

2020-2021

ANNUAL EQUITY REPORT UPDATE



Florida State College at Jacksonville

College Annual Equity Update

2020-2021

Template for Submission

Deadline: April 30, 2021

Submission Information

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Date: **April 16, 2021**

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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 30, 2021. 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 2020-21 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: [Click here to enter text.](#)

NAME	TITLE	DIVISION
Ms. Virginia Alexander	Athletic Director	Student Services
Dr. Jerrett Dumouchel	Associate Vice President, Institutional Effectiveness	Institutional Effectiveness and Advancement
Ms. Sonja Cross	Director, Talent Acquisition	Business Services
Dr. Deborah Fontaine	Associate Vice President, Strategic Priorities	Institutional Effectiveness and Advancement
Ms. Denise Giarrusso	Certification-Assessment Center Manager	Provost
Mr. Kyle Jones	Employee Relations and Equity Coordinator	Business Services
Mr. Mark Lacey	Chief Human Resources Officer	Business Services
Ms. Lisa J. Moore	Chief Diversity, Equity and Inclusion Officer/Executive Director, Employee Relations	College President/Business Services
Ms. Jennifer Peterson	Director, Resources Development	Institutional Effectiveness and Advancement
Mr. Jim Stevenson	Executive Director, Career & Technical Programs	Online & Workforce Programs
Dr. Jacquelyn Thompson	Associate Vice President, Enrollment Management	Student Services
Ms. Pamela Walker	Associate Vice President, Student Services	Student Services

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

Response: N/A

**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: No** If yes, provide the following applicable information for each updated contact.

Name/title: Click here to enter text.

Phone number: Click here to enter text.

Address: Click here to enter text.

Email address: Click here to enter text.

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

Make a selection: Yes

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: 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?	Yes
Title II?	No
Section 504?	No
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No
Other policies or procedures related to civil rights or nondiscrimination?	Yes

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

Name of the policy and/or procedure(s): [APM 11-0801 Title IX Sexual Misconduct/Relationship Violence](#); [APM 11-0802 Resolution of Sexual Misconduct](#)
Date of revision: [September 9, 2020](#)
Description of the revision: Update to contact information
Web link(s) to document the revision: [APM 11-0801](#) ; [APM 11-0802](#)

***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.		

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

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	EAM Goals for Fall 2021
Black Female	21.5%	16.4%	16.1%	17.2%	No	16.1%
Black Male	9.9%	7.4%	8.1%	8.2%	No	8.1%
Hispanic Female	7.5%	0.8%	1.6%	1.6%	Yes	1.6%
Hispanic Male	4.7%	0.8%	0.8%	1.6%	No	0.8%
Other Minorities Female	4.7%	0.8%	0.8%	0.8%	Yes	0.8%
Other Minorities Male	4.0%	5.7%	5.6%	5.7%	No	5.6%
White Female	27.9%	39.3%	41.9%	37.7%	Yes	41.9%
White Male	19.7%	28.7%	25.0%	27.0%	No	25.0%
Total Female	61.7%	57.4%	60.5%	57.4%	Yes	60.5%
Total Male	38.3%	42.6%	39.5%	42.6%	No	39.5%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: While FSCJ did not attain all the goals for women and minorities in EAM positions, it must be noted despite not meeting the goal, the actual number of Black Males did see an increase. Additionally, the current reporting year is unusual because of the still ongoing pandemic. With an unprecedented job market in nearly all aspects of society, individuals have been reluctant to change employers during these uncertain times. As such the College’s full-time total turnover rate for Administrative level positions saw

a decrease between calendar year 2019 and 2020, dropping from 13.7% to 6.8%. This reduced turnover rate, coupled with other pandemic related factors led to a reduced number of overall full-time hires, decreasing from 231 in 2019 to 142 in 2020. While the College has not encountered any cancelled searches due to current financial constraints or hiring freezes, FSCJ has been affected by the uncertainty of projected budget shortfalls. These factors have limited any 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.

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.

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	INST Goals for Fall 2021
Black Female	21.5%	6.1%	5.9%	6.6%	No	5.9%
Black Male	9.9%	4.3%	4.7%	4.6%	Yes	4.7%
Hispanic Female	7.5%	2.9%	3.2%	3.5%	No	3.2%
Hispanic Male	4.7%	1.7%	2.1%	2.0%	Yes	2.1%
Other Minorities Female	4.7%	3.2%	3.5%	3.2%	Yes	3.5%
Other Minorities Male	4.0%	3.7%	3.8%	3.7%	Yes	3.8%
White Female	27.9%	42.4%	40.6%	41.5%	No	40.6%
White Male	19.7%	35.7%	36.2%	34.9%	Yes	36.2%
Total Female	61.7%	54.5%	53.2%	54.8%	No	53.2%
Total Male	38.3%	45.5%	46.8%	45.2%	Yes	46.8%

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

Response: FSCJ did not attain all the goals for women and minorities in full-time instructional positions. It must be noted despite not meeting the goal the actual number of Hispanic Females did see an increase. Additionally, the current reporting year is unusual because of the still ongoing pandemic. With an unprecedented job market for nearly all aspects of society, individuals have been reluctant to change employers during these uncertain times. As such our full-time total turnover rate for full-time

instructional positions saw a decrease between calendar year 2019 and 2020, dropping from 7.4% to 5.8%. This reduced turnover rate, coupled with other pandemic related factors, has led to a reduced number of overall full-time hires, decreasing from 231 in 2019 to 142 in 2020. Budget uncertainties and decreased student enrollment have limited the increase of full-time instructional new hires, and any adjustments to females and minorities in these 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, will be used to expand our recruiting outreach to a local and national audience. 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 a podcast “My Life “series featuring staff who discuss their experience working at FSCJ.

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 Collective Bargaining Agreement, 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.

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST-CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021
Black Female	21.5%	5.5%	5.7%	5.8%	No	5.7%
Black Male	9.9%	3.7%	3.5%	4.0%	No	3.5%
Hispanic Female	7.5%	3.2%	3.5%	3.6%	No	3.5%
Hispanic Male	4.7%	2.3%	2.2%	2.7%	No	2.2%
Other Minorities Female	4.7%	3.7%	3.9%	4.0%	No	3.9%
Other Minorities Male	4.0%	3.7%	3.5%	3.6%	No	3.5%
White Female	27.9%	44.3%	42.6%	43.3%	No	42.6%
White Male	19.7%	33.8%	35.2%	33.0%	No	35.2%
Total Female	61.7%	56.6%	55.7%	56.7%	No	55.7%
Total Male	38.3%	43.4%	44.3%	43.3%	Yes	44.3%

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

Response: 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 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: FSCJ has not encountered any cancelled searches due to financial restraints or any hiring freezes. A continued decline in student enrollment and the uncertainty of the College’s budget moving into the next fiscal year has had an overall negative impact on the ability to recruit females and/or minorities for vacant positions.

