

Florida SouthWestern State College

College Annual Equity Update

2019-20

Submission Information

Equity Officer: **Jana Sabo**

Email: jana.sabo@fsw.edu

Phone: **239-489-9051**

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Division of Florida Colleges
325 W. Gaines Street, Suite 1244
Tallahassee, Florida 32399-0400

FCSInfo@fldoe.org

850-245-0407

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General Information and Applicable Laws for Reporting

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

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

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

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by May 1, 2020. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees’ approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for its next district board of trustees meeting.

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

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

For the 2019-20 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

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

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

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection: Yes**
If yes, provide the following applicable updates.

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

Response: Jana Sabo, Human Resources Manager, Employee Relations/Title IX Coordinator/Equity Officer; Dr. Eileen DeLuca, Provost; Amber McCown, Director, Admissions; Melissa Raney, Human Resources Manager, Operations; George Sanders, Director, Intercollegiate Athletics; April Falso, Records and Articulation Coordinator, Office of the Registrar

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

Response: Each of the FSW employees listed above provided, or analyzed data, and provided responses for their respective areas. Changes to the previous year’s participants is due to changes in job responsibilities.

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

Requirement	Response	Comments	Action
Did the college change the college equity plan?	Yes	The college identified the name of persons involved in plan development.	No further action is required at this time.
If yes, applicable updates provided?	Yes	The college provided the updates as requested.	N/A

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A) Has the governing board updated the college’s approved and adopted policy of nondiscrimination?
Make a selection: No If yes, provide the following applicable updates.

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

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

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

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

Response: Click here to enter text.

C) Has the college changed the person(s) designated to coordinate the college’s compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.

Name/title: Click here to enter text.

Phone number: Click here to enter text.

Address: Click here to enter text.

Email address: Click here to enter text.

Is this contact’s information available in the regular notice of nondiscrimination?

Make a selection: Select one.

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

- 1) Notifications of these procedures are placed in prominent and common information sources.
Make a selection: Yes
- 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

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

Response: Click here to enter text.

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

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

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

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

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	No	No updates have been made.	No further action is required at this time.
If yes, applicable updates provided?	N/A	N/A	N/A
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	No updates have been made.	No further action is required at this time.
If yes, applicable updates provided?	N/A	N/A	N/A
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	No	No updates have been made.	No further action is required at this time.
If yes, applicable updates provided?	N/A	N/A	N/A
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	No	No updates have been made.	No further action is required at this time.
If yes, applicable updates provided?	N/A	N/A	N/A
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	Florida SouthWest ern State	Florida SouthWestern State College's response	No further action is required at this time.

Requirement	Response	Comments	Action
	College is meeting this requirement.	supports this requirement.	
Notifications of these procedures are placed in prominent and common information sources.	Yes	Florida SouthWestern State College's response supports this requirement.	No further action is required at this time.
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.	Yes	Florida SouthWestern State College's response supports this requirement.	No further action is required at this time.
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Yes	Florida SouthWestern State College's response supports this requirement.	No further action is required at this time.
If no, is a plan for compliance provided?	N/A	N/A	N/A

Part III. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

College Full-Time Executive/Administrative/Managerial Staff

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

	2018-19 Report Year College Student Population (%)	EAM Actuals (%) Fall 2018	EAM Actuals (%) Fall 2019	EAM Stated Goals (%) Fall 2019	EAM Goal Met (Yes/No)	EAM Goals for Fall 2020
Black Female	8.7%	4.9%	0%	Strive to increase to 6%	no	Strive to increase to 5%
Black Male	4.6%	4.9%	2.6%	Continue to exceed 4.9%	no	Strive to increase to 5%
Hispanic Female	22.3%	0%	0%	Strive to increase to 5%	no	Strive to increase to 5%
Hispanic Male	12.6%	2.4%	2.6%	Strive to increase to 5%	no	Strive to increase to 5%
Other Minorities Female	3.1%	0%	0%	Strive to increase to 1.5%	no	Strive to increase to 1.5%
Other Minorities Male	1.8%	0%	0%	Strive to increase to 1%	no	Strive to increase to 2%
White Female	29.2%	41.5%	51.3%	Continue to Maintain	yes	Continue to Maintain
White Male	17.7%	46.3%	43.6%	Continue to Maintain	no	Strive to increase to 47%
Total Female	63.3%	46.3%	51.3%	Strive to increase to 50%	yes	Continue to Maintain
Total Male	36.7%	53.7%	48.7%	Continue to Maintain	no	Strive to increase to 54%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: FSW will continue to use a variety of job boards, Social Media platforms and other sources for posting E/A/M vacancies. In an effort to increase female and minority candidates, we will utilize targeted job boards and websites for posting E/A/M positions, such as Latinos in Higher Education, Women in Higher Education, and the Workplace Diversity Network which includes: Diversityconnect.com, Hispanic Outlook.com, OutandEqual.com Veteransconnect.com Disabilityconnect.com Lgbtconnect.com

