

Division of Florida Colleges
Instructions *for*
2017-2018
College Annual Equity Update



FLORIDA DEPARTMENT OF
EDUCATION
fldoc.org



THE *Florida*
COLLEGE SYSTEM



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Contents`

General Information and Applicable Laws for Reporting	1
Part I. Description of Plan Development.....	3
Part II. Policies and Procedures that Prohibit Discrimination	4
Part III. Strategies to Overcome Underrepresentation of Students	5
A. Student Enrollments	5
B. Student Completions (college degree and certificate programs).....	9
C. Student Success in Targeted Programs.....	14
Part IV. Substitution Waivers for Admissions and Course Substitutions for	15
Eligible Students with Disabilities	15
Part V. Gender Equity in Athletics.....	17
A. Assessment of Athletic Programs	17
B. Data Assessment.....	17
C. Compliance with Title IX	19
D. Corrective Action Plan	20
Part VI. College Employment Equity Accountability Plan	21
A. Data, Analysis and Benchmarks	21
1. College Full-Time Exec/Administrative/Managerial Staff	22
2. College Full-Time Instructional Staff.....	23
3. College Full-Time Instructional Staff with Continuing Contract	24
B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents	25
C. Additional Requirements	25
Part VII. Signature Page.....	29

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. 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 this annual update.

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

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. The college equity plan submitted in April 2017 for 2016-2017 is considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

The Florida College System (FCS) continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the FCS provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

There are two major changes in how the equity data are being reported to the 28 colleges in order to make the report more appropriate to the missions and academic offerings of the Florida colleges. These changes mean that, for example, the numbers on this year’s equity reporting of 2015-16 will not match the numbers on last year’s equity report for 2015-16. The two changes are:

1. Enrolled students who declare that they are enrolled in a baccalaureate program are now included in enrollment and completions headcounts. Baccalaureate students were not included in previous years’ reports.
2. Enrolled students who declare that they are enrolled as “No Formal Award (Credit, non-degree seeker)” are no longer included in the enrollment headcounts.

Item 2 will have a significant impact on the enrollment numbers for most of the 28 FCS colleges. For example, in 2015-16 there were approximately 77,000 students across the FCS that were enrolled as “No Formal Award (Credit, non-degree seeker).”

In subsequent years, the equity reports will continue to reflect these changes. We at the Division of Florida Colleges recognize that these changes may impact the previously set goals set for the 2016-17 year.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets as an attachment to these instructions. Additionally, excel tables have been created for setting goals and reflecting goal achievement. The college may choose to integrate these reports into the body of the report or include them as appendices.

By focusing on requirements within the statutory areas, the DFC encourages each college to devote its attention to the development of effective methods and strategies for any areas of improvements identified in their analysis of data. Where appropriate, the new reporting guidelines request a response such as new methods and strategies to increase the participation and/or employment of underrepresented minorities.

The College Annual Equity Update is due to the Florida Department of Education, Florida College System by May 1, 2018. The update should be submitted by email to the following email address: Stephanie.Jeland@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2017-2018 update should address the following six parts of your report.

Part I. Description of Plan Development

Are there any changes to the development of the college equity plan? No ___ Yes X

If yes, provide the following applicable updates:

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

- Susan Baker, Dean, College of Nursing
- Jimmy Chang, Dean, Mathematics
- Anne Cooper, Senior Vice President, Instruction and Academic Programs
- Jesse Coraggio, Vice President, Institutional Effectiveness and Academic Services
- Sabrina Crawford, Executive Director, Institutional Effectiveness and Research
- Nicole Delfino, Administrative Services
- Susan Demers, Dean, Public Policy and Legal Studies
- Theresa Dimmer, Coordinator, Institutional Research & Reporting
- Richard Flora, Dean of Clinical Health Sciences
- Djuan Fox, Acting Director, Institutional Research
- Suzanne Gardner, General Counsel
- Davie Gill, Athletic Director
- Cynthia Grey, Acting Associate Dean, Veterinary Technology
- Jill Harper-Judd, Chair, Natural Science
- Kimberly Hartman, Dean, College of Education
- Dorothy Hopkins, Sr. Analyst Programmer
- Misty Kemp, Executive Director, Retention Services/Director, Title III
- Joseph Leopold, Dean of Communications
- John Long, Acting Dean, Computer and Information Technology
- Natavia Middleton, Dean, Natural Science
- Brian Miles, Vice President, Administrative/Business Services & Information Technology
- Greg Nensiel, Dean, College of Business
- Patrick Rinard, Interim Senior Vice President, Student Services
- Davanh Sengphrachanh, Employment Coordinator
- Kristin Simunac, Faculty, Natural Science
- Joseph Smiley, Dean, Social & Behavioral Science
- Pam Smith, Director, Equal Access and Equal Opportunity, Title IX Coordinator
- Jonathan Steele, Dean, Fine Arts and Humanities
- Aimee Stubbs, Director, Accessibility Services
- Carol Sumter, Acting Executive Director, Human Resources
- Stan Vittetoe, Provost
- Katherine Woods, Acting Dean, Allied Health

The plan was adopted by the St. Petersburg College Board of Trustees on April 17, 2018.

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

The preparation of the 2017-18 Annual Equity Update Report was a collaborative team effort that included the participation and expertise of advisory personnel from various departments/groups college-wide including Institutional Research & Effectiveness; Institutional Effectiveness & Academic Services; Instruction and Academic Programs, Student Services, Administrative and Business Services, Human Resources, Athletics, Accessibility Services, Retention Services, Information Technology, Program Deans, the General Counsel's Office and the Equity Office.

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. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No Yes If yes:
- 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- B. Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? No Yes If yes, provide updated information.
- C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? Yes No
If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.
- D. Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No Yes If yes:
- 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- 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. No 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. No Yes

- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No ___ Yes X

If any answers in “E” are “No,” provide the college’s plan for compliance.

