) to document the revision:

- a) BOT 2.3 https://www.fsw.edu/assets/pdf/board/2-03_General%20Administration_Discrimination%20and%20Harassment%20Policy.pdf
- b) BOT 2.05 https://www.fsw.edu/assets/pdf/board/2-05_General%20Administration_Equal%20Access%20Equal%20Employment%20Opportunity.pdf

B. Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? No X Yes ___ If yes, provide updated information.

C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? ___ Yes X No

If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.

- D. Have there been any updates to the college’s grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No ___ Yes X If yes:
- 1) Provide the date of revision:
 - a) COP 01-0104 Accessibility and Anti-Harassment adopted 11/22/2016
 - 2) Describe the revision:
 - a) Replace existing COP 05-0104. Complete overhaul of existing COP. Includes process for students, staff and faculty to request accommodations as well as process for students, staff and faculty to file complaints.
 - 3) Provide the web link(s) to document the revision:
 - a) COP 01-0104 <https://www.fsw.edu/viewdocs/doc/315830>
- E. Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements:
- 1) Notifications of these procedures are placed in prominent and common information sources. No ___ Yes X
 - 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. No ___ Yes X
 - 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No ___ Yes X
 If any answers in “E” are “No,” provide the college’s plan for compliance.
- F. Have there been any revisions to nondiscrimination policies or procedures pertaining to:

1)	Title IX?	No ___ Yes <u>X</u>
2)	Title II?	No ___ Yes <u>X</u>
3)	Section 504?	No ___ Yes <u>X</u>
4)	Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No <u>X</u> Yes ___
5)	Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No <u>X</u> Yes ___
6)	Other policies or procedures related to civil rights or nondiscrimination?	No <u>X</u> Yes ___

Address the following for any policies or procedures in “F” marked “Yes”

- a) The name of the policy and/or procedure(s):
 - i. BOT 2.03- Discrimination and Harassment Policy
 - ii. BOT 2.05- Equal Access Equal Employment Opportunity
 - iii. COP 01-0104- Accessibility and Anti-Harassment
- b) The date of revision:

- i. 11/17/2015
 - ii. 11/17/2015
 - iii. 11/22/2016
- c) A description of the revision:
 - i. Addition of pregnancy as a protected class.
 - ii. Addition of pregnancy as a protected class.
 - iii. Complete overhaul of existing COP. Includes process for students, staff and faculty to request accommodations as well as process for students, staff and faculty to file complaints.
- d) The web link(s) to document the revision:
 - i. BOT 2.03 https://www.fsw.edu/assets/pdf/board/2-03_General%20Administration_Discrimination%20and%20Harassment%20Policy.pdf
 - ii. BOT 2.05 https://www.fsw.edu/assets/pdf/board/2-05_General%20Administration_Equal%20Access%20Equal%20Employment%20Opportunity.pdf
 - iii. COP 01-0104 <https://www.fsw.edu/viewdocs/doc/315830>

Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

Colleges will continue to examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for first-time-in-college (FTIC) and for overall enrollment. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2016-2017 in the excel table provided.

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

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups.
- Academic year 2015-2016 provided an opportunity to develop baseline equity data and goals. FSW targeted a 2015-2016 enrollment goal within 2% of 2014-2015 reported enrollments for FTIC and overall students. The institution met the overall student enrollment goals, but saw a decline in two categories of FTIC enrollments:
 - Black students – overall FTIC decline of 2.2% (-0.2% from 2015-2016 goal) 14.4% (2014-2015) versus 12.2% (2015-2016) with a gender breakdown as follows:
 - i. Black male enrollments decreased 0.54%
 - ii. Black female enrollments decreased 1.66%
 - Female students – Male FTIC students increased 3.65% (+1.65% from 2015-2016 goal) from 44.22% (2014-2015) versus 47.87% (2015-2016), which lead to a proportionate decline in female FTIC enrollments.
 - New student recruitment initiatives continued to include an aggressive schedule of college fairs, high school visits, classroom presentations, and school counselor outreach within and outside the College’s five-county service area. These recruitment activities have increased access to minority and first generation college students in Florida counties such as, but not limited to, Broward, Dade, Orange, and Hillsborough counties, along with selected out-of-state metropolitan areas such as Detroit, Chicago, Boston, and Cleveland. Although prospective student interest within these target areas is strong, limited availability of on-campus housing for students from out-of-district/out-of-state can be a deterrent to enrollment unless the student has ties to southwest Florida and can secure off-campus housing.
 - Utilized ACT’s “Get Your Name in the Game” program to target high school seniors who took the ACT for the first time during their senior year. The program developed by ACT and adopted as a target outreach population for FSW has the intention of improving college access and increasing opportunities for underrepresented students, including low-income, ethnic minorities, and first-generation college students. FSW conducted postal and electronic mailings designed to share information about the College, provide dates of admissions events, and invite students to get connected to an Admissions Counselor at FSW. The college has maintained this initiative with

some messaging adjustments and will evaluate enrollment funnel data for this population of students utilizing the new Ellucian Recruit platform capability.

- Recognizing application fees can be a barrier to enrollment for underrepresented students:
 - Admissions Counselors continued to work with school counselors and students to raise awareness of the availability of ACT and SAT application fee waivers available from the high school to eligible students.
 - The admissions team developed and executed strategies to target programs and community groups (i.e. AVID, CROP) to create on- or off-campus visits that included application completion activities, collection of fee waivers, and other admissions documents to facilitate the enrollment process for students. While applicant to admit rates for these efforts was strong, additional follow-up with admitted students has been identified as an opportunity to increase yield rates.
 - FSW replicated a week long application fee waiver period, which was marketed largely to high school seniors. Baseline fee waiver week data was developed in spring 2016 which will support analysis of future fee waiver week efforts.
- Conducted recruitment and outreach activities in partnership with the college's Financial Aid department to support prospective students in identifying options to pay for college including FAFSA completion, types of aid available, tuition costs, scholarship availability, state aid, and other relevant topics. Events included College Goal Sunday, information sessions, financial aid involvement at college fairs, and combined classrooms visits.
- Maintained the scholarship awards and eligibility requirements for the class of Presidential scholarships, which are available to first time college students based on merit and/or need. The Academic Promise scholarship specifically targets students with demonstrated financial need and was offered to more than 30 first time college students. Scholarship orientations have been added to the award process to provide incoming students with an overview of aid and continuing eligibility requirements, while also providing details on academic support and student engagement resources available to students.
- Maintained an on-going partnership with the Lee County School District's transition services team to provide on-campus visits for eligible IEP and 504 plan students. Conducted three on-campus visits for high school seniors to include an information session which provided an overview of the college, admissions steps, types of disabilities and accommodations available, self-identification process to be eligible for Adaptive Services, financial aid, and campus tours.
- Completed postal mailing to teachers and advisors in AVID, Upward Bound, CROP and similar school based programs for low-income, first-generation college students. Efforts attracted invitations for targeted high school classroom visits and requests for on-campus group experiences. Developing on-going database of contacts in programs to continue to develop these relationships.
- Executed a variety of on-campus admissions events to include open houses, enrollment assistance opportunities, information sessions, and financial aid workshops to support students seeking assistance with the application process and funding for college. Continuing to evaluate efforts as events are implemented and make adjustments to future plans as needed.
- Admissions Counselors attended college fairs and programs targeted to underrepresented populations through organizations such as Grace Place, New Horizons, the Immokalee Foundation, and Take Stock in Children. Continuing to seek these and other opportunities to support community organizations serving students who may be considered low-income, first generation, and at-risk.