College Full-Time Instructional Staff

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

	2018-19 Report Year College Student Population (%)	INST Actuals (%) Fall 2018	INST Actuals (%) Fall 2019	INST Stated Goals (%) Fall 2019	INST Goal Met (Yes/No)	INST Goals for Fall 2020
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Black Female	8.7%	3.2%	3.6%	Strive to increase to 5%	no	Strive to increase to 5%
Black Male	4.6%	1.6%	2.1%	Strive to increase to 3%	no	Strive to increase to 3%
Hispanic Female	22.3%	1.1%	1.0%	Strive to increase to 5%	no	Strive to increase to 5%
Hispanic Male	12.6%	1.6%	2.1%	Strive to increase to 3%	no	Strive to increase to 3%
Other Minorities Female	3.1%	1.6%	2.6%	Strive to increase to 3%	no	Strive to increase to 3%
Other Minorities Male	1.9%	4.2%	4.1	Continue to Maintain	no	Strive to increase to 4.5%
White Female	29.2%	50%	46.4%	Continue to Maintain	no	Strive to increase to 50%
White Male	17.7%	36.8%	38.1%	Continue to Maintain	yes	Continue to Maintain
Total Female	63.3%	55.8%	53.6%	Strive to increase to 58%	no	Strive to increase to 58%
Total Male	36.7%	44.2%	46.4%	Continue to Maintain	yes	Continue to Maintain

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

Response: FSW will continue to use a variety of job boards, Social Media platforms and other sources for posting full time instructional positions. In an effort to increase female and minority candidates, we will utilize targeted job boards and websites for posting full time instructional positions, such as Latinos in Higher Education, Women in Higher Education, and the Workplace Diversity Network which includes: Diversityconnect.com, Hispanic Outlook.com, OutandEqual.com Veteransconnect.com Disabilityconnect.com Lgbtconnect.com

College Full-Time Instructional Staff with Continuing Contract

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

	2018-19 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2018	INST-CONT Actuals (%) Fall 2019	INST-CONT Stated Goals (%) Fall 2019	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2020
Black Female	8.7%	3.7%	3.8%	Strive to increase to 5%	no	Strive to increase to 5%
Black Male	4.6%	2.8%	1.9%	Strive to increase to 3.5%	no	Strive to increase to 3.5%
Hispanic Female	22.3%	0.9%	1.0%	Strive to increase to 5%	no	Strive to increase to 5%
Hispanic Male	12.6%	1.9%	2.9%	Strive to increase to 3.5%	no	Strive to increase to 3.5%

Other Minorities Female	3.1%	1.9%	2.9%	Strive to increase to 2.5%	yes	Continue to Maintain
Other Minorities Male	1.9%	4.6%	4.8%	Continue to Maintain	yes	Continue to Maintain
White Female	29.2%	48.1%	45.2%	Continue to Maintain	no	Strive to increase to 50%
White Male	17.7%	36.1%	37.5%	Continue to Maintain	yes	Continue to Maintain
Total Female	63.3%	54.6%	52.9%	Strive to increase to 60%	no	Strive to increase to 60%
Total Male	36.7%	45.4%	47.1%	Continue to Maintain	yes	Continue to Maintain

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

Response: FSW will continue to use a variety of job boards, Social Media platforms and other sources for posting full time instructional positions on continuing contract. In an effort to increase female and minority candidates, we will utilize targeted job boards and websites for posting full time instructional positions, such as Latinos in Higher Education, Women in Higher Education, and the Workplace Diversity Network which includes: Diversityconnect.com, Hispanic Outlook.com, OutandEqual.com Veteransconnect.com Disabilityconnect.com Lgbtconnect.com

New Barriers (Optional)

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

Response: 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, which remains under 4% in the five (5) counties FSW serves. This is considered “full employment” in the job market and means qualified candidates become more difficult to find because talent pools are much smaller. 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 strive meet and overcome these barriers to achieve our goal of providing a diverse workplace.