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

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

Goals and Individual Development Plans which are used to coach and encourage employees to pursue department and personal objectives and professional development. Reviews are used to coach and encourage employees by acknowledging where 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.

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

Response: August 2020

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, 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. In addition, College APMs [APM 03-0304 Selection of Full-Time Administrative/Professional Personnel](#) and [APM 03-0305 Selection of Full-Time and Regular Part-Time Career Personnel](#) (as appropriate) and the [Search Committee Handbook](#) are provided to the Hiring Manager and Search Committee members which provide guidance on the search committee process including information regarding the importance and rationale for having a diverse search committee.**

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

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

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

Response: **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 they are seeing the type of performance and activities that would make the faculty member a good candidate for a continuing contract and if not, makes suggestions 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	5	\$41,300 - \$47,995	30	\$41,300 - \$79,976
Row 2	Faculty Level 2	8	\$45,000 - \$50,800	184 (includes (1) Counselor and (7) Librarians)	\$45,000 - \$99,950
Row 3	Faculty Level 3	1	\$50,800	149	\$50,800 - \$82,648

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2019, and October 31, 2020, 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, 2019.*

**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.		

Requirement	Response	Comments	Action
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

Part IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2019-20 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	+0.5%	Yes	+0.5%	+0.5%	Yes	+0.5%
Hispanic	+0.5%	Yes	+0.5%	+0.5%	Yes	+0.5%
Other Minorities	+0.5%	Yes	+0.5%	+0.5%	Yes	+0.5%
White	+0.5%	No	+0.5%	+0.5%	No	+0.5%
Female	+0.5%	Yes	+0.5%	+0.5%	Yes	+0.5%
Male	+0.5%	Yes	+0.5%	+0.5%	No	+0.5%
LEP	+0.5%	Yes	+0.5%	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%	+0.5%	Yes	+0.5%

Summary of Table 1

As reflected in Table 1, FSCJ sought to increase headcount for FTIC and total enrollments by 0.5%. In the FTIC category, FSCJ achieved its goals except for White and DIS students. In total enrollments, FSCJ achieved its goals for Black, Hispanic, Other Minorities, Female, and DIS students.

Table 2: Disaggregated Gender and Race/Ethnicity, FTIC and Overall Enrollments, 2017-18 through 2019-20

Rpt Year	Race	Gender	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
2017-18	All	Female	1,682	3,232	52.0%	15,910	26,692	59.6%
2018-19	All	Female	1,511	2,788	54.2%	16,569	27,225	60.9%
2019-20	All	Female	1,581	2,914	54.3%	16,973	27,519	61.7%
2017-18	All	Male	1,550	3,232	48.0%	10,782	26,692	40.4%
2018-19	All	Male	1,277	2,788	45.8%	10,656	27,225	39.1%
2019-20	All	Male	1,333	2,914	45.7%	10,546	27,519	38.3%
2017-18	All	Total	3,232	3,232	100.0%	26,692	26,692	100.0%
2018-19	All	Total	2,788	2,788	100.0%	27,225	27,225	100.0%
2019-20	All	Total	2,914	2,914	100.0%	27,519	27,519	100.0%
Black								
2017-18	Black	Female	507	3,232	15.7%	5,344	26,692	20.0%
2018-19	Black	Female	484	2,788	17.4%	5,737	27,225	21.1%
2019-20	Black	Female	519	2,914	17.8%	5,916	27,519	21.5%
2017-18	Black	Male	397	3,232	12.3%	2,694	26,692	10.1%
2018-19	Black	Male	327	2,788	11.7%	2,648	27,225	9.7%
2019-20	Black	Male	412	2,914	14.1%	2,725	27,519	9.9%
2017-18	Black	Total	904	3,232	28.0%	8,038	26,692	30.1%
2018-19	Black	Total	811	2,788	29.1%	8,385	27,225	30.8%
2019-20	Black	Total	931	2,914	31.9%	8,641	27,519	31.4%
Hispanic								
2017-18	Hispanic	Female	269	3,232	8.3%	1,635	26,692	6.1%
2018-19	Hispanic	Female	227	2,788	8.1%	1,831	27,225	6.7%
2019-20	Hispanic	Female	227	2,914	7.8%	2,066	27,519	7.5%
2017-18	Hispanic	Male	227	3,232	7.0%	1,152	26,692	4.3%
2018-19	Hispanic	Male	170	2,788	6.1%	1,246	27,225	4.6%
2019-20	Hispanic	Male	179	2,914	6.1%	1,304	27,519	4.7%
2017-18	Hispanic	Total	496	3,232	15.3%	2,787	26,692	10.4%
2018-19	Hispanic	Total	397	2,788	14.2%	3,077	27,225	11.3%
2019-20	Hispanic	Total	406	2,914	13.9%	3,370	27,519	12.2%
Other								
2017-18	Other	Female	145	3,232	4.5%	1,265	26,692	4.7%
2018-19	Other	Female	121	2,788	4.3%	1,253	27,225	4.6%
2019-20	Other	Female	121	2,914	4.2%	1,300	27,519	4.7%
2017-18	Other	Male	153	3,232	4.7%	1,062	26,692	4.0%

2018-19	Other	Male	124	2,788	4.4%	1,072	27,225	3.9%
2019-20	Other	Male	136	2,914	4.7%	1,106	27,519	4.0%
2017-18	Other	Total	298	3,232	9.2%	2,327	26,692	8.7%
2018-19	Other	Total	245	2,788	8.8%	2,325	27,225	8.5%
2019-20	Other	Total	257	2,914	8.8%	2,406	27,519	8.7%
2017-18	White	Female	761	3,232	23.5%	7,666	26,692	28.7%
2018-19	White	Female	679	2,788	24.4%	7,748	27,225	28.5%
2019-20	White	Female	714	2,914	24.5%	7,691	27,519	27.9%
2017-18	White	Male	773	3,232	23.9%	5,874	26,692	22.0%
2018-19	White	Male	656	2,788	23.5%	5,690	27,225	20.9%
2019-20	White	Male	606	2,914	20.8%	5,411	27,519	19.7%
2017-18	White	Total	1,534	3,232	47.5%	13,540	26,692	50.7%
2018-19	White	Total	1,335	2,788	47.9%	13,438	27,225	49.4%
2019-20	White	Total	1,320	2,914	45.3%	13,102	27,519	47.6%

Summary of Table 2

FTIC and total enrollments for **all students by gender**. In the last year, FTIC headcount has increased by 5%. Both male and female FTIC headcount increased by 4% and 5%, respectively. Total enrollments have also increased by 1%. Male total headcount decreased by 1% and female total headcount increased by 2%.