- Partnered with Adult and Career Education programs to conduct information sessions for students completing General Equivalence Diplomas (GEDs) and adult ESOL students. Presentations and visits allowed Admissions Counselors to review general college knowledge subjects including financial aid, the admissions process, programs of study, and support services.
- Continued partnerships with non-profit and community agencies such as Boys and Girls Club, Goodwill Industries, YMCAs, local youth centers, and other targeted organizations within and outside of Southwest Florida to provide support and information for prospective students served by their organizations.

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

- FSW will enhance the application fee waiver strategy to provide promo codes to students attending certain events (i.e. open house).
- Admissions Counselors will broaden outreach to AVID, Upward Bound, and similar school based programs for low-income, first-generation college students to include middle schools.
- Enhance internal and external partnerships to support students with FAFSA and admissions application completion to occur earlier in the academic year. This move coincides with the federal financial aid move to October 1 FAFSA openings and will provide students more time to assess college options and ways to pay for college.

Identify and partner with regional workgroups designed to increase college access to determine how the college can support in developing new methods or enhancing current strategies to target underrepresented students.

Florida College System
College: FL SouthWestern
Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	319	3,606	8.85	1,511	19,553	7.73
	2014-15	283	3,458	8.18	1,526	19,486	7.83
	2015-16	194	2,975	6.52	1,431	19,424	7.37
Male	2013-14	255	3,606	7.07	975	19,553	4.99
	2014-15	215	3,458	6.22	925	19,486	4.75
	2015-16	169	2,975	5.68	916	19,424	4.72
Total	2013-14	574	3,606	15.92	2,486	19,553	12.71
	2014-15	498	3,458	14.40	2,451	19,486	12.58
	2015-16	363	2,975	12.20	2,347	19,424	12.08

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	600	3,606	16.64	3,051	19,553	15.60
	2014-15	631	3,458	18.25	3,243	19,486	16.64
	2015-16	526	2,975	17.68	3,431	19,424	17.66
Male	2013-14	507	3,606	14.06	1,980	19,553	10.13
	2014-15	470	3,458	13.59	2,049	19,486	10.52
	2015-16	450	2,975	15.13	2,110	19,424	10.86
Total		1,107					
	2013-14	7	3,606	30.70	5,031	19,553	25.73
	2014-15	1	3,458	31.84	5,292	19,486	27.16
	2015-16	976	2,975	32.81	5,541	19,424	28.53

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	77	3,606	2.14	426	19,553	2.18
	2014-15	87	3,458	2.52	480	19,486	2.46
	2015-16	68	2,975	2.29	526	19,424	2.71
Male	2013-14	63	3,606	1.75	341	19,553	1.74
	2014-15	71	3,458	2.05	363	19,486	1.86
	2015-16	74	2,975	2.49	376	19,424	1.94
Total	2013-14	140	3,606	3.88	767	19,553	3.92
	2014-15	158	3,458	4.57	843	19,486	4.33
	2015-16	142	2,975	4.77	902	19,424	4.64

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	945	3,606	26.21	6,743	19,553	34.49
	2014-15	928	3,458	26.84	6,567	19,486	33.70
	2015-16	763	2,975	25.65	6,398	19,424	32.94
Male	2013-14	840	3,606	23.29	4,526	19,553	23.15
	2014-15	773	3,458	22.35	4,333	19,486	22.24
	2015-16	731	2,975	24.57	4,236	19,424	21.81
Total	2013-14	1,785	3,606	49.50	11,269	19,553	57.63
	2014-15	1,701	3,458	49.19	10,900	19,486	55.94
	2015-16	1,494	2,975	50.22	10,634	19,424	54.75

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year	1,94					
	2013-14	1	3,606	53.83	11,731	19,553	60.00
Female	2014-15	1,929	3,458	55.78	11,816	19,486	60.64
	2015-16	1,551	2,975	52.13	11,786	19,424	60.68
Male	2013-14	1,665	3,606	46.17	7,822	19,553	40.00
	2014-15	1,529	3,458	44.22	7,670	19,486	39.36
	2015-16	1,424	2,975	47.87	7,638	19,424	39.32
Total	2013-14	3,606	3,606	100.00	19,553	19,553	100.00
	2014-15	3,458	3,458	100.00	19,486	19,486	100.00
	2015-16	2,975	2,975	100.00	19,424	19,424	100.00
	2015-16	5	2,975	100.00	19,424	19,424	100.00

PERA 1722B CCEE0191 11/17/2016 14:27:05 collection

Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2013-14	0	7	15	115
	2014-15	1	0	10	72
	2015-16	0	42	9	161
Male	2013-14	0	4	6	126
	2014-15	0	0	6	80
	2015-16	0	39	2	148
Total (ALL)	Rpt Year				
	2013-14	0	11	21	241
	2014-15	1	0	16	152
	2015-16	0	81	11	309

PERA 1722B CCEE0191 11/17/2016 14:27:05 collection

Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Achievement of Goals: ENROLLMENTS

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved and set goals for 2015-2016. A table is provided to use as appropriate.

	2015- 2016 Goals for FTIC	2015- 2016 Goals Achieved FTIC Yes/No	2016 - 2017 Goals for FTIC	2015- 2016 Goals for Overall Enrollments	2015- 2016 Goals Achieved Overall Enrollments Yes/No	2016 - 2017 Goals for Overall Enrollments
Black	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	No, -2.2%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, -0.5%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.
Hispanic	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, +0.97%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, +1.37%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.
Other Minorities	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, +0.2%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, +0.31%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.

			enrollments.			
White	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, +1.03%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, -1.19%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.
Male	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, +3.65%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, -0.04%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.
Female	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	No, -3.65%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.	FSW will maintain an enrollment goal within 2% of the AY 2014-2015 reported FTIC % to total enrollments.	Yes, +0.04%	FSW will maintain an enrollment goal of up to 2% or more of the AY 2015-2016 reported FTIC % to total enrollments.
DIS	Due to low representation in the data, we continue to monitor and support DIS student FTIC enrollments without	NA	NA	Due to low representation in the data, we continue to monitor and support DIS student FTIC enrollments without	NA	NA

	setting numeric goals.			setting numeric goals.		
LEP	Due to low representation in the data, we continue to monitor and support LEP student FTIC enrollments without setting numeric goals.	NA	NA	Due to low representation in the data, we continue to monitor and support LEP student FTIC enrollments without setting numeric goals.	NA	NA

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B. Student Completions (college degree and certificate programs)

This year’s report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completion (Career Technology, PSAV). The data years are 2013-2014 to 2015-2016, and the categories for assessment are race, gender, disability (DIS) and limited English-language proficiency (LEP). Associate of Applied Science (AAS) Degrees are included in the data for AA Degrees.

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing any goals set in 2015-2016 that remain to be achieved. Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2016-2017 using the excel table provided.

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

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

Florida SouthWestern State College has met completion goals in some areas, but not all. FSW is committed to increasing completion rates of all students. The following strategies have been employed to achieve this goal:

- Established Academic Success Centers (ASC) and Peer Tutoring on all campuses in an effort to increase the support needed for course completion. Usage is tracked through Accutrack Software and reported each term. For example, 6,043 students utilized ASC services in fall 2016 across 22,348 sign-ins totaling 29,660 hours of support. Student Satisfaction surveys are sent to students each term with the majority of the students indicating satisfaction with services based

on Likert Scale items. Correlation studies are conducted each term and demonstrate the significant positive effects of Academic Support Services usage on course grades.

- Assigned Peer mentors to each section of SLS 1515: Cornerstone Experience. They have office hours in the First Year Experience (FYE) office and put on workshops throughout the semester specifically geared towards supporting first year students' academic achievement. To date, 15,368 students have enrolled in the course and have been assigned a peer mentor.
- Established an Early Alert Committee in fall 2012 to ensure college wide consistency of Early Alert services. During fall 2016, 923 early alerts were submitted by 147 different faculty 103 different courses. Alerts were received for 717 different students. A student's assigned advisor reached out to the student to provide support and academic coaching.
- Engaged in Mathematics re-design and visited other colleges who have implemented alternative modality models. In fall 2012, the Division of College and Career Readiness partnered with Florida State College at Jacksonville to implement Project Math Success. Positive results from the implementation have led to a curricular re-design of developmental math courses to use modularized teaching methodology.
- Continued to engage in a College Readiness effort with the school districts we serve to create a seamless post-secondary transition and to reduce remedial placements. The Division of College and Career Readiness has hosted five successful College Readiness Conferences. The college has created a case statement to seek donor support to continue the conference. Evaluation data have demonstrated that the majority of participants have reported learning gains from participation.
- Established Communities of Practice as a professional development mechanism and an opportunity for Developmental faculty to engage in conversations with credit course faculty about curriculum and pedagogy. Currently the Teaching and Learning Center hosts Community of Practice Sessions for Mathematics, Social Sciences, Natural Sciences, Instructional Technology, and the First-Year Experience course (SLS 1515). The TLC also facilitates a monthly user group for faculty and staff to meet and discuss survey instrument development, data collection, and reporting using the institution's survey software, Qualtrics. Evaluation data demonstrate faculty report learning gains from participation.
- Offered additional workshops in the Teaching and Learning Center to train teachers in "teaching to diverse learning styles." Workshops are delivered in fall, spring and through a summer training institute. Evaluation data demonstrate faculty report learning gains from participation.
- Tracked FTIC Cohort data for students who test into one or more developmental courses as part of the College's Quality Enhancement Plan. The QEP Director and QEP Assessment committee have set benchmark degree and certificate completion goals for the five-year QEP cycle. The data from the first four years of implementation has demonstrated the efficacy of the course in promoting achievement of critical thinking, student satisfaction and engagement and retention. The studies demonstrate that participation in the course is positively (directly) correlated with overall retention and retention of subpopulations such as students testing in developmental (remedial) coursework. In implementation years one, two, three, and four the retention rates were higher for students testing in developmental course than they were in 2011-2012 (the year before the implementation of the SLS 1515 course and FYE Program). In 2015-2016, the fall to spring retention rates were significantly higher for students testing into one developmental course but not significantly higher for those in two or more developmental courses than they were in 2011-2012.

- Reviewed and analyzed Developmental Studies data (success rates, retention, and satisfaction). The Developmental Studies/SB 1720 Advisory committee uses the data to inform programmatic and curricular improvements.
- Continued to implement a professional development program that focuses on learning needs of first-year students. As of August 2016, 745 faculty, staff or administrators have completed one or more of the Cornerstone (First-Year Course) Training modules. Evaluation data demonstrate faculty report learning gains from participation.
- Implemented ongoing activities throughout the first year to support students' successful transition to the College. During 2015-2016, FYE facilitated 268 technology workshops college-wide. 102 in the fall, 96 in the spring, 70 in the summer. Workshops titles include Intro to Portal, Intro to Canvas, Learn about FSW's academic technology, Using the Cloud, Tech Tools, Tech Tools for Collaboration, Google Docs, Google Drive, Microsoft PowerPoint, Prezi, Emaze, PowToons, Weebly Website Development, and Grammarly.
- Continued to promote student engagement in out-of-class activities. The Office of First Year Experience provides a weekly recap marketing campaign to promote student engagement. Additionally, Blogger, YouTube, Instagram, Pinterest and Facebook were employed with regular updates.
- Formed collaboration among the FYE course, Orientation, intervention strategies, and Advising programs. An Orientation, Advising and Registration committee was established in 2012 to facilitate this collaboration.
- Continued to encourage participation by College personnel in ethnic and cultural community activities. The Diversity Alliance (formerly known as the Multicultural Task Force) hosts and markets events in fall and spring semesters to include the annual Diversity Celebration. Evaluation data demonstrate faculty report learning gains from participation.
- Implemented an Office of International Education in 2014 to create and sustain new programs to enhance the global competencies of students, faculty, and staff.
- Provided support for staff to serve as collaborative leaders in the development and delivery of workshops, and mentoring. In 2013, a Director of Faculty Development and Training position was established. Additionally, a faculty member chairs the Professional Development Committee. In fall 2016, a faculty Coordinator of Professional Development and Faculty Engagement position was established to provide visionary leadership. Since then a Master Teacher program has been implemented.
- Designed an Advising Plan in 2013-2014 that was submitted to the Florida Division of Colleges. The plan includes specific strategies for implementing changes to comply with Senate Bill 1720. A comprehensive advising process has been established. The college has embraced the Appreciative Advising model, which aims to put students at the center of the advising session and help students to realize their ultimate goals supported by a positive relationship with their advisor.
- Continued to provide an orientation session for non-native speakers of English designed to meet this population's needs.
 - 2) New methods and strategies, if applicable.
- In 2015, contracted with Educational Advisory Board (EAB) in an effort to employ best practice research, and data analytics to increase rates of retention and completion. Academic and

Student Affairs are working to establish retention, progression, and completion goals and related initiatives. Student Affairs administrator and staff have hosted EAB training sessions.