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

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Yes	Florida SouthWestern State College did not	Florida SouthWestern State College should

		meet all of its intended goals.	assess and increase strategies in an effort to meet all established goals.
Full-time instructional positions?	Yes	Florida SouthWestern State College did not meet all of its intended goals.	Florida SouthWestern State College should assess and increase strategies in an effort to meet all established goals.
Full-time with continuing contract instructional positions?	Yes	Florida SouthWestern State College did not meet all of its intended goals.	Florida SouthWestern State College should assess and increase strategies in an effort to meet all established goals.
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Yes	New barriers were identified.	Florida SouthWestern State College should employ new strategies to help rectify these issues, which may include working communicating with other surrounding fields.

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

1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

Response: In the most recent evaluations of department chairs, deans, provosts, and vice presidents all have met or exceeded expectations.

Each employee is to be evaluated at least once each fiscal year. The Office of Human Resources will provide the exact time line each year. The purpose of the annual evaluation is to evaluate the performance of the employee over the past year and to set goals and objectives for the upcoming year.

However, if the employee's work performance is unsatisfactory, the supervisor may recommend that the employee be placed on conditional status. The employee receiving this evaluation is performing below expectations. The employee will be notified of these performance deficiencies and what specific improvements are expected. Such an evaluation may require additional training, greater effort, and better understanding between the supervisor and the employee. An employee placed on

conditional status should be re-evaluated no later than ninety (90) days from the time at which they were placed on conditional status. It is recommended that informal or formal evaluation sessions take place at least every thirty (30) days in order to document the employee's progress toward meeting the stated goals and objectives. The employee will receive no salary increases while on conditional status and no retroactive pay will be given when the employee is removed from conditional status.

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

Response: Included in the president's summative evaluation is "Has effectively addressed the annual long-term goals and objectives of the Equity Update Plan in accordance with F.S. 1012.86 (3) (b)." The trustees rated the president as 3.80 out of 4.

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

Response: June 25, 2019

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Yes	The report does include a summary of the results of the evaluation in achieving employment accountability goals.	No further action is required at this time.
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Yes	Remedial steps are provided for evaluations that yield unsatisfactory progress toward meeting intended goals.	No further action is required at this time.
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Yes	The report includes a summary of the college president's annual evaluation in achieving the annual and long-term goals and objectives.	No further action is required at this time.
Does the report include the date of the most recent presidential evaluation?	Yes	The college provided a date of June 25, 2019.	If the president has been evaluated in 2020, the college should provide the summary from that evaluation.

C. Additional Requirements

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

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection: Yes**

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

Response: The importance of ensuring a balanced and diverse selection committee is reviewed with the hiring managers and/or committee chairs before recruitment begins and when the recruitment plan checklist is completed.

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

Response: The Board of Trustees of FSW shall consider granting of continuing contract to each faculty member who meets the following requirements:

Faculty Seminar.

Successful completion of the New

years of proficient or better performance within a period not to exceed seven years. Failure to do so will result in non-renewal.

of the position as described in the published job description for faculty.

Submission of a continuing contract application portfolio which shall include evidence of meeting the criteria for continuing contract listed in this

Article.

Contract Committee, the Academic Dean/Supervising Administrator, the Provost, and the College President.

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

Response: Faculty will be evaluated annually by their supervising administrator. Faculty will complete a self-evaluation, in which they are rating themselves in each of the areas of the evaluation. Faculty will write a narrative outlining their achievements in each of the areas of the Goal-Setting Sheet. They will address the goals they set and how successful they were in achieving those goals. Forms are maintained electronically for five years and incorporated into the Portfolio when it is submitted for Initial Granting of Continuing Contract.

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

Response: Each year, FSW commits budget dollars to targeted social media platforms such as Glassdoor that have an extremely broad reach to increase diversity of talent pools. In addition, FSW has allocated funds to utilize Facebook, Instagram, Linked-In and Twitter to reach the largest possible geographic outreach.

5) Salary Information: In the following table, include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86(2)(b)(5), F.S. Add additional rows if needed.

