

St. Petersburg College

College Annual Equity Update

2018-2019

Template for Submission 1 of 2

Deadline: April 30, 2019

Submission Information

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Date: 4/30/19



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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 submission 1 of 2 of the annual update.

- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers

Florida Statutes require FCS institutions to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The college equity plan submitted in April 2017 for 2016-2017 is considered as the college's most recent baseline report that is updated each year.

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 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 improvements identified in analyses.

Submission 1 of 2 of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2019. The update should be submitted by email to ChancellorFCS@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

Note: The signature page of this report will be required in the template for submission 2 of 2. Therefore, a signature page is not required for submission 1 of 2.

Submission 2 of 2, due June 28, 2019, will have specific requirements related to:

- 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; and
- Section 1006.71, F.S., Gender equity in intercollegiate athletics.

In addition to dividing the content into two submissions, DFC made other changes to the template to streamline processes and reduce redundancy. Specifically:

- Equity report templates must be submitted in Word format. This will facilitate a more timely review process and eliminate duplication of information. Colleges may attach additional documents in PDF or Word format as appendices.
- The goal setting and new hire tables are now embedded in the template instead of being included as a tab in the Excel file. This will eliminate colleges needing to input data in two places.

- DFC embedded components of the review form into the submission template. In prior years, DFC used a separate form to complete reviews. For the 2018-19 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.		

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 certain areas where the college has achieved or exceeded its goals or where there is incomplete or missing information.

**Part I. 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.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0	NA	NA	NA
Visual Impairment	0	NA	NA	NA
Specific Learning Disability	3	Either MAT 1100 (Explore Math & Quantitative Reasoning) or MAT 1033 (Intermediate Algebra) as a prerequisite.	Requirement Waived/ Student allowed to go into MGF 1107 (Mathematics for Liberal Arts Math 2)	Mathematics
		Foreign Language requirement	EAP 1695 (Advanced English as a Second Language)	Communications
		Any Gen-ed Math (MGF 1106 (Mathematics for	Course substitution denied, MGF 1106	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		Liberal Arts I), MGF 1107 (Mathematics for Liberal Arts II), STA 2023 (Elementary Statistics), MAC 1105 (College Algebra))	(Mathematics for Liberal Arts 1) or STA 2023 (Elementary Statistics) recommended	
Orthopedic Impairment	0	NA	NA	NA
Speech/Language Impairment	0	NA	NA	NA
Emotional or Behavioral Disability	0	NA	NA	NA
Autism Spectrum Disorder	0	NA	NA	NA
Traumatic Brain Injury	0	NA	NA	NA
Other Health Impairment	0	NA	NA	NA

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	1	1
Spring	2	1
Summer	0	0
Total	3	2

***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 II. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

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

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
Black Female	9.92%	7.6%	11.1%	6.5%	Yes	9%
Black Male	5.02%	4.3%	3.3%	5%	No	5%
Hispanic Female	9.27%	1.1%	1.1%	2%	No	2%
Hispanic Male	5.72%	1.1%	3.3%	1%	Yes	2%
Other Minorities Female	4.40%	1.1%	1.1%	2%	No	2%
Other Minorities Male	2.91%	3.3%	3.3%	2.5%	Yes	3%
White Female	37.45%	38.0%	40.0%	41%	No	38%
White Male	25.32%	43.5%	36.7%	40%	Yes	35%
Total Female	61.04%	47.8%	53.3%	51%	No	50%
Total Male	38.96%	52.2%	46.7%	49%	Yes	47%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: This year, there is a slight increase 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, Hispanic Males and Other Minority Males. Goals for 2019 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.

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.

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
Black Female	9.92%	5.5%	6.0%	6%	Yes	6%
Black Male	5.02%	4.4%	4.3%	4.5%	No	4.5%
Hispanic Female	9.27%	3.8%	4.0%	4%	Yes	4%
Hispanic Male	5.72%	1.6%	2.0%	2%	Yes	2%
Other Minorities Female	4.40%	1.9%	2.0%	2.5%	No	2%

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
Other Minorities Male	2.91%	2.7%	2.9%	2%	Yes	2%
White Female	37.45%	45.6%	44.9%	45%	Yes	45%
White Male	25.32%	34.4%	34.0%	34%	Yes	34%
Total Female	61.04%	56.8%	56.9%	60%	No	57%
Total Male	38.96%	43.2%	43.1%	40%	No	43%

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

Response: This year, the College was steady with Instructional hiring and retention in most areas and improved in the area of full-time Instructional Staff hiring and retention for Black Females, Hispanic Females, Hispanic Males, Other Minorities Males and White Females. Goals for 2019 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.

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.

	College Student Population (%)	INST-CONT Actuals (%) Fall 2017	INST-CONT Actuals (%) Fall 2018	INST-CONT Stated Goals (%) Fall 2018	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for 2019
Black Female	9.92%	4.0%	5.1%	5%	Yes	5%
Black Male	5.02%	4.8%	5.1%	4.5%	Yes	5%
Hispanic Female	9.27%	4.0%	4.0%	4%	Yes	4%
Hispanic Male	5.72%	1.5%	1.5%	2%	No	2%
Other Minorities Female	4.40%	2.2%	2.2%	3%	No	2.5%
Other Minorities Male	2.91%	2.9%	2.9%	2.5%	Yes	2.5%
White Female	37.45%	42.6%	42.5%	44%	No	42%
White Male	25.32%	37.9%	36.7%	35%	No	35%
Total Female	61.04%	52.9%	53.8%	55%	No	54%
Total Male	38.96%	47.1%	46.2%	45%	No	46%

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

Response: This year, the College improved in the area of hiring and retention of Black Females, Black Males, Hispanic Females and Other Minorities Male in full-time Instructional Staff with Continuing Contract. Goals for 2019 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.

New Barriers (Optional)

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

Response: No

**Review of Part II: 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 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: 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.

Response: 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. The BOT's evaluation summary surrounding Diversity Initiatives is as follows: Appropriate leadership on priority of increasing employment diversity among administrators, faculty and staff: 4.8 out of 5; Plans and implements initiatives to penetrate diverse communities and student enrollment of diverse communities in Pinellas County: 5 out of 5; Reaches out to diverse populations of Pinellas County by meeting with leaders and participating in activities and events in the community: 4.8 out of 5; and Follows through on College's priority for minority businesses to participate in opportunities to partner and do business with the College: 4.2 out of 5.

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

Response: September 18, 2018

***Review of Part II: 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	Select one.		

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

C. Additional Requirements

The college should complete the following related to additional processes required by section 1012.86, F.S. The signature page of this report that will be required in submission 2 of 2 will suffice as certification of each.

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: 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.

Response: 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 Vice President of Academic Affairs 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.

Response: 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.

Response: The College has an advertising budget used to nationally recruit executive administrators and faculty in departments where minorities are underrepresented. 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: 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 (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	--	--	--	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	--	--	--	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	--	--	--	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	\$22,443	\$127,933	1304	\$22,443	\$300,000

* IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2017 and October 31, 2018, 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, 2017.

**Review of Part II: 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
Does the report include the date of the most recent presidential evaluation?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

This concludes submission 1 of 2 of the 2018-19 Annual Equity Update Report, which must be submitted, as a Word document, to ChancellorFCS@fldoe.org by April 30, 2019. Colleges may attach additional files (PDF or Word) as appendices. Submission 2 of 2 – which includes the signature page – must be submitted by June 28, 2019.

St. Petersburg College

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2018-2019

Template for Submission 2 of 2

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Submission Information

Equity Officer: Pamela Smith

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Date: 6/19/19



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General Information and Applicable Laws for Reporting

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

Requirement	Response	Comments	Action
Were there any changes to the development of the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

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.

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Part I. Description of Plan Development

Did the college change 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	Department	Location
Aimee Stubbs	Director, Accessibility Services	Accessibility Services	EpiTech
Andrijana Trajkovska	Administrative Services Specialist	Academic Effectiveness & Assessment	Epi Services
Brian Miles	VP, Administration, Finance & Technology	Administration, Finance & Technology	District Office
Carol Sumter	AVP, Human Resources	Human Resources	District Office
Chris Harvey	Executive Director, Student Success	Online Learning and Services	EpiTech
Davanh Sengphrachanh	HR Manager, Employment	Human Resources	District Office
Davie Gill	Athletics Director	Student Life & Leadership	St. Pete Gibbs Campus
Djuan Fox	Director, Academic Services	Institutional Research & Effectiveness	EpiTech
Dorothy Hopkins	Director, Business Data Management	Administration, Finance & Technology	District Office
Eva Christensen	Director, Admissions & Records	Admissions & Records	District Office
Fawzi Al Nassir	Director, Institutional Research	Institutional Research & Effectiveness	Epi Services
Jason Krupp	Director, Career Connections	Career Connections	Epi Services
Jimmy Chang	Dean	Mathematics	St. Pete Gibbs Campus
Joe Leopold	Dean	Communications	Clearwater Campus
Joseph Smiley	Dean	Social & Behavioral Science	Tarpon Springs Campus
Kelliann Ganoo	Acting Program Manager, B2B Alliance	Institutional Research & Effectiveness	EpiTech
Kellie Ziemak	Director, Career & Academic Advancement	Student Affairs	EpiTech
Leslie Hafer	Provost, SPG	Provost Office	St. Pete Gibbs Campus
Mark Strickland	Provost, SE	Provost Office	Seminole Campus
Misty Kemp	Executive Director, Retention Services	Retention Services	EpiTech
Natavia Middleton	Dean	Natural Science & Engineering	Seminole Campus
Nicole Delfino	Administrative Coordinator	Administration, Finance & Technology	District Office
Pamela Smith	Legal Services Coordinator & EA/EO Director	General Counsel's Office	District Office
Pat Rinard	AVP, Enrollment Services	Student Affairs	EpiTech
Patrick Booth	Associate Provost	Provost Office	Downtown Center

Reginald Reed	Director, Recruitment Services	Enrollment Services	EpiTech
Sabrina Crawford	AVP, Institutional Effectiveness Academic Services	Institutional Research & Effectiveness	EpiTech
Stan Vittetoe	Provost, CL	Provost Office	Clearwater Campus
Susan Demers	Dean	Public Policy & Legal Studies	Clearwater Campus
Suzanne Gardner	General Counsel	General Counsel's Office	District Office
Tashika Griffith	Provost, DT/MT	Provost Office	Downtown Center
Theresa Dimmer	Coordinator, Institutional Research & Reporting	Institutional Research & Effectiveness	Epi Services
Virginia Rivera	Administrative Services Specialist	Social Science	Tarpon Springs Campus

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

Response: The preparation of the 2018-19 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.

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

Requirement	Response	Comments	Action
Did the college change the development of 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:** Select one.

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

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

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

Response: Click here to enter text.

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

Title IX?	No
Title II?	No
Section 504?	No

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

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

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment 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.	-	-	-

Requirement	Response	Comments	Action
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, a plan for compliance provided?	Select one.		

Part III. 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 for overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved, and set goals for 2018-2019.

Table 1. Enrollment Trends

Race	Reporting Year	FTIC			Total Enrollments		
		Category	All FTIC	%	Category	All College	%
Black	2014-15	1,006	5,247	19.2%	5,458	34,819	15.7%
	2015-16	809	5,053	16.0%	5,199	34,335	15.1%
	2016-17	692	4,350	15.9%	4,848	32,751	14.8%
	2017-18	711	4,378	16.2%	4,611	30,865	14.9%
Hispanic	2014-15	761	5,247	14.5%	4,157	34,819	11.9%
	2015-16	799	5,053	15.8%	4,445	34,335	12.9%
	2016-17	717	4,350	16.5%	4,585	32,751	14.0%
	2017-18	803	4,378	18.3%	4,624	30,865	15.0%
All Minorities	2014-15	2,122	5,247	40.4%	11,743	34,819	33.7%
	2015-16	2,026	5,053	40.1%	11,928	34,335	34.7%
	2016-17	1,761	4,350	40.5%	11,726	32,751	35.8%
	2017-18	1,879	4,378	42.9%	11,490	30,865	37.2%

	Report Year	Students With Disabilities		
		FTIC	Total Enrollments	Disabled Participation
Total	2014-15	159	1,637	4.2%
	2015-16	199	1,695	4.9%
	2016-17	185	1,709	5.2%
	2017-18	175	1,701	5.5%

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Source: Student Data Base 2015-16, 2016-17, and 2017-18 annual unduplicated headcounts.

Table 2: Enrollment Goals

Enrollments	FTIC			Overall Enrollments		
	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	N/A	N/A	Increase population by 1.0% to 17.2%	N/A	N/A	N/A
Hispanic	Increase population by 0.5% to 17%	Yes	Increase population by 0.2% to 18.5%	N/A	N/A	N/A
Other Minorities	N/A	N/A	N/A	N/A	N/A	N/A
All Minorities	N/A	N/A	N/A	Increase population by 0.5% to 36.3%	Yes	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
LEP	N/A	N/A	N/A	N/A	N/A	N/A
DIS	N/A	N/A	N/A	Increase population by 0.2% to 5.4%	Yes	N/A

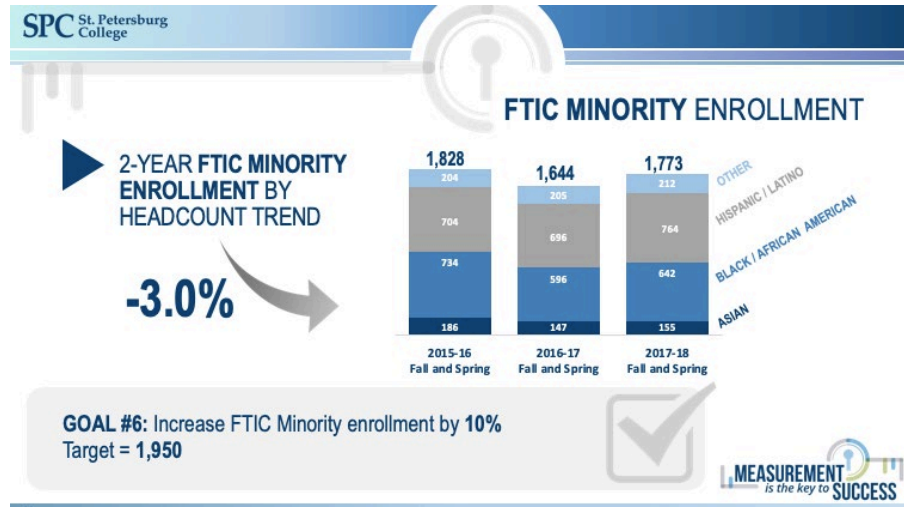
Colleges should continue to assess, modify, and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

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

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

Response: Having achieved last year's goals, the goals for 2018-19 focus specifically upon incremental increases to our Black and Hispanic FTIC enrollments in order to support the

college's three-year strategic plan goal of increasing minority enrollment by 10% over the next three years.



Analyses of Pinellas County benchmark data (college age population and public high school), along with data trends shown in Table 1, were used to identify any specific gaps. By comparing current St. Petersburg College overall minority enrollment (both FTIC (42.9%) and overall (37.2%)) to county forecasts and potential high school graduates, it was determined that though SPC is already aligned to the county population percentages of eligible students, increasing its minority enrollment will support increasing the economic mobility and academic excellence of its community.

Table 3: SPC Enrollment Participation compared to Pinellas County Benchmarks

Race / Ethnicity	2017-18 SPC FTIC Enrollment		2017-18 SPC Overall Enrollment		2018 ¹ Pinellas County Age (15-64) Forecast		2018-19 Pinellas County Public Seniors HS		2018-19 ² Pinellas County HS Graduates Projection	
	N	%	N	%	N	%	N	%	N	%
White	2,499	57.1%	19,375	62.8%	468,417	78.9%	4,245	57.1%	3,757	58.8%
Black	711	16.2%	4,611	14.9%	68,488	11.5%	1,278	17.2%	974	15.2%
Hispanic	803	18.4%	4,624	15.0%	63,078	10.6%	1,182	15.9%	1,005	15.7%
Other	365	8.3%	2,255	7.3%	56,792	9.6%	723	9.8%	653	10.3%
Total Minorities	1,879	42.9%	11,490	37.2%	188,358	31.7%	3,183	42.9%	2,631	41.2%

Source: College Annual Equity Update 2018-2019, U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2018, PK-12 Portal (<https://edstats.fldoe.org/>)

¹Hispanic is counted along with Race so percentage will not add up to 100%. For example, someone is white Hispanic, black Hispanic, etc.

² Projections are based on 2017-18 graduation rate applied to actual 2018-19 HS seniors.

Recruitment efforts to achieve the new goals remain supported by previously used methods, which include:

- Continued **translation of documents**, including the SPC Parent Guide into Spanish and Career and Outreach first-generation translation support through a partnership with the Clearwater Hispanic Coalition.

- Continued outreach through 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.
- **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 began in the 2018-19 academic year in the areas of Education, Health, Engineering, and Technology.
- The **College Reach-Out Program (CROP)** motivates and prepares Pinellas County middle and high school students to succeed in college. CROP students face academic and economic challenges and would be unlikely to apply to college without special support.
- The **Cecil B. Keene Summer Enrichment Program (SEP)** is a selective summer program at St. Petersburg College (SPC) Midtown that is designed to assist CROP, the Center of Excellence, and community students to be successful in high school, college and beyond. The program is free to students and includes lunch served daily.
- The SPC **Center of Excellence** works with Pinellas County elementary, middle, and high school students to help them succeed in school and have healthy self-esteem. Students benefit from developmental workshops, educational and cultural field trips, mentoring, tutoring, career exploration seminars, etc.
- **Keys to Manhood** is a well-attended seminar designed to give middle and high school students an opportunity to explore educational and career opportunities, understand best practices and choices to make as a young man in today's society.
- The 20th annual **Narrowing the Gulf Conference** was held earlier this year. This conference focuses on improving classroom instruction and support services for underrepresented students.

New methods and strategies, if applicable.

Response: New recruitment efforts have begun that are focused specifically upon underrepresented students are discussed below.

- The newly revived **Brother-to-Brother** initiative continues to gain support with both Student and Academic Affairs. As part of the Strategic Goals, several Deans and Faculty are working to increase academic and out of class support for the African American and Latino males. This summer, we are hosting two separate Summer Bridge Programs that offer reading/writing and math skills workshops. The intention is to provide preparatory and tutorial support so that students are better prepared for the fall and spring.
- During Spring 2019, SPC launched its partnership with **Year Up**. Year Up's mission is to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. This partnership focused on recruiting students from St. Petersburg's neediest neighborhoods and launched its inaugural

class with 41 young adults. These students will work on completing their academic studies in Informational Technology or Business, be supported by wrap around student services, and engage in a six-month internship with local partner companies. