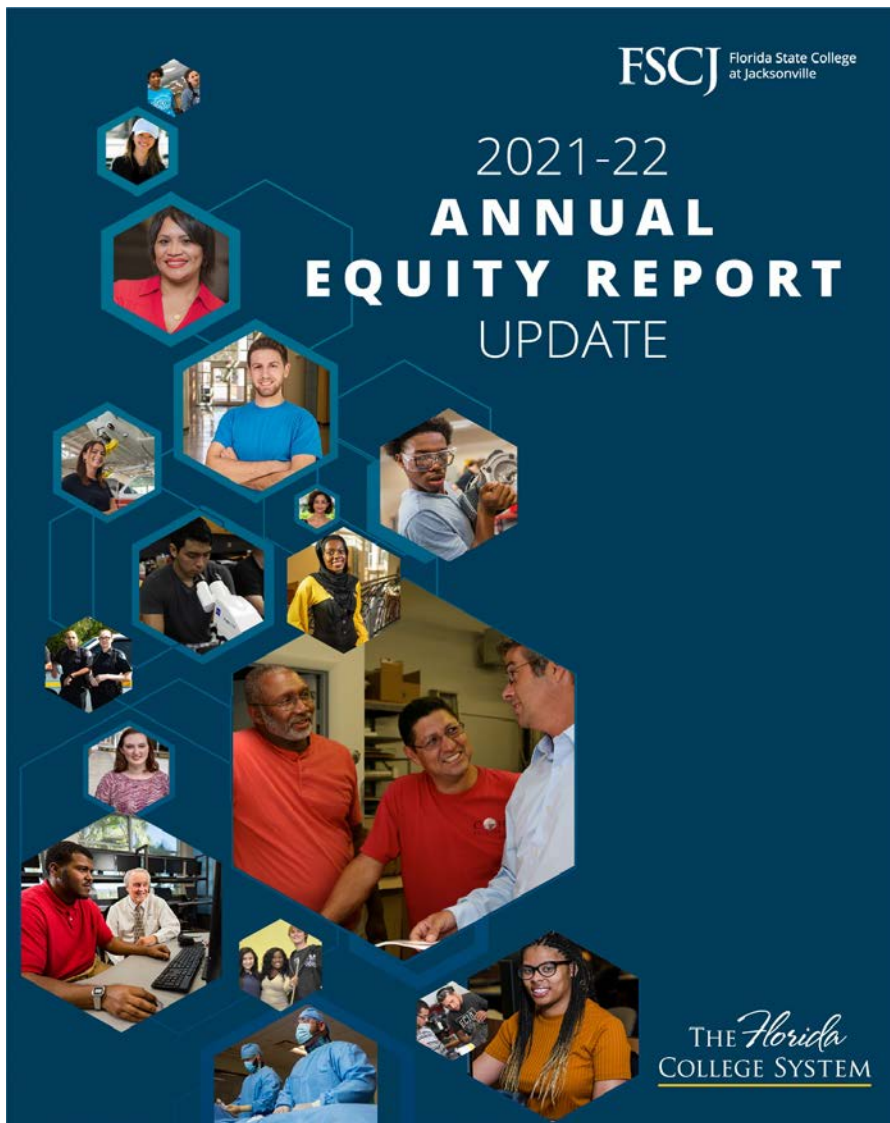


FSCJ Florida State College
at Jacksonville

2021-22
**ANNUAL
EQUITY REPORT**
UPDATE



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

College Annual Equity Update

2021-2022

Template for Submission

Deadline: April 29, 2022

Submission Information

Equity Officer: [Lisa J. Moore](#)

Email: lisa.moore@fscj.edu

Phone: [904-632-3326](tel:904-632-3326)

Date: [April 1, 2022](#)



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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 **April 29, 2022**. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

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 2021-22 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

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

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

Part I. Description of Plan Development

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

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

Response:

NAME	TITLE	DIVISION
Ms. Diana Couch	Co Athletic Director	Student Services
Mr. Brad Frick	Co Athletic Director	Student Services
Dr. Jerrett Dumouchel	Interim Vice President, Institutional Effectiveness	Institutional Effectiveness and Advancement
Ms. Denise Giarrusso	Cert-Assessment Center Manager	Academic Affairs
Dr. Cedric Gibson	AVP, Workforce Development & Entrepreneurship	Academic Affairs
Ms. Sonja Cross	Director, Talent Acquisition	Human Resources/Finance and Administration
Ms. Samantha Barbagallo	Human Resources Coordinator	Human Resources/Finance and Administration
Mr. Mark Lacey	Chief Human Resources Officer	Human Resources/ Finance and Administration
Ms. Lisa J. Moore	Chief, Diversity, Equity and Inclusion Officer/ Executive Director, Employee Relations	Executive Leadership/Human Resources
Ms. Pamela Walker	AVP, Student Support and Engagement	Student Services
Ms. Jacquelyn Thompson	AVP, Enrollment Management & Student Success	Student Services
Dr. Deborah Fontaine	AVP, Strategic Priorities	Institutional Effectiveness and Advancement
Ms. Sarah Reardon	Director, Academic & Student Achievement	Institutional Effectiveness and Advancement
Ms. Jennifer Peterson	Director, Resource Development	Institutional Effectiveness and Advancement

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** If yes, provide the following applicable updates.

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

Response: Click here to enter text.

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection:** **Yes** If yes, provide the following applicable information for each updated contact.

Name/title: Tyler Joseph, Coordinator Student Conduct/Title IX Coordinator

Phone number: 904-361-6204

Address: Urban Resource Center, Room 107

Email address: titleix@fscj.edu

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

Make a selection: **Yes**

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	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	Select one.		

Requirement	Response	Comments	Action
and admission, collective bargaining units and the general public of this policy?			
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.	Select one.		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, 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.

	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes/No)	EAM Goals for Fall 2022
Black Female	21.5%	16.1%	14.7%	16.1%	N	14.7%
Black Male	8.8%	8.1%	8.8%	8.1%	Y	8.8%
Hispanic Female	8.6%	1.6%	3.7%	1.6%	Y	3.7%
Hispanic Male	4.8%	0.8%	1.5%	0.8%	Y	1.5%
Other Minorities Female	5.7%	0.8%	2.2%	0.8%	Y	2.2%
Other Minorities Male	3.8%	5.6%	5.9%	5.6%	Y	5.9%
White Female	28.9%	41.9%	37.5%	41.9%	N	37.5%
White Male	18.4%	25.0%	25.7%	25.0%	Y	25.7%
Total Female	64.3%	60.5%	58.1%	60.5%	N	58.1%
Total Male	35.7%	39.5%	41.9%	39.5%	Y	41.9%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response:

While FSCJ did not attain our goals for Black Females, White Females and Total Females in EAM positions, it must be noted we were able to meet seven out of our ten stated goals. We more than doubled our goals for Hispanic Females and Other Minority Females and saw an increase in our Hispanic Males, Other Minority Males and Black Males. Additionally, the current reporting year has undergone massive sociological changes as employers experienced an unprecedented increase in employee turnover and the lingering effects of the pandemic. With the recent social movement dubbed ‘The Great Resignation,’ individuals are reshaping the workforce as they now have more employment choices than ever. As such, the College’s full-time total turnover rate, excluding

retirements, for administrative level positions between calendar year 2020 and 2021, increased from 4.5% to 6.7%. The College has also encountered a decrease in our applicant pools during this same time period. Our total applications comparatively from the first quarters of 2020, 2021 and the current 2022 year has seen a sharp decrease, respectively 1,413, 1,634 and 741. This, coupled with flat salary increases, led in part by the uncertainty of projected budget shortfalls due to the decrease in our student enrollment, has hindered our recovery and recruitment efforts. These combined factors have limited new hires and any adjustments to 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. Advertising mediums and websites such as Diversity.com, Women in Higher Education, PrismNetwork.org, veterans job boards and others will be used where applicable. 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; Provide meaningful opportunities for student engagement that are reflective of the FSCJ student body; and Increase Collegewide opportunities for staff and students to participate in Diversity, Equity, Inclusivity and Belongingness (DEIB) events and activities.