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Management Occupations	6	\$82,820.00-\$141,400.00	1	\$98,122.22
Row 2	BUS/Financial Operation/OCC	11	\$31,130.43-\$85,850.00	1	\$35,680.55
Row 3	Comp/Eng/Science Occupations	4	\$30,822.20-\$75,750.00	3	\$30,822.20
Row 4	CSR/V Legal/Arts/Media/Sports	9	\$41,200.00-\$53,000.00	20	\$41,304.70-\$49,389.29
Row 5	Non Post Sec Teach Occu	10	\$26,300.00-\$60,000.00	33	\$26,300.00-\$69,826.60
Row 6	Healthcare Prac/Tech Occup	4	\$48,293.51-\$70,000.00	5	\$48,766.65-\$74,740.00
Row 7	Office/Admin Support Spec	12	\$24,150.00-\$36,037.36	32	\$24,635.42-\$49,337.75
Row 8	Service Occupations	5	\$32,686.95-\$38,885.00	15	\$32,686.95-\$44,570.04
Row 9	Nat Res/Const/Maint Occu	1	\$70,000.00	0	Single encumbered position

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

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

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Yes	The report provided a description of the guidelines.	No further action is required.
Does the report include a description of the process used to grant continuing contracts?	Yes	The report provided a description of the process.	No further action is required.
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Yes	The report provided a description of the process.	No further action is required.
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Yes	A budgetary incentive plan was included in the report pursuant to section 1012.86, F.S.	No further action is required.
Did the college include a summary of the incentive plan?	Yes	The summary of the incentive plan is included in the report.	No further action is required.
Did the summary include strategic resource allocation?	Yes	The summary included strategic resource allocation.	No further action is required.
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Yes	The report was provided and contains comparison ranges as requested.	No further action is required.

Part IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2018-19 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	Using an average of the three year percent FTIC to overall enrollment, FSW will set an enrollment goal of 12.89% or higher for this population of students.	Yes, 16.5% (+3.61% to goal)	Using an average of the three year percent FTIC to overall enrollment, FSW will set an enrollment goal of 14.4% or higher for this population of students.	Using an average of the three year percent total to overall enrollment, FSW will set an enrollment goal of 11.74% or higher for this population of students.	Yes, 13.2% (+1.46% to goal)	Using an average of the three year percent total to overall enrollment, FSW will set an enrollment goal of 12.2% or higher for this population of students.
Hispanic	Using an average of the three year percent FTIC to overall enrollment, FSW will set an enrollment goal of 35.99% or higher for this population of students.	Yes, 38.7% (+2.71% to goal)	Using an average of the three year percent FTIC to overall enrollment, FSW will set an enrollment goal of 37.9% or higher for this population of students.	Using an average of the three year percent total to overall enrollment, FSW will set an enrollment goal of 30.93% or higher for this population of students.	Yes, 34.8% (+3.87% to goal)	Using an average of the three year percent total to overall enrollment, FSW will set an enrollment goal of 32.9% or higher for this population of students.
Other Minorities	Using an average of the three year percent FTIC to overall enrollment, FSW will set an enrollment goal of 5.22%	No, 4.9% (-0.32% to goal)	Using an average of the three year percent FTIC to overall enrollment, FSW will set an	Using an average of the three year percent total to overall enrollment, FSW will set an	Yes, 5.0% (+0.04% to goal)	Using an average of the three year percent total to overall enrollment, FSW will set an

Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
	or higher for this population of students.		enrollment goal of 5.2% or higher for this population of students.	enrollment goal of 4.96% or higher for this population of students.		enrollment goal of 5.1% or higher for this population of students.
White	Based on decreases in white student enrollment for 2017-2018 and national trend data, FSW will set a goal of 40.16% for this population of FTIC students. This goal will support FSW maintaining enrollment within 2% of the 2017-2018 overall white enrollment.	No, 39.9% (-0.26% to goal)	Based on decreases in white student enrollment for 2018-2019 and national trend data, FSW will set a goal within +/- 2% of the average of the three year percent FTIC trend of 42.5% for this population of students.	Based on decreases in white student enrollment for 2017-2018 and national trend data, FSW will set a goal of 47.51% for this population of overall students. This goal will support FSW maintaining enrollment within 2% of the 2017-2018 overall white enrollment.	No, 46.9% (-0.61% to goal)	Based on decreases in white student enrollment for 2018-2019 and national trend data, FSW will set a goal within +/- 2% of the average of the three year percent total overall student trend of 49.8% for this population of students.
Female	Using an average of the three year percent FTIC to overall enrollment, FSW will set	Yes, 57.5% (+3.42% to goal)	Using an average of the three year percent FTIC to overall enrollment,	Using an average of the three year percent total to overall enrollment,	Yes, 63.3% (+3.36% to goal)	Using an average of the three year percent total to overall enrollment,

Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
	an enrollment goal of 54.08% or higher for this population of students.		FSW will set an enrollment goal of 55.8% or higher for this population of students.	FSW will set an enrollment goal of 59.94% or higher for this population of students.		FSW will set an enrollment goal of 61.3% or higher for this population of students.
Male	Based on decreases in male student enrollment for 2017-2018 and national trend data, FSW will set a goal of 40.66% for this population of FTIC students. This goal will support FSW maintaining enrollment within 2% of the 2017-2018 overall male enrollment.	Yes, 42.5% (+1.84% to goal)	Using an average of the three year percent FTIC to overall enrollment, FSW will set an enrollment goal within +/- 2% 44.2% for this population of students.	Based on decreases in male student enrollment for 2017-2018 and national trend data, FSW will set a goal of 36.13% for this population of overall students. This goal will support FSW maintaining enrollment within 2% of the 2017-2018 overall male enrollment.	Yes, 36.7% (+0.57% to goal)	Using an average of the three year percent total to overall enrollment, FSW will set an enrollment goal within +/- 2% 38.7% for this population of students.
LEP	NA			NA		
DIS	NA			NA		

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

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

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

Response: The college did not achieve its stated goals in the areas of FTIC and overall enrollments for white students (-0.26% and -0.61% respectively); however, we realized strong increases in enrollments of underrepresented groups in all areas except FTIC other minorities, which lagged behind goal numbers by 0.32%. The Office of Admissions attributes the increases in underrepresented groups to the annual recruitment plan, which includes college fairs, high school visits, classroom presentations, and school counselor outreach. These efforts are conducted by FSW Admissions counselors in both the five-county service area and other markets that may represent higher numbers of first-time freshmen who are in underrepresented groups and first-generation in college students. The Office of Admissions, along with the Office of Student Financial Aid, are encouraging earlier application for admissions, FAFSA completions, and admissions scholarship applications through efforts such as instant decision days that are hosted both on- and off-campus (local high schools), other application fee waiver efforts, and target event attendance. These initiatives and their related communications ensure we can connect with students early in their senior year of high school, which we believe may influence a student's decision to remain local and attend the state college. Additionally, the institution continues to engage dual enrolled students sharing the benefits and cost savings around pursuing an associate or bachelor degree at FSW following high school graduation. These efforts, along with the college's marketing campaign which touts the fact that 70% of FSW students graduate debt free, are compelling initiatives and messages to encourage underrepresented students to enroll at FSW.

New methods and strategies, if applicable.

Response: The college's "Dedicate to Graduate" (D2G) initiative continues to be a central focus of FSW administrators, faculty, and staff to ensure access, retention, and completion of enrolled students. The D2G committee meets monthly, with subgroups that may meet more frequently, to provide on-going evaluation of efforts from admission to graduation. This group will continue to partner both internally and externally to provide appropriate support and service to foster enrollments of all students, including those from underrepresented populations. Efforts may include a focus on early college access through our Accelerated Programs, supporting student transitions from high school to college with the goal of increasing admissions application and FAFSA completion for high school seniors, and persistence and retention from first-to-second year and beyond.

Student Completions

This year's report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where

goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2019-20. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

AA Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	FSW will maintain a completion demographic within 4% of that which is representative of the service area population as identified by U.S. Census data.	Yes , Service population demographic: 8.4%, Completion demographic: 11.6%	FSW will maintain a completion demographic within 3.5% of that which is representative of the service area population as identified by U.S. Census data.
Hispanic	FSW will maintain a completion demographic within 5% of that which is representative of the service area population as identified by U.S. Census data.	No , Service population demographic: 22.1%, Completion demographic: 35.5%	FSW will maintain a completion demographic within 10% of that which is representative of the service area population as identified by U.S. Census data.
Other Minorities	FSW will maintain a completion demographic within 4% of that which is representative of the service area population as identified by U.S. Census data.	Yes , Service population demographic: 2.2%, Completion demographic: 5.4%	FSW will maintain a completion demographic within 3.5% of that which is representative of the service area population as identified by U.S. Census data.
White	FSW will maintain a completion demographic within 5% of that which is representative of the service area population as identified by U.S. Census data.	No , Service population demographic: 67.4%, Completion demographic: 47.6%	FSW will maintain a completion demographic within 10% of that which is representative of the service area population as identified by U.S. Census data.
Female	FSW will maintain a completion demographic within 5% of previous year's completion demographic.	No , Service population demographic: 50.8%, Completion demographic: 65.2%	FSW will maintain a completion demographic within 10% of previous year's completion demographic.
Male	FSW will maintain a completion demographic within 5% of previous year's completion demographic.	No , Service population demographic: 49.2%, Completion demographic: 34.8%	FSW will maintain a completion demographic within 10% of previous year's completion demographic.
LEP	Due to low representation in the data, we continue to monitor and support DIS students towards completion without setting numeric completion goals.		Due to low representation in the data, we continue to monitor and support LEP students towards completion without setting numeric completion goals.
DIS	Due to low representation in the data, we continue to monitor and support LEP students towards completion without setting numeric completion goals.		Due to low representation in the data, we continue to monitor and support DIS students towards

AS/AAS Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
			completion without setting numeric completion goals.
Black	FSW will maintain a completion demographic within 4% of that which is representative of the service area population as identified by U.S. Census data.	Yes , Service population demographic: 8.4%, Completion demographic: 11.3%	FSW will maintain a completion demographic within 4% of that which is representative of the service area population as identified by U.S. Census data.
Hispanic	FSW will maintain a completion demographic within 5% of that which is representative of the service area population as identified by U.S. Census data.	No , Service population demographic: 22.1%, Completion demographic: 28.4%	FSW will maintain a completion demographic within 6% of previous year's completion demographic.
Other Minorities	FSW will maintain a completion demographic within 4% of that which is representative of the service area population as identified by U.S. Census data.	No , Service population demographic: 2.2%, Completion demographic: 6.5%	FSW will maintain a completion demographic within 4% of previous year's completion demographic.
White	FSW will maintain a completion demographic within 5% of that which is representative of the service area population as identified by U.S. Census data.	No , Service population demographic: 67.4%, Completion demographic: 53.8%	FSW will maintain a completion demographic within 10% of that which is representative of the service area population as identified by U.S. Census data.
Female	FSW will maintain a completion demographic within 5% of previous year's completion demographic.	No , Service population demographic: 50.8%, Completion demographic: 66.4%	FSW will maintain a completion demographic within 10% of previous year's completion demographic.
Male	FSW will maintain a completion demographic within 5% of previous year's completion demographic.	No , Service population demographic: 49.2%, Completion demographic: 33.6%	FSW will maintain a completion demographic within 10% of previous year's completion demographic.
LEP	Due to low representation in the data, we continue to monitor and support DIS students towards completion without setting numeric completion goals.		Due to low representation in the data, we continue to monitor and support DIS students towards completion without setting numeric completion goals.
DIS	Due to low representation in the data, we continue to monitor and support LEP students towards completion without setting numeric completion goals.		Due to low representation in the data, we continue to monitor and support LEP students towards

			completion without setting numeric completion goals.
Certificates	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	FSW will maintain a completion demographic within 4% of that which is representative of the service area population as identified by U.S. Census data.	No , Service population demographic: 8.4%, Completion demographic: 3.6%	FSW will maintain a completion demographic within 4% of that which is representative of the service area population as identified by U.S. Census data.
Hispanic	FSW will maintain a completion demographic within 5% of previous year's completion demographic.	Yes , Service population demographic: 22.1%, Completion demographic: 25.4%	FSW will maintain a completion demographic within 4% of previous year's completion demographic.
Other Minorities	FSW will maintain a completion demographic within 4% of previous year's completion demographic.	Yes , Service population demographic: 2.2%, Completion demographic: 4.1%	FSW will maintain a completion demographic within 3% of previous year's completion demographic.
White	FSW will maintain a completion demographic within 4% of that which is representative of the service area population as identified by U.S. Census data.	Yes , Service population demographic: 67.4%, Completion demographic: 67.0%	FSW will maintain a completion demographic within 8% of that which is representative of the service area population as identified by U.S. Census data.
Female	FSW will maintain a completion demographic within 5% of previous year's completion demographic.	No , Service population demographic: 50.8%, Completion demographic: 31.5%	FSW will maintain a completion demographic within 10% of previous year's completion demographic.
Male	FSW will maintain a completion demographic within 5% of previous year's completion demographic.	No , Service population demographic: 49.2%, Completion demographic: 68.5%	FSW will maintain a completion demographic within 10% of previous year's completion demographic.
LEP	Due to low representation in the data, we continue to monitor and support DIS students towards completion without setting numeric completion goals.		Due to low representation in the data, we continue to monitor and support DIS students towards completion without setting numeric completion goals.
DIS	Due to low representation in the data, we continue to monitor and support LEP		Due to low representation in the data, we continue to monitor and support LEP students towards

