

2022 -2023

ANNUAL EQUITY  
UPDATE REPORT



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

THE *Florida*  
COLLEGE SYSTEM

## Florida State College at Jacksonville

# College Annual Equity Update

**2022-2023**

## Template for Submission

### **Deadlines:**

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

**Entire College Annual Equity Update – July 3, 2023**

#### **Submission Information**

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Date: **June 19, 2023**

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### General Information and Applicable Laws for Reporting

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

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

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for inputting data, setting goals, and reflecting on goal achievement. Please use the data supplied by the DFC to complete the tables.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **the deadlines**. The update should be submitted by email to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org). **Colleges must submit this template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

For the 2022-23 report, the factors DFC will review for completeness will be embedded after sections of the report and DFC will use these sections to notify colleges of any omitted required information. These will be marked “Completed by Division of Florida Colleges.” Example:

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

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

### Compliance with House Bill 7

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

## Part I. Policies and Procedures that Prohibit Discrimination

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

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

**Date of revision:** Click here to enter text.

**Description of the revision:** Click here to enter text.

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

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

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

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.001-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.

**Name/title:** Click here to enter text.

**Phone number:** Click here to enter text.

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

**Email address:** Click here to enter text.

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

**Make a selection:** Select one.

D) Has the college updated the grievance or complaint procedures for use by the aggrieved person(s)? **Make a selection: No** If yes, provide the following applicable updates.

**Date of revision:** Click here to enter text.

**Description of the revision:** Click here to enter text.

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

E) Grievance procedures should address the following, at a minimum. Confirm if the college is meeting these requirements.

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

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

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

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

Title IX?	No
Title II?	No
Section 504?	No
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No
Any additional policies or procedures pertaining to nondiscrimination practices?	No
Implementation of HB 7? (If not previously addressed)	No

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

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

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

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

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

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.001-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		

Requirement	Response	Comments	Action
Grievance procedures should address the following at a minimum.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.	Select one.		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

## Part II. College Employment Equity Accountability Plan

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

### A. Data, Analysis and Benchmarks

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

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

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

	2021-22 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2022	EAM Actuals (%) Fall 2022	EAM Goal Met (Yes/No)	EAM Goals for Fall 2023
Black Female	21.8	14.7	14.7	15.3	Yes	15.3
Black Male	8.2	8.8	8.8	9.9	Yes	9.0
Hispanic Female	8.1	3.7	3.7	2.3	No	3.0
Hispanic Male	4.4	1.5	1.5	2.3	Yes	2.3
Other Minorities Female	8.2	2.2	2.2	3.1	Yes	3.1
Other Minorities Male	4.8	5.9	5.9	4.6	No	4.6
White Female	27.7	37.5	37.5	34.4	No	34.4
White Male	16.9	25.7	25.7	28.2	Yes	25.7
Total Female	65.7	58.1	58.1	55.0	No	55.0
Total Male	34.3	41.9	41.9	45.0	Yes	45.0

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** While FSCJ did not attain our goals for Hispanic Females, Other Minorities Males, White Females and Total Females in EAM positions, it must be noted we did attain our goals for Black Females, Black Males, Hispanic Males and Other Minorities Females. Additionally, we saw increases in our year over year actuals for Black Females, Black Males, Hispanic Males and Other Minorities Females. As the College deals with the lingering effects of the pandemic and the ‘The Great Resignation,’ that continues to reshape the workforce, we also continue to experience an increase in our full-time total turnover rate, excluding retirements, for administrative level positions. Between calendar year 2021 and 2022, the turnover rate increased from 6.7% to 7.8%. This coupled with an overall decrease in our applicant pools, flat salary increases, led in part by the uncertainty of projected budget shortfalls due to the decrease in our student enrollment, elimination of positions and the fact that our salary structure lags in being market competitive, has hindered our recovery and recruitment efforts. These combined factors have played significantly in limiting our ability to post new positions and hire the candidates needed to adjust the employment trends for females and minorities in senior-level positions.

The College Talent Acquisition Team (TAT) continues to use diversity focused advertising methods to recruit underrepresented candidates. To this end the College has continued with its’ Collegewide Visionary Impact Plan 2.0 initiative with a goal in the area of service to enhance and deliver an exceptional employee experience to create a sense of belongingness. This goal includes specific strategies aimed towards increasing recruitment, hiring and persistence of faculty and staff that is reflective of our community and student population. To assist in this goal the College has purchased unlimited posting subscriptions with DisabledInHigherEd.com, HispanicsInHigherEd.com, VeteransInHigherEd.com and HigherEdJobs.com that has an audience demographic of 36% from minority and underrepresented groups and 56% women.

The TAT continues to ensure the search committee for all positions reflect a diverse cross section of the College population. The TAT works in a collaborative partnership with the hiring manager and search



committee and attends the initial search committee meeting to review the selection policy, discuss the recruitment process and answer any questions.

**College Full-Time Instructional Staff**

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

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Black Female	21.8	6.6	6.6	6.5	No	6.5
Black Male	8.2	3.9	3.9	4.3	Yes	4.3
Hispanic Female	8.1	3.3	3.3	3.1	No	3.3
Hispanic Male	4.4	1.8	1.8	1.8	Yes	1.8
Other Minorities Female	8.2	3.3	3.3	3.1	No	3.3
Other Minorities Male	4.8	3.0	3.0	3.7	Yes	3.7
White Female	27.7	42.9	40.6	41.5	Yes	41.0
White Male	16.9	35.0	35.0	36.0	Yes	35.0
Total Female	65.7	56.2	53.2	54.2	Yes	54.0
Total Male	34.3	43.8	46.8	45.8	No	46.0

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

**Response:** While the College did not attain all our goals, it must be noted our College goal for Black Males, Hispanic Males, Other Minority Males, White Females and Total Females was met. As the College deals with the lingering effects of the pandemic and the ‘The Great Resignation,’ that continues to reshape the workforce, despite a slight decrease in our total turnover rate for full-time instructional positions between calendar year 2021 and 2022, from 8.6% to 8.3% we still continue to face issues recruiting candidates for instructional positions. In 2022 we posted 36 full-time faculty positions, however only 16 candidates were hired, 3 candidates declined an offer of employment and 7 recruitment processes were concluded as a ‘Failed Search’ and closed without hiring a candidate due to a lack of quality candidates.

The College Talent Acquisition Team (TAT) continues to use diversity focused advertising methods to recruit underrepresented candidates. The College has purchased unlimited posting subscriptions with DisabledInHigherEd.com, HispanicsInHigherEd.com, VeteransInHigherEd.com and HigherEdJobs.com that has an audience demographic of 36% from minority and underrepresented, 56% women and 88% holding an advanced degree. Additionally, the College has embarked on a Collegewide Visionary Impact Plan 2.0 initiative with a goal in the area of service to enhance and deliver an exceptional employee experience to create a sense of belongingness. This goal includes specific strategies aimed towards increasing recruitment, hiring and persistence of faculty and staff that is reflective of our community and student population.

The TAT continues to ensure the search committee for all positions reflect a diverse cross section of the College population. The TAT works in a collaborative partnership with the hiring manager and search committee and attends the initial search committee meeting to review the selection policy, discuss the recruitment process and answer any questions.

**College Full-Time Instructional Staff with Continuing Contract**

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

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Black Female	21.8	5.3	5.3	4.4	No	4.4
Black Male	8.2	2.2	2.2	3.1	Yes	3.1
Hispanic Female	8.1	3.5	3.5	3.1	No	3.1
Hispanic Male	4.4	2.2	2.2	2.2	Yes	2.2
Other Minorities Female	8.2	3.5	3.5	3.1	No	3.1
Other Minorities Male	4.8	1.8	1.8	1.8	Yes	1.8
White Female	27.7	46.1	42.6	44.4	Yes	43.0
White Male	16.9	35.5	35.2	37.8	Yes	35.0
Total Female	65.7	58.3	55.7	55.1	No	55.0
Total Male	34.3	41.7	44.3	44.9	Yes	45.0

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

**Response:** While FSCJ did not attain all our goals stated for Instructional Staff with Continuing Contracts, it must be noted we were able to reach our goal for Black Males, Hispanic Males, Other Minorities Males and White Female populations. The College will continue to encourage and mentor newly hired faculty to move toward and through the continuing contract process. Deans and other senior faculty members will continue to work with and advise annual contract faculty on how to develop their portfolio to make 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:** Click here to enter text.