FTIC and total enrollments for **black students by gender**. In the last year, FTIC black student headcount has increased by 15%. Both male and female FTIC black headcount increased by 26% and 27%, respectively. Total black enrollments have also increased by 3%. Both black males and black females increased by 3%.

FTIC and total enrollments for **Hispanic students by gender**. In the last year, FTIC Hispanic student headcount has increased by 2%. Male Hispanic FTIC headcount increased by 5% and female FTIC Hispanic headcount remained constant. Total Hispanic enrollments have also increased by 10%. Both Hispanic males and black females increased by 5% and 13%, respectively.

FTIC and total enrollments for **other race/ethnicities (other minorities) students by gender**. In the last year, FTIC other minorities student headcount has increased by 5%. FTIC male other minorities headcount increased by 10%, where female FTIC other minorities remained constant. Total other minorities enrollments have increased by 3%. Other minority male enrollment increased by 3% while other minority female enrollment has increased by 4%.

FTIC and total enrollments for **white students by gender**. In the last year, FTIC white student headcount has decreased by 1%. White male FTIC student headcount has decreased by 8%, white female FTIC student headcount has increased by 5%. Total white enrollments have decreased by 3%. White female and white male enrollments have decreased by 1% and 5%, respectively.

Table 3: Disaggregated LEP and disabled student, FTIC and Overall Enrollments, 2017-18 through 2019-20

Rpt Year	Gender	FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
2017-18	Female	12	43	447	585
2018-19	Female	12	55	330	645
2019-20	Female	13	63	172	697
2017-18	Male	12	85	242	556
2018-19	Male	9	77	200	547
2019-20	Male	15	54	104	566
2017-18	Total	24	128	689	1,141
2018-19	Total	21	132	530	1,192
2019-20	Total	28	117	276	1,263

Summary of Table 3

Table 3 reflects FTIC and total enrollments for **students with limited English proficiency (LEP) and students with disabilities (DIS) by gender**. In the last year, FTIC LEP student headcount has increased by 33%. Male FTIC LEP and female LEP student enrollments have increased by 67% and 8%, respectively. Total LEP enrollments have decreased by 48%. In the last year, FTIC DIS student headcount has decreased by 11%. Male FTIC DIS student enrollments have decreased by 30% and female FTIC DIS student enrollments have increased by 35%. Total DIS enrollments have increased by 6%.

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 2020, the College Board of Trustees approved the 2020 – 21 Visionary Impact Plan, a short-term strategic plan that allowed the College to respond more tactically to the immediate and changing needs of FSCJ students and the community the College serves due to the pandemic. The plan, which prioritizes increasing student success as its primary goal, contains three priorities:

- 1) Increase enrollment, with an emphasis on underrepresented populations,
- 2) Increase retention, with an emphasis on underrepresented population, and

3) Improve processes to increase efficiencies

In conjunction with the strategic plan, FSCJ is leveraging its 5-year relationship with Achieving the Dream and recently launched the project to incorporate the Guided Pathways framework institutionally. 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.

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 develop an online New Student Orientation experience. In addition, BRIDGES utilized grant funds to support EAB Navigate, 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 AA-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. 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.

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 130 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 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 will impact 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. Overall, the ESOL program served approximately 2,398 students in 2020.

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

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

Specific Service Options:

- Adjustment to blindness counseling
 - Individual counseling and group sessions
- Assistive technology
 - Keyboarding and computer operations
 - Adaptive software including screen magnification and screen reader
 - Mainstream business applications and Internet navigation
 - Mobile technology and smart phone automation
- Communications, optical, and non-optical devices
 - Lighting and glare filters
 - Magnifiers and electronic aids
 - Braille instruction
- Independent living skills
 - Home and personal management
 - Personal and household safety
- Orientation and mobility

- Human guide and support aids
- White cane skills and navigation
- Community travel options
- Job readiness
 - Job seeking and interview competence
 - Resume building
 - ADA accommodations and laws

Talent Search JAX (South Campus)

Talent Search JAX is a TRIO program funded by the U.S. Department of Education that works with select middle and high schools in Jacksonville's Arlington and Southside neighborhoods that have high numbers of minority students and student from families in which English is not the first language. The program provides eligible students with the following services: academic, financial, career or personal counseling; career exploration and aptitude assessment; tutorial services; information on postsecondary education; exposure to college campuses; information on student financial assistance; assistance in completing college admissions and financial aid applications; assistance in preparing for college entrance exams/essays; mentoring programs; and workshops for the families of participants. During 2019-2020, Talent Search JAX served 501 students. Of this total, 387 were low income and potential first-generation students, and 490 were promoted to next grade level or graduated high school. In the year of 2013-2014, the Talent Search program had 122 students to graduate from high school, and of this total, 71 received postsecondary credentials by 8/31/2020.

Talent Search Urban Core (Downtown Campus)

This is a TRIO program similar to Talent Search JAX, but it serves students in grades 9 through 12 who attend schools in Jacksonville's urban core. Participants receive a range of comprehensive services that include academic tutoring, career exploration, goal setting, life skills, test preparation, introduction to postsecondary educational opportunities, assistance with secondary and postsecondary course selection, financial aid planning and financial literacy, mentoring, case management and academic interventions, and participation in college tours and cultural enrichment opportunities. During 2019-2020, Talent Search Urban Core served 500 low-income first generation students.

Articulation with Apprenticeship Programs

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

The specific breakdown follows –

For 2020 (January to December):

- Black Apprentices – 2
- Hispanic Apprentices – 0
- Asian/Pacific Islander Apprentices – 1
- Native American Apprentices – 0
- Individuals with a disability – 0
- Individuals with limited English proficiency – 0 (as far as we know, as we do not track this for our grant)

The above equals FSCJ serving 3 unduplicated underrepresented individuals through the Florida Apprenticeship Grant in 2020.

New methods and strategies, if applicable.

Response: EAB Navigate 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, and other services will be evaluated for impact after rollout as myGradPlan in Spring 2022.

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 AA transfer degrees. The academic roadmaps were drafted and available for stakeholder review until late fall 2020. Academic roadmaps for the AS and BCTE programs are under review and will be scribed into the College’s degree planning software in summer 2021.

Webpage Redesign

As part of the 2020-21 Strategic Plan, a webpage redesign project is underway to increase transparency and ease of access to information from point of inquiry to enrollment to make academic and College information easily understandable to all interested parties.

Recruitment Strategies

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

The data from Career Coach is used to identify use patterns (high schools, zip codes, race, etc.) to help identify populations that are underrepresented. Strategies are under development to encourage and increase the tool’s use to expose potential students, particularly those in underrepresented populations, to available careers and academic programs/certificate.