	students towards completion without setting numeric completion goals.		completion without setting numeric completion goals.
Baccalaureate Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	FSW will maintain a completion demographic within 4% of that which is representative of the service area population as identified by U.S. Census data.	Yes , Service population demographic: 8.4%, Completion demographic: 8.6%	FSW will maintain a completion demographic within 3% of that which is representative of the service area population as identified by U.S. Census data.
Hispanic	FSW will maintain a completion demographic within 4% of previous year's completion demographic.	Yes , Service population demographic: 22.1%, Completion demographic: 20.9%	FSW will maintain a completion demographic within 3% of previous year's completion demographic.
Other Minorities	FSW will maintain a completion demographic within 4% of previous year's completion demographic.	Yes , Service population demographic: 2.2%, Completion demographic: 2.5%	FSW will maintain a completion demographic within 2% of previous year's completion demographic.
White	FSW will maintain a completion demographic within 4% of previous year's completion demographic.	Yes , Service population demographic: 67.4%, Completion demographic: 68.0%	FSW will maintain a completion demographic within 2% of previous year's completion demographic.
Female	FSW will maintain a completion demographic within 5% of previous year's completion demographic.	No , Service population demographic: 50.8%, Completion demographic: 75.1%	FSW will maintain a completion demographic within 10% of previous year's completion demographic.
Male	FSW will maintain a completion demographic within 5% of previous year's completion demographic.	No , Service population demographic: 49.2%, Completion demographic: 24.9%	FSW will maintain a completion demographic within 10% of previous year's completion demographic.
LEP	Due to low representation in the data, we continue to monitor and support LEP students towards completion without setting numeric completion goals.		Due to low representation in the data, we continue to monitor and support LEP students towards completion without setting numeric completion goals.
DIS	Due to low representation in the data, we continue to monitor and support DIS students towards completion without setting numeric completion goals.		Due to low representation in the data, we continue to monitor and support DIS students towards

			completion without setting numeric completion goals.
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Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

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

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

Response: College initiated usage of Tutor.com college wide in the last 18 months and continues to operate Academic Success Centers (ASC) and Peer Tutoring on all campuses in an effort to increase the support needed for course completion. Usage is tracked and reported each term as well as analyzed through college’s assessment and institutional research staff. College also continues to offer workshops in the Teaching and Learning Center to train faculty "The Effect of Immediacy Behaviors on Student Engagement." Evaluation data demonstrated faculty report learning gains and implementation of new practices from participation. College also initiated new interaction between support centers and academic departments to ensure thorough communication regarding the needs of students.

New methods and strategies, if applicable.

Response: As previously mentioned, FSW initiated the use of Tutor.com to supplement the offerings of the Academic Success Centers (ASC) college wide.

Student Success in Targeted Programs

The college’s plan for 2018-19 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

Response: College maintains traditional workshops and sessions for Mathematics, Natural Sciences, Instructional Technology, and the First-Year Experience course (SLS 1515). The college’s eLearning department provides support and training on the learning management system updates per term so that faculty can remain up to date. The college also maintains an accessibility committee to ensure plans are in place to provide accessible information for all

students. College continues to provide monthly facilitated sessions for all new full-time faculty through the New Faculty Seminar to encourage dialogue among faculty members and mentors related to topics, such as “Understanding FSW Students,” “Campus Safety Resources,” and “Adaptive Services and Counseling Services for FSW Students” to encompass the full first year of each faculty member. The Office of Student Engagement continues operating Career Week (where resume building is honed), a career fair, workshops in time management, financial management, academic journaling, and mental wellness, as well as diversity celebrations, holocaust memorial week, and College spirit themed events.

New methods and strategies, if applicable.

Response: FSW implemented an interdepartmental committee of staff and faculty representing various areas throughout the College to evaluate and recommend best practices for students needing classroom accommodations due to disabilities including a focus on targeted programs such as Mathematics and Natural Sciences.

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

Requirement	Response	Comments	Action
Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	No	Florida SouthWestern State College has not been successful in meeting all of its intended goals.	Florida SouthWestern State College should develop or enhance strategies to meet intended goals.
If no, evaluation of current methods and strategies and new methods and strategies provided?	Yes	Information supporting this response has been provided by Florida SouthWestern State College as required.	
Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	No	Florida SouthWestern State College has not been successful in meeting all of its intended goals.	Florida SouthWestern State College should develop or enhance strategies to meet intended goals.
If no, evaluation of current methods and strategies and new methods and strategies provided?	Yes	Information supporting this response has been provided by Florida SouthWestern State College as required.	