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

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

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

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

**Response:** The District Board of Trustees (DBOT) evaluates the College President annually on established benchmarks, goals and objectives that include diversity and equity. Categories of the evaluation include Leadership, Diversity Initiatives, Planning and Budgeting, Board Relations, External Relations, Core Values and Fundraising.

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

**Response:** August 2022 (attached)

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the annual evaluation of the college president in achieving the	Select one.		

Requirement	Response	Comments	Action
annual and long-term goals and objectives?			
Does the report include the date of the most recent presidential evaluation?	Select one.		

### C. Additional Requirements

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

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

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

**Response:** The College's Talent Acquisition Team (TAT) begins work with each hiring manager from the posting of the position. The recruiters review the proposed search committee makeup and advise the hiring manager to ensure representation of a diverse cross section of the College's population. 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 to provide guidance on the search committee process including information regarding the importance and rationale for having a diverse search committee. The TAT works in collaboration with the hiring manager and search committee and attends the initial search committee meeting to review the selection policy, discuss the recruitment process and answer any questions.

- 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 for specified populations.

**Response:** Faculty observations involve observations by the supervisor and a formal review. Supervisors meet 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 the faculty member is demonstrating the level of performance and activities that would make the faculty member a good candidate for a continuing contract and if not, the supervisor makes suggestions which might include a PIP 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 sex information are not required; however, the college may choose to include additional information for purposes of diversity analysis.*

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Faculty Level 1	3	\$42,550 - \$46,287	25	\$42,550 - \$61,961
Row 2	Faculty Level 2	6	\$46,287 - \$53,121	154	\$37,544 - \$103,443
Row 3	Faculty Level 3	4	\$52,160 - \$59,875	141	\$47,161 - \$81,316

*\*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2021, and October 31, 2022, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2022.*

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

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

### Part III. Strategies to Overcome Underrepresentation of Students

#### Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENTS tab, in the representation of students by race, ethnicity, sex, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2022-2023 reporting year.

Enrollments	FTIC				Total Enrollments			
	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	32.40%	34.40%	Yes	34.74 %	34.90%	30.00%	No	30.30%
Hispanic	21.70%	11.70%	No	11.82%	18.40%	12.40%	No	12.52%

Enrollments	FTIC				Total Enrollments			
	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Other Minorities	15.00%	15.30%	Yes	15.45%	14.50%	13.00%	No	13.13%
White	50.30%	38.70%	No	39.09%	52.60%	44.50%	No	44.95%
Female	60.10%	61.60%	Yes	62.22%	69.30%	65.70%	No	66.36%
Male	49.90%	38.40%	No	38.78%	40.70%	34.30%	No	34.64%
LEP	6.00%	0.20%	No	0.20%	5.90%	0.70%	No	0.71%
DIS	8.10%	2.90%	No	2.93%	9.20%	4.70%	No	4.75%

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

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

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

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

FSCJ is committed to continuous improvement in its services, offerings, and academic programs to support increased enrollment for underrepresented populations. The College continues to implement its strategic plan, which prioritizes increasing equitable student success as its primary goal and contains three of five priorities that directly impact enrollment, success, and completion:

**Enrollment:** Expand and sustain access to postsecondary education serving all student populations

**Service:** Enhance and deliver an exceptional student and employee experience to create a sense of belongingness

**Success:** Increase student achievement and success to strengthen opportunities for economic mobility for all students

In conjunction with the strategic plan, FSCJ is leveraging its seven year relationship with Achieving the Dream (ATD) and the College's successful efforts incorporating the Guided Pathways framework. This year, the College was recognized as an ATD Leader College for demonstrating a 4.4% increase in the successful completion of Gateway Math and raised the success rates of Hispanic students by 4%. FSCJ also demonstrated a 4.1% increase in the Credit Completion Rate and raised the success rate of African American students by 2%.

### Academic Roadmap Pathways

In spring 2020 with the support of the College's Title III Grant, BRIDGES, a team of faculty and advisors undertook the project to design academic roadmaps for the institution's top 70 Associates in Arts (A. A.)

transfer degrees. The academic roadmaps have been completed for all certificates and programs and are available to students (and potential students) on the College website and in the College Catalog. This initiative has now been absorbed into a regular operating business of the College, including annual review and review when changes are made to the academic programs/certificates through curriculum.

### **Webpage Redesign**

The College's website was redesigned and launched in February 2023. Analytics have already indicated increased traffic and time on pages relating to admissions.

### **Dual Enrollment Course Alignment**

To increase participation in dual enrollment and the matriculation of dual-enrolled students to FSCJ, clear course-taking plans are under development for each feeder high school to provide clear program alignment to FSCJ. The College is also working with high schools to offer dual enrollment course offerings that align with select A.S. and clock hour programs.

### **Online and In-Person Orientation**

With support from the College's Title III Strengthening Institutions Grant (BRIDGES), the College continues to develop and expand our Online Orientation program to include specialized information directed at student groups such as Veterans, Dual Enrollment, and International students. We piloted an on-campus orientation focused on our first-time-in-college students in 2022-2023 to ensure they are well-prepared to start their postsecondary experience. In Summer 2023, the Recruitment, Orientation, Financial Aid, Student Engagement, and Academic Advising areas are collaborating to deliver a comprehensive college orientation program focused on new high school graduates. We have planned a robust in-person orientation session schedule at all our campuses and centers.

### **Financial Aid Awarding and Disbursement**

To improve the student experience and decrease the time from application to award of financial aid, the College used Six Sigma project management to review the current process to identify "pain points" and inefficiencies. With the improvements, students receive their award notifications in May instead of late July or August. In addition, the financial aid department collaborated on a cross-functional team to improve the disbursement and refund timelines by 30% through increased transparency and efficiencies.

### **College Reach-Out Program (CROP)**

The College Reach-Out Program (CROP) is a statewide initiative intended to increase the number of low-income educationally challenged students in grades 6-12 who, upon high school graduation, are admitted to and successfully complete postsecondary education. CROP works diligently to improve the lives and educational attainment of 105 academically and economically at-risk middle and high school students in Duval County. Services are also provided to parents/guardians to arm them with appropriate knowledge to aid their students with postsecondary education pursuits.

Through CROP's Saturday Academy and **GRADS** (Gain Resources and Develop Skills) programs, students were motivated to purposely pursue postsecondary education by being exposed to college at an early age. Students' basic learning skills and performances were enhanced. Students, parents and/or guardians understanding of the benefits of postsecondary education were strengthened. Through supplemental instruction, students received academic growth and personal and career development.



Informational sessions and workshops were provided to parents and guardians to assist them in understanding the family dynamics, financial management, and the importance of following the road map to success for high school graduation to postsecondary scholastic achievement for their child.

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

In November 2017, Duval County Public Schools received a seven-year, \$12 million grant from the U.S. Department of Education 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 as 10<sup>th</sup> graders) across Duval County, beginning in 7<sup>th</sup> 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.

### **Stepping Stones**

FSCJ's Stepping Stones Grant Program was created to provide accelerated career-related training and personal soft-skill development and strategies to qualified high school graduating seniors from the greater Jacksonville area, specifically in low-income, high-needs schools who are unsure where they should go next in their journey. The innovative workforce and employment initiative gives students a clear plan to help them achieve their personal and professional goals and earn one of four different credentials within specialized industry certificate tracks. These tracks include Certified Nursing Assistant (CNA), Information Technology, Supply Chain Management, and Manufacturing.

Services provided to the students include a \$2,040 stipend, bus passes, computers, critical soft-skills workshops, FAFSA completion, food and personal supplies for those identified, intrusive and high-touch case management and advising, job and career placement, program-branded school supplies, mentoring, residency, services for students with disabilities, transfer services, tutoring, and other services as required.

### **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 VERC 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 VERC is fully

accredited by the Accreditation Council for the Association for Education and Rehabilitation of the Blind and Visually Impaired

New methods and strategies, if applicable.