- Beginning in fall 2016 Student Affairs unveiled the Academic Advising, Career and Transfer Center (ACT) to provide career advising and transfer services as part of the Office of Advising. Additionally, Student Life hosted a Career Fair and related workshops (e.g. Resume Writing, and Interview Skills). Additionally, the College has contracted with CareerSource Southwest Florida to provide job placement services and support for building resumes and preparing for interviews.
- Implemented a pilot study of providing peer tutoring within two sections of developmental mathematics courses. This “push-in” model brings the support services straight to all students (not just the populations who are likely to voluntarily visit centers outside of class).

C. Student Success in Targeted Programs

The college’s plan for 2015-2016 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

The college is providing updates: Yes No If yes, provide:

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

Florida SouthWestern State College is committed to supporting all students to participate in programs and courses in which students have been traditionally underrepresented. The following strategies have been employed to achieve this goal:

- Continued to offer a variety of need-based, institutional scholarships which include the Academic Promise Scholarship for first time in college students, a Baccalaureate Access Scholarship for students accepted into a Bachelors program, Summer Scholarships for students who enroll in six or more credit hours during the summer semester, as well as a Child Care Assistance Grant and an FSW Cares Grant for students in need who may not meet the other need-based scholarship criterion. All scholarship offerings have taken into account the areas of greatest need. On a yearly basis, the college administration analyzes the best use of scholarship funds to meet the changing needs of our current and incoming student population.
- Continued to offer a variety of donor designated, need-based scholarships to students who meet the donor specified criteria. In the 2015-16 academic year, 280 students received \$333,450 in need-based scholarships from the FSW Foundation.
- Sustained the scholarship program as a best practice to promote affordability and access to our educational programs for all students. The success rate of each scholarship is based on the retention and/or completion rates of scholarship recipients. For the 2015-16 academic year, 53% of the Academic Promise Scholars are on track to complete their two-year scholarship with an Associate’s degree in the spring of 2017. The need-based scholarships provided at FSW are

accompanied by Student Services programs that teach students about financial literacy, the importance of community service and leadership development. Our goal is to not only provide scholarship funds to students in need, but to also teach our students how to become good stewards in their profession and community.

- Implemented declaration of meta-major declaration at the point of admissions, and introduction to careers and programs of study through the SLS 1515 Cornerstone Experience course. The focus group data from four years of implementation has demonstrated that students report benefits from self-assessments and their connection to identifying careers and majors.

2) New methods and strategies, if applicable.

- During the AY 2015-2016, the Enrollment Management Team reviewed various tools to integrate career advising into the advising process. As a result, the Career Coach assessment/advising tool will be implemented in AY 2016-2017. Through collaboration between Academic and Student Affairs, the advisors are being trained to use the Career Coach results more extensively to inform advising sessions and supporting the development of educational plan.
- At the fall 2016 Convocation, the College President announced the new Dedicate to Graduate initiative. A Dedicate to Graduate implementation team to include faculty, staff and administrators from both Student and Academic Affairs was established in fall 2016 to operationalize the goals of the Dedicate to Graduate initiative. The college's strategic plans, as well as individual department effectiveness goals, are aligned with the initiative.

Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities

Course Substitution Report, Form CSR01

List the number of students with reported and eligible disabilities who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	0			
Specific Learning Disability	0			
Orthopedic Impairment	0			
Speech Impairment	0			
Emotional or Behavioral Disability	0			
Autism Spectrum	0			

Disorder				
Traumatic Brain Injury	0			
Other Health Impairment	0			

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	0	0
Spring	0	0
Summer	0	0
Total	0	0

Part V. Gender Equity in Athletics
(Include and address only if athletic programs are offered by the college)

A. Assessment of Athletic Programs

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

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

B. Data Assessment

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

Provide updates or new information related to sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity. If the college is not in compliance with Title IX, updates must be included in the college’s Corrective Action Plan in Part D of this report.

C. Compliance with Title IX

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

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2014 through June 30, 2015 and July 1, 2015 through June 30, 2016

	2014-2015			2015-2016			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	0	0	0	Total Number of Athletes	33	27	60
Percent of Athletes by Gender			100%	Percent of Athletes by Gender	55%	45%	100%
Total Number of Enrollments	7670	11816	19486	Total Number of Enrollments	7638	11786	19424
Percent of Enrollments by Gender	39%	61%	100%	Percent of Enrollments by Gender	39%	61%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	0	0	0	Record the difference between the percent of athletes and the percent of students enrolled:	+16%	-16%	

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?

2014-2015: Yes ___ No ___ N/A 2015-2016: Yes ___ No X

Based on the participation rates of female athletes compared to female enrollments and based on the college’s athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:

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

D. Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions To Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Time Lines
Number of participants Proportionality	The College initiated a plan in 2013-14 to bring Intercollegiate Athletics back to life after a 19 year absence. The plan was for Baseball and Softball to start in 2015-16, Men’s and Women’s Basketball in 2016-17, and Women’s Volleyball in 2018-19 or 2019-20. When the fifth sport is brought on board, the proportionality and participation rates will fall within the +/- 5% participation and proportionality rates.	Dr. Jeffery Allbritten, President (239) 489-9211 Carl McAloose, Director of Athletics (239) 489-9294	Projected by the 2019-20 academic year.

Part VI. College Employment Equity Accountability Plan

§1012.86, F.S., Florida College System institution employment equity accountability program requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions, and full-time faculty positions who have attained continuing contract status. The plan must include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Florida Department of Education.

General information for completing this plan

A. Data, Analysis and Benchmarks

Beginning with this year's annual equity update report, colleges will be provided employment data for the last three years, rather than the last five years. This change is for purposes of maintaining a three-year plan as described in §1012.86(1), F.S. Data to evaluate employment trends for females and minorities in senior level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff, and full-time instructional staff with continuing contract status are from the Independent Postsecondary Education Data System (IPEDS) Fall Staff Criteria Used for Data Categorization as they have been in the past (previously identified as the EEO-6 Federal Report).

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2015 with Fall 2016.

NEW! National benchmarks have changed, beginning with this year's report. Previously, data was collected from the American FactFinder Educational Attainment Census Data and reflected persons by race and gender over the age of 25 who had attained a bachelor's degree and master's degree or higher.

Colleges have also been provided with their own student enrollment percentages by race and gender since the 2008-2009 equity update reports. This additional benchmark was added based on feedback that colleges should strive to reflect their student demographics in their employment. The student enrollment data will be used as the benchmark for setting employment goals.