Requirement	Response	Comments	Action
The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?	Yes	Florida SouthWestern State College provided updates concerning its goals.	Florida SouthWestern State College should strive to achieve and maintain all of its set goals.
If no, evaluation of current methods and strategies and new methods and strategies provided?	N/A	N/A	N/A

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

Course Substitution Report, Form CSR01

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

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	0			
Specific Learning Disability	3	Gen Ed Math Requirement- 6 hours.	Waivers approved on the basis student	Math

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		Comprised of 1 Core and 1 Additional Math*	successfully completes CGS 1100 (Computer Literacy) and FIN 2100 (Personal Finance)	
Orthopedic Impairment	0			
Speech/Language Impairment	0			
Emotional or Behavioral Disability	0			
Autism Spectrum Disorder	0			
Traumatic Brain Injury	0			
Other Health Impairment	0			

* Gen Ed Math Requirement- 6 hours. Comprised of 1 Core and 1 Additional Math consists of the following possible courses:

Core Mathematics General Education Courses

MAC 1105 - College Algebra

MAC 2311 - Calculus with Analytic Geometry I

MGF 1106 - Mathematics for Liberal Arts I

MGF 1107 - Mathematics for Liberal Arts II

STA 2023 - Statistical Methods I

Additional Mathematics General Educational Courses

MAC 1106 - Combined College Algebra/Pre-Calculus

MAC 1114 - Trigonometry

MAC 1140 - Pre-Calculus Algebra

MAC 1147 - Pre-Calculus Algebra/Trigonometry

MAC 2233 - Calculus for Business and Social Sciences I

MAC 2312 - Calculus with Analytic Geometry II

MAC 2313 - Calculus with Analytic Geometry III

MAP 2302 - Differential Equations I

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	2	2
Spring	2	1
Summer		
Total	4	3

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

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Yes	Florida SouthWestern State College submitted a Course Substitution Report; 3 of 4 substitutions requested (fall, spring, and summer) were granted.	No further action is required at this time.

Part VI. Gender Equity in Athletics

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

Assessment of Athletic Programs

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

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

Data Assessment

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

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

Compliance with Title IX

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

**Athletic Participation by Gender Compared to Student Enrollments by
Gender for July 1, 2017, through June 30, 2018, and July 1, 2018, through June 30, 2019**

	2017-18			2018-19			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	40	37	77	Total Number of Athletes	40	31	71
Percent of Athletes by Gender	51.9	48.1	100	Percent of Athletes by Gender	56.3	43.7	100
Total Number of Enrollments	7140	11583	18723	Total Number of Enrollments	6828	11753	18581
Percent of Enrollments by Gender	38.13	61.87	100	Percent of Enrollments by Gender	36.7	63.3	100
Difference between the percent of athletes and the percent of students enrolled	13.77	-13.77		Difference between the percent of athletes and the percent of students enrolled	19.6	-19.6	

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2017-18: No 2018-19: No**

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

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

Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
Proportionality	A women’s Volleyball team competed for the first time in the Fall of 2019 and their participation numbers will be reflected in next year’s report.	George Sanders, Director Intercollegiate Athletics, 239-433-8026 and Dr. Jeff Allbritten, President, 239-489-9211	Women’s Volleyball began competition in Fall 2019

(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2019?	Yes	Florida SouthWestern State College provided the 2019 EADA Survey Federal Report.	No further action is required at this time.
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Yes	The equity report included updates and new information to achieve gender equity.	No further action is required at this time.
Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?	No	According to the data that Florida SouthWestern State College submitted, the college is not within five (5) percent.	Florida SouthWestern State College must assess athletic participation by gender compared to student enrollments by gender.
Does the report include any of the following to ensure compliance with Title IX?	Yes	N/A	N/A
Accommodation of interests and abilities	No	N/A	N/A
Substantial proportionality	No	N/A	N/A
History and practice of expansion of sports	Yes	The report included history and practice of expansion of sports for assuring the institution complies with Title IX, Gender Equity in Athletics.	No further action is required at this time.
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Yes	A corrective action plan was submitted for substantial proportionality.	The corrective action was satisfied in fall of 2019. No further action is required at this time.

Part VII. Signature Page

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

Florida SouthWestern State College

The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 6A-19.001-.010, F.A.C., referenced in this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

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

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

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

JANA SABO, EQUITY OFFICER

DATE

JEFFERY ALLBRITTEN, COLLEGE PRESIDENT

DATE

DANNY NIX, CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE

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