Online Orientation

With support from the College's Title III Strengthening Institutions Grant (BRIDGES), the College created an Online Orientation program to supplement the in-person Orientation so that all students had the information to be success at the beginning of their educational journey.

Financial Aid Awarding

To improve student experience and decrease time from application to award of financial aid, the College embarked on a Six Sigma review process to identify "pain points" and inefficiencies. Time from application to award is projected to be reduced by 30%.

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 2020-21. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

Student Completion – Data Analysis

Table 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 2018-19 to 2019-20. The College did not achieve any of its completion goals except for disabled students completing a certificate.

A.A. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	+0.5%	No	+0.5%
Hispanic	+0.5%	No	+0.5%
Other Minorities	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%
Male	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%
A.S./A.A.S. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	+0.5%	No	+0.5%
Hispanic	+0.5%	No	+0.5%
Other Minorities	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%
Male	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%
Certificates	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	+0.5%	No	+0.5%
Hispanic	+0.5%	No	+0.5%
Other Minorities	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%
Male	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%
DIS	+0.5%	Yes	+0.5%
Baccalaureate Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	+0.5%	No	+0.5%
Hispanic	+0.5%	No	+0.5%
Other Minorities	+0.5%	No	+0.5%
White	+0.5%	No	+0.5%
Female	+0.5%	No	+0.5%
Male	+0.5%	No	+0.5%
LEP	+0.5%	No	+0.5%
DIS	+0.5%	No	+0.5%

Table 2: Disaggregated Gender and Race/Ethnicity, credential completion, 2017-18 through 2019-20

Rpt Year	Race	Gender	AA Degrees			AS-AAS Degrees			Certificates			Baccalaureate Degrees		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
2017-18	All	Female	1,403	2,186	64.2%	492	763	64.5%	879	1,617	54.4%	457	720	63.5%
2018-19	All	Female	1,505	2,391	62.9%	615	954	64.5%	1,397	2,556	54.7%	475	772	61.5%
2019-20	All	Female	949	1,484	63.9%	376	568	66.2%	1,020	1,741	58.6%	386	557	69.3%
2017-18	All	Male	783	2,186	35.8%	271	763	35.5%	738	1,617	45.6%	263	720	36.5%
2018-19	All	Male	886	2,391	37.1%	339	954	35.5%	1,159	2,556	45.3%	297	772	38.5%
2019-20	All	Male	535	1,484	36.1%	192	568	33.8%	721	1,741	41.4%	171	557	30.7%
2017-18	All	Total	2,186	2,186	100.0%	763	763	100.0%	1,617	1,617	100.0%	720	720	100.0%
2018-19	All	Total	2,391	2,391	100.0%	954	954	100.0%	2,556	2,556	100.0%	772	772	100.0%
2019-20	All	Total	1,484	1,484	100.0%	568	568	100.0%	1,741	1,741	100.0%	557	557	100.0%
2017-18	Black	Female	379	2,186	17.3%	113	763	14.8%	302	1,617	18.7%	167	720	23.2%
2018-19	Black	Female	393	2,391	16.4%	148	954	15.5%	416	2,556	16.3%	168	772	21.8%
2019-20	Black	Female	255	1,484	17.2%	81	568	14.3%	333	1,741	19.1%	129	557	23.2%
2017-18	Black	Male	134	2,186	6.1%	53	763	6.9%	205	1,617	12.7%	48	720	6.7%
2018-19	Black	Male	139	2,391	5.8%	68	954	7.1%	296	2,556	11.6%	66	772	8.5%
2019-20	Black	Male	100	1,484	6.7%	41	568	7.2%	201	1,741	11.5%	40	557	7.2%
2017-18	Black	Total	513	2,186	23.5%	166	763	21.8%	507	1,617	31.4%	215	720	29.9%
2018-19	Black	Total	532	2,391	22.3%	216	954	22.6%	712	2,556	27.9%	234	772	30.3%
2019-20	Black	Total	355	1,484	23.9%	122	568	21.5%	534	1,741	30.7%	169	557	30.3%
2017-18	Hispanic	Female	132	2,186	6.0%	40	763	5.2%	112	1,617	6.9%	23	720	3.2%
2018-19	Hispanic	Female	157	2,391	6.6%	45	954	4.7%	167	2,556	6.5%	33	772	4.3%
2019-20	Hispanic	Female	124	1,484	8.4%	38	568	6.7%	144	1,741	8.3%	28	557	5.0%
2017-18	Hispanic	Male	93	2,186	4.3%	17	763	2.2%	70	1,617	4.3%	14	720	1.9%
2018-19	Hispanic	Male	111	2,391	4.6%	35	954	3.7%	132	2,556	5.2%	17	772	2.2%
2019-20	Hispanic	Male	73	1,484	4.9%	22	568	3.9%	93	1,741	5.3%	9	557	1.6%
2017-18	Hispanic	Total	225	2,186	10.3%	57	763	7.5%	182	1,617	11.3%	37	720	5.1%
2018-19	Hispanic	Total	268	2,391	11.2%	80	954	8.4%	299	2,556	11.7%	50	772	6.5%
2019-20	Hispanic	Total	197	1,484	13.3%	60	568	10.6%	237	1,741	13.6%	37	557	6.6%
2017-18	Other	Female	130	2,186	5.9%	44	763	5.8%	65	1,617	4.0%	26	720	3.6%
2018-19	Other	Female	135	2,391	5.6%	50	954	5.2%	88	2,556	3.4%	22	772	2.8%
2019-20	Other	Female	87	1,484	5.9%	23	568	4.0%	63	1,741	3.6%	36	557	6.5%
2017-18	Other	Male	100	2,186	4.6%	19	763	2.5%	49	1,617	3.0%	15	720	2.1%
2018-19	Other	Male	111	2,391	4.6%	43	954	4.5%	95	2,556	3.7%	25	772	3.2%

2019-20	Other	Male	64	1,484	4.3%	26	568	4.6%	57	1,741	3.3%	17	557	3.1%
2017-18	Other	Total	230	2,186	10.5%	63	763	8.3%	114	1,617	7.1%	41	720	5.7%
2018-19	Other	Total	246	2,391	10.3%	93	954	9.7%	183	2,556	7.2%	47	772	6.1%
2019-20	Other	Total	151	1,484	10.2%	49	568	8.6%	120	1,741	6.9%	53	557	9.5%
2017-18	White	Female	762	2,186	34.9%	295	763	38.7%	400	1,617	24.7%	241	720	33.5%
2018-19	White	Female	820	2,391	34.3%	372	954	39.0%	726	2,556	28.4%	252	772	32.6%
2019-20	White	Female	483	1,484	32.5%	234	568	41.2%	480	1,741	27.6%	193	557	34.6%
2017-18	White	Male	456	2,186	20.9%	182	763	23.9%	414	1,617	25.6%	186	720	25.8%
2018-19	White	Male	525	2,391	22.0%	193	954	20.2%	636	2,556	24.9%	189	772	24.5%
2019-20	White	Male	298	1,484	20.1%	103	568	18.1%	370	1,741	21.3%	105	557	18.9%
2017-18	White	Total	1,218	2,186	55.7%	477	763	62.5%	814	1,617	50.3%	427	720	59.3%
2018-19	White	Total	1,345	2,391	56.3%	565	954	59.2%	1,362	2,556	53.3%	441	772	57.1%
2019-20	White	Total	781	1,484	52.6%	337	568	59.3%	850	1,741	48.8%	298	557	53.5%