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

1)	Title IX?	No <u>X</u> Yes ___
2)	Title II?	No <u>X</u> Yes ___
3)	Section 504?	No <u>X</u> Yes ___
4)	Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No <u>X</u> Yes ___
5)	Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No <u>X</u> Yes ___
6)	Other policies or procedures related to civil rights or Non-discrimination?	No <u>X</u> Yes ___

Address the following for any policies or procedures in “F” marked “Yes”

- The name of the policy and/or procedure(s): **Not Applicable**
- The date of revision: **Not Applicable**
- A description of the revision: **Not Applicable**
- The web link(s) to document the revision: **Not Applicable**

Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

Colleges will continue to examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for first-time-in-college (FTIC) and for overall enrollment. 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.

Both Overall and FTIC representation decreased when compared to the previous year. The overall and FTIC declines are in line with internal college analyses. Students with self-reported disabilities are showing a slight increase over prior year from 4.9% to 5.2% of the total enrollment. Hispanic student enrollment has shown increases, but White and Black student enrollment are showing declines.

Florida College System College: ST. PETERSBURG Student Participation-Enrollments								
			FTIC			Total Enrollments		
Race	Gender	Report Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Black	Female	2014-15	554	5,247	10.56%	3,539	34,819	10.16%
		2015-16	467	5,053	9.24%	3,417	34,335	9.95%
		2016-17	415	4,350	9.54%	3,201	32,751	9.77%
	Male	2014-15	452	5,247	8.61%	1,919	34,819	5.51%
		2015-16	342	5,053	6.77%	1,782	34,335	5.19%
		2016-17	277	4,350	6.37%	1,647	32,751	5.03%
	Total	2014-15	1,006	5,247	19.17%	5,458	34,819	15.68%
		2015-16	809	5,053	16.01%	5,199	34,335	15.14%
		2016-17	692	4,350	15.91%	4,848	32,751	14.80%
Hispanic	Female	2014-15	406	5,247	7.74%	2,494	34,819	7.16%
		2015-16	435	5,053	8.61%	2,668	34,335	7.77%
		2016-17	373	4,350	8.57%	2,771	32,751	8.46%
	Male	2014-15	355	5,247	6.77%	1,663	34,819	4.78%
		2015-16	364	5,053	7.20%	1,777	34,335	5.18%
		2016-17	344	4,350	7.91%	1,814	32,751	5.54%
	Total	2014-15	761	5,247	14.50%	4,157	34,819	11.94%
		2015-16	799	5,053	15.81%	4,445	34,335	12.95%
		2016-17	717	4,350	16.48%	4,585	32,751	14.00%
Other	Female	2014-15	188	5,247	3.58%	1,226	34,819	3.52%
		2015-16	236	5,053	4.67%	1,375	34,335	4.00%
		2016-17	198	4,350	4.55%	1,394	32,751	4.26%
	Male	2014-15	167	5,247	3.18%	902	34,819	2.59%
		2015-16	182	5,053	3.60%	909	34,335	2.65%
		2016-17	154	4,350	3.54%	899	32,751	2.74%
	Total	2014-15	355	5,247	6.77%	2,128	34,819	6.11%
		2015-16	418	5,053	8.27%	2,284	34,335	6.65%
		2016-17	352	4,350	8.09%	2,293	32,751	7.00%
White	Female	2014-15	1,597	5,247	30.44%	13,526	34,819	38.85%
		2015-16	1,601	5,053	31.68%	13,222	34,335	38.51%
		2016-17	1,320	4,350	30.34%	12,395	32,751	37.85%
	Male	2014-15	1,528	5,247	29.12%	9,550	34,819	27.43%
		2015-16	1,426	5,053	28.22%	9,185	34,335	26.75%
		2016-17	1,269	4,350	29.17%	8,630	32,751	26.35%
	Total	2014-15	3,125	5,247	59.56%	23,076	34,819	66.27%
		2015-16	3,027	5,053	59.91%	22,407	34,335	65.26%
		2016-17	2,589	4,350	59.52%	21,025	32,751	64.20%
All	Female	2014-15	2,745	5,247	52.32%	20,785	34,819	59.69%
		2015-16	2,739	5,053	54.21%	20,682	34,335	60.24%
		2016-17	2,306	4,350	53.01%	19,761	32,751	60.34%
	Male	2014-15	2,502	5,247	47.68%	14,034	34,819	40.31%
		2015-16	2,314	5,053	45.79%	13,653	34,335	39.76%
		2016-17	2,044	4,350	46.99%	12,990	32,751	39.66%
	Total	2014-15	5,247	5,247	100.00%	34,819	34,819	100.00%
		2015-16	5,053	5,053	100.00%	34,335	34,335	100.00%
		2016-17	4,350	4,350	100.00%	32,751	32,751	100.00%

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 Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. FI, DOE
 years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship.

Gender	Report Year	FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Female	2014-15	60	86	459	966
	2015-16	55	106	432	1,029
	2016-17	54	99	422	1,040
Male	2014-15	32	73	230	671
	2015-16	50	93	234	666
	2016-17	38	86	230	669
Total	2014-15	92	159	689	1,637
	2015-16	105	199	666	1,695
	2016-17	92	185	652	1,709

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 Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship.

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2017-2018 in the excel table provided.

Achievement of Goals: ENROLLMENTS

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved and set goals for 2016-2017. A table is provided to use as appropriate.

	2016-2017 Goals for FTIC	2016-2017 Goals Achieved FTIC Yes-No	2017-2018 Goals for FTIC		2016-2017 Goals for Overall Enrollments	2016-2017 Goals Achieved Overall Enrollments Yes-No	2017-2018 Goals for Overall Enrollments
Black	0	0	0	0	0	0	0
Hispanic	Increase population by 0.5% to 16.3%	Yes 16.5%	Increase population by 0.5% to 17%	0	Increase participation by 0.5% to 12.5%	Yes 14.0%	0
Minority Overall	0	0	0	0	Increase population by 0.5% to 34%	Yes 35.8%	Increase population by 0.5% to 36.3%
White	0	0	0	0	0	0	0
Minority Male	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0
DIS	0	0	0	0	0	0	Increase participation by 0.2% to 5.4%
LEP	0	0	0	0	0	0	0

The college is achieving goals: Yes X No ___ If no, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups

Although our SPC goals have been achieved, below are updates on enhancements on last year's initiatives.

- As an effort to expand instructional delivery systems to serve a more diverse student population, small knowledge gap learning modules (toolkits) supporting course curriculum were developed for Gateway Courses (highest enrollment, lowest completion). Two additional toolkits for World Religion and Anatomy & Physiology were recently added.
 - The Guided (AACC) Pathways initiative was designed to improve student engagement with the college through identification within a Career and Academic Community, using recommended program pathways that identify courses in the order in which students should take them, as well as designing pathways within Career and Academic Communities to have similar first 15 credit hours to allow students to move between programs without loss of time to degree and complete important gateway courses that have been identified to build foundational skills for academic success, such as Math and English. During the past year each community has developed a series of events to engage students with careers in their area of interest and college supports that serve students.
 - SPC has developed multiple 2+2 articulation programs aligned to the process used to develop the FUSE program with the University of South Florida Tampa and St. Petersburg campuses. The new IGNITE program with FAMU is one of the most recent additions.
 - Due to the continuing trend of increased Hispanic enrollment, SPC has been working on translating many of its application documentations, including the SPC Parent Guide into Spanish. In addition, a Career Outreach Specialist on the Clearwater campus, where the population increase has been most prominent, has worked dilligently with the Hispanic Coalition to act as support and as a translator for first generation Hispanic students and their families interested in pursuing degree programs.
- 2) New methods and strategies to target underrepresented students where goals have not been achieved

Though many of these initiatives are not targeted at specific populations, they do target communities in which these populations live in an effort to make better community connections to the benefits and supports that SPC can provide, as well as to individuals they can get to know at the college.

- Beginning in Fall 2018, Accessibility Services will be rolling out a succinct communication plan to students to ensure they are aware of and enrolled in services they need. This will begin with an awareness email to all students of what is available through Accessibility Services and encouraging students in need to register. Then a follow-up email will be sent to all registered students during the first 25% of class to remind students to communicate their necessary accommodations with their faculty members. Finally, an email will be sent to all faculty to reach out to the registered students confidentially to discuss their needs if they haven't already done so.
- A multitude of community-focused events have been instituted to bring awareness about programs and services across the county. These include Explore SPC events on-campus and online, High School outreach, Open Campus events, invitations to high school guidance counselors to attend convenings such as Narrowing the Gulf, and summer guidance counselor tour days to increase knowledge of offerings and student support services provided by the college.
- Individual programs and faculty host a series of events as well. Examples include College of Fine Arts faculty, Pat Hernly, hosting a guitar festival at St. Petersburg College and a statewide "Cross-over" music festival each year for non-traditional high school music groups; David Manson hiring Music Industry Recording Arts students to teach music technology at the Royal Theater in South St. Petersburg; Scott Cooper hosting a summer theater outreach program at Clearwater Campus and overseeing the high school thespian one-act competition; and Dr. Smiley overseeing Model UN for middle school and high school students.
- A new auto-articulation initiative with Pinellas County School Academic Career Academy and Pinellas Technical College students will provide new avenues for high school students to achieve college credit. The pilot for this initiative will begin in the 2018-19 academic year in the areas of Education, Health, Engineering, and Technology.

B. Student Completions (college degree and certificate programs)

This year's report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees, Certificates of Completion (Career Technology, PSAV), and Baccalaureate degrees. The data years are 2014-2015 to 2016-2017, and the categories for assessment are race, gender, disability (DIS) and limited English-language proficiency (LEP). Associate of Applied Science (AAS) Degrees are included in the data for AA Degrees.

The overall number of 2016-2017 program completers for AA and AS degrees increased over prior year. Although there were decreases in overall certificate and baccalaureate awards for Black, Hispanic, and Other ethnicity groups, there were increases in the percentage of students receiving credentials. Previous increases in certificates were directly attributable to the new auto-graduation process and now that the process has run for several semesters, it has equalized to address just those new students who have completed the necessary courses in the current year.

The number of minority (Black, Hispanic, Other) program completers has increased by 46% since 2015-16. The past three years have seen a 37% increase for overall completions for Black students.

Student completers with self-reported disabilities continued to increase. Since 2014-15, students with disabilities program completers has increased by 26%.

Florida College System
 College: ST. PETERSBURG
 Student Participation/Completions

			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Race	Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Black	Female	2014-15	193	2,674	7.22%	63	1,003	6.28%	44	840	5.24%	72	1,049	6.86%
		2015-16	244	3,428	7.12%	52	909	5.72%	88	1,373	6.41%	74	1,149	6.44%
		2016-17	253	3,612	7.00%	71	977	7.27%	80	1,184	6.76%	92	1,075	8.56%
	Male	2014-15	84	2,674	3.14%	32	1,003	3.19%	36	840	4.29%	21	1,049	2.00%
		2015-16	110	3,428	3.21%	24	909	2.64%	69	1,373	5.03%	18	1,149	1.57%
		2016-17	130	3,612	3.60%	19	977	1.94%	69	1,184	5.83%	30	1,075	2.79%
	Total	2014-15	277	2,674	10.36%	95	1,003	9.47%	80	840	9.52%	93	1,049	8.87%
		2015-16	354	3,428	10.33%	76	909	8.36%	157	1,373	11.43%	92	1,149	8.01%
		2016-17	383	3,612	10.60%	90	977	9.21%	149	1,184	12.58%	122	1,075	11.35%
			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Hispanic	Female	2014-15	176	2,674	6.58%	49	1,003	4.89%	27	840	3.21%	69	1,049	6.58%
		2015-16	251	3,428	7.32%	50	909	5.50%	49	1,373	3.57%	87	1,149	7.57%
		2016-17	258	3,612	7.14%	65	977	6.65%	52	1,184	4.39%	91	1,075	8.47%
	Male	2014-15	92	2,674	3.44%	29	1,003	2.89%	43	840	5.12%	32	1,049	3.05%
		2015-16	135	3,428	3.94%	28	909	3.08%	76	1,373	5.54%	31	1,149	2.70%
		2016-17	160	3,612	4.43%	40	977	4.09%	80	1,184	6.76%	38	1,075	3.53%
	Total	2014-15	268	2,674	10.02%	78	1,003	7.78%	70	840	8.33%	101	1,049	9.63%
		2015-16	386	3,428	11.26%	78	909	8.58%	125	1,373	9.10%	118	1,149	10.27%
		2016-17	418	3,612	11.57%	105	977	10.75%	132	1,184	11.15%	129	1,075	12.00%
			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Other	Female	2014-15	107	2,674	4.00%	33	1,003	3.29%	12	840	1.43%	32	1,049	3.05%
		2015-16	149	3,428	4.35%	25	909	2.75%	25	1,373	1.82%	44	1,149	3.83%
		2016-17	161	3,612	4.46%	48	977	4.91%	34	1,184	2.87%	39	1,075	3.63%
	Male	2014-15	80	2,674	2.99%	15	1,003	1.50%	18	840	2.14%	18	1,049	1.72%
		2015-16	99	3,428	2.89%	17	909	1.87%	34	1,373	2.48%	13	1,149	1.13%
		2016-17	121	3,612	3.35%	26	977	2.66%	43	1,184	3.63%	16	1,075	1.49%
	Total	2014-15	187	2,674	6.99%	48	1,003	4.79%	30	840	3.57%	50	1,049	4.77%
		2015-16	248	3,428	7.23%	42	909	4.62%	59	1,373	4.30%	57	1,149	4.96%
		2016-17	282	3,612	7.81%	74	977	7.57%	77	1,184	6.50%	55	1,075	5.12%
			AA Degrees			AS Degrees			Certifications			Baccalaureate		
White	Female	2014-15	1,213	2,674	45.36%	510	1,003	50.85%	250	840	29.76%	568	1,049	54.15%
		2015-16	1,530	3,428	44.63%	480	909	52.81%	400	1,373	29.13%	596	1,149	51.87%
		2016-17	1,490	3,612	41.25%	449	977	45.96%	375	1,184	31.67%	502	1,075	46.70%

	Gender	Rpt Year	AA Degrees			AS Degrees			Certifications			Baccalaureate		
			Count	Count	Percentage	Count	Count	Percentage	Count	Count	Percentage	Count	Count	Percentage
	Male	2014-15	729	2,674	27.26%	272	1,003	27.12%	410	840	48.81%	237	1,049	22.59%
		2015-16	910	3,428	26.55%	233	909	25.63%	632	1,373	46.03%	286	1,149	24.89%
		2016-17	1,039	3,612	28.77%	259	977	26.51%	451	1,184	38.09%	267	1,075	24.84%
	Total	2014-15	1,942	2,674	72.63%	782	1,003	77.97%	660	840	78.57%	805	1,049	76.74%
		2015-16	2,440	3,428	71.18%	713	909	78.44%	1,032	1,373	75.16%	882	1,149	76.76%
		2016-17	2,529	3,612	70.02%	708	977	72.47%	826	1,184	69.76%	769	1,075	71.53%
All	Female	2014-15	1,689	2,674	63.16%	655	1,003	65.30%	333	840	39.64%	741	1,049	70.64%
		2015-16	2,174	3,428	63.42%	607	909	66.78%	562	1,373	40.93%	801	1,149	69.71%
		2016-17	2,162	3,612	59.86%	633	977	64.79%	541	1,184	45.69%	724	1,075	67.35%
	Male	2014-15	985	2,674	36.84%	348	1,003	34.70%	507	840	60.36%	308	1,049	29.36%
		2015-16	1,254	3,428	36.58%	302	909	33.22%	811	1,373	59.07%	348	1,149	30.29%
		2016-17	1,450	3,612	40.14%	344	977	35.21%	643	1,184	54.31%	351	1,075	32.65%
	Total	2014-15	2,674	2,674	100.00%	1,003	1,003	100.00%	840	840	100.00%	1,049	1,049	100.00%
		2015-16	3,428	3,428	100.00%	909	909	100.00%	1,373	1,373	100.00%	1,149	1,149	100.00%
		2016-17	3,612	3,612	100.00%	977	977	100.00%	1,184	1,184	100.00%	1,075	1,075	100.00%

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree;

Gender	Rpt Year	AA Degrees		AS Degrees		Certifications		Baccalaureate	
		LEP	DIS	LEP	DIS	LEP	DIS	LEP	DIS
Female	2014-15	32	106	23	49	10	17	17	24
	2015-16	42	104	17	47	8	33	18	36
	2016-17	49	110	12	51	13	24	12	33
Male	2014-15	11	46	4	22	8	16	5	19
	2015-16	14	61	5	18	7	30	3	15
	2016-17	14	68	2	26	13	40	4	19
Total	2014-15	43	152	27	71	18	33	22	43
	2015-16	56	165	22	65	15	63	21	51
	2016-17	63	178	14	77	26	64	16	52

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 DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing any goals set in 2016-2017- that remain to be achieved. Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2017-2018 using the excel table provided.

Achievement of Goals: COMPLETIONS				
Based on the data, modify goals as necessary. Report goals below:				
Associate of Arts	2016-2017 AA Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018

Black	0	0	0	0
Hispanic	0	0	0	0
Other Minorities	0	0	0	0
White	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
DIS	178	Increase by 5%	Yes	Increase by 5% to 187
LEP	0	0	0	0
Associate of Science	2016-2017 AS Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018
Black	90	Increase participation (percent of total) by 0.48% to 9.00%	Yes	0
Hispanic	105	0	0	Increase participation (percent of total) by 0.5% to 11.5%
Other Minorities	0	0	0	0
White	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
DIS	0	0	0	0
LEP	0	0	0	0
Certificate	2016-2017 Cert Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018
Black	149	Increase participation (percent of total) by .5% to 11.33	Yes, 12.58%	Increase participation (percent of total) by 0.42% to 13.00%
Hispanic	0	0	0	0
Other Minorities	0	0	0	0
White	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
DIS	0	0	0	0
LEP	0	0	0	0
Baccalaureate	2016-2017 Bach Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018
Black	122	0	0	Increase participation by 5% to 128