This may require a closer look and evaluation of methods and strategies to attract more minorities and these should be included in your plan.

1. College Full-Time Exec/Administrative/Managerial Staff

**Florida College System
 College: System Total
 Historical Track Of College Full-Time Exec/Administrative/Managerial Staff
 Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

		Stu Pop.	Fall						# DIF Fall 2015 Fall 2016	% DIF Fall 2015 Fall 2016
			2014		2015		2016			
			#	% of total	#	% of total	#	% of total		
Black	Female	6.77%	2	4.4	2	4.4	2	4.3	0	0.0%
	Male	4.31%	2	4.4	1	2.2	0	0.0	-1	(100.0%)
	Total	11.09%	4	8.9	3	6.7	2	4.3	-1	(33.3%)
Hispanic	Female	16.42%	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	10.08%	0	0.0	0	0.0	1	2.1	1	100.0%
	Total	0.00%	0	0.0	0	0.0	1	2.1	1	100.0%
Other	Female	6.06%	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	4.13%	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0.00%	0	0.0	0	0.0	0	0.0	0	0.0%
White	Female	30.21%	19	42.2	19	42.2	21	44.7	2	10.5%
	Male	20.04%	21	46.7	22	48.9	22	46.8	0	0.0%
	Total	50.25%	40	88.9	41	91.1	43	91.5	2	4.9%
Total	Female	60.55%	21	46.7	21	46.7	23	48.9	2	9.5%
	Male	39.45%	25	55.6	25	55.6	25	53.2	0	0.0%
	Total	100.00%	46	102.2	46	102.2	48	102.1	2	4.3%

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

- a. Use the excel table provided to reflect an analysis and assessment of the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions. Include and evaluate strategies for addressing underrepresentation.

This year, the College was slightly higher with the percentage of total Females, as compared to last year. The percentage of females in the EAM category is below the student population benchmark which the college will continue to work on. During the next year, the College will once again strive to hire two (2) additional EAM’s that will increase the racial, ethnic, or gender diversity.

EAM - Goal Achievement Analysis and Setting Goals						
	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	4.4	4.3	6.77	Hire two additional EAM's to increase, racial, ethnic, or gender diversity. Continue to exceed benchmark.	no	Hire two additional EAM's to increase, racial, ethnic, or gender diversity. Strive to meet benchmark.
Black Male	2.2	0	4.31	See above. Continue to exceed benchmark.	no	See above. Strive to meet benchmark.
Hispanic Female	0.0	0.0	16.42	See above. Strive to meet benchmark.	no	See above. Strive to meet benchmark.
Hispanic Male	0.0	2.1	10.08	See above. Strive to meet benchmark	no	See above. Strive to meet benchmark
White Female	42.2	44.7	30.21	See above. Continue to exceed benchmark.	yes	See above. Continue to exceed benchmark.
White Male	48.9	46.8	20.04	See above. Continue to exceed benchmark.	yes	See above. Continue to exceed benchmark.
Other Minorities				See above. Strive to meet benchmark		See above. Strive to meet benchmark
Other Minorities Female	0.0	0.0	6.06	See above. Strive to meet benchmark	no	See above. Strive to meet benchmark
Other Minorities Male	0	0	4.13	See above. Strive to meet benchmark	no	See above. Strive to meet benchmark
Total Female	46.7	48.9	60.55	See above. Continue to exceed benchmark.	no	See above. Strive to meet benchmark
Total Male	55.6	53.2	39.45	See above. Strive to meet benchmark.	yes	See above. Continue to exceed benchmark.
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- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

State funding issues and the overall economy continue to act as a potential barrier to creating new vacancies and hinder overall recruitment efforts. Another potential barrier is the low unemployment rate; hovering around 4.8%. This is considered “full employment” in the job market and means qualified candidates become more difficult to find because talent pools are much smaller. In the coming months, we will be developing a plan to increase ways of tapping into the “passive” applicant pool to increase the number of qualified candidates in the minority focus. While applicant pools continue to show a good amount of diversity, female and minority applicants still must compete for positions that are advertised worldwide and are highly competitive. The College will continue to meet and overcome these barriers to achieve our goal of providing a diverse workplace.

2. College Full-Time Instructional Staff

**Florida College System
 College: System Total
 Historical Track Of College Full-Time Instructional Staff
 Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

	Stu Pop.	Fall						# DIF Fall 2015 Fall 2016	% DIF Fall 2015 Fall 2016
		2014		2015		2016			
		#	% of total	#	% of total	#	% of total		
Black Female	6.77%	5	2.9	5	2.9	5	2.9	0	0.0%
Male	4.31%	4	2.4	6	3.4	3	1.7	-3	(50.0%)
Total	11.09%	9	5.3	11	6.3	8	4.7	-3	(27.3%)
Hispanic Female	16.42%	1	0.6	2	1.1	2	1.2	0	0.0%
Male	10.08%	5	2.9	4	2.3	4	2.3	0	0.0%
Total	26.50%	6	3.5	6	3.4	6	3.5	0	0.0%
Other Female	6.06%	3	1.8	3	1.7	3	1.7	0	0.0%
Male	4.13%	2	1.2	3	1.7	3	1.7	0	0.0%
Total	10.20%	5	2.9	6	3.4	6	3.5	0	0.0%
White Female	30.21%	78	45.9	79	45.4	84	48.8	5	6.3%
Male	20.04%	63	37.1	65	37.4	63	36.6	-2	(3.1%)
Total	50.25%	141	82.9	144	82.8	147	85.5	3	2.1%
Total Female	60.55%	95	55.9	95	54.6	96	55.8	1	1.1%
Male	39.45%	84	49.4	86	49.4	81	47.1	-5	(5.8%)
Total	100.00%	179	105.3	181	104.0	177	102.9	-4	(2.2%)

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions. Include and evaluate strategies for addressing underrepresentation.

This year, the College increased in the categories of Hispanic Female, and White Female. The College experienced a slight reduction in the numbers of total males; however, the total number of females increased slightly. The College will continue to focus recruitment efforts to attract minorities, specifically the hiring of Hispanic Males.

The College continues to focus efforts on attracting females and minorities to full time instructional positions. These efforts include advertising in various publications and websites targeted to specific minority groups that reach broad markets on a regional and national level, in addition to traditional recruitment publications.

The Talent Acquisition team has participated in several employer discussion panels on the Thomas Edison Campus, along with other large employers in the area. The purpose of these panel discussions is not only to educate our students on employment practices and to help guide them with their career prospects, but to also highlight employment opportunities at the College for now or in the future.

The College continues to explore local and national opportunities to network, attend career functions and participate in job fairs specifically targeted for minority candidates, including attending job fairs at colleges with a high minority graduate population. By using these strategies, the College intends to increase the number of qualified minority applicants for positions at the College.

Instructional - Goal Achievement Analysis and Setting Goals						
	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	2.9	2.9	6.77	Hiring at least two additional faculty members that will increase the racial, ethnic, or gender diversity at the College. Continuing to exceed benchmark.	no	Hiring at least two additional faculty members that will increase the racial, ethnic, or gender diversity at the College. Strive to meet benchmark.
Black Male	3.4	1.7	4.31	See above. Continue to exceed benchmark.	no	See above. Strive to meet benchmark.
Hispanic Female	1.1	1.2	16.42	See above. Strive to meet benchmark.	no	See above. Strive to meet benchmark.
Hispanic Male	2.3	2.3	10.08	See above. Continue to exceed benchmark.	no	See above. Strive to meet benchmark.
White Female	45.4	48.8	30.21	See above. Continue to exceed benchmark.	yes	See above. Continue to exceed benchmark.
White Male	37.4	36.6	20.04	See above. Strive to meet benchmark.	yes	See above. Continue to exceed benchmark.
Other Minorities						
Other Minorities Female	1.7	1.7	6.06	See above. Continue to exceed benchmark.	no	See above. Strive to meet benchmark.
Other Minorities Male	1.7	1.7	4.13	See above. Strive to meet benchmark.	no	See above. Strive to meet benchmark.
Total Female	54.6	55.8	60.55	See above. Continue to exceed benchmark.	no	See above. Strive to meet benchmark.
Total Male	49.4	47.1	39.45	See above. Strive to meet benchmark.	yes	See above. Continue to exceed benchmark.

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

State funding issues and the overall economy continue to act as a potential barrier to creating new vacancies and hinder overall recruitment efforts. While applicant pools continue to show a good amount of diversity, female and minority applicants still must compete for positions that are advertised worldwide and are highly competitive. The College will continue to meet and overcome these barriers to achieve our goal of providing a diverse workplace.

3. College Full-Time Instructional Staff with Continuing Contract

Florida College System College: FL SouthWestern Historical Track Of College Full-Time Continuing Contract Instructional Staff Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Stu Pop. %	Fall						# DIF Fall 2015 Fall 2016	% DIF Fall 2015 Fall 2016
			2014		2015		2016			
			#	% of total	#	% of total	#	% of total		
Black	Female	6.77%	3	3.8	3	3.9	3	2.6	0	0.0%
	Male	4.31%	0	0.0	0	0.0	2	1.7	2	100.0%
	Total	11.09%	3	3.8	3	3.9	5	4.3	2	66.7%
Hispanic	Female	16.42%	0	0.0	0	0.0	1	0.9	1	100.0%
	Male	10.08%	1	1.3	1	1.3	2	1.7	1	100.0%
	Total	26.50%	1	1.3	1	1.3	3	2.6	2	200.0%
Other	Female	6.06%	1	1.3	1	1.3	2	1.7	1	100.0%
	Male	4.13%	1	1.3	1	1.3	1	0.9	0	0.0%
	Total	10.20%	2	2.5	2	2.6	3	2.6	1	50.0%
White	Female	30.21%	41	51.3	40	52.6	57	48.7	17	42.5%
	Male	20.04%	33	41.3	30	39.5	45	38.5	15	50.0%
	Total	50.25%	74	92.5	70	92.1	102	87.2	32	45.7%
Total	Female	60.55%	45	56.3	44	57.9	65	55.6	21	47.7%
	Male	39.45%	35	43.8	32	42.1	56	47.9	24	75.0%
	Total	100.00%	80	100.0	76	100.0	121	103.4	45	59.2%

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions. Include and evaluate strategies for addressing underrepresentation.

The College will continue to focus recruitment efforts to attract minorities, specifically the hiring of Hispanic Males and Black Females; thus increasing the number of continuing contracts extended in those categories. The college has increased the number of Black Males, Hispanics, and Minority Females than the previous year for those on Continuing Contract.

The College will continue to encourage the hiring of additional faculty that bring greater diversity to the College; thereby providing greater opportunities to these individuals to achieve continuing contract status. As stated in the previous section regarding the hiring of full time instructional personnel, the College will continue to pursue minority recruitment options and use targeted publications and websites to increase Florida SouthWestern State College's name recognition in minority communities as a future employer of choice.

Instructional with Continuing Contract - Goal Achievement Analysis and Setting Goals						
	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	3.9	2.6	6.77	Continuing to encourage greater diversity in faculty hiring which will result in greater continuing contract opportunities. Continuing to exceed benchmark.	no	Continuing to encourage greater diversity in faculty hiring which will result in greater continuing contract opportunities. Strive to meet benchmark.
Black Male	0.0	1.7	4.31	See above. Strive to meet benchmark.	no	See above. Strive to meet benchmark.
Hispanic Female	0.0	0.9	16.42	See above. Strive to meet benchmark.	no	See above. Strive to meet benchmark.
Hispanic Male	1.3	1.7	10.08	See above. Strive to meet benchmark.	no	See above. Strive to meet benchmark.
White Female	52.6	48.7	30.21	See above. Continue to exceed benchmark.	yes	See above. Continue to exceed benchmark.
White Male	39.5	38.5	20.04	See above. Continue to exceed benchmark.	yes	See above. Continue to exceed benchmark.
Other Minorities						
Other Minorities Female	1.3	1.7	6.06	See above. Continue to exceed benchmark.	no	See above. Strive to meet benchmark.
Other Minorities Male	1.3	0.9	4.13	See above. Strive to meet benchmark.	no	See above. Strive to meet benchmark.
Total Female	57.9	55.6	60.55	See above. Strive to meet benchmark.	no	See above. Strive to meet benchmark.
Total T Male	42.1	47.9	39.45	See above. Continue to exceed	yes	See above. Continue to exceed benchmark.

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

Concerns about the economy and state funding issues continue to act as potential barriers to creating new vacancies and hindering overall recruitment efforts. The College will continue to meet and overcome these barriers to achieve our goal of providing a diverse workplace.

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.

The President or his designee conducts evaluations for selected staff between January and March. Evaluations include performance measures for equity accountability. In 2016-2017, all selected staff were rated satisfactory in achieving these goals. Remedial steps, if warranted, would include additional training and review of college philosophy as it relates to diversity.

- 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.

In June 2016, the Florida SouthWestern State College Board of Trustees completed the annual evaluation of President Dr. Jeffery S. Allbritten. The evaluation included a review of equity accountability to include progress made toward achieving the goals and objectives of the equity report. Dr. Allbritten received an above average evaluation and was recommended for continued employment. The results of this evaluation were forwarded to the Chancellor.

C. Additional Requirements

The college should complete the following related to additional processes required by §1012.86, F.S. The Signature Page of this report will suffice as certification of each. Use space as needed.

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Yes No
Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

The Talent Acquisition Division of Human Resources reviews the gender and ethnic composition of hiring committees for each vacancy. In cases where there appears to be a lack of diversity among the participants, the hiring manager is contacted and assisted with making changes to the committee. The issue is elevated to the Director of Human Resources if concerns continue.

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

The Collective Negotiations Agreement states "Only full-time faculty hired on a continuing track are eligible for continuing contract. Faculty members awarded a continuing contract are entitled to continue employment at the College without annual nomination or reappointment until such time as the faculty member resigns or the faculty member's contractual status is changed pursuant to Florida Administrative Code, State Board of Education Rule 6A-14.0411."

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

Faculty members on an annual contract whose contracts are not to be renewed are notified in writing by the Board's agent not later than April 1, each year. Written evaluations are used to apprise each eligible faculty member of their progress toward obtaining continuing contract status.

- 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.

Through the annual budgeting process, anticipated needs and expenses are identified College-wide. As a result of this process, the Office of Human Resources is provided with a budget for recruitment advertising. The College continually reviews job sites and advertising opportunities; and continues to post positions on sites and in publications that specifically target females and minorities. The College continues to explore new ways to better recruitment efforts of females and minorities, while remaining cost efficient. Additionally, funding is provided through a staff development plan for continuing professional development of faculty and staff to encourage retention of employees.

These funds are used for faculty development to increase the teaching skills of faculty and for faculty to gain additional subject matter knowledge. Upon completion of six (6) consecutive months of employment with the College, funds are also available for tuition reimbursement to further the education of full-time regular employees.

- 5) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information is not required; however, the college may choose to include additional information for purposes of diversity analysis.

Full Time Instructional Staff – The salaries for full time instructional staff are governed by the Collective Negotiation Agreement between the College and the Faculty Federation Union. Newly hired full time Faculty are employed at a minimum salary based on the degree which they hold; and those rates are set forth by the Agreement. This salary structure ensures a new faculty member is not hired at a rate above an existing faculty member with the equivalent degree level. New Faculty members may also increase their base salary by \$200.00 for each year of previous verifiable teaching experience, up to a maximum of 10 years.

Full Time Executive/Administrative/Managerial Staff – The College has established operating policies that govern the salary administration for all college employees. Executive positions are compensated commensurate with the responsibilities of the position, associated work experience, degree level, and qualifications of the incumbent in relation to market compensation levels for similar positions.

Administrative and staff positions must be paid at least the minimum salary as published on the most recent College salary schedule for the assigned job classification.

Salary for hiring, promotion, or demotion is established consistent with the following factors:

1. Individual credentials and experience will be compared to those in similar positions in the College and relevant competitive market.
2. The individual's expected level of performance.
3. The available budget of the employing department.

Non Post-Secondary Teaching Occupations- There were six (6) new employees in this classification, holding four (4) different position types. The new hires hold comparable degrees and experience to those already employed in those position types. The new employees were hired at salaries ranging from \$26,300.00 to \$51,337.00. Forty (40) existing employees in the same position types range in salary from \$26,563.00- \$63,024.97.

Managerial Occupations - There was one (1) new employee in this classification with a salary of \$92,000.00. There are no existing employees in that same position type.

Business and Financial Operations Occupations – There were four (4) new employees in this classification holding four (4) different position types. The salary range for this position type is \$29,354.48 to \$43,500.00 for the new employees. There are no existing employees in that same position type.

Community Social Services, Legal, Arts, and Media, and Sports Occupations – There were seven (7) new employees in this classification holding five (5) different position types. The new employees were hired at salaries ranging from \$29,354.48- \$47,815.35. The new employees in those position types have comparable degrees and experience to those already employed in the same position type. There are fourteen (14) employees in the same position types with salaries ranging from \$29,944.52- \$53,899.09.

Service Occupations-- There were three (3) new employees in this classification, holding three (3) different position types. The new hires hold comparable degrees and experience to those already employed in those position types. The new employees were hired at salaries ranging from \$26,000.00- \$30,822.20. Ten (10) existing employees in the same position types range in salary from \$28,332.82- \$33,536.72.

Computer, Engineering, and Science Occupations- There were three (3) new employees in this classification, holding three (3) different position types. The new hires hold comparable degrees and experience to those already employed in those position types. The new employees were hired at salaries ranging from \$37,464.58 to \$65,000.00. Four (4) existing employees in the same position types range in salary from \$45,538.43 to \$60,051.19.

Healthcare Practice/Tech Occupations- There were two (2) new employees in this classification, holding the same position type. The new hires hold comparable degrees and experience to those already employed in that position type. The new employees were hired at a salary of \$50,000.00. Nine (9) existing employees in the same position type range in salary from \$47,476.00-\$79,717.84.

Office and Administrative Support Occupations – There were six (6) new employees in this classification, holding three (6) different position types. The new hires hold comparable degrees and experience to those already employed in those position types. The new employees were hired at salaries ranging from \$24,150.00- \$55,000.00. Twenty three (23) existing employees in the same position types range in salary from \$24,150.00- \$48,365.59.

Salary Information

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires*	Salary Range	Number of Existing Employee(s) with Comparable Experience	Salary Range
FT Instructional Staff	12	\$48,769.42- \$59,123.54	173	\$48,664.36- \$83,110.16
Non Post-Secondary Teaching Occupations	6	\$26,300.00 \$51,337.00	40	\$26,563.00- \$63,024.97
Managerial Occupations	1	\$92,000.00	Single encumbered position	
Business and Financial Operations Occupations	4	\$29,354.48- \$43,500.00	Single encumbered positions	
Community Social Services, Legal, Arts, Media, and Sports Occupations	7	\$29,354.48- \$47,815.35	14	\$29,944.52- \$53,899.09
Service Occupations	3	\$26,000.00- \$30,822.20	10	\$28,332.82- \$33,536.72
Computer, Engineering, and Science Occupations	3	\$37,464.58- \$65,000.00	4	\$45,538.43- \$60,051.19
Healthcare Practice/Tech Occupations	2	\$50,000.00	9	\$47,476.00- \$79,717.84
Office/Admin Support Occupations	6	\$24,150.00- \$55,000.00	23	\$24,150.00- \$48,365.59

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2016 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, 2016.”

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2016/2017 ANNUAL EQUITY UPDATE REPORT
Signature Page**

Florida SouthWestern State College

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

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

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


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



Jana K. Sabo, Equity Officer

4/18/17

Date



Jeffery Allbritten, College President

4/18/17

Date



Brian Chapman, Chair, College Board of Trustees

4/18/17

Date

This concludes the Annual Equity Update Report for 2016/2017. Please enclose appropriate appendices.

APPENDIX 1

FSW EADA Report

[Print Form\(s\)](#)[Get PDF File](#)[Go Back](#)

Equity in Athletics 2016

Institution: Florida SouthWestern State College (133508)

User ID: E1335081

Screening Questions

Please answer these questions carefully as your responses will determine which subsequent data entry screens are appropriate for your institution.

