

2019-2020

ANNUAL EQUITY  
UPDATE REPORT



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

THE *Florida*  
COLLEGE SYSTEM



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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](mailto: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:

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Did the college submit the Course Substitution Report?	Select one.		

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**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:**

<b>NAME</b>	<b>TITLE</b>	<b>DIVISION</b>
Ms. Virginia Alexander	Athletic Director	Student Services
Dr. Mark Boese	Executive Director, Training and Organizational Development	Business Services
Mr. Allan Case	Director, Student Recruitment & Admissions	Student Services
Dr. Kathleen Ciez-Volz	Associate Provost, Curriculum and Instruction	Academic Affairs
Dr. Jerrett Dumouchel	Associate Vice President, Institutional Effectiveness	Institutional Effectiveness and Advancement
Ms. Denise Giarrusso	Associate Director, Student Success	Student Services
Dr. Cedric Gibson	Assistant Vice President, Workforce Development & Entrepreneurship	Online & Workforce Education
Dr. Marie Gnage	Vice President, Institutional Effectiveness and Advancement	Institutional Effectiveness and Advancement
Dr. Linda Herlocker	Vice President, Student Services	Student Services
Mr. Kyle Jones	Employee Relations and Equity Coordinator	Business Services
Ms. Jana Kooi	Vice President, Online & Workforce Education	Online & Workforce Education
Mr. Mark Lacey	Chief Human Resources Officer	Business Services
Mr. Albert Little	Vice President, Business Services	Business Services
Ms. Lisa J. Moore	Executive Director, Talent Acquisition and Managemnt	Business Services



Ms. Jennifer Peterson	Director, Resources Development	Institutional Effectiveness and Advancement
Ms. Pamela Walker	Associate Vice President, Student Services	Student Services
Dr. John Wall	Provost/Vice President Academic Affairs	Academic Affairs
Dr. Nancy Webster	Executive Director of Articulation	Academic Affairs

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

**Response:** Click here to enter text.

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

Requirement	Response	Comments	Action
Did the college change the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

**Part II. Policies and Procedures that Prohibit Discrimination**

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

A) Has the governing board updated the college's approved and adopted policy of nondiscrimination? **Make a selection: No** \* Board Rule 2.1 Equal Access/Equal Opportunity: Nondiscrimination, Harassment or Retaliation was reviewed April 14, 2020. If yes, provide the following applicable updates.

**Date of 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: Yes**

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: Yes** If yes, provide the following applicable updates.

**Date of revision: February 19, 2020**

**Description of the revision: Updated Equity Office Information**

**Web link(s) to document the revision:** [APM 02-1303 Discrimination, Harassment, Sexual Harassment or Retaliation](#)

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

**Name of the policy and/or procedure(s):** APM 02-1301 Equal Access/Equal Opportunity  
**Date of revision:** February 19, 2020  
**Description of the revision:** Updated Equity Office contact information  
**Web link(s) to document the revision:** [APM 02-1301](#)

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable	Select one.		



Requirement	Response	Comments	Action
resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

### Part III. College Employment Equity Accountability Plan

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

#### A. Data, Analysis and Benchmarks

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

#### **College Full-Time Executive/Administrative/Managerial Staff**

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

	2018-19 Report Year College Student Population (%)	EAM Actuals (%) Fall 2018	EAM Actuals (%) Fall 2019	EAM Stated Goals (%) Fall 2019	EAM Goal Met (Yes/No)	EAM Goals for Fall 2020
Black Female	21.1%	16.7%	16.4%	17.2%	No	17.2%
Black Male	9.7%	7.0%	7.4%	7.4%	Yes	8.2%
Hispanic Female	6.7%	0.9%	0.8%	1.6%	No	1.6%

	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
Hispanic Male	4.6%	0.9%	0.8%	1.6%	No	1.6%
Other Minorities Female	4.6%	0.0%	0.8%	0.8%	Yes	0.8%
Other Minorities Male	3.9%	6.1%	5.7%	N/A	N/A	5.7%
White Female	28.5%	36.8%	39.3%	N/A	N/A	37.7%
White Male	20.9%	31.6%	28.7%	N/A	N/A	27.0%
Total Female	60.9%	54.4%	57.4%	52.5%	Yes	57.4%
Total Male	39.1%	45.6%	42.6%	N/A	N/A	42.6%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** FSCJ met its goals in all areas except Black Females, Hispanic Females and Males. It should be noted increases in all categories except Hispanic Males and Other Females. Black Males, Hispanic Females and Other Males remained the same.

The College generally experiences a 15% turnover in EAM positions while maintaining the current number of positions. A driver of the goals is to convert the projected 18 positions towards increasing the underrepresented populations. This combined with targeted advertising and recruitment strategies will drive the College to meeting its goals.

The College Talent Acquisition Team (TAT) continues to use advertising methods to seek underrepresented candidates. Mediums such as diversity.com, veteran job boards and underrepresented population job boards that are industry specific will be used where applicable. This outreach also includes participating in onsite and virtual job fairs to include those aimed at veterans and the community. The TAT has revised job postings making them more reader friendly as well as using the addition of podcast interviews with the hiring manager embedded in the job posting. The podcast gives applicants a better sense of what the position entails and what the hiring manager is looking for in a successful applicant.

The TAT continues to ensure that search committees reflect a diverse cross section of the College population. The TAT has taken a proactive role in working with hiring managers and search committees to include being present at the initial search committee meetings to discuss the needs of the department, job description and other strategies around diversity, review of candidates and selection.

***College Full-Time Instructional Staff***

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

	2018-19 Report Year College Student Population (%)	INST Actuals (%) Fall 2018	INST Actuals (%) Fall 2019	INST Stated Goals (%) Fall 2019	INST Goal Met (Yes/No)	INST Goals for Fall 2020
Black Female	21.1%	8.1%	6.1%	8.6%	No	6.6%
Black Male	9.7%	5.2%	4.3%	5.8%	No	4.6%
Hispanic Female	6.7%	2.6%	2.9%	2.9%	Yes	3.5%
Hispanic Male	4.6%	2.0%	1.7%	2.3%	No	2.0%
Other Minorities Female	4.6%	3.5%	3.2%	3.7%	No	3.2%
Other Minorities Male	3.9%	3.5%	3.7%	3.7%	Yes	3.7%
White Female	28.5%	39.8%	42.4%	N/A	N/A	41.5%
White Male	20.9%	35.4%	35.7%	N/A	N/A	34.9%
Total Female	60.9%	53.9%	54.5%	54.5%	Yes	54.8%
Total Male	39.1%	46.1%	45.5%	N/A	N/A	45.2%

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

**Response:** FSCJ remains committed to the strategic initiatives surrounding diversity and inclusion across all employee groups. The Talent Acquisition Team (TAT) has begun expanding its recruiting outreach by ensuring that the vacancies are presented to a local and national audience. TAT will expand its outreach to mediums aimed at diverse populations such as [diversejobs.net](http://diversejobs.net), [alldiversity.com](http://alldiversity.com) and [insightintodiversity.com](http://insightintodiversity.com). The TAT will continue to explore other strategies to attract minority candidates such as adding video podcasts featuring our diverse faculty who discuss their experience at FSCJ embedded in the job posting.

***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	21.1%	5.2%	5.5%	5.9%	No	5.8%
Black Male	9.7%	3.8%	3.7%	4.1%	No	4.0%
Hispanic Female	6.7%	3.3%	3.2%	3.6%	No	3.6%
Hispanic Male	4.6%	2.9%	2.3%	3.2%	No	2.7%
Other Minorities Female	4.6%	4.8%	3.7%	4.8%	No	4.0%
Other Minorities Male	3.9%	3.8%	3.7%	4.1%	No	3.6%
White Female	28.5%	42.9%	44.3%	N/A	N/A	43.3%

	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
White Male	20.9%	33.3%	33.8%	N/A	N/A	33.0%
Total Female	60.9%	56.2%	56.6%	54.3%	No	56.7%
Total Male	39.1%	43.8%	43.4%	N/A	N/A	43.3%

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

**Response:** The College will continue encouraging and mentoring newly hired faculty to move toward and through the continuing contract process. Currently, deans and other senior faculty members work with and advise annual contract faculty on how to develop their portfolio for application for continuing contract. Annual faculty are given opportunities to be involved in projects and initiatives to better prepare them for the continuing contract application. As the College seeks to increase the underrepresented populations in its instructional faculty hiring, it will provide a greater pool of minority candidates who are available to pursue continuing contract. Deans and other senior faculty will be encouraged to identify minority faculty who may not be pursuing continuing contract activities and encourage and involve them in those activities.

**New Barriers (Optional)**

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

**Response:** The College experienced a decline in enrollment at the beginning of 2020 along with the restructuring of some positions and hiring decisions. This may have an overall negative impact on the ability to recruit for vacant positions.

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

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

Requirement	Response	Comments	Action
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Select one.		

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

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

**Response:** FSCJ instituted a new evaluation tool, myIMPACT for evaluations for Administrative and Professional Personnel ([APM 03-1201 Performance Review of Administrative, Professional, Career and Adjunct Employees](#)). The review process emphasizes employee engagement and fosters more frequent, relevant and timely feedback communication between supervisors and employees. Reviews are to coach and encourage employees by acknowledging where expectations are met and to discuss strategies to improve job performance where needed. Check-ins involve a series of question prompts to facilitate the conversation between the supervisor and employees. Each employee group is rated against five core competencies. Administrative personnel receive an annual review (June) and a check-in (December). Professional personnel receive two reviews (June and December) and two check-ins (March and September). The ratings for the reviews are “Meets”, “Sometimes Meets” and “Does Not Meet”. Reviews receiving a “Does Not Meet” rating in one of the competencies will need review by the supervisor’s supervisor before being provided to the employee. An employee with identified deficiencies may be placed on a Performance Improvement Plan (PIP). The PIP is designed to identify for the employee a specific area(s) of deficiency and the supervisor’s expectations. The PIP also provides the timeline for improvement and available resources, which includes the supervisor.