Summary of Table 2

Over the last year, overall completions of A.A. degrees decreased by 38%, with male completions decreasing by 40% and female completions decreasing by 37%. Overall completions of A.S. decreased by 40% with female and male completions decreasing 39% and 43%, respectively. Overall completions of career certificates decreased by 32%, with male completions decreasing by 38% and female completions decreasing by 27%. Overall completions of Baccalaureate decreased by 28%, with male completions decreasing by 42% and female completions decreasing by 19%.

A.A., A.S., certificate, and Baccalaureate completers for **Black students**. Over the last year, overall completions of A.A. degrees decreased by 33%, with male completions decreasing by 28% and female completions decreasing by 35%. Overall completions of A.S. decreased by 44% with female and male completions decreasing 45% and 40%, respectively. Overall completions of career certificates decreased by 25%, with male completions decreasing by 32% and female completions decreasing by 20%. Overall completions of Baccalaureate decreased by 28%, with male completions decreasing by 39% and female completions decreasing by 23%.

A.A., A.S., certificate, and Baccalaureate completers for **Hispanic students**. Over the last year, overall completions of A.A. degrees decreased by 26%, with male completions decreasing by 34% and female completions decreasing by 21%. Overall completions of A.S. decreased by 25% with female and male completions decreasing 16% and 37%, respectively. Overall completions of career certificates decreased by 21%, with male completions decreasing by 30% and female completions decreasing by 14%. Overall completions of Baccalaureate decreased by 26%, with male completions decreasing by 47% and female completions decreasing by 15%.

A.A., A.S., certificate, and Baccalaureate completers of **other race/ethnicities (other minority) students by gender**. Over the last year, overall completions of A.A. degrees decreased by 39%, with male completions decreasing by 42% and female completions decreasing by 36%. Overall completions of A.S. decreased by 47% with female and male completions decreasing 54% and 40%, respectively. Overall

completions of career certificates decreased by 34%, with male completions decreasing by 40% and female completions decreasing by 28%. Overall completions of Baccalaureate increased by 13%, with male completions decreasing by 32% and female completions increasing by 64%.

A.A., A.S., certificate, and Baccalaureate completers of **white students by gender**. Over the last year, overall completions of A.A. degrees decreased by 10%, with male completions decreasing by 43% and female completions decreasing by 41%. Overall completions of A.S. decreased by 40% with female and male completions decreasing 37% and 47%, respectively. Overall completions of career certificates decreased by 38%, with male completions decreasing by 42% and female completions decreasing by 34%. Overall completions of Baccalaureate decreased by 32%, with male completions decreasing by 44% and female completions decreasing by 23%.

Table 3: Disaggregated LEP and disabled student, credential completion, 2017-18 through 2019-20

Rpt Year	Gender	AA Degrees		AS - AAS Degrees		Certificates		Baccalaureate Degrees	
		LEP	DIS	LEP	DIS	LEP	DIS	LEP	DIS
2017-18	Female	41	37	14	21	21	21	11	18
2018-19	Female	33	63	21	32	25	36	17	16
2019-20	Female	2	39	2	12	2	43	4	18
2017-18	Male	16	33	8	18	9	26	7	19
2018-19	Male	14	40	15	19	15	32	10	15
2019-20	Male	1	43	1	9	1	33	0	10
2017-18	Total	57	70	22	39	30	47	18	37
2018-19	Total	47	103	36	51	40	68	27	31
2019-20	Total	3	82	3	21	3	76	4	28

Summary of Table 3

Completions for students with **limited English proficiency (LEP) and students with disabilities (DIS) by gender**. Over the last year, overall completions of A.A. degrees decreased by 94% for LEP students and decreased by 20% for DIS students. Overall completions of A.S. decreased for both LEP and DIS students by 92% and 59% respectively. Overall completions of career certificates decreased for LEP students by 93% and increased for DIS by 12%. Overall completions of Baccalaureate decreased for LEP students by 85% and decreased for DIS students by 10%.

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 2020, the College Board of Trustees approved the 2020 – 21 Visionary Impact Plan, a short-term strategic plan that allowed the College to respond more tactically to the immediate and changing needs of FSCJ students and the community the College serves due to the pandemic.

In conjunction with the strategic plan, FSCJ is leveraging its 5-year relationship with Achieving the Dream and recently launched the project to incorporate the Guided Pathways framework institutionally. 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.

Complete Florida

In 2014, the Florida legislature created Complete Florida, a statewide initiative to recruit and retain the state's 2.2 million adults with some college and no degree. Florida State College at Jacksonville responded to this call and participated in an online degree completion program.

During the funding cycle, when students applied to the program they were required to meet the general admission standards. Each student was assigned a personal Complete Florida coach that would help them decide on a program, create a school schedule that gave them the best opportunity for success and act as a liaison between them and their institution. The project ended in December 2019, supporting over 370 students in Complete Florida programs at FSCJ.

Adult General Education

The Adult General Education Grant supports the following programs at the college: Adult Basic Education, GED® Preparation: High School Equivalency, Adult High School, and English for Speakers of Other Languages (ESOL). FSCJ's Adult Education Programs, along with identified literacy programs: 1) assist participants in becoming literate and obtaining the knowledge and skills for employment and economic self-sufficiency; 2) integrate career pathways, integrated education/training, and workforce preparation activities; and 3) improve English and math proficiency. The ESOL program assists Duval County non-native English-speaking adults by 1) providing instruction that facilitates English language development necessary for employment and economic self-sufficiency in the US; 2) encouraging the transition to postsecondary education and training at the College through career pathways, and 3) emphasizing contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.

The Adult Education programs served approximately 2,955 students in 2019-2020. FSCJ's instructional schedule is aligned with the program's assessment post-testing procedure to allow sufficient intensity and duration for participants to demonstrate adequate progress on the standardized assessment(s). Students may engage in an average of 10 hours of instruction per week offered 45 weeks per year at each of the sites. FSCJ's adult education activities offer flexibility in location, class schedules, and instructional modality. The program incorporates technologies such as access to learning management systems, hybrid course content delivery, and live virtual presentations to limit barriers to accessibility.