1. How will you report Operating (Game-day) Expenses?

 By Team Per Participant

2. Select the type of varsity sports teams at your institution.

- Men's Teams
 Women's Teams
 Coed Teams

3. Do any of your teams have assistant coaches?

 Yes

- Men's Teams
 Women's Teams
 Coed Teams

 No

If you save the data on this screen, then return to the screen to make changes, note the following:

- 1) If you select an additional type of team remember to include associated data for that type of team on subsequent screens;
- 2) If you delete a type of team but have already entered associated data on other screens, all associated data for that type of team will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.

Sport	Men's	Women's	Sport	Men's	Women's
Archery	<input type="checkbox"/>	<input type="checkbox"/>	Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>		Basketball	<input type="checkbox"/>	<input type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input type="checkbox"/>	Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey		<input type="checkbox"/>	Football	<input type="checkbox"/>	
Golf	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>	Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball		<input checked="" type="checkbox"/>	Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Swimming and Diving (combined)	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming		<input type="checkbox"/>	Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input type="checkbox"/>	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

CAVEAT

* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please also specify in the caveat box that your institution has a letter from the Office for Civil Rights confirming that the OCR has determined that Dancing and/or Cheerleading are varsity sports at your institution.

If you save the data on this screen, then return to the screen to make changes, note the following:

- 1) If you select an additional team remember to include associated data for that sport on subsequent screens;
- 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams

	Men's Teams	Women's Teams
Baseball	26	
Softball		18
Total Participants Men's and Women's Teams	26	18
Unduplicated Count of Participants (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	26	18

CAVEAT

(For each men's or women's team that includes opposite sex participants, specify the number of male and the number of female students on that team in this caveat box. This does not apply for coed teams. Additionally, provide any other clarifying information here.)

If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

Head Coaches - Men's Teams

For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Coaching Position Totals	1	0	1	0	0	0	0	0	1
CAVEAT									

Head Coaches - Women's Teams

For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Softball	1		1						1
Coaching Position Totals	1	0	1	0	0	0	0	0	1
CAVEAT									

Head Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total. For help calculating the FTE total click on the Instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coaching Position (for coaching duties only)	55,550	55,550
Number of Head Coaching Positions Used to Calculate the Average	1	1
Number of Volunteer Head Coaching Positions (Do not include these coaches in your salary or FTE calculations.)		
Average Annual Institutional Salary per Full-time equivalent (FTE)	55,550	55,550
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.00	1.00

CAVEAT

Assistant Coaches - Men's Teams

For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	2	1	2					3
Coaching Position Totals	1	2	1	2	0	0	0	0	3
CAVEAT									

Assistant Coaches - Women's Teams

For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Softball	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	3
Coaching Position Totals	0	1	0	1	1	1	1	1	3
CAVEAT									

Assistant Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays assistant coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coaching Position (for coaching duties only)	27,270	20,200
Number of Assistant Coaching Positions Used to Calculate the Average	1	1
Number of Volunteer Assistant Coaching Positions (Do not include these coaches in your salary or FTE calculations.)	2	2
Average Annual Institutional Salary per Full-time equivalent (FTE)	27,270	20,200
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.00	1.00

CAVEAT

Athletically Related Student Aid - Men's and Women's Teams

Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Amount of Aid	178,344	161,654	339,998
Ratio (percent)	52	48	100%
CAVEAT			

Recruiting Expenses - Men's and Women's Teams

Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

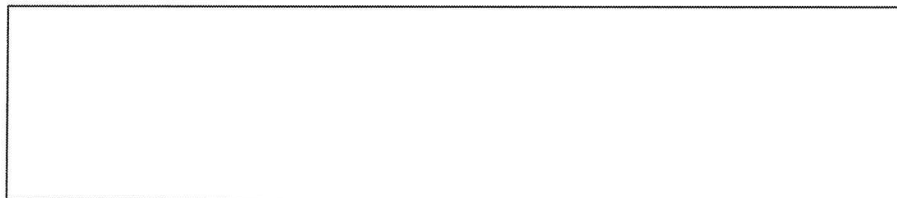
	Men's Teams	Women's Teams	Total
Total	768	3,622	4,390
CAVEAT			

Operating (Game-Day) Expenses - Men's and Women's Teams by Team

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.

For a sport with a men's team and a women's team that have a combined budget, click here for special instructions. Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Participants	Men's Teams		Women's Teams		Total Operating Expenses
		Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	
Baseball	26	3,120	81,127			81,127
Softball				18	3,929	70,721
Total Operating Expenses Men's and Women's Teams	26		81,127	18		70,721
CAVEAT						151,848



Note: This screen is for game-day expenses only.

Total Expenses - Men's and Women's Teams

Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Baseball	427,526		427,526
Softball		414,784	414,784
Total Expenses of all Sports, Except Football and Basketball, Combined	427,526	414,784	842,310
Total Expenses Men's and Women's Teams	427,526	414,784	842,310
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			211,789
Grand Total Expenses			1,054,099

CAVEAT

The expenses listed as "not allocated" are due to the addition of Men's and Women's Basketball programs that are being added for the 2016-17 academic year and included salaries, benefits, equipment, and travel for those two sports and the staff that was hired during the 2015-16 academic year..

Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.

Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.

Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Baseball	437,521		437,521
Softball		420,595	420,595
Total Revenues of all Sports, Except Football and Basketball, Combined	437,521	420,595	858,116
Total Revenues Men's and Women's Teams	437,521	420,595	858,116
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			213,806
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,071,922

CAVEAT

Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	55,550	55,550	111,100
2 Total of Assistant Coaches' Salaries	27,270	20,200	47,470
3 Total Salaries (Lines 1+2)	82,820	75,750	158,570
4 Athletically Related Student Aid	178,344	161,654	339,998
5 Recruiting Expenses	768	3,622	4,390
6 Operating (Game-Day) Expenses	81,127	70,721	151,848
7 Summary of Subset Expenses (Lines 3+4+5+6)	343,059	311,747	654,806
8 Total Expenses for Teams	427,526	414,784	842,310
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	84,467	103,037	187,504
10 Not Allocated Expenses			211,789
11 Grand Total Expenses (Lines 8+10)			1,054,099
12 Total Revenues for Teams	437,521	420,595	858,116
13 Not Allocated Revenues			213,806
14 Grand Total Revenues (Lines 12+13)			1,071,922
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	9,995	5,811	15,806
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			⚠ 17,823

To return to a data entry screen, click on the link in the Navigation Menu.

To proceed to the Supplemental Information screen, click on the link in the Navigation Menu or click on the "Next" button on this screen.

Supplemental Information (optional)

This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program.

This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk.

To explain specific data entered on a previous screen, please use the caveat box on that screen.

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