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

**Response:** The District Board of Trustees (DBOT) evaluates the College President annually on established benchmarks, goals and objectives that include diversity and equity.

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

**Response:** Dr. John Avendano was hired in July 2019. The District Board of Trustees will provide his annual evaluation in August 2020.

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans,	Select one.		

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

### C. Additional Requirements

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

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection: Yes**  
Include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

**Response:** The College's Talent Acquisition Team (TAT) works with each hiring manager and reviews the proposed search committee makeup. In addition, College APMs [APM 03-0304 Selection of Full-Time Administrative/Professional Personnel](#) and [APM 03-0305 Selection of Full-Time and Regular Part-Time Career Personnel \(as appropriate\)](#) and the [Search Committee Handbook](#) are provided to the Hiring Manager and Search Committee members which provide guidance on the search committee process including information regarding the importance and rationale for having a diverse search committee.

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

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

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

**Response:** Supervisors meet annually with faculty to discuss the faculty member’s performance and provide feedback. It is during this meeting that the Supervisor advises the faculty as to whether they are seeing the type of performance and activities that would make the faculty member a good candidate for a continuing contract and if not, makes suggestions to help the faculty improve their areas of deficiency.

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:** Job vacancies are advertised with a provided salary range or a defined salary within the job posting. If it is a range, an applicant is offered a salary usually at the entry point of the prescribed range as approved. For extensive experience related to the preferred qualifications or to be competitive in the market for hard-to-fill positions, an applicant may be offered a salary above the minimum but generally not greater than the midpoint of the salary range.

Faculty members are hired at the salary as defined in the CBA which is based on the highest degree earned in discipline or related discipline. Per the CBA or policy, a department may seek approval to increase salary based on education, experience and/or if it is a hard-to-fill position.

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

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Faculty Level 1	9	\$39,717 - \$47,495	33	\$41,300 – \$79,976
Row 2	Faculty Level 2	17	\$43,195 - \$58,000	178	\$45,000 – \$99,950
Row 3	Faculty Level 3	7	\$48,889 - \$68,000	153	\$50,800 - \$82,648

*\*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)**

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

**Part IV. Strategies to Overcome Underrepresentation of Students**

**Student Enrollments**

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



Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	+0.5%	No	+0.5%	+0.5%	Yes	+0.5%
Hispanic	+0.5%	No	+0.5%	+0.5%	Yes	+0.5%
Other Minorities	+0.5%	No	+0.5%	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%	+0.5%	Yes	+0.5%
Male	+0.5%	No	+0.5%	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%	+0.5%	Yes	+0.5%

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

**Student Enrollment – Data Analysis**

Table 1 shows FSCJ’s goals for 2017-18 to 2018-19. In all categories, FSCJ sought to increase headcount for FTIC and total enrollments by 0.5%. In the FTIC category, FSCJ did not achieve its goals except for DIS students. In total enrollments, FSCJ achieved its goals for Black, Hispanic, Female, and DIS students. Further detail on each student category is provided in tables 2-7. Table 1 also shows FSCJ’s 2019-2020 goals to increase enrollments in all categories by 0.5%.

*Table 1: FSCJ Summary of Goal Achievement, FTIC and Total Enrollments, 2017-18 to 2018-19<sup>1</sup>*

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	+0.5%	No	+0.5%	+0.5%	Yes	+0.5%
Hispanic	+0.5%	No	+0.5%	+0.5%	Yes	+0.5%
Other Minorities	+0.5%	No	+0.5%	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%	+0.5%	Yes	+0.5%
Male	+0.5%	No	+0.5%	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%	+0.5%	No	+0.5%

<sup>1</sup> All Student Data Base 2016-17, 2017-18, and 2018-19 annual unduplicated headcounts. Reporting years (rpt year) begin with the summer term (for example, rpt year 2017-18 includes summer 2017, fall 2017 and winter/spring 2018). Total enrollments reported for each enrollment category exclude any students reported as Non-Resident Alien, Unknown Race, Unknown Gender, or Unknown Citizenship. Other race includes Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, and Multi-racial. DIS refers to disabled and LEP refers to Limited English Proficiency.



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
DIS	+0.5%	Yes	+0.5%	+0.5%	Yes	+0.5%

Table 2 shows FTIC and total enrollments for all students by gender. In the last year, FTIC headcount has decreased by 14%. Both male and female FTIC headcount decreased by 18% and 10%, respectively. Total enrollments have also increased by 1%. Male total headcount decreased by 1% while female total headcount increased by 2%.

Table 2: FSCJ FTIC and Total Enrollments, All Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
2016-17	All	Female	2,147	4,042	53.1%	17,200	28,838	59.6%
2017-18	All	Female	1,682	3,232	52.0%	15,910	26,692	59.6%
2018-19	All	Female	1,511	2,788	54.2%	16,569	27,225	60.9%
2016-17	All	Male	1,895	4,042	46.9%	11,638	28,838	40.4%
2017-18	All	Male	1,550	3,232	48.0%	10,782	26,692	40.4%
2018-19	All	Male	1,277	2,788	45.8%	10,656	27,225	39.1%
2016-17	All	Total	4,042	4,042	100.0%	28,838	28,838	100.0%
2017-18	All	Total	3,232	3,232	100.0%	26,692	26,692	100.0%
2018-19	All	Total	2,788	2,788	100.0%	27,225	27,225	100.0%

Table 3 shows FTIC and total enrollments for Black students by gender. In the last year, FTIC Black student headcount has decreased by 10%. Both male and female FTIC Black headcount decreased by 18% and 5%, respectively. Total Black enrollments have increased by 4%. Black male total enrollment decreased by 2% and Black female total enrollment increased by 7%.

Table 3: FSCJ FTIC and Total Enrollments, Black Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
2016-17	Black	Female	653	4,042	16.2%	5,795	28,838	20.1%
2017-18	Black	Female	507	3,232	15.7%	5,344	26,692	20.0%
2018-19	Black	Female	484	2,788	17.4%	5,737	27,225	21.1%
2016-17	Black	Male	523	4,042	12.9%	2,965	28,838	10.3%
2017-18	Black	Male	397	3,232	12.3%	2,694	26,692	10.1%
2018-19	Black	Male	327	2,788	11.7%	2,648	27,225	9.7%
2016-17	Black	Total	1,176	4,042	29.1%	8,760	28,838	30.4%
2017-18	Black	Total	904	3,232	28.0%	8,038	26,692	30.1%
2018-19	Black	Total	811	2,788	29.1%	8,385	27,225	30.8%

Table 4 shows FTIC and total enrollments for Hispanic students by gender. Hispanic FTIC male student headcount has decreased by 25%, Hispanic FTIC female student headcount has decreased by 16%. Total Hispanic enrollments have increased by 10%. Hispanic male enrollment increased by 8% while Hispanic female enrollment has increased by 12%.

Table 4: FSCJ FTIC and Total Enrollments, Hispanic Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
2016-17	Hispanic	Female	295	4,042	7.3%	1,570	28,838	5.4%
2017-18	Hispanic	Female	269	3,232	8.3%	1,635	26,692	6.1%
2018-19	Hispanic	Female	227	2,788	8.1%	1,831	27,225	6.7%
2016-17	Hispanic	Male	224	4,042	5.5%	1,114	28,838	3.9%
2017-18	Hispanic	Male	227	3,232	7.0%	1,152	26,692	4.3%
2018-19	Hispanic	Male	170	2,788	6.1%	1,246	27,225	4.6%
2016-17	Hispanic	Total	519	4,042	12.8%	2,684	28,838	9.3%
2017-18	Hispanic	Total	496	3,232	15.3%	2,787	26,692	10.4%
2018-19	Hispanic	Total	397	2,788	14.2%	3,077	27,225	11.3%

Table 5 shows FTIC and total enrollments for other race/ethnicities (Other minorities) students by gender. In the last year, FTIC other minorities student headcount has decreased by 18%. FTIC male Other minorities headcount decreased by 19%, where female FTIC Other minorities headcount decreased by 17%. Total Other minorities enrollments have decreased by 0.1%. Other minority male enrollment increased by 1% while Other minority female enrollment has decreased by 1%.

Table 5: FSCJ FTIC and Total Enrollments, Other Minority Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
2016-17	Other	Female	188	4,042	4.7%	1,329	28,838	4.6%
2017-18	Other	Female	145	3,232	4.5%	1,265	26,692	4.7%
2018-19	Other	Female	121	2,788	4.3%	1,253	27,225	4.6%
2016-17	Other	Male	178	4,042	4.4%	1,051	28,838	3.6%
2017-18	Other	Male	153	3,232	4.7%	1,062	26,692	4.0%
2018-19	Other	Male	124	2,788	4.4%	1,072	27,225	3.9%
2016-17	Other	Total	366	4,042	9.1%	2,380	28,838	8.3%
2017-18	Other	Total	298	3,232	9.2%	2,327	26,692	8.7%
2018-19	Other	Total	245	2,788	8.8%	2,325	27,225	8.5%

Table 6 shows FTIC and total enrollments for White students by gender. In the last year, FTIC White student headcount has decreased by 13%. White FTIC male student headcount has decreased by 15% and White FTIC female student headcount has decreased by 11%. Total White enrollments have decreased by 1%. White male enrollments have decreased by 3% and White female enrollments increased by 1%.

Table 6: FSCJ FTIC and Total Enrollments, White Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
2016-17	White	Female	1,011	4,042	25.0%	8,506	28,838	29.5%
2017-18	White	Female	761	3,232	23.5%	7,666	26,692	28.7%
2018-19	White	Female	679	2,788	24.4%	7,748	27,225	28.5%
2016-17	White	Male	970	4,042	24.0%	6,508	28,838	22.6%
2017-18	White	Male	773	3,232	23.9%	5,874	26,692	22.0%
2018-19	White	Male	656	2,788	23.5%	5,690	27,225	20.9%
2016-17	White	Total	1,981	4,042	49.0%	15,014	28,838	52.1%
2017-18	White	Total	1,534	3,232	47.5%	13,540	26,692	50.7%
2018-19	White	Total	1,335	2,788	47.9%	13,438	27,225	49.4%

Table 7 shows FTIC and total enrollments for students with Limited English proficiency (LEP) and Students with Disabilities (DIS) by gender. In the last year, FTIC LEP student headcount has decreased by 13%. Male FTIC LEP decreased by 25% and female FTIC LEP student enrollment was flat. Total LEP enrollments have decreased by 23%. In the last year, FTIC DIS student headcount has increased by 3%. Male FTIC DIS enrollment decreased by 9% and female DIS student enrollments increased 28% respectively. Total DIS enrollments have increased by 4%.

Table 7: FSCJ FTIC and Total Enrollments, LEP and DIS Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	FTIC		
			Total	Overall Enrollment	%
Rpt Year	Gender	FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
2016-17	Female	26	66	440	603
2017-18	Female	12	43	447	585
2018-19	Female	12	55	330	645
2016-17	Male	25	88	264	551
2017-18	Male	12	85	242	556
2018-19	Male	9	77	200	547
2016-17	Total	51	154	704	1,154
2017-18	Total	24	128	689	1,141
2018-19	Total	21	132	530	1,192

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:**

FSCJ is constantly evaluating services, offerings and programs to improve student enrollment for underrepresented populations. The College Board of Trustees just approved a three-year Strategic Plan that with the increasing the success of FSCJ students as the lone strategic goal. Accompanying the one strategic goal, there are three strategic priorities: 1) provide a student-centered education, 2) impact the community, and 3) increase institutional capacity.

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

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

The following summarizes several existing strategies designed to improve FSCJ's enrollments for underrepresented students.

*Recruitment of Traditional and Non-Traditional Students*

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

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

### Dual Enrollment and Early College Initiatives

The College has a long history of working with regional school systems and private schools to promote dual enrollment and early college for their students, many of whom represent underrepresented groups. There are currently four traditional, A.A. degree-granting Early College programs with three of the four schools having large underrepresented populations. Two additional Early College programs, each located at high schools with large underrepresented populations, offer access to A.S. degree programs. The College is initiating one new career-oriented Early College program in a high school with underserved students. Through this program, students will pursue a high-income technical degree in Cybersecurity.

The College's Dual Enrollment program has been modified to provide more intensive support for participants, including on-site orientations and more contact with Dual Enrollment coordinators and advisors. The career programs also incorporate tutoring, mentoring and internships with corporate partners. In addition, there are more concerted efforts to coordinate recruitment of current dual enrollment students to attend the College following high school graduation.

The College is partnering with Duval County Public Schools to implement a middle school program targeting 14 middle schools with underserved populations to prepare them for entry into Early College. Four of the 14 programs were added in Fall Term 2017. The middle school program is in its second year of operation with students taking an advanced reading course in preparation for the PERT reading test. Students who meet the minimum score and who also meet specific course-taking and GPA requirements may enroll in the College's Student Life Skills (SLS) course.

### Title III

FSCJ continues to embrace positive change and is committed to implementing high impact educational practices that support student success. To this end, in 2018/2019 year, the Title III project was funded and implementation began as a way to increase for student outcomes over the next 5-10 years, to close achievement gaps and improve success rates, particularly for low-income and underrepresented populations. Through college-wide initiatives, Title III will work to align strategic efforts at FSCJ between academic affairs and student services to maximize capacity to help low income and historically underrepresented students thrive and succeed.

### ATD OER Grant

As one of 19 grantees of the Achieving the Dream OER Degree Pathways Grant, FSCJ put together a plan to implement an entire AA degree pathway based on Open Educational Resources. In each of these courses, students are not charged for text materials, which are included and available from the first day of the semester in the Learning Management System. In year three of the project, FSCJ followed previous years' success with 1,184 seats in Summer 2018 plus an amazing 4,400 seats in the Fall 2018 semester. With 5,584 seats in these two terms we estimate that the overall textbook cost savings, based on an average textbook cost of \$100 per course seat, at approximately \$558,400.00.

### College Reach-Out Program (CROP)

The College Reach-Out Program (CROP) is a statewide pre-college program established in 1983 and designed to increase the number of students who successfully enter and complete a postsecondary education. The program's primary objective is to strengthen the educational motivation and preparation of low-income and economically disadvantaged students in grades 7 through 12,



representing various cultural backgrounds, who “otherwise would be unlikely to seek admission to a community college, state university or independent postsecondary institution without special support and recruitment efforts.”

*Gaining Early Awareness and Readiness for Undergraduate Potential (GEAR UP)*

In November 2017, Duval County Public Schools received a seven-year, \$12-million-dollar grant from the US Department of Education (USDOE) to administer the Gaining Early Awareness and Readiness for Undergraduate Potential (GEAR UP) program. The ultimate goal of the GEAR UP Project is to empower students to attain a high school diploma and achieve enrollment in a college or university through comprehensive academic and support services. This project serves a cohort of over 2,000 students in 10 middle schools (currently these students are in seven high schools) across Duval County beginning in 7th grade through the completion of their first year of college. The strategic alignment of the GEAR UP program is to develop the whole child through services such as mentoring, individual/group counseling, and academic/social supports.

FSCJ is a partner of this grant, along with other community organizations. In addition to supporting GEAR UP activities happening across multiple campuses, FSCJ implements a summer STEAM program with hands-on, interactive activities. Furthermore, FSCJ will offer students enrichment sessions to address career exploration, guidance, and counseling activities.

FSCJ services students in the following:

- College Campus Tours of FSCJ – 700 students over a year of the grant cycle.
- Enrichment Sessions – 150 students over a year of the grant cycle.
- Summer STEAM Camp – 200 students during the summer portion of the grant cycle.

*Integrated English Literacy & Civics Education*

Integrated English Literacy & Civics Education (IELCE) supports the English for Speakers of Other Languages (ESOL) program as a continuing Florida Department of Education grant program at the College. The program assists non-native English-speaking adults in Duval County by providing instruction that facilitates English language development for employment and economic self-sufficiency in the U.S., for civic involvement, for transition to postsecondary education and training, and for life skills and cultural acumen needed to be active and informed community members. The program also offers integrated education and fast-track training required to participate in particular fields. The ESOL Bridge to English Literacy for Career and Technical Education (ELCATE) is a course that assists ESOL students with medical terminology and communicative skills to prepare them for health care programs. Program participants are dual-enrolled in ELCATE and the Medical Assisting Program, receiving wraparound services to ensure that they are successful in both programs. The course goals are to prepare participants to become productive members of the local community and workforce. Overall, the ESOL program served approximately 2,203 students in 2019.

*Integrated Basic Education and Skills Training for Adult General Education*

Integrated Basic Education and Skills Training (IBEST) is a nationally recognized instructional model to boost students’ basic skills in reading, writing and mathematics while they pursue a certificate in a career or technical program. The program allows participants to work on their high school diploma or

GED while receiving the needed skills and support to transition into postsecondary education. Through a grant from FICAPS, or the Florida Integrated Career and Academic Preparation System, Integrated GED courses and curriculum were developed for Building Construction classes. Adult Education has piloted a team-teaching course in the HVAC program, and curriculum development is in progress for Medical Assisting, with a Fall 2020 implementation date to follow a similar model that will include ESOL students.

#### *Vision Education & Rehabilitation Center (VERC)*

The Vision Education & Rehabilitation Center (VERC) is a community-based rehabilitation program for adults and high school students with blindness or low vision. The mission of the Vision Education & Rehabilitation Center is to empower individuals who are blind or visually impaired by providing a comprehensive program of rehabilitation training, serving as a resource for families and employers, and enhancing public awareness and understanding regarding vision loss. The Vision Education & Rehabilitation Center is fully accredited by the Accreditation Council for the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). VERC is an active member of the Florida Agencies Serving the Blind, a collaborative interagency community, to facilitate collaborative training practices. VERC provides public education for groups and individuals, offers in-services for related professionals, and actively participates in health fairs, awareness activities, and vision seminars. VERC serves as an observation and training site for several college programs. VERC serves over 400 students annually.