				Increase participation by 5% to 135
Hispanic	129	0	0	
Other Minorities	0	0	0	0
White	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
DIS	0	0	0	0
LEP	0	0	0	0

The college is achieving goals: Yes No If no, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups.
 - Program-based GPA and Guided Pathways continues to help students to focus directly on courses within their plan of study. Students attempting to enroll in courses outside their program are immediately notified that they will not be included in the calculation of Financial Aid.
 - Auto-graduation continues to support completion numbers, although the large increase in certificates has waned due to the process having been run for several semesters and now representing only current student course completion.
 - As the Hispanic population continues to increase, the college has chosen to include additional goals pertaining to their success.
- 2) New methods and strategies, if applicable.
 - Career and Academic Communities have been designed to not only help students get started on their academic path, but to increase their engagement with the college through specific activities that are focused upon meeting their needs depending upon where they are on their path (broken down by 25% increments). In addition to events, a new social media outlet aligned to these communities was rolled out in Fall 2018 – Workplace by Facebook. This provides easy access for students to communicate with one another, be aware of campus events in their area of interest, and share their own successes and questions with others in a format they are comfortable with.
 - In Spring 2017, SPC implemented, a career and character development training program (Persistence Incorporated into College, Hired (PITCH) Program). This program focuses on services for African American males between the ages of 17-24 at the Midtown and St. Petersburg/Gibbs campuses through a cohort model providing paid training, college/career readiness, dedicated advising and tutoring and targeted workshops/guest speakers. The results of this program show a high level of engagement and attainment. During its first iteration, 38 students signed up (goal was 35), 24 completed personal enrichment activities, 27 completed the College and Career Success Course, 35 completed a Computer Literacy course, 25 completed

a certification program with 4 earning industry-wide certifications, 7 students found jobs or internships within Supply Chain Management, CompTIA A+, Cell phone or Table Repair fields, and 11 transitioned into a college of their choice.

- Following the process used to develop our successful Women on the Way initiative, a newly revived Brother to Brother initiative is being designed to support our minority men rolling out in Fall 2018. The program will support up to 25 men on each campus, with a new campus added each year. Student support will include dedicated math and writing tutors, mentorship opportunities, designated computer/study lab, assistance with scholarship and resume writing, textbook lending program, and annual attendance at the Black Brown College Bound Summit.
- A new faculty tool called SParC allows faculty and advisors to immediately message and communicate with students if they seem to be falling off course. Details of communication is kept and available for both faculty and advisors to read, which enables increased collaboration between the classroom and support services.

C. Student Success in Targeted Programs

The college's plan for 2017-2018 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 §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

The college is providing updates: Yes No If yes, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.

The following strategies have updates from the previous submission.

- Women 2 STEM is a new program that targets women who have been underemployed or unemployed for a number of years. Mathematicians, scientists, engineers, and technologists who are women. A series of career exploration activities help the participants determine if a STEM career is a good choice for them. Help with time and finance management, life skills, and student skills is included. Over the past two years, 27 women took part in a series of 4 weekend sessions.
- New program – Biotechnology Laboratory Technology A.S. - Biotechnology is one of the fastest growing industries in the nation, topping \$500 billion a year. Nationally, employment of biological technicians is expected to grow by 5% through 2024. Enrollment has increased to 103.
- New program – Biomedical Engineering Technology A.S. - According to recent U.S. Bureau of Labor Statistics, employment of medical equipment repairers is projected to grow 30 percent from 2012 to 2022. Enrollment has increased to 115.

- Natural Science faculty developed previously mentioned toolkits to support student access and engagement with academic material in health-related and general education courses.
 - Natural Science faculty developed standardized online courses for biological sciences and anatomy and physiology I.
- 2) New methods and strategies, if applicable.
- SPC's new STEM facility on its Bay Pines property was designed to provide a unique ecological experience for students. Not only can classes utilize the campus to collect samples and monitor animal behavior in their natural habitats, but general education courses are offered using contextualized content. Collaborative partnerships with other educational groups are anticipated.
 - Receipt of a the National Science Foundation grant, called Bridges to Baccalaureate focused on underrepresented minorities in technician specific disciplines will begin enrolling students Fall 2018.
 - Community outreach events included STEM Festival at the Tarpon campus.
 - New Programs – Middle Grades Science and Elementary Education BS programs have added an online only program modality to increase the reach of the program. Megatronics certificate and Electrical lineman certificate will begin Fall 2018.
 - Center of Excellence grant – additional STEM related content was added to the Elementary Education BS degree program.
 - Tampa Bay New Skills at Work grant focuses on students, who have not received a degree, to help them build technology and workforce skills and how to be successful in the IT workplace. Employers are directly involved in the program, which allows students direct access to hiring managers. Interactive experiences are designed to focus on job preparation and soft skills required to be successful in the industry.

**Part IV. Substitution Waivers for Admissions and Course Substitutions for
Eligible Students with Disabilities
Course Substitution Report, Form CSR01**

List the number of students with reported and eligible disabilities who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/ Hard of Hearing				
Visual Impairment	1	MAT 1033	MGF 1106	Math
Specific Learning Disability	1	MAT 1100	MGF 1107	Math
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability	1	MAT 0022	MGF 1107	
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment	1	Foreign Language requirement	EAP 1695	communications

How many requests for course substitutions were received and how many substitutions were granted during the preceding academic year? (List the number of requests per semester starting with the fall semester.)

Semester	Number of substitutions requested	Number of substitutions granted
-----------------	--	--

Fall	2	2
Spring	2	1
Summer	1	1
Total	5	4

Part V. Gender Equity in Athletics

(Include and address only if athletic programs are offered by the college)

A. Assessment of Athletic Programs

§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 §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.

B. Data Assessment

§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 in Part D of this report.

Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders:

- 1) We currently have 4 women’s teams and 2 men’s teams.
- 2) Participation rates, substantially proportionate to the enrollment of males and females: Yes, which is detailed further in the enrollment and athletic participation spreadsheet (noted below).
- 3) Availability of facilities, defined as locker rooms, practice areas, and competitive facilities: SPC gym sports (women’s volleyball, men’s and women’s basketball) all have dedicated locker rooms. Women’s tennis participates at an off campus facility. Men’s baseball and

women's softball are housed at the Clearwater Campus and both teams have designated locker room space. Additionally, this year we updated a contractual agreement with the City of Clearwater for women's softball to play and practice at the Eddie C. Moore Sports Complex and for the men's baseball team to practice and play at Jack Russel Stadium.

- 4) Scholarship offerings for athletes: Total # of scholarships that are available for women by sport: Volleyball-14, Basketball-15, Softball-18 and Tennis-9. Total # of scholarships that are available for men by sport: Basketball-12 and Baseball-18.
- 5) Funds allocated for:
 - a. The athletic program overall: \$1,654,203.00
 - b. Administration: The Athletic Director reports to the Senior Vice President of Student Services, who in turn reports to the President.
 - c. Recruitment: Recruitment is at the discretion of the coach with periodic involvement from the athletic administration. They (Head Coaches) all have budgets that they can draw from to pay for recruitment, equipment, travel, etc. A complete breakdown of expenses can be seen in the EADA report that's included in this submission.
 - d. Comparable coaching: SPC has 3 full-time head coaches (Men's baseball, Women's softball & Women's volleyball) and 3 part-time head coaches (Men's basketball, Women's basketball & Women's tennis).
 - e. Publicity and promotion: St. Petersburg College Athletics is promoted through multiple channels such as the website (on the athletic page and events calendar), electronic signage that posts game dates/times for our sports, and sandwich boards on campus. Additionally, there are schedules printed per sport that are created and handed out in the community. College staff and coaches use blogs, Twitter, Facebook, and other social media outlets as a way to promote athletics at the college. The athletics website continues to live stream all of our sports.
 - f. Other support costs: The SPC Foundation houses college related donations, including athletic monetary support. Additionally, when an athletic team qualifies for state or national tournaments, funding is provided by the Senior Vice President of Student Services.
 - g. Travel and per diem allowances: Allowances are allowed for each team who travels outside of the district and payment for travel comes from within their team budget. Per Diem costs are also allowable when teams travel overnight. Oversight of per diem allotments come via a sign in sheet, where the student verifies receiving money.
 - h. Provision of equipment and supplies: is noted in 5 (c) above.

- i. Scheduling of games and practice times: Men’s and Women’s basketball split time in the gym with women’s volleyball. However, women’s volleyball begins in early August and therefore, there rarely seems to be issues with scheduling between the court sports. Whereas, women’s tennis, women’s softball, and men’s baseball practice and play games off campus with very little interruption to their practice or game schedules.
- j. Opportunities to receive tutoring: Each and every student athlete has access to free tutoring on all campuses, Monday-Thursday 8:00 am-8:00 pm, Friday 8:00 am-3:00 pm, periodic Saturday hours (varies by campus), and closed on Sundays. In addition to tutoring, each head coach requires a specific amount of hours to be spent in study hall (on a weekly basis).
- k. Compensation of coaches and tutors: The athletic department funds partial salaries for all coaches with the exception of the tennis coach, softball coach, and baseball coach-who are paid entirely out of the athletic department. The coaches other percentages of their salaries come from the other departments in which they are assigned to. The tutors are paid out of other departmental funds; not by athletics.
- l. Medical and training services: The Athletic Department at SPC has a Certified Athletic Trainer at all home contests. As for medical services, student athletes not covered by their parents or guardians insurance are covered by SPC’s insurance plan.
- m. Housing and dining facilities and services: Student athletes who receive full scholarships (tuition, book stipend, food allowance and housing supplement) have the ability to select and live in housing of their choice. The college does not sign lease agreements for housing. St. Pete/Gibbs and Clearwater Campuses both have college approved food vendors where student athletes may dine if that’s their desire.

C. 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, 2015 through June 30, 2016 and July 1, 2016 through June 30, 2017

	2015-2016			2016-2017			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	38	52	90	Total Number of Athletes	33	53	86
Percent of Athletes by Gender	42%	58%	100%	Percent of Athletes by Gender	38%	62%	100%
Total Number of Enrollments	13,653	20,682	34,335	Total Number of Enrollments	12,990	19,761	32,751
Percent of Enrollments by Gender	40%	60%	100%	Percent of Enrollments by Gender	40%	60%	100%
Record the difference between the percent of	2.5%	-2.5%	0.0%	Record the difference between the percent of	-1.3%	1.3%	0.0%

athletes and the percent of students enrolled:				athletes and the percent of students enrolled:			
--	--	--	--	--	--	--	--

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?

2015-2016: Yes x No ___

2016-2017: Yes x 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 that it is in compliance with Title IX, Gender Equity in Athletics:

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

D. 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	Time Lines

Part VI. College Employment Equity Accountability Plan

§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.

General information for completing this plan

A. Data, Analysis and Benchmarks

Colleges will be provided employment data for the last three years, rather than the last five years. This change is for purposes of maintaining a three-year plan as described in §1012.86(1), F.S. Data 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 are from the Independent Postsecondary Education Data System (IPEDS) Fall Staff Criteria Used for Data Categorization as they have been in the past (previously identified as the EEO-6 Federal Report).

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2016 with Fall 2017.

Data is collected from the American FactFinder Educational Attainment Census Data and reflects persons by race and gender over the age of 25 who have attained a bachelor's degree and master's degree or higher.

Colleges have also been provided with their own student enrollment percentages by race and gender since the 2008-2009 equity update reports. This additional benchmark was added based on feedback that colleges should strive to reflect their student demographics in their employment. The student enrollment data will be used as the benchmark for setting employment goals.

This may require a closer look and evaluation of methods and strategies to attract more minorities and these should be included in your plan.