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 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.

	2020-21 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2020	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2021	INST Goal Met (Yes/No)	INST Goals for Fall 2022
Black Female	21.5%	5.9%	6.6%	5.9%	Y	6.6%
Black Male	8.8%	4.7%	3.9%	4.7%	N	3.9%
Hispanic Female	8.6%	3.2%	3.3%	3.2%	Y	3.3%
Hispanic Male	4.8%	2.1%	1.8%	2.1%	N	1.8%
Other Minorities Female	5.7%	3.5%	3.3%	3.5%	N	3.3%
Other Minorities Male	3.8%	3.8%	3.0%	3.8%	N	3.0%
White Female	28.9%	40.6%	42.9%	40.6%	Y	40.6%
White Male	18.4%	36.2%	35.0%	36.2%	N	35.0%
Total Female	64.3%	53.2%	56.2%	53.2%	Y	53.2%

	2020-21 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2020	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2021	INST Goal Met (Yes/No)	INST Goals for Fall 2022
Total Male	35.7%	46.8%	43.8%	46.8%	N	46.8%

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 Black Females, Hispanic Females, White Females and Total Females did see an increase. Additionally, the current reporting year has undergone massive sociological changes as employers experienced an unprecedented increase in employee turnover. With the recent social movement dubbed, ‘The Great Resignation,’ individuals are reshaping the workforce and have more employment choices than ever. As such our full-time total turnover rate for full-time instructional positions saw an increase between calendar year 2020 and 2021, increasing from 5.8% to 8.6%. The College has also encountered a decrease in our faculty applicant pools during this same time period. Both our total number of applications and the average applications per position (APP) comparatively from the first quarters of 2020, 2021 and the current 2022 year has seen a sharp decrease, respectively 313 applications for 13 positions, a 24.1 APP average; 36 applications for 3 positions for a 12 APP average; and 39 applications for 9 positions for a 4.3 application per position average for the first quarter of 2022. These factors have limited new hires and any adjustments to employment trends for males and minorities in Full-time Instructional Staff positions.

The College Talent Acquisition Team (TAT) continues to use diversity focused advertising methods to recruit underrepresented candidates. Advertising mediums and websites such as Diversity.com, Women in Higher Education, PrismNetwork.org, veterans job boards and others will be used where applicable. The TAT will continue to explore other strategies to attract a diverse candidate pool, to include the continuation of podcasts embedded in select job postings describing several aspects of the position and the addition of “My Life, “ a podcast series featuring a diverse mix of staff who discuss the culture of the College and their experience working at FSCJ. 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 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.

	2020-21 Reporting Year College Student Population (%)	INST-CONT Actuals (%) Fall 2020	INST-CONT Actuals (%) Fall 2021	INST-CONT Stated Goals (%) Fall 2021	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2022
Black Female	21.5%	5.7%	5.3%	5.7%	N	5.3%
Black Male	8.8%	3.5%	2.2%	3.5%	N	2.2%
Hispanic Female	8.6%	3.5%	3.5%	3.5%	Y	3.5%
Hispanic Male	4.8%	2.2%	2.2%	2.2%	Y	2.2%
Other Minorities Female	5.7%	3.9%	3.5%	3.9%	N	3.5%
Other Minorities Male	3.8%	3.5%	1.8%	3.5%	N	1.8%
White Female	28.9%	42.6%	46.1%	42.6%	Y	42.6%
White Male	18.4%	35.2%	35.5%	35.2%	Y	35.2%
Total Female	64.3%	55.7%	58.3%	55.7%	Y	55.7%
Total Male	35.7%	44.3%	41.7%	44.3%	N	44.3%

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions with continued 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 Hispanic Females, Hispanic Males, White Females and Total 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.