#### Specific Service Options:

- **Adjustment to blindness counseling**
  - Individual counseling and group sessions
- **Assistive technology**
  - Keyboarding and computer operations
  - Adaptive software including screen magnification and screen reader
  - Mainstream business applications and Internet navigation
  - Mobile technology and smart phone automation
- **Communications, optical, and non-optical devices**
  - Lighting and glare filters
  - Magnifiers and electronic aids
  - Braille instruction
- **Independent living skills**
  - Home and personal management
  - Personal and household safety
- **Orientation and mobility**
  - Sighted guide and support aids
  - White cane skills and navigation
  - Community travel options
- **Job readiness**
  - Job seeking and interview competence



- Resume workshops

#### Talent Search JAX (South Campus)

Talent Search JAX is a TRIO program funded by the U.S. Department of Education that works with select middle and high schools in Jacksonville's Arlington and Southside neighborhoods that have high numbers of minority students and student from families in which English is not the first language. The program provides eligible students with the following services: academic, financial, career or personal counseling; career exploration and aptitude assessment; tutorial services; information on postsecondary education; exposure to college campuses; information on student financial assistance; assistance in completing college admissions and financial aid applications; assistance in preparing for college entrance exams/essays; mentoring programs; and workshops for the families of participants. During 2018-2019, Talent Search JAX served 502 students. Of this total, 386 were low income, first-generation students, 456 were promoted, and 37 graduated from high school. In the year of 2012-2013, the Talent Search program had 125 students to graduate from high school and of this total, 52 received Postsecondary credentials by 8/13/2019.

#### Talent Search Urban Core (Downtown Campus)

This is a TRIO program similar to Talent Search JAX, but it serves students in grades 9 through 12 who live in Jacksonville's urban core. Participants receive a range of comprehensive services that include academic tutoring, introduction to postsecondary educational opportunities, assistance with secondary and postsecondary course selection, financial aid planning and financial literacy, mentoring, case management and academic interventions, and participation in college tours and cultural enrichment opportunities. During 2018-2019, Talent Search Urban Core served 500 low-income first generation students.

#### Articulation with Apprenticeship Programs

The Florida Apprenticeship Grant has enabled FSCJ to work with multiple registered apprenticeship program to provide access to the A.S. in Industrial Management Technology. Journeypersons Apprentices and Journeyworkers have the opportunity to accelerate their completion of the A.S. program and have a direct pathway to the B.A.S. in Supervision and Management and the B.A. in Business Administration. Through the grant, FSCJ is working with existing registered apprenticeship programs to develop pre-apprenticeship preparatory programs to target older youth (18-24 year olds), minorities, women, and other special groups including Veterans, for preparation for entry into a registered apprenticeship program. At present, FSCJ has served 158 unduplicated, underrepresented individuals through the Florida Apprenticeship Grant.

The specific breakdown follows:

For 2019 (January to December):

- Black Apprentices – 35 (also had 1 who also had a disability; 2 Hispanic; 1 Native American)
- Hispanic Apprentices – 8
- Asian/Pacific Islander Apprentices – 2
- Native American Apprentices – 1



- Individuals with a disability – 2
- Individuals with limited English proficiency – 0 (as far as we know, as we do not track this for our grant)

The above equals 48, but results in FSCJ serving 44 unduplicated underrepresented individuals through the Florida Apprenticeship Grant in 2019 --- 4 apprentices are in more than one category.

#### Year-Up

Faculty and administrators in the College's Schools of STEM and Business, Professional Studies, and Public Safety help to recruit students already enrolled at the College for the Year-Up program. The career tracks support and internships embedded in the program continue to excite parents and students from underserved populations.

#### Workforce to Employer Training

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

#### Employer Tuition Program

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

#### FSCJ Online

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

#### FSCJ Promise

Modeled after the National Promise Campaign, FSCJ Promise commits to fund the first two years of higher education for Duval and Nassau county students wanting to start their academic journey at FSCJ. FSCJ Promise is a means to abate or eliminate the financial debt associated with higher education that often stands in the way of academic achievement. To allow for widest possible access for students in underserved populations, the initial eligibility criteria for the scholarship have been modified and requirements for continuation of the scholarship have been simplified. Qualifying students can receive up to \$1,000 a semester by maintaining a 2.5 or higher GPA and engaging in

either community service or academic support activities. We believe that tying dollars to impactful practices will enhance successful outcomes. The long-range intent of the program is to provide support for students through the creation of a college-going culture while increasing student persistence and degree completion for first-time-in-college students. Aside from the benefits this provides for the student, FSCJ Promise also supports the local economy through the preparation of tomorrow's workforce.

New methods and strategies, if applicable.

**Response:** [Click here to enter text.](#)

### **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).

#### **Student Completion – Data Analysis**

Table 8 shows a summary of goal achievement of completions of A.A. degrees, A.S. degrees, certificates, and Baccalaureate degrees for all student categories from 2017-18 to 2018-19. The College achieved all of its completion goals except for LEP students completing an AA and DIS completing a Baccalaureate Degree. Table 8 also shows FSCJ's 2018-19 goals to increase completions in all categories by 0.5%.



Table 8: FSCJ Summary of Goal Achievement, Completions, 2017-18 to 2018-19

AA Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	+0.5%	Yes	+0.5%
Hispanic	+0.5%	Yes	+0.5%
Other Minorities	+0.5%	Yes	+0.5%
White	+0.5%	Yes	+0.5%
Female	+0.5%	Yes	+0.5%
Male	+0.5%	Yes	+0.5%
LEP	+0.5%	No	+0.5%
DIS	+0.5%	Yes	+0.5%
AS/AAS Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	+0.5%	Yes	+0.5%
Hispanic	+0.5%	Yes	+0.5%
Other Minorities	+0.5%	Yes	+0.5%
White	+0.5%	Yes	+0.5%
Female	+0.5%	Yes	+0.5%
Male	+0.5%	Yes	+0.5%
LEP	+0.5%	Yes	+0.5%
DIS	+0.5%	Yes	+0.5%
Certificates	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	+0.5%	Yes	+0.5%
Hispanic	+0.5%	Yes	+0.5%
Other Minorities	+0.5%	Yes	+0.5%
White	+0.5%	Yes	+0.5%
Female	+0.5%	Yes	+0.5%
Male	+0.5%	Yes	+0.5%
LEP	+0.5%	Yes	+0.5%
DIS	+0.5%	Yes	+0.5%
Baccalaureate Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	+0.5%	Yes	+0.5%
Hispanic	+0.5%	Yes	+0.5%
Other Minorities	+0.5%	Yes	+0.5%
White	+0.5%	Yes	+0.5%
Female	+0.5%	Yes	+0.5%
Male	+0.5%	Yes	+0.5%
LEP	+0.5%	Yes	+0.5%
DIS	+0.5%	No	+0.5%

Table 9 shows A.A., A.S., certificate, and Baccalaureate completers for all students by gender. Over the last year, overall completions of A.A. degrees increased by 9%, with male completions increasing by 13% and female completions increasing by 7%. Overall completions of A.S. increased by 25%, with female and male completions both increasing by 25%. Overall completions of certificates increased by 58%, with male completions increasing by 57% and female completions increasing by 59%. Overall completions of Baccalaureate increased by 7%, with male completions increasing by 13% and female completions increasing by 4%.

Table 9: FSCJ Completions, All Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	AA Degrees			AS-AAS Degrees			Certificates			Baccalaureate Degrees		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
2016-17	All	Female	1,669	2,664	62.7%	565	894	63.2%	1,327	2,209	60.1%	420	688	61.0%
2017-18	All	Female	1,403	2,186	64.2%	492	763	64.5%	879	1,617	54.4%	457	720	63.5%
2018-19	All	Female	1,505	2,391	62.9%	615	954	64.5%	1,397	2,556	54.7%	475	772	61.5%
2016-17	All	Male	995	2,664	37.3%	329	894	36.8%	882	2,209	39.9%	268	688	39.0%
2017-18	All	Male	783	2,186	35.8%	271	763	35.5%	738	1,617	45.6%	263	720	36.5%
2018-19	All	Male	886	2,391	37.1%	339	954	35.5%	1,159	2,556	45.3%	297	772	38.5%
2016-17	All	Total	2,664	2,664	100.0%	894	894	100.0%	2,209	2,209	100.0%	688	688	100.0%
2017-18	All	Total	2,186	2,186	100.0%	763	763	100.0%	1,617	1,617	100.0%	720	720	100.0%
2018-19	All	Total	2,391	2,391	100.0%	954	954	100.0%	2,556	2,556	100.0%	772	772	100.0%

Table 10 shows A.A., A.S., certificate, and Baccalaureate completers for Black students. Over the last year, overall completions of A.A. degrees increased by 4%, with both male and female completions increasing by 4%. Overall completions of A.S. increased by 30%, with female completions increasing by 31% and male A.S. degree completions increasing by 28%. Overall completions of certificates increased by 40%, with male completions increasing by 44% and female completions increasing by 38%. Overall completions of Baccalaureate increased by 9%, with male completions increasing by 38% and female completions increasing by 1%.