1. College Full-Time Exec/Administrative/Managerial Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions. Include and evaluate strategies for addressing underrepresentation.

This year, there is a slight decrease in the EAM Staff for Total Females. This year, the College improved in the area of EAM hiring and retention of Staff for Black Females and Other Minority Males. Goals for 2018 will focus on increasing diversity of the Exec/Administrative/Managerial Staff in all categories.

HR will begin developing a comprehensive performance management program and career pathing plan. This will assist in identifying more diverse qualified candidates from our internal candidate pool. In addition, technology enhancements will provide our recruiting staff the ability to focus more efforts on external recruiting of diverse candidates.

EAM - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	College Student Population %	Stated Goals Fall 2017	Met Goal (Yes/No)	Percent Goals for 2018
Black Female	6.7	7.6	9.70	6.0	Y	6.5
Black Male	5.0	4.3	5.03	5.0	N	5
Hispanic Female	1.7	1.1	8.46	2.5	N	2
Hispanic Male	0.8	1.1	5.54	1.5	N	1
White Female	40.8	38.0	37.85	42.0	N	41
White Male	41.7	43.5	26.35	40.0	N	40
Other Minorities Female	0.8	1.1	4.26	3.0	N	2
Other Minorities Male	2.5	3.3	2.74	2.5	Y	2.5
Total Female	50.0	47.8	60.34	51.0	N	51
Total Male	50.0	52.2	39.66	49.0	N	49

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- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information) **N/A**

2. College Full-Time Instructional Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions. Include and evaluate strategies for addressing underrepresentation.

This year, the College was steady with Instructional hiring and retention in most areas and improved in the area of Instructional hiring and retention for Black Females and White Females. Goals for 2018 will focus on increasing diversity of the Instructional Staff in all categories.

HR will begin developing a comprehensive performance management program and career pathing plan. This will assist in identifying more diverse qualified candidates from our internal candidate pool. In addition, technology enhancements will provide our recruiting staff the ability to focus more efforts on external recruiting of diverse candidates.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information) *N/A*

Instructional - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	College Student Population%	Stated Goals Fall 2017	Met Goal (Yes/No)	Goals for 2018
Black Female	5.3	5.5	9.77	5.0	Y	6
Black Male	4.0	4.4	5.03	4.5	N	4.5
Hispanic Female	3.7	3.8	8.46	4.0	N	4
Hispanic Male	1.3	1.6	5.54	2.0	N	2
White Female	45.5	45.6	37.85	45.0	Y	45
White Male	35.1	34.4	26.35	35.0	Y	34
Other Minorities Female	2.1	1.9	4.26	3.0	N	2.5
Other Minorities Male	2.9	2.7	2.74	3.0	N	2
Total Female	56.6	56.8	60.34	58.0	N	60
Total Male	43.4	43.2	39.66	42.0	Y	40

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3. College Full-Time Instructional Staff with Continuing Contract

- a. Use the excel table provided to reflect an analysis and assessment of 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. Include and evaluate strategies for addressing underrepresentation.

This year, the College had a decrease in the Instructional with Continuing Contract Staff hiring and retention but improved in the area of hiring and retention for Black Males. Goals for 2018 will focus on increasing diversity of the Instructional with Continuing Contract Staff in all categories.

HR will begin developing a comprehensive performance management program and career pathing plan. This will assist in identifying more diverse qualified candidates from our internal candidate pool. In addition, technology enhancements will provide our recruiting staff the ability to focus more efforts on external recruiting of diverse candidates.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information) [N/A](#)

**Instructional with Continuing Contract –
 Goal Achievement Analysis and Setting Goals**

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	College Student Population %	Stated Goals Fall 2017	Met Goal (Yes/No)	Percent Goals for 2018
Black Female	3.9	4.0	8.8	5.0	N	5
Black Male	4.6	4.8	4.7	4.0	Y	4.5
Hispanic Female	3.9	4.0	7.2	4.5	N	4
Hispanic Male	1.4	1.5	5.0	2.5	N	2
White Female	42.7	42.6	37.1	44.0	N	44
White Male	38.1	37.9	27.3	35.0	Y	35
Other Minorities Female	2.1	2.9	5.2	3.0	N	3
Other Minorities Male	3.2	5.1	3.9	3.0	N	2.5
Total Female	52.7	52.9	58.7	55.5	N	55
Total Male	47.3	47.1	41.3	44.5	N	45

PERA = CCEE0192 02/26/2018 14:38:04 Source: APR2016 - APR2018, SDB2017

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.

College Administrative staff are evaluated using the approved performance review processes applicable to their respective employee classifications. These performance evaluations are for the purposes of (1) discussing and documenting employee accomplishments through the evaluation period; (2) discussing and documenting employee development opportunities and the quality of employee performance; and (3) discussing and documenting ways employees can sustain satisfactory job performance or improve job performance, as needed.

Supervisors review the employee's information, assess the employee's performance, and together they develop goals for the upcoming year to either enhance their performance or mitigate any areas for improvement. In addition to the Administrative/Professional Performance Evaluation, academic Deans receive feedback from their direct reports. By seeking input from a wider variety of employees, the Deans are able to gain a deeper perspective on their ability to lead continuous improvement and support of the staff within their department.

- 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.

The President provides leadership to assure the College addresses equity issues required by the State and in bringing forth a report to the Board of Trustees communicates goals and performance in this area. Our previous President, Dr. William Law Jr., vacated the position June 30th, 2017 before a performance evaluation was due. Dr. Tonjua Williams became our new President on July 1st, 2017.

Typically, the college's Board of Trustees completes an annual evaluation of the President in the spring. An annual evaluation of Dr. Williams by the college's Board of Trustees will take place prior to July 1, 2018.

C. Additional Requirements

The college should complete the following related to additional processes required by §1012.86, F.S. The Signature Page of this report will suffice as certification of each. Use space as needed.

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Yes X No ___
Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

St. Petersburg College (SPC) publishes policies regarding appointment, employment, and evaluation of all personnel through its Human Resources Department.