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.		
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 uses an online evaluation tool, myIMPACT, for evaluations of Administrative and Professional Personnel in accordance with [APM 03-1201 Performance Review of Administrative, Professional, Career and Adjunct Employees](#). By combining regularly scheduled check ins with annual (administrative) or semiannual (professional, career) reviews, the evaluation process emphasizes employee engagement and fosters more frequent, relevant and timely feedback communication between supervisors and employees. The process also includes the review and monitoring of goals and Individual Development Plans which are used to coach and encourage employees to pursue departmental and personal objectives and professional development. Reviews and check ins are used to coach and encourage employees by acknowledging when expectations are met and to discuss strategies to improve job performance where needed. 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. A PIP can be instituted at any time to address deficiencies in performance.

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, 2021](#)

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
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 \(TAT\) 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.

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 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	4	\$41,300 - \$47,495	25	\$41,300 - \$65,088
Row 2	Faculty Level 2	9	\$45,000 - \$51,750	170	\$45,000 - \$101,450
Row 3	Faculty Level 3	2	\$50,800	147	\$50,800 - \$83,887

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2020, and October 31, 2021, 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, 2020.*

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

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	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	Select one.		

Requirement	Response	Comments	Action
comparable experience and qualifications?			

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 2021-22 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Hispanic	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Other Minorities	+0.5%	No	+0.5%	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Male	+0.5%	No	+0.5%	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%	+0.5%	No	+0.5%

Commented [HC1]: @Atry, Shanna @Williams, Tashi is this date correct?

Commented [WT2R1]: The date has been changed to 2021-22 to reflect the latest set of goals.

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:

FSCJ is committed to continuous improvement in its services, offerings, and academic programs to support increased enrollment for underrepresented populations. In fall 2021, the College Board of Trustees approved the 2021 – 24 Visionary Impact Plan 2.0, a strategic plan with more transparent focus on equitable student success. The plan, which prioritizes increasing equitable student success as its primary goal, 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 six year relationship with Achieving the Dream and the College's successful efforts incorporating the Guided Pathways framework. The College's commitment to the Florida Pathways Initiative (FPI) has also provided support as it shares resources and networking opportunities to focus on meeting underrepresented populations' needs in the College's service area.

Using the Guided Pathways' foundational pillars as a framework to organize the College's efforts, the following summary highlights existing and planned strategies designed to improve FSCJ's enrollments and success for underrepresented students. A summary of the initiatives undertaken and their current status follows:

Title III

The BRIDGES Title III Strengthening Institutions Program continues to implement and integrate Collegewide student success efforts. This past year, BRIDGES worked with FSCJ's Orientation unit to continue the development of the Online Orientation experience to reflect our students and community through our language and visuals. In addition, BRIDGES contributed grant funds to support EAB Navigate, also known internally as myGradPlan, a comprehensive student success management system that links administrators, faculty, staff and advisors in a coordinated care network to support students from enrollment to graduation and beyond. Seventy Associates in Arts (A.A.)-to-Bachelor roadmaps have been created through the grant program; these roadmaps inform students of general education requirements, pre-requisites, electives, and recommended course sequencing based on full-time and part-time student status. The A.A. programs are currently housed in EAB Navigate and are used by A.A. students to determine a clear path to completion. Title III continue to align strategic efforts at FSCJ between Academic Affairs and Student Services to maximize capacity and help low-income and historically underrepresented students thrive and succeed.

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 who are students adopting the myGradPlan tool three questions: 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 any of the following FSCJ programs/resources? (Check all that apply).