Table 10: FSCJ Completions, Black Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	AA Degrees			AS-AAS Degrees			Certificates			Baccalaureate Degrees		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
2016-17	Black	Female	465	2,664	17.5%	146	894	16.3%	412	2,209	18.7%	123	688	17.9%
2017-18	Black	Female	379	2,186	17.3%	113	763	14.8%	302	1,617	18.7%	167	720	23.2%
2018-19	Black	Female	393	2,391	16.4%	148	954	15.5%	416	2,556	16.3%	168	772	21.8%
2016-17	Black	Male	192	2,664	7.2%	71	894	7.9%	266	2,209	12.0%	69	688	10.0%
2017-18	Black	Male	134	2,186	6.1%	53	763	6.9%	205	1,617	12.7%	48	720	6.7%
2018-19	Black	Male	139	2,391	5.8%	68	954	7.1%	296	2,556	11.6%	66	772	8.5%
2016-17	Black	Total	657	2,664	24.7%	217	894	24.3%	678	2,209	30.7%	192	688	27.9%
2017-18	Black	Total	513	2,186	23.5%	166	763	21.8%	507	1,617	31.4%	215	720	29.9%
2018-19	Black	Total	532	2,391	22.3%	216	954	22.6%	712	2,556	27.9%	234	772	30.3%

Table 11 shows A.A., A.S., certificate, and Baccalaureate completers for Hispanic students. Over the last year, overall completions of A.A. degrees increased by 19%, with male completions increasing by 19% and female completions increasing by 19%. Overall completions of A.S. increased by 40%, with female completions increasing by 13% and male A.S. degree completions increasing by 106%. Overall completions of certificates increased by 64%, with male completions increasing by 67% and female

completions increasing by 49%. Overall completions of Baccalaureate increased by 35%, with male completions increasing by 21% and female completions increasing by 43%.

Table 11: FSCJ Completions, Hispanic Students, 2015-16 to 2017-18

Rpt Year	Race	Gender	AA Degrees			AS-AAS Degrees			Certificates			Baccalaureate Degrees		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
2016-17	Hispanic	Female	145	2,664	5.4%	45	894	5.0%	135	2,209	6.1%	21	688	3.1%
2017-18	Hispanic	Female	132	2,186	6.0%	40	763	5.2%	112	1,617	6.9%	23	720	3.2%
2018-19	Hispanic	Female	157	2,391	6.6%	45	954	4.7%	167	2,556	6.5%	33	772	4.3%
2016-17	Hispanic	Male	79	2,664	3.0%	23	894	2.6%	85	2,209	3.8%	20	688	2.9%
2017-18	Hispanic	Male	93	2,186	4.3%	17	763	2.2%	70	1,617	4.3%	14	720	1.9%
2018-19	Hispanic	Male	111	2,391	4.6%	35	954	3.7%	132	2,556	5.2%	17	772	2.2%
2016-17	Hispanic	Total	224	2,664	8.4%	68	894	7.6%	220	2,209	10.0%	41	688	6.0%
2017-18	Hispanic	Total	225	2,186	10.3%	57	763	7.5%	182	1,617	11.3%	37	720	5.1%
2018-19	Hispanic	Total	268	2,391	11.2%	80	954	8.4%	299	2,556	11.7%	50	772	6.5%

Table 12 shows A.A., A.S., certificate, and Baccalaureate completers of other race/ethnicities (other minority) students by gender. Over the last year, overall completions of A.A. degrees increased by 7%, with male completions increasing by 11% and female completions increasing by 4%. Overall completions of A.S. increased by 48%, with female completions increasing by 14% and male A.S. degree completions increasing by 126%. Overall completions of certificates increased by 61%, with male completions increasing by 94% and female completions increasing by 35%. Overall completions of Baccalaureate increased by 15%, with male completions increasing by 67% and female completions decreasing by 15%.

Table 12: FSCJ Completions, Other Minority Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	AA Degrees			AS-AAS Degrees			Certificates			Baccalaureate Degrees		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
2016-17	Other	Female	142	2,664	5.3%	53	894	5.9%	95	2,209	4.3%	20	688	2.9%
2017-18	Other	Female	130	2,186	5.9%	44	763	5.8%	65	1,617	4.0%	26	720	3.6%
2018-19	Other	Female	135	2,391	5.6%	50	954	5.2%	88	2,556	3.4%	22	772	2.8%
2016-17	Other	Male	83	2,664	3.1%	29	894	3.2%	58	2,209	2.6%	19	688	2.8%
2017-18	Other	Male	100	2,186	4.6%	19	763	2.5%	49	1,617	3.0%	15	720	2.1%
2018-19	Other	Male	111	2,391	4.6%	43	954	4.5%	95	2,556	3.7%	25	772	3.2%
2016-17	Other	Total	225	2,664	8.4%	82	894	9.2%	153	2,209	6.9%	39	688	5.7%
2017-18	Other	Total	230	2,186	10.5%	63	763	8.3%	114	1,617	7.1%	41	720	5.7%
2018-19	Other	Total	246	2,391	10.3%	93	954	9.7%	183	2,556	7.2%	47	772	6.1%

Table 13 shows A.A., A.S., certificate, and Baccalaureate completers of white students by gender. Over the last year, overall completions of A.A. degrees increased by 10%, with male completions increasing by 15% and female completions increasing by 8%. Overall completions of A.S. increased by 18%, with female completions increasing by 26% and male A.S. degree completions increasing by 6%. Overall completions of certificates increased by 67%, with male completions increasing by 54% and female completions increasing by 82%. Overall completions of Baccalaureate increased by 3%, with male completions increasing by 2% and female completions increasing by 5%.



Table 13: FSCJ Completions, White Students, 2016-17 to 2018-19

Rpt Year	Race	Gender	AA Degrees			AS-AAS Degrees			Certificates			Baccalaureate Degrees		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
2016-17	White	Female	917	2,664	34.4%	321	894	35.9%	685	2,209	31.0%	256	688	37.2%
2017-18	White	Female	762	2,186	34.9%	295	763	38.7%	400	1,617	24.7%	241	720	33.5%
2018-19	White	Female	820	2,391	34.3%	372	954	39.0%	726	2,556	28.4%	252	772	32.6%
2016-17	White	Male	641	2,664	24.1%	206	894	23.0%	473	2,209	21.4%	160	688	23.3%
2017-18	White	Male	456	2,186	20.9%	182	763	23.9%	414	1,617	25.6%	186	720	25.8%
2018-19	White	Male	525	2,391	22.0%	193	954	20.2%	636	2,556	24.9%	189	772	24.5%
2016-17	White	Total	1,558	2,664	58.5%	527	894	58.9%	1,158	2,209	52.4%	416	688	60.5%
2017-18	White	Total	1,218	2,186	55.7%	477	763	62.5%	814	1,617	50.3%	427	720	59.3%
2018-19	White	Total	1,345	2,391	56.3%	565	954	59.2%	1,362	2,556	53.3%	441	772	57.1%

Table 14 shows completions for students with limited English proficiency (LEP) and students with disabilities (DIS) by gender. Over the last year, overall completions of A.A. degrees decreased by 18% for LEP students and increased by 47% for DIS students. Overall completions of A.S. increased for both LEP and DIS students by 64% and 31% respectively. Overall completions of certificates increased for both LEP and DIS students by 33% and 45% respectively. Overall completions of Baccalaureate increased for LEP students by 50% and decreased for DIS students by 16%.

Table 14: FSCJ Completions, LEP and DIS Students, 2016-17 to 2018-19

Rpt Year	Gender	AA Degrees		AS - AAS Degrees		Certificates		Baccalaureate Degrees	
		LEP	DIS	LEP	DIS	LEP	DIS	LEP	DIS
2016-17	Female	45	60	23	28	21	26	7	15
2017-18	Female	41	37	14	21	21	21	11	18
2018-19	Female	33	63	21	32	25	36	17	16
2016-17	Male	18	51	9	18	18	43	18	13
2017-18	Male	16	33	8	18	9	26	7	19
2018-19	Male	14	40	15	19	15	32	10	15
2016-17	Total	63	111	32	46	39	69	25	28
2017-18	Total	57	70	22	39	30	47	18	37
2018-19	Total	47	103	36	51	40	68	27	31

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:** The following summarizes FSCJ's methods and strategies.

### *Achieving the Dream*

Over the past year, FSCJ has continued its involvement with the national reform network Achieving the Dream (ATD) and has made the following progress in relation to promoting equity and completion for underrepresented student populations: using a dashboard that looks at course level success; identified achievement gaps in course completion rates; reviewed methods used by other colleges to increase achievement of minorities; and held its first Town Hall meeting to discuss equity, FSCJ student demographics, and support services available to help students achieve their personal and academic goals. In 2018-19, our Achieving the Dream equity committee 1) implemented the College's first student equity survey, 2) created the Nathan H. Wilson mini-grant program for faculty members to implement projects that enhance minority student success, and 3) made equity-focused recommendations to college leadership about the FSCJ Promise scholarship program.

### *Complete Florida*

In 2014, the Florida legislature created Complete Florida, a statewide initiative to recruit and retain the state's 2.2 million adults with some college and no degree. Florida State College at Jacksonville responded to this call to action and is currently one out of the original 11 institutions (now 15) in the state of Florida that is participating in the Complete Florida online degree completion program.

Impacting the lives of every student, FSCJ is leading the way, removing barriers to degree completion. During this funding cycle, when students applied to the program they must have met the general admission standards. Each student was assigned a personal Complete Florida coach that would help them decide on a program, create a school schedule that gave them the best opportunity for success and act as a liaison between them and their institution. Since the summer of 2015, over 123 degrees were awarded, and over \$550,000 in scholarship money was distributed. In the Spring of 2019, there were over 370 active students in Complete Florida supported programs at FSCJ.