**Response:**

**myGradPlan's Student Intake Survey**

To strengthen holistic student support, the myGradPlan leadership team is leveraging data and technology with the Student Intake Survey, identifying students' needs and connecting them to appropriate FSCJ services. The Student Intake Survey asks three questions for students adopting the myGradPlan tool: 1) I am currently concerned about...(Check all that apply), 2) How do you plan to pay for college? (Check all that apply) and 3) Would you like information about the following FSCJ programs/resources? (Check all that apply).

Using these three prompts, students self-select answers. Based on their selections, they receive proactive, personalized, and integrated messages from crucial student support areas, including Financial Aid, Career Development, Student Support, Advising, Student Life and Leadership, and Student Financial Services. The Survey provides data our institution can use to conduct student outreach to offer services and inform relationship-building.

**Assigned Advising**

FSCJ has initiated an assigned advising program so that students are able to build relationships with advisors as they progress through their academic journey. After a fall pilot, his process is in place as of March 2023.

**Student Completions**

This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETIONS tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2021-22. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

A.A. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	28.00%	24.70%	No	24.95%
Hispanic	17.80%	12.80%	No	12.93%
Other Minorities	15.60%	14.50%	No	14.65%
White	58.50%	48.00%	No	48.48%
Female	71.70%	66.40%	No	67.06%
Male	38.30%	33.60%	No	33.94%
LEP	5.10%	0.20%	No	0.20%
DIS	9.80%	5.30%	No	5.35%
A.S./A.A.S. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	26.50%	20.10%	No	20.30%
Hispanic	15.80%	13.90%	No	14.04%
Other Minorities	15.20%	11.40%	No	11.51%
White	62.60%	54.60%	No	55.15%
Female	72.00%	69.10%	No	69.79%
Male	38.00%	30.90%	No	31.21%
LEP	5.10%	0.30%	No	0.30%
DIS	10.30%	5.20%	No	5.25%
Certificates	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	38.60%	34.10%	No	34.44%
Hispanic	19.80%	11.30%	No	11.41%
Other Minorities	13.40%	10.50%	No	10.61%
White	48.20%	44.20%	No	44.64%
Female	58.20%	59.00%	Yes	59.59%
Male	51.80%	41.00%	No	41.41%
LEP	5.40%	0.30%	No	0.30%
DIS	7.80%	4.00%	No	4.04%
Baccalaureate Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	32.90%	26.40%	No	26.66%
Hispanic	14.30%	11.30%	No	11.41%
Other Minorities	12.60%	11.40%	No	11.51%
White	60.30%	50.90%	No	51.41%
Female	73.80%	69.30%	No	69.99%
Male	36.20%	30.70%	No	31.01%
LEP	5.60%	0.50%	No	0.51%
DIS	9.60%	4.40%	No	4.44%

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:** Click here to enter text.

FSCJ is committed to continuous improvement in its services, offerings, and academic programs to support increased enrollment for underrepresented populations. The College continues to implement its strategic plan, which prioritizes increasing equitable student success as its primary goal and contains three of five priorities that directly impact enrollment, success, and completion:

**Enrollment:** Expand and sustain access to postsecondary education serving all student populations

**Service:** Enhance and deliver an exceptional student and employee experience to create a sense of belongingness

**Success:** Increase student achievement and success to strengthen opportunities for economic mobility for all students

In conjunction with the strategic plan, FSCJ is leveraging its seven year relationship with Achieving the Dream (ATD) and the College's successful efforts incorporating the Guided Pathways framework. This year, the College was recognized as an ATD Leader College for demonstrating a 4.4% increase in the successful completion of Gateway Math and raised the success rates of Hispanic students by 4%. FSCJ also demonstrated a 4.1% increase in the Credit Completion Rate and raised the success rate of African American students by 2%.

### **Admissions and Marketing Communications**

FSCJ continue to improve our dynamic and personalized outreach campaigns to targeted underrepresented populations, including Title I high schools and low socio-economic zip codes to provide information for College opportunities, from workforce programs to Associates in Arts (A.A.) and Baccalaureate, Career and Technical Education (BCTE) opportunities. In addition to digital marketing campaigns, we use text, email, and direct mail to ensure information is shared across multiple media.