Using these three prompts, students self-select answers, and based upon their selections, students receive proactive, personalized, and integrated messages from key 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.

Single Stop

In collaboration with our Student Support department, FSCJ Single Stop Case Managers provide students with coordinated on-campus access to a range of benefits and support services to ultimately ease students' financial burdens. These services create opportunities for students to focus on what matters most: their FSCJ coursework, their families and their futures.

Single Stop combines technology and case management to help connect students to wrap-around supports and resources so they are in an ideal condition to learn. FSCJ's Single Stop:

- Helps arrange referrals to Northeast Florida resources and social service programs that support assistance with food, housing, transportation and child care.
- Provides access to a public benefits screener and application assistance for Supplemental Nutrition Assistance Program (SNAP), insurance affordability programs such as Florida KidCare and Medicaid.
- Tracks student referrals and benefits received through a case management tool.

Student Emergency Assistance Fund

FSCJ partners with a local private foundation to provide a student emergency fund to help students in critical situations that might otherwise derail their attendance in college, such as a car breaking down or a laptop being stolen.

Digital Equity

FSCJ conducted a technology survey at the beginning of the pandemic. It found that 80% of student respondents needed assistance with obtaining access to a reliable computer. We developed a partnership with the Jacksonville Public Library for FSCJ students to checkout laptops at neighborhood library branches. With Jacksonville being the largest city by area in the U.S., this allows our students to have convenient access to the technology they need. FSCJ is further building on digital equity initiatives through a partnership with the Northeast Florida Community Foundation, to expand ongoing assessment of students' technology needs and implement active-learning methods and multimedia platforms to help 200 students build digital literacy skills.

HOPE Food Pantry

FSCJ is acting in partnership with Florida Blue, Edward Waters University and community organizations to provide food, related educational programs and wraparound support services (including iGrad financial literacy platform) to at least 6,000 college students facing food insecurity

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.

Florida Capacity in CybersecURity Education (Florida C-CURE)

Florida State College at Jacksonville received a Department of Defense award in 2019 for the Florida Capacity in CybersecURity Education (Florida C-CURE) project, which has the aim of increasing the pipeline and expanding the pool of qualified candidates for future employment in the cybersecurity field. The project is impacting at least 150 college students, 20 college faculty members, 65 students in grades 5-12, and 24 teachers. Florida C-CURE will address the needs of nontraditional underrepresented community college students by utilizing technological upgrades to build immersive and inquiry-based learning.

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 10th graders) 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 & Technical Education (ELCATE) is a course that

assists ESOL students with medical terminology and communicative skills to prepare them for healthcare programs. Program participants are dual-enrolled in ELCATE and the Medical Assisting Programs, 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.

Stepping Stones

FSCI'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:

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.

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 were drafted and available for stakeholder review until late fall 2020. Academic roadmaps for the Associates in Science (A.S.) and Baccalaureate, Career and Technical Education (BCTE) programs are under review and will be scribed into the College's degree planning software in late spring/summer 2022.

Webpage Redesign

During our 2020-21 Strategic Plan, a webpage redesign project led to a recommendation for a total website redesign. A Six Sigma team initiated a review and measurement of the current traffic and use it to inform the College website. Customer voice meetings are ongoing and will lead to the identification of specific deliverables scheduled for fall 2022. The project will improve the user experience by easing information access and enhancing readability.

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.

Career Coach Expansion

FSCJ offers a career development session to local high schools using Career Coach as an exploration tool. Our new recruitment plan includes an expansion of this option with a goal of offering at least one session at every Duval and Nassau County high school. Strategies to the use of the Career Coach tool have also been incorporated into SLS1107, the college success course offered to dual enrolled students.

Online 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 are developing an on-campus orientation focused on our first-time-in-college students with a launch date of summer 2022 to ensure these students are well-prepared to start their postsecondary experience.

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.

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 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 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).

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 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 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	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 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%
A.S./A.A.S. Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 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%
Certificates	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 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%
Baccalaureate Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 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%

[Student Completion – Data Analysis](#)

The table shows a summary of goal achievement of completions of A.A. degrees, A.S./A.A.S. degrees, certificates, and bachelorette degrees for all student categories from 2019-20 to 2020-21. The College

achieved its completion goals except for A.A. students with limited English proficiency, A.S./A.A.S. students with limited English proficiency, and disabled students completing a certificate.

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:

FSCJ is committed to continuous improvement in its services, offerings, and academic programs to support increased enrollment for underrepresented populations. In fall 2021, the College Board of Trustees approved the 2021 – 24 Visionary Impact Plan 2.0, a strategic plan with more transparent focus on equitable student success. The plan, which prioritizes increasing equitable student success as its primary goal, 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 six year relationship with Achieving the Dream and the College's successful efforts incorporating the Guided Pathways framework. The College's commitment to the Florida Pathways Initiative (FPI) has also provided support as it shares resources and networking opportunities to focus on meeting underrepresented populations' needs in the College's service area.

Using the Guided Pathways' foundational pillars as a framework to organize the College's efforts, the following summary highlights existing and planned strategies designed to improve FSCJ's completions for underrepresented students. A summary of the initiatives undertaken and their current status follows:

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.

Achieving the Dream

The College association with ATD continues to support our Guided Pathways and equity efforts. Additionally, a team from the College participated in a new ATD initiative, Building Capacity for Change, a 16-week seminar which focused on the Teaching and Learning component of Guided Pathways. Through this seminar, the team has developed a Culturally Responsive Pedagogy Certificate (incorporating micro-credentialing and badging) and the framework for Communities of Practice, both of which will launch soon to support faculty as they review, analyze, and revise curriculum and pedagogy to be more intentionally inclusive in classroom activities.

Student Success Certificate

With support from the College's Title III Strengthening Institutions Grant (BRIDGES), FSCJ's Academy for Teaching and Learning now offers a 14-hour Student Success Certificate. The curriculum was created with collaborative teams of faculty and student services personnel. To date, 50 faculty, staff, and administrators have completed the certificate with another cohort set to launch in fall 2022.

Single Stop

With support from the College's Title III Strengthening Institutions Grant (BRIDGES), the College was able to purchase Single Stop software, which provides a framework from which to build wrap-around support services to our students. The College launched the Single Stop services in fall 2021 and is currently exploring additional strategies to build capacity to provide the wrap-around support services.

Stop Out/Drop Out Campaigns

After an initial call campaign to reach out to students who had stopped out within the past two years 18 or fewer credits short of a degree in 2021, we institutionalized an ongoing campaign each term targeted to recent stopped out students with enrollment in the past three terms and dropped out students with enrollment four or more terms ago. Marketing, Admissions, and Advising partners in using text, email, digital, and phone outreach to stopped out and dropped out students.

Academic Pathways and Assigned Advising

Our endeavor to provide academic roadmaps for all students continues with including Baccalaureate and Associate in Science degree programs within the EAB Navigate degree planning software that we branded as myGradPlan. The initial 70 Associates in Arts (A.A.) transfer degree plans lay the foundation for assigning advisors to each inbound A.A. student by meta major. The first set of caseloads was assigned in February 2022, with the goal of 100% of all A.A. students having an assigned advisor by December 2022. The next steps include incorporating Associate in Science and Baccalaureate students into the assigned advising model.

New methods and strategies, if applicable.

Response: Click here to enter text.

Student Success in Targeted Programs

The college's plan for 2020-21 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology,

electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

Response:

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.