Committee membership shall be composed of College Staff in budgeted positions and, in some cases, appropriate persons from the community. The committee must include an appropriate representation of race and gender. The committee membership may be representative of the College's service area. The president periodically will certify to Human Resources an updated list of those positions requiring a screening committee.

Once a position is posted on the College's employment website, applications may be submitted. HR monitors applicants and releases the pool to be reviewed by the hiring manager once it meets equity standards.

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

After five years, full-time Faculty members can be offered continuing contract (SPC's version of tenure) if recommended by their Program Director or Dean and Provost and if the Faculty member has completed the required professional development. Each recommending Dean or Program Director is asked to submit a summary of five years' worth of evaluations within the [Annual and Continuing Contract Review](#) form to the Senior Vice President of Instruction and Academic Programs each year for review. The names of those full-time faculty ready to receive continuing contract status are brought before the Board of Trustees.

In order to be eligible for a continuing contract, full-time faculty shall meet the following requirements:

- a) Complete the minimum years of satisfactory service, based on the criteria set forth herein, and as provided for in the Board of Trustees' Rule 6Hx23-2.21. In all cases, such service shall be continuous except for leave duly authorized and granted.
- b) Receive the recommendation of the President and the approval of the Board based on successful performance of duties and demonstration of professional competence as developed by the Collaborative Committee on Faculty Evaluation and adopted by the Faculty Governance Organization and College administration, and utilizing the following criteria:
 - 1) Quantifiable measured effectiveness in the performance of faculty duties;
 - 2) Continuing professional development;
 - 3) Currency and scope of subject matter knowledge;
 - 4) Relevant feedback from students, faculty and employers of students;
 - 5) Service to the department, college, and community; and,
 - 6) Demonstrated and measurable contribution to student success.
- c) Additional criteria developed by Collaborative Committee on Faculty Evaluation and adopted by the Faculty Governance Organization and College administration may include:

- 1) Educational qualifications and efficiency;
 - 2) Capacity to meet the educational needs of the community; and
 - 3) The length of time the duties and responsibility of this position are anticipated to be needed.
- 3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

All faculty members (full and part-time) at St. Petersburg College participate in annual evaluations. Data is gathered in the new e-Portfolio tool, Faculty 180. The evaluation process is automated with faculty submissions sending emails to Deans/Academic Chairs to notify them of the submission. Faculty meet with their Dean/Academic Chair to review the submission, discuss goals, and professional development intentions. Final Dean/Academic Chair feedback is recorded within the system, and faculty are given time to provide a response to feedback. All evaluations are stored within the system, with multiple college-wide and department level reporting available.

- 4) Briefly describe the college's budgetary incentive plan to support and ensure attainment of the 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.

The College has an advertising budget used to nationally recruit executive administrators and faculty in departments where minorities are underrepresented. There are also Staff and Program Development budgets for Staff and Program development initiatives related to onboarding and retention and enhancing teaching performance. SPC's Center of Excellence for Teaching and Learning (CETL) spearheads faculty professional development that aligns with the College's priority for equity. The College utilizes Staff and Program Development funds to conduct comprehensive faculty in-service training conferences each year. The conferences cover a wide range of topics relative to faculty teaching and learning strategies for improved performance. These sessions are applicable to all faculty including those eligible for continuing contract.

- 5) Salary Information: 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 §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

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 is not required; however, the college may choose to include additional information for purposes of diversity analysis.

Salary Information

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires*	New Hire Salary Range MIN	New Hire Salary Range MAX	Number of Existing Employee(s) with Comparable Experience	Existing Salary Range MIN	Existing Salary Range MAX
21 - Management Occupations	5	64,938	127,933	100	46,226	300,000
22 - Business and Financial Operations Occupations	0	-----	-----	45	34,606	68,556
23 - Computer, Engineering, and Science Occupations	6	33,606	63,796	114	32,406	82,764
24 - Community Service, Legal, Arts, and Media Occupations	1	49,760	49,760	66	32,406	94,513
25 - Instruction	20	50,360	99,369	347	41,966	108,686
29 - Archivists, Curators, and Museum	0	-----	-----	3	43,248	49,410
30 - Librarians	1	46,226	46,226	12	47,613	78,593
31 - Library Technicians	1	27,622	27,622	19	22,443	42,320
32 - Other Teaching and Instructional Support Occupations	5	32,406	62,896	84	32,406	89,746
33 - Healthcare Practitioners and Technical Occupations	0	-----	-----	4	32,048	50,448
34 - Service Occupations	18	22,443	40,395	131	22,443	74,072
35 - Sales and Related Occupations	1	61,938	61,938	9	35,874	61,937
36 - Office and Administrative Support Occupations	23	27,622	43,248	286	25,022	95,619
37 - Natural Resources, Construction, and Maintenance Occupations	1	49,211	49,211	64	25,022	55,757
38 - Production, Transportation, and Material Moving Occupations	2	25,022	52,416	20	25,022	64,968
Collegewide:	84	25,022	127,933	1304	25,022	300,000

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2017 neither 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, 2017.”

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2017-2018 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

St. Petersburg College

(Name of institution)

The college ensures that §1000.05, F.S. and §1012.86, F.S., and implementing Rules 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 §1007.264 and §1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

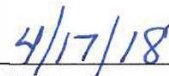
The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, §1006.71, F.S., Gender Equity in Intercollegiate Athletics, and, where not compliant, the college has implemented a corrective action plan. (Applicable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

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

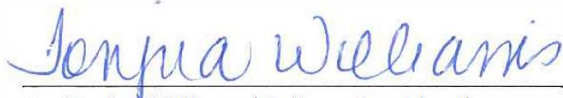
The plan was adopted by the St. Petersburg College Board of Trustees on April 17, 2018.



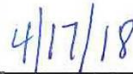
Pamela S. Smith (Equity Officer)



Date



Dr. Tonjua Williams (College President)



Date



Nathan Stonecipher (Chair, College Board of Trustees)



Date

This concludes the Annual Equity Update Report for 2017-2018. Please enclose appropriate appendices.

Back cover of report