### **Stepping Stones**

The Stepping Stones program was created to provide accelerated career-related training and personal soft-skill development and strategies to qualified high school graduating seniors from the greater Jacksonville area, specifically in low-income, high-needs schools who are unsure where they should go next in their journey. The innovative workforce and employment initiative gives students a clear plan to help them achieve their personal and professional goals and earn one of five different credentials within specialized industry certificate tracks These tracks include Certified Nursing Assistant (CNA), Information Technology, Supply Chain Management and Manufacturing.

Services provided to the students include a \$2,040 stipend, bus passes, computers, critical soft-skills workshops, FAFSA completion, food and personal supplies for those identified, intrusive and high-touch case management and advising, job and career placement, program-branded school supplies,

mentoring, residency, services for students with disabilities, transfer services, tutoring, and other services as required.

### **NEFL Jobs Initiative**

The Northeast Florida Jobs Initiative (NEFLJI) is a support student service program designed to help African American/Black and Latino students successfully enter the workforce and develop the skills necessary to ensure their success. This joint effort with Bank of America and FSCJ offers credential attainment, workforce training, internship and job placements along with needed wraparound support services including career counseling and financial literacy coaching. Current programs include health science, advanced manufacturing, logistics and IT. As the grant works with employers, areas of need will expand program offerings.

### **FinTech**

The Northeast Florida FinTech Initiative represents a partnership between Florida State College at Jacksonville and St. Johns River State College, regional schools, nonprofits and numerous financial services companies to provide new financial technology, or “FinTech” training and certification opportunities in topics such as blockchain, mobile applications, machine learning and cloud-based data management.

This innovative collaboration to provide new FinTech-related training and certifications will help equip Floridians with skills in demand by Northeast Florida’s growing FinTech industry.

New methods and strategies, if applicable.

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

### **Strategic Student Services Outreach Communication**

FSCJ recognized the need for a coordinated effort to communicate with students at every stage of their academic journey. We focused on developing a comprehensive plan that utilized several platforms, including myGradPlan and our CRM, Element451. The team determined that a successful effort would include collaboration between different departments to ensure consistent messaging and avoid student communication overload. The comprehensive plan employs multiple channels to engage with students, such as email, text messaging, and phone calls. Regular evaluation and refinement of the project are critical to ensuring its effectiveness and meeting the evolving needs of our student population. Additionally, the team harnessed the data available in myGradPlan to identify at-risk students and personalize communication to address their specific needs. By implementing a robust communication plan, we can better support our students and improve their overall academic success

### EAB Navigate (myGradPlan)

With support from the College's Title III Strengthening Institutions Grant (BRIDGES), the College procured EAB Navigate degree planning software to support more transparent enrollment and retention practices. Academic roadmaps, assigned advising, an intake survey, and other services have been incorporated into the system. Also known internally as myGradPlan, the software was launched for students in October 2021 and initially used to document student interactions, engage students in academic degree planning, connect students with tutoring and study buddies, and encourage registration. Capturing notes and content from the interactions provides a comprehensive view of each student's academic journey.

In Spring 2022, we launched an easy-to-use one-button registration feature and started assigning Academic Advisors for new Associate in Arts students that opted into the program. Later in the year, we incorporated bachelor advising and a pilot of Associate in Science students into the assigned advisor model. We continued to onboard incoming students that completed an Intended Transfer Major Survey before moving to a proactive assignment model in January 2023, which phased in assigning all Associate in Arts, Associate in Science, and Bachelor's students over five months.

FSCJ is leveraging this technology to implement an assigned advising initiative, including caseload management and differentiated care. Advisors use the system to manage their caseloads and track student progress, allowing for timely interventions and personalized care. The platform's robust data analytics capabilities enable advisors to identify at-risk students and proactively contact them to offer support and guidance. This approach, called differentiated care, helps advisors tailor their support to meet the unique needs of each student. Through regular touchpoints, including check-ins, group sessions, and progress monitoring, advisors can help students navigate challenges and stay on track toward graduation. The high-quality, personalized care to their assigned caseloads will increase student success and persistence

### **Student Success in Targeted Programs**

The college's plan for 2021-22 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(5), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

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

New methods and strategies, if applicable.