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

Requirement	Response	Comments	Action
Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	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, 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	0			
Visual Impairment	0			
Specific Learning Disability	14	SPN1120-Spanish I and SPN1121-Spanish II	WOH1012 World History to 1500 and ANT2410 Cultural Anthropology	Foreign Language
		MGF1106-Topics in College Mathematics	CGS1100 Microcomputer Applications for Business and Economics	Mathematics
		MAT0028-Elementary Algebra and	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
		MAT1033-Intermediate Algebra	STA2023-Elementary Statistics	
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	AST 1002 Introduction to Astronomy PHI 2010 Introduction to Philosophy	Mathematics
		MAT0028-Elementary Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	Mathematics
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	PHI 2010 Introduction to Philosophy CGS1100 Microcomputer Applications for Business and Economics	Mathematics
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	CGS1100 Microcomputer Applications for Business and Economics CGS 2542 Database	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
			Concepts for Microcomputers	
		MAT0028-Elementary Algebra and MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	Mathematics
		SPN1120-Spanish I SPN1121-Spanish II	WOH1012 World History to 1500 REL2000 Religion in the Humanities	Foreign Language
		SPN1120-Spanish I SPN1121-Spanish II	HUM2450 Humanities in the Americas REL2000 Religion in the Humanities	Foreign Language
		MGF1106-Topics in College Mathematics	PHI 2010 Introduction to Philosophy	Mathematic
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	PHI 2010 Introduction to Philosophy FIN2100 Personal Finance	Mathematics
		MGF1106-Topics in College Mathematics	PHI 2010 Introduction to Philosophy	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MGF1106-Topics in College Mathematics	AST 1002 Introduction to Astronomy	Mathematics
		STA2023-Elementary Statistics	PHI 2010 Introduction to Philosophy	
Orthopedic Impairment	2	SPN1120-Spanish I	HUM2250 Humanities: 20 th and 21 st Century Cultural Prospective	Foreign Language
		SPN1121-Spanish II	REL2300 World Religions	
		MGF1106-Topics in College Mathematics	CGS1100 Microcomputer Applications for Business and Economics	Mathematics
Speech/Language Impairment	0			
Emotional or Behavioral Disability	14	SPC2017-Introduction to Speech Communications	SYG2000 – Introduction to Sociology	Speech Communication
		MAC1105-College Algebra	PHI 2600 Moral and Political Philosophy	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		SPC2017- Introduction to Speech Communications	DEP2004 – Human Growth and Development	Speech Communication
		SPN1120- Spanish I SPN1121- Spanish II	WOH1012 World History to 1500 INR2002 International Relations	Foreign Language
		SPN1120- Spanish I SPN1121- Spanish II	WOH1012 World History to 1500 REL2000 Religion in the Humanities	Foreign Language
		SPN1120- Spanish I SPN1121- Spanish II	WOH1012 World History to 1500 HUM2450 Humanities in the Americas	Foreign Language
		MGF1106-Topics in College Mathematics STA2023- Elementary Statistics	CGS1100 Microcomputer Applications for Business and Economics FIN 2100 Personal Finance	Mathematics
		SPC2017- Introduction to Speech Communications	SYG2000 – Introduction to Sociology	Speech

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		SPC2017- Introduction to Speech Communications	PSY1012 – General Psychology	Speech
		MGF1106-Topics in College Mathematics STA2023- Elementary Statistics	CGS1100 Microcomputer Applications for Business and Economics EVR1001- Introduction to Environmental Science	Mathematics
		SPC2017- Introduction to Speech Communications	SYG2000 – Introduction to Sociology	Speech Communication
		MGF1106-Topics in College Mathematics STA2023- Elementary Statistics	AST 1002 Introduction to Astronomy	Mathematics
		MGF1106-Topics in College Mathematics STA2023- Elementary Statistics	FIN 2100 Personal Finance OCE2001- Survey of Oceanography	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		SPN1120-Spanish I SPN1121-Spanish II	HUM2250 Humanities: 20 th and 21 st Century Cultural Prospective HUM2450 Humanities in the Americas	Foreign Language
Autism Spectrum Disorder	1	SPN1120-Spanish I SPN1121-Spanish II	WOH1022 World History Since 1500 CPO2002 Introduction to Comparative Government	Foreign Language
Traumatic Brain Injury	2	SPC2017-Introduction to Speech Communications	DEP2004 – Human Growth and Development	Speech Communication
		SPN1120-Spanish I SPN1121-Spanish II	HUM2250 Humanities: 20 th and 21 st Century Cultural Prospective HUM2450 Humanities in the Americas	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Other Health Impairment	4	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	CGS1100 Microcomputer Applications for Business and Economics ISC 1075 Principals of Science and Investigation	Mathematics
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	FIN 2100 Personal Finance PHI 2010 Introduction to Philosophy	Mathematics
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	PHI 2010 Introduction to Philosophy CGS1100 Microcomputer Applications for Business and Economics	Mathematics
		MGF1106-Topics in College Mathematics	PHI 2010 Introduction to Philosophy CGS1100 Microcomputer Applications for	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	Business and Economics	
Intellectual Disability	1	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	AST 1002 Introduction to Astronomy FIN 2100 Personal Finance	Mathematics

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 2020	38	37
Spring 2021	2	2
Summer 2021	0	0
Total	40	39

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: **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, 2019, through June 30, 2020, and July 1, 2020, through June 30, 2021

	2019-20			2020-21			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	42	47	89	Total Number of Athletes	42	49	91
Percent of Athletes by Gender	47%	53%	100%	Percent of Athletes by Gender	46%	54%	100%
Total Number of Enrollments	2,791	3,982	6,773	Total Number of Enrollments	2,565	3,844	6,409
Percent of Enrollments by Gender	41%	59%	100%	Percent of Enrollments by Gender	40%	60%	100%
Difference between the percent of athletes and	+6	-6		Difference between the percent of athletes and	+6	-6	

	2019-20			2020-21		
the percent of students enrolled				the percent of students enrolled		

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? **2019-20: No 2020-21: 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
<p>Accommodations of interests and abilities</p> <p>Substantial Proportionality</p>	<ul style="list-style-type: none"> • Added beach volleyball to participate in 2021 and competed in a tournament; Team was set to scrimmage spring 2020 but cancelled due to COVID, if funding is available beach volleyball will compete in 2022 • Will increase rostering of 8 or more female athletes for beach volleyball which will lead to 3-5% increase overall for female athletes • All female teams are required to meet their cap number of rostered athletes per sport. • If female sports do not meet their rostered max, 	<p>Co- Athletic Director Brad Frick brad.frick@fscj.edu</p> <p>Co- Athletic Director Diana Couch diana.couch@fscj.edu</p>	<p>Declared to compete Fall 2022/Spring 2023</p>

	we will place limitations on the men's roster number to keep in compliance.		
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Due to quick transitions within the Athletic Department that included an interim appointment of co athletic directors and a new women's basketball coach that started 8 weeks prior to the beginning of the season, the College fell short of the maximum roster numbers. With stability within our Athletics programs, the College is confident that we will be able to meet the full roster needs of each sport.

**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 2021?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within 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	Select one.		



Requirement	Response	Comments	Action
female enrollments, did the college submit a corrective action plan?			

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2021-22 Annual EQUITY UPDATE
REPORT**

Signature Page

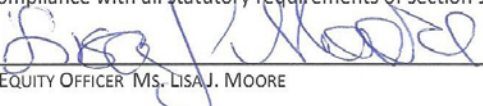
FLORIDA STATE COLLEGE AT JACKSONVILLE

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.



EQUITY OFFICER MS. LISA J. MOORE
4.12.22
DATE



COLLEGE PRESIDENT DR. JOHN AVENDANO
4-12-22
DATE



CHAIR OF DISTRICT BOARD OF TRUSTEES MR. MICHAEL M. BELL
4.12.22
DATE

This concludes the **2021-22** Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by **April 29, 2022**. Colleges may attach additional files (PDF or Word) as appendices.