Additionally, FSCJ's Integrated Education and Training (IET) program is based on the nationally recognized Basic Education and Skills Training (I-BEST) initiative, an instructional model to boost students' basic skills in reading, writing and mathematics while they pursue a certificate in a career or technical program. The IET program is imbedded in the Adult General Education program, and the primary benefit is that the program is designed to teach literacy, work and college-readiness skills so students can move through school and into living wage jobs faster. Both of these IET models utilize service approach elements including: team teaching, contextualized instruction, and a cohort-based model.

Kids Hope Alliance

In collaboration with Kids Hope Alliance, Florida State College at Jacksonville is leading the FSCJ CareerConnect initiative to impact at least 80 students by increasing the education and workforce development opportunities for 16-21-year-olds in Duval County. The project offers youth a variety of program options that are appropriate for their unique needs. The available programs are Continuing Workforce Education, High School Equivalency (GED® program), and/or high school diploma completion. The target market for this program includes low-income, one or more barriers to postsecondary education, and/or been a justice-involved youth.

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

DeafTEC is an NSF Advanced Technological Education National Center of Excellence located at Rochester Institute of Technology in New York. DeafTEC's goal is to increase the number of deaf and hard-of-hearing (d/hh) individuals in highly skilled technician jobs, where they are currently underrepresented and underutilized. DeafTEC serves as a national resource for high schools and community colleges that educate d/hh students in STEM-related programs and for employers hiring d/hh individuals. The DeafTEC grant ended May 2020 however the College continues to participate in the DeafTech Advisory group who meet quarterly and make recommendations for online resources to support STEM education for deaf/hard of hearing students, and secondary and postsecondary STEM faculty.

Transition Program for Students with Intellectual Disabilities (TPSID)

FSCJ is one of the four college partners in the Florida Consortium on Inclusive Higher Education, consisting of the University of Central Florida, Florida International University, and the University of South Florida – St. Petersburg. The Consortium's primary objective is to expand the number of inclusive postsecondary education programs on campuses across Florida for students with intellectual disabilities. Each student's course of study is individualized and supported in self-monitoring their progress toward goals in collaboration with support staff through weekly check-ins. Support staff also match students with academic tutors for additional support. The

TPSID Grant (*Vocational and Employment Readiness Training in Comprehensive Adult Learning – VERTICAL Program*) serves students who are dual enrolled as well as adult post-graduate students with intellectual and/or significant developmental disabilities. The TPSID Grant ended September 30, 2020 however the College continues to partner with Duval County Public schools ESE department and continues to offer dual enrollment into PSAV and Technical Certificate programs for eligible students with intellectual disabilities.

Library and Learning Commons

During the reporting period, the Library and Learning Commons (LLC) continued to support the College's equity efforts by providing a range of services to support student academic success and retention. The LLCs' efforts are designed to support all student demographic populations at the College. However, many of the academic support services that are provided by the LLC are particularly useful for underrepresented students, who may face academic challenges and financial barriers that could potentially impede their success. LLC activities were negatively impacted by the evolving COVID-19 pandemic during the spring semester.

In an effort to level the playing field for all students, the LLC is working to reduce textbook and supplemental material costs for students. Average individual textbook costs often exceed \$150 per book, which in total make up a significant percentage of total educational costs. Librarians are working with teaching faculty to integrate library-supported full-text resources, such as journal article collections and librarian-created "LibGuides" into course assignments to relieve the need for supplemental material purchases.

Additionally, the LLC has been successful in gaining external grant funding to support development and modification of "open" textbooks used by FSCJ faculty. By collaborating with faculty on the customization of "free or low cost" textbooks, the LLC helps reduce the total cost of education for students and assists in reducing barriers to student success.

To aid in low/no cost textbook authorship, development, publishing, and distribution, the LLC implemented a new publishing platform known as FSCJ Pressbooks. FSCJ Pressbooks is a user-friendly, web-based authoring tool that supports book authorship by any interested FSCJ faculty or staff member. The LLC supports all costs associated with the project. The Pressbooks platform holds a number of FSCJ authored works, including textbooks such as African American History and Culture by FSCJ Professor Scott Matthews. Over time, the high-quality FSCJ Pressbooks collections developed will have a significant positive financial impact on students.

Finally, during the period, the LLC applied for, and was awarded, a \$10,000 grant from the FSCJ Foundation's Nathan B. Wilson Endowment for Minority Student Success and Retention. The grant allows for the creation of a library textbook reserve collection so that students who cannot afford their textbooks, or must put off the purchase of a textbook for financial reasons, can access their materials in the LLC. Librarians and library administrators are partnering with Institutional Research to determine which textbooks to select for the collection that would have the greatest positive impact on minority students. The selection and purchasing of the textbooks was temporarily delayed due to the COVID pandemic, but will resume during the faculty textbook selection window for fall 2021.

Scheidel Foundation Gift Agreement

This agreement funds a full-time Career Specialist to manage Scheidel Foundation scholarships. This person is charged with identifying and resolving (to the extent possible) obstacles that prevent current and former Scheidel Scholars students from being more successful in reaching their academic goals, especially through regular contact via phone calls, emails, and face-to-face meetings. In 2019/20, 42 underrepresented students were served.

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

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

Scholarships for Disadvantaged Students

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

New methods and strategies, if applicable.

Response: **Achieving the Dream** The College's five-year association with ATD has culminated in the implementation of Guided Pathways. Formally launching in Spring 2021, the pillars of Guided Pathways are being used to organize and align student success efforts, including those related to enrollment, retention, and completion, and support scalable initiatives. The Guided Pathways framework has also created a culture where equity, (racial, ethnic, gender, and socio-economic) are at the forefront of all College process and program reviews.

Student Success Certificate

With support from the College's Title III Strengthening Institutions Grant (BRIDGES), FSCJ's Academy for Teaching and Learning supported the initiative to create a 14-hour Student Success Certificate. The curriculum was created with collaborative teams of faculty and student services personnel. Launched in fall 2020, the goal is to create cohorts comprised of faculty, administrators, and student services personnel to earn the certificate together, sharing experiences to enrich stakeholders in all areas.

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 process to create and pilot the internal processes is underway, with a Collegewide launch anticipated in fall 2021.

Early Alert

As part of the College's current strategic plan, the combined efforts of BRIDGES and Student Services personnel created an intervention pathways one-page document to inform faculty and staff more efficiently on the uses of Simplicity and its early alert system. Initial data demonstrates a significantly increased use of the system.

Stop Out Campaign

As part of the College's current strategic plan, advising led a comprehensive communication campaign to reach out to students who had stopped out within the past two years and had earned 42 or more credits toward a degree. Pending results, a process will be implemented to make this an annual campaign.

Academic Degree Plans

Advising is creating a new process to identify students who have not filed an Academic Degree Plan until myGradPlan (EAB Navigate/automated degree-planning software) is implemented. Advisors will proactively reach out to students who are missing Academic Degree Plans to guide them through building their plans.

Marketing and Communications

Outreach campaigns are being targeted to underrepresented populations, including Title I high schools and low socio-economic zip codes area to provide information for College opportunities, from workforce programs to AA and BCTE opportunities. In addition to digital campaigns, these areas are targeted with quarterly mailers to ensure information is shared across multiple media.

Student Success in Targeted Programs

The college's plan for 2019-20 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

Biomedical Sciences

The College actively recruits underrepresented groups into the Bachelor of Science in Biomedical Sciences degree and provides support to enrolled students through Phi Theta Kappa, the STEM club, Academic Collaborations, the Biomedical Sciences Pre-Professional Society (BPPS) and educational workshops. FSCJ maintains two active grant projects to support these efforts: the Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP) grant, and Scholarships in Science Technology Engineering and Mathematics, Peers Organized by Discipline for Success (S-STEM PODS2) grant.

Environmental Workforce Development and Job Training (EWDJT) Grant

The Environmental Protection Agency funded this program to provide training in environmental cleanup procedures to underserved or disadvantaged populations, including the homeless, ex-offenders, single mothers, low-income individuals, Veterans, displaced workers and/or the unemployed or underemployed. Over the project enrollment period that ended September 2020, 59 participants enrolled in the program and 58 completed the 40-hour HAZWOPER training certification.

Florida Apprenticeship in the 21st Century

This project was funded under the U.S. Department of Labor American Apprenticeship Initiative. The College leads a consortium that includes Broward College, St. Petersburg College, CareerSource Florida and CareerSource Northeast Florida, school districts in Broward, Duval and Pinellas counties, various private and public sector entities, and the Florida Department of Education Office of Registered Apprenticeship. The aim is to build an efficient apprenticeship infrastructure and create career pathways that align new and existing apprenticeship program competencies with college degrees. Its focus is apprenticeship programs in Information Technology, Manufacturing, Construction, and Healthcare. As of March 31, 2020, the Apprenticeship grant has served 158 apprentices from underrepresented populations.

Florida East Coast TechHire (FECT) Consortium

Daytona State College is lead institution in this project that also involves FSCJ, Eastern Florida State College, regional CareerSource offices and more than 35 employer partners. FECT served incumbent workers and a diverse group of individuals ages 17-29 who faced barriers to training and employment in the fields of Information Technology and Advanced Manufacturing. Preference was given to veterans, minorities and underrepresented populations in industries receiving H-1B visas. Prior to the project ending December 2020, 240 participants were served in the fields of Advanced Manufacturing and Information Technology, with a 76 percent completion rate.

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

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

Information Technology Rapid Reemployment (I-TECH)

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

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

Northeast Florida America's Promise

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

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

Grant supportive services include:

- Case Manager oversight of all applicants/enrollees
- Job Skills Training and Résumé Writing
- Providing up-to-date employment opportunities
- Sending out résumés to local companies looking to hire

To date, the program served 277 people, 232 exiters and 204 are employed. Of those, 102 are employed in the manufacturing/trades field; 221 males, 56 females. We have met each deliverable except the number of 110 employed. We continue to work with local manufacturing and trades companies and partners to provide résumés of our graduates to assist them in obtaining employment.

Peers Organized by Discipline for Success² (PODS²)

This project is successor to an earlier PODS project. Both were funded by the National Science Foundation and both provide scholarships for academically talented but financially needy students seeking degrees in the sciences, mathematics and technology. Through a collaboration with multiple STEM industry partners, students receive hands-on work experiences and have networking opportunities with STEM professionals. In 2019/20, the program provided 41 scholarships. The age of the students ranged from 20 - 52. Statistically for gender, students were identified as 19 female and 22 male; for self-reported ethnicity, 14 African American, 2 Pacific Islander, 14 Caucasian, 9 Asian and 2 Hispanic. The GPA ranged from a low of 2.38 to 4.00, with a mean average of 3.46. Majors for the students awarded scholarships included Science, Biology, Chemistry, Computer Science/Network, Computer Science/Information Technology, and Computer Science/Security.

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

TRIO SSS Science, Technology, Engineering and Mathematics (STEM), and Health Sciences program, is funded by the U.S. Department of Education, provides opportunities for academic development through tutoring, advising, STEM career planning, service-learning activities, financial literacy education and motivation for students to successfully complete their postsecondary education. The goal of the TRIO SSS-STEM program is to increase the college retention and graduation rates for its participants. An important aspect of the program is providing a consistent and ongoing support system that program participants may depend on while a student at FSCJ. Below are some key performance indicators of the TRIO SSS STEM-program for 2019/2020:

- Number of underrepresented students served: 145
- Persistence goal: 65%; attained: 77%
- Good Academic Standing goal: 70%; attained 86%
- Degrees Obtained goal: 60%; attained: 87%
- Transfer goal: 10%; attained: 29%

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

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

Scholarships for Disadvantaged Students

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

Florida Job Growth Grant

FSCJ was awarded the Florida Job Growth Grant by the Florida Department of Economic Opportunity and Enterprise Florida to support the Northeast Florida Advanced Manufacturing and Logistics Job Growth Program. During FY 2019-20, 132 participants from rural, urban and high need communities have received support in the form of scholarships, test fees, paid internships, and job placement assistance. Program participants include individuals who are low-income, unemployed, underemployed, incumbent workers, military veterans and spouses, displaced workers, disadvantaged and underrepresented populations, and those who have a significant workforce training need. 140 industry-recognized certificates were awarded to student during 2019-20.

Childcare Access Means Parents in School (CCAMPIS)

Through the Childcare Access Means Parents in School (CCAMPIS) grant, Florida State College at Jacksonville faculty and staff have built a collaborative partnership with the Chappell Schools at Downtown Campus, assisting in planning and implementing best practices for young children. In 2019-20, CCAMPIS serviced 28 students. Of those 28 students, two students graduated. CCAMPIS was able to provide affordable and reliable childcare for 10 toddler-aged children as well as 21 pre-school aged children.

The CCAMPIS team has created an online-friendly environment full of virtual activities and virtual orientations for CCAMPIS recipients. In 2019-20, the CCAMPIS team was able to witness many success stories. The program has students from various education fields. A student in the radiography program is also attending clinicals at Baptist Medical Center. The student is working toward furthering their education by utilizing all resources available, setting reasonable goals to keep their grades on point, and – most importantly – focusing on time management throughout school and family life.

The FSCJ CCAMPIS team is offering students the opportunity to further their education and fully prepare to be in the career field. The College is excited to be able to help more students obtain their degrees and put their minds at ease when it comes to being able to afford childcare. The students have been extremely grateful for the CCAMPIS grant and have suggested that their classmates apply as well. The Program Facilitator, whose office is located in the Education Department, has formed partnerships with the directors at each Chappell School location as well as College faculty members (both full- and part-time). The partnership illustrates many unifying themes in the early childhood education field, including core knowledge, understanding, and methods used across multiple settings.

New methods and strategies, if applicable.

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

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

Requirement	Response	Comments	Action
Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and 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.

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	1	SPC2017-Introduction to Speech Communications	LIT2000, Literature in the Humanities	Speech
Visual Impairment	0			
Specific Learning Disability	9	MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	PHI2010-Introduction to Philosophy CGS1100-Microcomputer Applications for Business and Economics	Math
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	FIN2100-Personal Finance CGS1100-Microcomputer Applications for Business and Economics	Math
		MGF1106-Topics in College Mathematics	CGS1100-Microcomputer	Math

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		STA2023-Elementary Statistics	Applications for Business and Economics ISC1075-Principles of Science and Investigations	
		STA2023-Elementary Statistics	FIN2100-Personal Finance	Math
		MAT0028-Beginning Algebra MAT1033-Intermediate Algebra	MGF1106-Topics in College Mathematics	Math
		SPN1120-Spanish I SPN1121-Spanish II	HUM2250 -Humanities: 20 th and 21 st Century Cultural Prospective ANT2410-Cultural Anthropology	Foreign Language
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	PHI2010- Introduction to Philosophy AST1002- Astronomy	Math
		SPN1120-Spanish I SPN1121-Spanish II	WOH1012 -World History to 1500 WOH1022-World History Since 1500	Foreign Language
		MGF1106-Topics in College Mathematics	CGS1100- Microcomputer Applications for Business and Economics	Math

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		STA2023-Elementary Statistics	OST1324-Business Math Using a Calculator	
Orthopedic Impairment	3	SPC2017-Introduction to Speech Communications	DEP2004: Human Growth and Development	Speech
		MGF1106-Topics in College Mathematics	CGS1100-Microcomputer Applications for Business and Economics	Math
		MGF1106-Topics in College Mathematics	MUT1001-Introduction to Music Theory	Math
Speech/Language Impairment	0			
Emotional or Behavioral Disability	8	MAT0028-Beginning Algebra	MGF1106-Topics in College Mathematics	Math
		MAT1033-Intermediate Algebra		
		MGF1106-Topics in College Mathematics STA2023-Elementary Statistics	FIN2100 Personal Finance PHI2010 Introduction to Philosophy	Math

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		SPN1121-Spanish II	HUM2450- Humanities in the Americas	Foreign Language
		MGF1106-Topics in College Mathematics STA2023- Elementary Statistics	ISC1075-Principals of Science and Investigation AST1002 -Astronomy	Math
		MGF1106-Topics in College Mathematics STA2023- Elementary Statistics	PHI2010-Introduction to Philosophy CGS1100- Microcomputer Applications for Business and Economics	Math
		SPN1121-Spanish II	REL2300 -World Religions	Foreign Language
		SPN1120-Spanish I SPN1121-Spanish II	HUM2450 -Humanities in the Americas WOH1022-World History Since 1500	Foreign Language
		SPN1120-Spanish I SPN1121-Spanish II	REL2000-Religion in Humanities WOH1012 World History to 1500	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Autism Spectrum Disorder	2	SPN1120-Spanish I	HUM2450- Humanities in the Americas	Foreign Language
		SPN1121-Spanish II	REL2300- World Religions	
		SPC2017- Introduction to Speech Communications	LIT2000- Literature in the Humanities	Speech
Traumatic Brain Injury	0			
Other Health Impairment	2	MGF1106-Topics in College Mathematics STA2023- Elementary Statistics	CGS1100- Microcomputer Applications for Business and Economics GLY1010-Physical Geology	Math
		MGF1106-Topics in College Mathematics STA2023- Elementary Statistics	FIN2100-Personal Finance PHI2010 -Introduction to Philosophy	Math

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 2019	24	24
Spring 2020	0	0
Summer 2020	1	1
Total	25	25

**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, 2018, through June 30, 2019, and July 1, 2019, through June 30, 2020

	2018-19			2019-20			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	42	47	89	Total Number of Athletes	50	53	103
Percent of Athletes by Gender	47%	53%		Percent of Athletes by Gender	49%	51%	
Total Number of Enrollments	2,791	3,982	6,773	Total Number of Enrollments	3,090	4,425	7,515
Percent of Enrollments by Gender	41%	59%		Percent of Enrollments by Gender	41%	59%	
Difference between the percent of athletes and the percent of students enrolled	+6	-6		Difference between the percent of athletes and the percent of students enrolled	+8	-8	

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? **2018-19: No 2019-20: 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
<ul style="list-style-type: none"> • Accommodations 	<ul style="list-style-type: none"> • Add beach volleyball – fastest growing sport in NJCAA and popular locally; was set to scrimmage Spring, 2020 * NJCAA and FCSAA 	<ul style="list-style-type: none"> • Athletic Director - Ginny Alexander 	<ul style="list-style-type: none"> • Completed: declared FY19/20; rostering Spring 2021

<ul style="list-style-type: none"> • Proportionality • History and Practice of expansion of sports 	<p><u>canceled all spring sports in March 2020</u></p> <ul style="list-style-type: none"> • Adding beach volleyball; will increase rostering of 9 or more female athletes; will lead to 3-5% increase overall for female athletes • College added women’s cross country which yielded several more female athletes; adding beach volleyball will increase female athletes 	<ul style="list-style-type: none"> • AD G. Alexander • AD G. Alexander 	<ul style="list-style-type: none"> • FY 2020/21 – rostering/competi ng • FY 17/18 completed addition of women’s cross country/ declared beach volleyball FY19/20 rostering Spring 2021
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**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 2020?	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.		

Requirement	Response	Comments	Action
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2020-21 Annual EQUITY UPDATE REPORT
Signature Page

Florida State College at Jacksonville

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

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

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

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

Lisa J. Moore

April 13, 2021

EQUITY OFFICER
MS. LISA J. MOORE

DATE

John Avendano

APRIL 13, 2021

COLLEGE PRESIDENT
DR. JOHN AVENDANO

DATE

Thomas R. McGehee

APRIL 13, 2021

CHAIR OF DISTRICT BOARD OF TRUSTEES
MR. THOMAS R. MCGEHEE

DATE

This concludes the **2020-21** Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by **April 30, 2021**. Colleges may attach additional files (PDF or Word) as appendices.