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

*(Completed by Division of Florida Colleges)*

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

**Part IV. 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				
Visual Impairment	1	MGF1106 and STA2023	MUT1001 and PHI2010	Math
Specific Learning Disability	4	SPN1121	ANT2410	Foreign Language
		MGF1106 and STA2023	MUT1001 and PHI2010	Math
		MGF1106	FIN1075	Math
		MAT1033 and MAC1105	MGF1106	Math
Orthopedic Impairment				
Speech/Language Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder	1	MAT0018 and MAT0028	MGF1106	Math



Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Traumatic Brain Injury				
Other Health Impairment	1	SPN1120 and SPN1121	HUM2250 and HUM2450	Foreign Language

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2021	3	3
Spring 2022	1	1
Summer 2022	3	3
<b>Total</b>	7	7

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

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

**Part V. Gender Equity in Athletics**

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

**Assessment of Athletic Programs**

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

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

**Data Assessment**

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

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

**Compliance with Title IX**

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

**Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2020, through June 30, 2021, and July 1, 2021, through June 30, 2022**

	2020-21			2021-22			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	42	49	91	Total Number of Athletes	43	45	88
Percent of Athletes by Gender	46%	54%	100%	Percent of Athletes by Gender	49%	51%	100%
Total Number of Enrollments	2,565	3,844	6,409	Total Number of Enrollments	2,131	3,260	5,391
Percent of Enrollments by Gender	40%	60%	100%	Percent of Enrollments by Gender	40%	60%	100%
Percentage difference between athletes and students enrolled	+6	-6		Percentage difference between athletes and students enrolled	+9	-9	

**Proportionality of Participation**

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2020-21: No 2021-22: 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
Substantial Proportionality	•All female teams are required to meet their quota of rostered athletes per sport.	Director of Athletics Jerry Thor Jerry.thor@fscj.edu	Fall 2023
History and practice of expansion of sports	•Added women’s beach volleyball at the club level for Spring 2022. The team will compete at the varsity level in Spring 2024.		Spring 2024
Accommodations of interests and abilities	•The College currently offers complimentary sports for women (basketball, cross country, softball) in addition to women’s volleyball. Currently exploring expansion of women’s sports for 2024-2025.		Fall 2024

The College awarded 59% of athletically related student aid to female athletes, and spent 55% of operating expenses on women’s sports. While financially the College met substantial proportionality, due to small recruiting classes the size of the rosters on women’s teams were less than men’s teams. The College is confident that through healthy recruiting classes in the future we will be able to meet the full roster needs of each sport.

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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2022?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds	Select one.		

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

Part VI. Signature Page

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

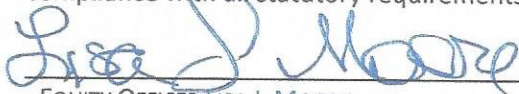
Florida State College at Jacksonville

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, sex, pregnancy, disability, age, or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission, and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.265, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

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

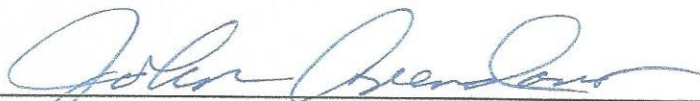
The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of section 1012.86, F.S.



EQUITY OFFICER LISA J. MOORE

6/13/23

DATE

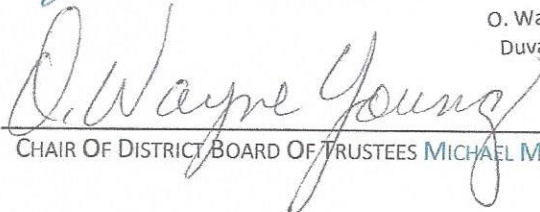


COLLEGE PRESIDENT DR. JOHN AVENDANO

6/13/23

DATE

O. Wayne Young, Vice Chair,  
Duval County on behalf of



CHAIR OF DISTRICT BOARD OF TRUSTEES MICHAEL M. BELL

6/13/23

DATE

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