### *Complete Florida OER Challenge Grant*

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

### *Adult General Education*

The Adult General Education Grant supports the following programs at the college: Adult Basic Education, GED® Preparation: High School Equivalency, Adult High School, and English for Speakers of Other Languages (ESOL). FSCJ's Adult Education Programs, along with identified literacy programs: 1) assist participants in becoming literate and obtaining the knowledge and skills for employment and economic self-sufficiency; 2) integrate career pathways, integrated education/training, and workforce preparation activities; and 3) improve English and math proficiency. The ESOL program assists Duval County non-native English-speaking adults by 1) providing instruction that facilitates English language development necessary for employment and economic self-sufficiency in the US; 2) encouraging the transition to postsecondary education and training at the College through career pathways, and 3)



emphasizing contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members. The Adult Education programs served approximately 3,358 students in 2018-2019: 1,155 were ABE, GED, AHS students and 2,203 were ESOL. Additionally, the Integrated Basic Education and Skills Training (I-BEST) initiative is imbedded in the Adult General Education program and is a nationally recognized instructional model that boosts students' basic skills in reading, writing and math while they pursue a certificate in a career/technical program. The primary benefit of I-Best is that the program is designed to teach literacy, work and college-readiness skills so they can move through school and into living wage jobs faster. Program participants will work on their high school diploma and their GED simultaneously, and receive the needed skills and support to transition into post-secondary education. Students will get the help they need while studying in the career field of their choice.

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

DeafTEC is an NSF Advanced Technological Education National Center of Excellence located at Rochester Institute of Technology in New York. DeafTEC's goal is to increase the number of deaf and hard-of-hearing (d/hh) individuals in highly skilled technician jobs, where they are currently underrepresented and underutilized. DeafTEC serves as a national resource for high schools and community colleges that educate d/hh students in STEM-related programs and for employers hiring d/hh individuals. Florida State College at Jacksonville is an academic partner for the DeafTEC Center, offering professional development activities to 125 STEM secondary and postsecondary faculty in the Northeast Florida and the Southeast region of the U.S. The College also works with local employers to create STEM career awareness opportunities for d/hh students. Other activities include the development of procedures for recruiting d/hh students into and supporting them in STEM programs, working with businesses to place d/hh graduates, and working with high schools to transition d/hh students to college.

*Library and Learning Commons*

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

One of the continued concerns at the College is the gap in academic success that is experienced by Black students when compared with their peers of other races. These achievement gaps are often quite pronounced in the developmental and entry-level courses that serve as gatekeepers and can serve as barriers to students' successful matriculation through their programs of study. In particular, mathematics is an area in which there are significant differences between the performance of Black students and their peers from other racial backgrounds. A review of course success and retention data from fall terms 2013 through 2018 indicates this trend across multiple developmental and gateway courses. Please see the tables below for details.

The Library and Learning Commons has played an active role in the College's response to this achievement gap by offering academic interventions that are aimed at promoting higher levels of student success in these critical courses. Beginning in 2017, the LLC launched a pilot of Supplemental Instruction (SI), an academic intervention designed to promote student success in high-enrollment, high-risk courses. In the SI program, tutors called SI Leaders attend the lecture component of targeted course sections and then offer out-of-class review sessions to students enrolled in those courses. The College's SI initiative targets Intermediate Algebra (MAT 1033), a math course with one of the highest enrollment rates and lowest success rates across all student groups. Since its initial launch, the reach of the College's SI program has continued to expand and has received positive reviews from faculty and students alike. In the latest report (MAT1033 Success/Retention by SI Status-SR-1748) provided by the College's Office of Institutional Effectiveness, it was found that in the Fall 2018 term, Black students who participated in SI had a 57.6% course success rate in MAT 1033 in contrast to the 31.0% success rate experienced by their peers who did not participate in SI. These results were statistically significant. The College continues to offer Supplemental Instruction to students, and in Fall 2019 the LLC added a group-based study program called Tutor Assisted Group Study Sessions (TAGSS) that targets the developmental math courses MAT 0018, MAT 0022, and MAT 0028. These additional interventions are designed to support academic gains for all students.

Data from the Achieving the Dream initiative revealed several barriers to student success in higher education. One of the major barriers that students face is related to the escalating cost of education. Students of color are often negatively impacted to a greater degree than White students due to a variety of socio-economic factors.

In an effort to level the playing field for all students, the LLC is working to reduce textbook and supplemental material costs for students. Librarians work with teaching faculty to integrate library-supported full-text resources, such as journal article collections and librarian-created "LibGuides" into course assignments to relieve the need for supplemental material purchases.

Additionally, the LLC has been successful in gaining external grant funding to support development and modification of "open" textbooks used by FSCJ faculty. In 2019, the LLC was awarded \$10,000 as a part of the NEFLIN Innovation Grant for a project that would 1) support the OER AA Degree Pathway with Course Reserves by providing print copies of zero-cost open textbooks for students enrolled in those courses, but who have barriers to electronic access; 2) engage faculty with the Open Textbook Library so that faculty could potentially adopt open textbooks, which in turn would reduce student textbook costs; and 3) positively impact student success with customizations that integrate library resources into textbooks. By collaborating with faculty on the customization of "free or low cost" textbooks, the LLC helps reduce the total cost of education for students and assists in reducing barriers to student success.

#### *Scheidel Foundation Gift Agreement*

This agreement funds a full-time Career Specialist to manage Scheidel Foundation scholarships. This person is charged with identifying and resolving (to the extent possible) obstacles that prevent current and former Scheidel Scholars students from being more successful in reaching their academic goals, especially through regular contact via phone calls, emails, and face-to-face meetings. In 2018/19, 52 underrepresented students were served.

The Scheidel framework to assist low-income college students in successfully navigating their postsecondary experience includes:

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

#### *Transition Program for Students with Intellectual Disabilities (TPSID)*

FSCJ is one of the four college partners in the Florida Consortium on Inclusive Higher Education, consisting of the University of Central Florida, Florida International University, and the University of South Florida – St. Petersburg. The Consortium’s primary objective is to expand the number of inclusive postsecondary education programs on campuses across Florida for students with intellectual disabilities. Each student’s course of study is individualized and supported in self-monitoring their progress toward goals in collaboration with support staff through weekly check-ins. Support staff also match students with academic tutors for additional support. The TPSID Grant (*Vocational and Employment Readiness Training in Comprehensive Adult Learning – VERTICAL Program*) serves students who are dual enrolled as well as adult post-graduate students with intellectual and/or significant developmental disabilities. VERTICAL students are enrolled in “inclusive” career and technical education or a workforce certificate programs, educated along song their non-disabled peers and attaining approved industry recognized certificates that provide greater employment opportunities and higher wage earnings.

#### *Scholarships for Disadvantaged Students*

Funded by the Health Resources and Services Administration (HRSA), this program seeks to: 1) increase the number of nursing (RN) graduates practicing in primary care; 2) increase enrollment and retention of full-time nursing students from disadvantaged backgrounds, including students who are members of racial and ethnic minority groups; and 3) increase the number of nursing (RN) graduates working in medically underserved communities. This HRSA SDS grant program supports disadvantaged nursing students through academic strengthening with faculty mentoring, and access to other College student support staff, along with scholarships. During the 2018/19 academic year, the project had a completion/success rate of 84.8%.

#### *Services for LEP and DIS Students*

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

The office of Student Support Services aims to support underserved student populations that include, but are not limited to students identified as at-risk academically, former foster care scholarship



recipients, International Students, low-income students, first generation college students, students at risk of homelessness or experiencing food insecurity, and students with disabilities. They utilize an individualized, interactive, case management approach specifically designed to eliminate or reduce barriers by providing advocacy and support through referrals to college and community resources.

They are available to provide academic accommodations to students who disclose their disability with the college and ADA consultation with faculty, staff, and students. The College has implemented a mandatory syllabus statement to ensure that any student enrolled in Pathways to College, college credit or vocational and workforce training programs is aware of Student Support Services and understands it is the student's responsibility to document their disability with the office to request accommodations.

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

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

#### Professional Development

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

- *Social Justice and Inclusion at FSCJ*: This workshop will provide an overview of the social justice and inclusion core competency. The goal of this workshop is to answer the following questions: What does it mean to be competent in social justice and inclusion at FSCJ? How does one become competent in this area? Participants will define social justice and inclusion and identify ways to develop this competency in their everyday work at FSCJ.
- *Technical Assistance Workshop for the Nathan H. Wilson Endowment for Minority Student Success and Retention*: The workshop will review the application process for Nathan H. Wilson Endowment for Minority Student Success and Retention funding. Participants will learn about the endowment's purpose and sharpen their proposal writing skills.
- *Understanding ADA and Disability Support Services*: This course will provide a basic understanding of the Americans with Disabilities Act in a postsecondary educational environment and how students can access Disability Support Services. This training will review the eligibility process, documentation requirements and services that are available to students and how they may impact you in the classroom, the grievance process and OSSD



contacts by campus. This course also highlights student support services that are available for the general student population.

- ***Diverse Student Populations:*** This training is designed to prepare Student Services staff for working with various student segments. This training will heighten the participants' awareness of the challenges and opportunities that these populations face and equip them with the tools needed to properly assist students of diverse backgrounds.
- ***Gaining Competence in Social Justice:*** What is social justice and how does it impact me? How does it impact our students? This session will explore social justice values and its impact on our society and our students.
- ***Cultural Sensitivities for Student Engagement:*** This workshop will address the opportunity we all have to engage students from various cultures. This interactive workshop focuses on ways to integrate inter-cultural sensitivity into a class and you will leave with practical applications of the concepts presented.
- ***F1 International Student Overview:*** This course is intended to assist enrollment staff and academic advisors effectively serve international students on an F-1 student visa who are enrolled in a degree-seeking program at FSCJ. Students on the F-1 visa must comply with several U.S. Immigration regulations regarding their education in order to maintain legal status in the U.S. Many of the necessary regulations as it pertains to admission, enrollment and advising will be covered in this course.
- ***Achieve @ FSCJ Equity Town Hall:*** Achieving the Dream (ATD) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. As we continue our work surrounding equity at FSCJ, this Town Hall is intended to help stakeholders begin and continue to identify and implement equity-minded policies, practices and behaviors to promote achievement.
- ***English Language Programs:*** This training prepares advisors to accurately advise students in the English for Academic Purposes program on course selection. This training also includes an overview of FSCJ's English Language Programs including English for Speakers of Other Languages, English Language Institute and English for Academic Purposes.
- ***Welcome to Class: Creating Inclusive Classrooms for All:*** In this interactive session, participants will have the opportunity to engage in personal stories and biases, and how these impact our interactions with students in our classroom and their learning process. We will discuss social and global trends, as well as implicit bias, microaggressions and how to avoid them.
- ***Universal Design in Learning:*** This workshop will review the theory and practice of Universal Design for Learning (UDL) and how it can be applied in your work with students. The three principles of UDL include providing multiple means of representation (the "what" of learning), multiple means of action and expression (the "how" of learning), and multiple means of engagement (the "why" of learning) will be reviewed. Whether you reach online, hybrid or face-to-face, this training will provide resources to make educational materials accessible and engaging for all.
- ***Student Life and Diversity Programs:*** In this training, participants will learn about the importance of students becoming engaged in campus life while they are in college as well as the resources and opportunities for engagement that are available to students at FSCJ.

New methods and strategies, if applicable.

**Response:** [Click here to enter text.](#)

### **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: **No** If no, provide:

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

**Response:** FSCJ has sought to increase programs and participation for underrepresented students.

### **Advanced Manufacturing and Cybersecurity Collegiate Career High Schools**

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

### **Biomedical Sciences**

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

### **Environmental Workforce Development and Job Training (EWDJT) Grant**

The Environmental Protection Agency funds this program to provide training in environmental cleanup procedures to underserved or disadvantaged populations, including the homeless, ex-offenders, single mothers, low-income individuals, Veterans, displaced workers and/or the unemployed or underemployed. Over the project enrollment period, 51 participants completed training. Fifty-eight of the 59 participants completed HAZWOPER.

### **Florida Apprenticeship in the 21<sup>st</sup> Century**

This project was funded under the U.S. Department of Labor American Apprenticeship Initiative. The College leads a consortium that includes Broward College, St. Petersburg College, CareerSource Florida

and CareerSource Northeast Florida, school districts in Broward, Duval and Pinellas counties, various private and public sector entities, and the Florida Department of Education Office of Registered Apprenticeship. The aim is to build an efficient apprenticeship infrastructure and create career pathways that align new and existing apprenticeship program competencies with college degrees. Its focus is apprenticeship programs in Information Technology, Manufacturing, Construction and Healthcare. As of March 31, 2020, the Apprenticeship grant has served 158 apprentices from underrepresented populations.

#### *Florida East Coast TechHire (FECT) Consortium*

Daytona State College is lead institution in this project that also involves FSCJ, Eastern Florida State College, regional CareerSource offices and more than 35 employer partners. FECT serves a diverse group of individuals ages 17-29 who face barriers to training and employment in the fields of Information Technology and Advanced Manufacturing. Preference is given to veterans, minorities and underrepresented populations in industries receiving H-1B visas. Since 2017, the project has served 215 participants in the fields of Advanced Manufacturing and Information Technology. Currently the completion rate is 75 percent. Out of the 215 participants, 117 (82%) belong to the underrepresented student population; 90 percent of the underrepresented population successfully completed training with the MyTechHire program.

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

- Employability Skills using “OpusWorks” online curriculum;
- Hands on computer lab
- Internships
- Dedicated and Local Job Fairs for MyTechHire Students
- Updated Curriculum aligned with certification exams

#### *Information Technology Rapid Reemployment (I-TECH)*

Students combined traditional instruction with work-based training in a program that leads to credentials in Java, SQL, CompTIA A+, CompTIA Network+, CompTIA Security+, and Microsoft Technology Associate Certification. FSCJ worked with CareerSource Northeast Florida, the Jacksonville Regional Chamber of Commerce, the Chamber’s Jacksonville Information Technology Council, and industry representatives in this project funded by the U.S. Department of Labor’s H-1B Ready to Work Partnership Grants Program. During the project period that ended September 2019, 305 participants enrolled with 245 in full-time employment by the project end date. During the project period, 245 industry certifications were obtained. Program activities included:

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

### *Northeast Florida America's Promise*

This is an employer-driven grant project funded by the U.S. Department of Labor that targets the high-growth H-1B industry of Advanced Manufacturing. It employs sector-based strategies to help manufacturers in a six-county region around Jacksonville meet their need for middle- to high-skilled workers. FSCJ is lead institution in a partnership that includes CareerSource Northeast Florida, JAX Chamber/JAX USA, and over 300 local manufacturing employers. The project targets individuals who are low-income, unemployed or underemployed, or members of disadvantaged or underrepresented populations, in addition to military veterans and their spouses and incumbent workers. It incorporates accelerated curriculum and hands-on learning labs to allow participants to hone skills and find employment in Advanced Manufacturing quickly. Activities include case manager services, services to eliminate personal hurdles to completing training (i.e., bus passes, child care assistance), fast-paced training options, and tuition-assisted training. Certificates include:

- Electricity Workforce Certificate
- Hydraulics & Pneumatics Technical Certificate
- Boot Camp — OSHA 30, Hazwoper 24 and 5S Lean Certificates
- Six Sigma Green Belt Certifications

Grant supportive services include:

- Case Manager oversight of all applicants/enrollees
- Job Skills Training and Résumé Writing
- Child Care Assistance
- Bus Pass Assistance

To date, the program served 250 people and 204 are employed. Of those, 138 are employed in the manufacturing/trades field, 66 are employed out of the field; 197 males, 53 females. In lieu of the Covid-19 pandemic, we are currently working remotely with our graduates to continue provide employment assistance and support services as permissible.

### *Peers Organized by Discipline for Success<sup>2</sup> (PODS<sup>2</sup>)*

This project is successor to an earlier PODS project. Both were funded by the National Science Foundation and both provide scholarships for academically talented but financially needy students seeking degrees in the sciences, mathematics and technology. Through a collaboration with multiple STEM industry partners, students receive hands-on work experiences and have networking opportunities with STEM professionals. In 2018/19, the program provided scholarships to 22 students. The age of the students ranged from 21 - 35 with a mean age of 27.6 years of age. Statistically for gender, students were identified as 50% female and 50% male; for ethnicity, 13% Black, 23% Pacific Islander, 45% Caucasian and 18% Hispanic. The GPA ranged from a low of 2.50 to 4.00, with a mean average of 3.30. Majors for the students awarded scholarships included Biology or Chemistry and Computer Science/Technology.



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

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

- Number of underrepresented students served: 160
- Persistence goal: 65%; attained: 90%
- Good Academic Standing goal: 70%; attained: 94%
- Degrees Obtained goal: 60%; attained: 84%
- Transfer goal: 10%; attained: 19%

Services provided to students in the TRIO SSS-STEM program include:

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

**Scholarships for Disadvantaged Students**

Funded by the Health Resources and Services Administration (HRSA), this program seeks to: 1) increase the number of nursing (RN) graduates practicing in primary care; 2) increase enrollment and retention of full-time nursing students from disadvantaged backgrounds, including students who are members of racial and ethnic minority groups; and 3) increase the number of nursing (RN) graduates working in medically underserved communities. This HRSA SDS grant program supports disadvantaged nursing students through academic strengthening with faculty mentoring, and access to other College student support staff, along with scholarships. During the 2018/19 academic year, the project had a completion/success rate of 84.8%.

**Financial Literacy**

During 2018/19, the partnership between FSCJ and State Farm to promote financial and economic literacy focused on serving the needs of underrepresented students who may be first generation in college and who often have obstacles they must overcome to successfully enter into and graduate from college. State Farm funding has provided the opportunity to serve over 300 participants by providing customized fiscal education workshops to support students' management of financial aspects related to college and self-efficacy to navigate this information throughout their college tenure. Per the pre- and post-surveys, the average of students feeling at least pretty/very confident in financial concepts prior to the workshops was 30% with the average increasing to 85% after

completing the workshops. Emphasis has been placed on targeting special populations to include Student Life Skills and general education courses, dual enrollment students, and adult education students.

**Florida Job Growth Grant**

FSCJ was awarded the Florida Job Growth Grant by the Florida Department of Economic Opportunity and Enterprise Florida to support the Northeast Florida Advanced Manufacturing and Logistics Job Growth Program. During FY 2018-19, 47 participants from rural, urban and high need communities, have received support in the form of scholarships, test fee, paid internships, and job placement assistance. Program participants include individuals who are low-income, unemployed, underemployed, incumbent workers, military Veterans and spouses, displaced workers, disadvantaged and underrepresented populations, and those who have a significant workforce training need. Eight industry-recognized certificates were awarded to student during 2018-19.

**Childcare Access Means Parents in School (CCAMPIS)**

The Childcare Access Means Parents in School (CCAMPIS) grant Florida State College at Jacksonville (FSCJ) faculty and staff have built a collaborative partnership with the Chappell Schools at Downtown Campus and assists them with planning and implementing best practices for young children. In 2018-19, CCAMPIS serviced seven (7) students. Of those seven (7) students, CCAMPIS was able to provide affordable and reliable childcare for two (2) toddler-aged children as well as five (5) pre-school aged children. In the 2018-19, the CCAMPIS team was able to witness many success stories. One student not only graduated with her practical nursing degree, but also passed her licensing exam on the first attempt. The student was a military spouse, with a 4-year-old child, and life was very hectic; however, she noted that had it not been for affordable and quality childcare, she would not have been able to get in enough study time. There are many non-traditional students. The College is excited to be able to help more students obtain their degrees, and help put their minds at ease when it comes to being able to afford childcare. The students have been extremely grateful for the CCAMPIS grant and have suggested that their classmates apply as well. The Program Facilitator, whose office is located in the education department, has formed partnerships with the directors at each Chappell School location as well as the College faculty members (both full-time and part-time). The partnership illustrates many unifying themes in the early childhood education field including core knowledge, understanding and methods used across multiple settings.

New methods and strategies, if applicable.

**Response:** [Click here to enter text.](#)

***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	Select one.		

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

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

**Course Substitution Report, Form CSR01**

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



Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	4	MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics	Mathematics
		SPC2017-Introduction to Speech Communication	PSY1012-General Psychology	Speech Communication
		SPC2017-Introduction to Speech Communication	PSY1012-General Psychology	Speech Communication
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	PHI2010-Introduction to Philosophy ESC1000-Earth and Space Science	Mathematics
Visual Impairment	0			
Specific Learning Disability	9	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	CGS1100-Microcomputer Applications for Business and Economics FIN2100-Personal Finance	Mathematics
		MAT0028-Beginning Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		<p>ASL1140- American Sign Language I and ASL1150- American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or) FRE1120-French I and FRE1121-French II (or) GER1120- German I and GER1121- German II (or) LAT1120-Latin I and LAT1121-Latin II (or) POR1120-Braz Portuguese I and POR1121-Braz Portuguese II (or) SPN1120- Spanish I and SPN1121- Spanish II</p>	<p>WOH1012-World History to 1500  WOH1022-World History Since 1500</p>	<p>Foreign Language</p>
		<p>MGF1106-Topics in College Mathematics  STA2023-Elementary Statistics</p>	<p>AST1002-Introduction to Astronomy  PHI2010-Introduction to Philosophy</p>	

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		<b>MGF1106-Topics in College Mathematics</b>  <b>STA2023-Elementary Statistics</b>	<b>PHI2010-Introduction to Philosophy</b>  <b>AST1002-Introduction to Astronomy</b>	<b>Mathematics</b>
		<b>MAT0028-Beginning Algebra</b>  <b>MAT1033-Intermediate Algebra</b>	<b>MGF1106-Topics in College Mathematics</b>  <b>STA2023-Elementary Statistics</b>	<b>Mathematics</b>
		<b>ASL1140-American Sign Language I and ASL1150-American Sign Language II (or)</b> <b>CHI1120-Chinese I and CHI1121-Chinese II (or)</b> <b>FRE1120-French I and FRE1121-French II (or)</b> <b>GER1120-German I and GER1121-German II (or)</b> <b>LAT1120-Latin I and LAT1121-Latin II (or)</b> <b>POR1120-Braz Portuguese I and POR1121-Braz Portuguese II (or)</b>	<b>WOH1012-World History to 1500</b>  <b>WOH1022-World History Since 1500</b>	<b>Foreign Language</b>

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		SPN1120- Spanish I and SPN1121- Spanish II		
		MGF1106-Topics in College Mathematics	PHI2010- Introduction to Philosophy	Mathematics
		MAT1033- Intermediate Algebra	MGF1106-Topics in College Mathematics	Mathematics
Orthopedic Impairment	2	MGF1106-Topics in College Mathematics  STA2023- Elementary Statistics	FIN2100- Personal Finance	Mathematics
		SPC2017- Introduction to Speech Communication	PSY1012-General Psychology	Speech Communication
Speech/Language Impairment	0			
Emotional or Behavioral Disability	12	MGF1106-Topics in College Mathematics	FIN2100- Personal Finance	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		STA2023- Elementary Statistics	CGS1100- Microcomputer Applications for Business and Economics	
		MGF1106-Topics in College Mathematics  STA2023- Elementary Statistics	CGS1100- Microcomputer Applications for Business and Economics  ISC1075- Principles of Science and Investigation	Mathematics
		MGF1106-Topics in College Mathematics STA2023- Elementary Statistics	CGS1100- Microcomputer Applications for Business and Economics  FIN2100- Personal Finance	Mathematics
		ASL1140- American Sign Language I and ASL1150- American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or) FRE1120-French I and FRE1121-French II (or) GER1120- German I and	ANT2410- Cultural Anthropology  INR2002- International Relations	Foreign Language



Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		<p><b>GER1121-German II (or)</b>  <b>LAT1120-Latin I and</b>  <b>LAT1121-Latin II (or)</b>  <b>POR1120-Braz Portuguese I and</b>  <b>POR1121-Braz Portuguese II (or)</b>  <b>SPN1120-Spanish I and</b>  <b>SPN1121-Spanish II</b></p>		
		<p><b>MAT0028-Beginning Algebra</b></p> <p><b>MAT1033-Intermediate Algebra</b></p>	<p><b>MGF1106-Topics in College Mathematics</b></p> <p><b>STA2023-Elementary Statistics</b></p>	<b>Mathematics</b>
		<p><b>MGF1106-Topics in College Mathematics</b></p> <p><b>STA2023-Elementary Statistics</b></p>	<p><b>AST1002-Introduction to Astronomy</b></p> <p><b>PHI2010-Introduction to Philosophy</b></p>	<b>Mathematics</b>
		<p><b>MGF1106-Topics in College Mathematics</b></p>	<p><b>CGS1100-Microcomputer Applications for Business and Economics</b></p>	<b>Mathematics</b>
		<p><b>MGF1106-Topics in College Mathematics</b></p>	<p><b>ISC1075-Principles of Science and Investigation</b></p>	<b>Mathematics</b>

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		STA2023- Elementary Statistics	PHI2010- Introduction to Philosophy	
		ASL1140- American Sign Language I and ASL1150- American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or) FRE1120-French I and FRE1121-French II (or) GER1120- German I and GER1121- German II (or) LAT1120-Latin I and LAT1121-Latin II (or) POR1120-Braz Portuguese I and POR1121-Braz Portuguese II (or) SPN1120- Spanish I and SPN1121- Spanish II	HUM2450- Humanties in the Americas  REL2300-World Religion	Foreign Language
		MGF1106-Topics in College Mathematics	FIN2100- Personal Finance  MUT1001- Introduction to Music Theory	Mathematics



Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		STA2023- Elementary Statistics		
		SPN1121- Spanish II	HUM2450- Humanities in the Americas	Foreign Language
		SPC2017- Introduction to Speech Communication	PSY1012-General Psychology	Speech Communication
Autism Spectrum Disorder	1	ASL1140- American Sign Language I and ASL1150- American Sign Language II (or) CHI1120-Chinese I and CHI1121-Chinese II (or) FRE1120-French I and FRE1121-French II (or) GER1120- German I and GER1121- German II (or) LAT1120-Latin I and LAT1121-Latin II (or) POR1120-Braz Portuguese I and POR1121-Braz Portuguese II (or)	WOH1012-World History to 1500  WOH1022-World History Since 1500	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		<b>SPN1120- Spanish I and SPN1121- Spanish II</b>		
Traumatic Brain Injury	<b>0</b>			
Other Health Impairment	<b>0</b>			

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
<b>Fall</b>	<b>12</b>	<b>12</b>
<b>Spring</b>	<b>16</b>	<b>16</b>
<b>Summer</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>28</b>	<b>28</b>

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

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

**Part VI. Gender Equity in Athletics**

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

**Assessment of Athletic Programs**

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

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

**Data Assessment**

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

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

**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	39	41	80	Total Number of Athletes	42	47	89
Percent of Athletes by Gender	49%	51%		Percent of Athletes by Gender	47%	53%	
Total Number of Enrollments	2,533	3,290	5,823	Total Number of Enrollments	2,791	3,982	6,773
Percent of Enrollments by Gender	44%	56%		Percent of Enrollments by Gender	41%	59%	
Difference between the percent of athletes and the percent of students enrolled	+5	-5		Difference between the percent of athletes and the percent of students enrolled	+6	-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: Yes 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
Add sport for females	Add Beach Volleyball – Beach volleyball is fastest growing NJCAA sport and popular locally. Team should add 10+ females to sports program	Athletic Director Ginny Alexander <a href="mailto:ginny.alexander@fscj.edu">ginny.alexander@fscj.edu</a>	Declared for FY2019/2020 ; Set to scrimmage Spring 2020 – Spring season cancelled; Will play FY2020/2021
Increase female athletes	Replaced Women's tennis with Women's Cross Country.	Athletic Director Ginny Alexander <a href="mailto:ginny.alexander@fscj.edu">ginny.alexander@fscj.edu</a>	Added FY 17/18; Yielded 3-4 more female athletes overall; Program continuing

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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2019?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of	Select one.		



Requirement	Response	Comments	Action
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?			
Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part VII. Signature Page

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

Florida State College at Jacksonville

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.

*Lisa J. Moore*

EQUITY OFFICER **MS. LISA J. MOORE**

June 9, 2020

DATE

*John Avendano*

COLLEGE PRESIDENT **DR. JOHN AVENDANO**

June 9, 2020

DATE

*Thomas R. McGehee, Jr.*

CHAIR OF DISTRICT BOARD OF TRUSTEES **MR. THOMAS R. MCGEHEE, JR.**

June 9, 2020

DATE





**This concludes the 2019-20 Annual Equity Update Report, which must be submitted, as a Word document, to [FCSInfo@fldoe.org](mailto: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.**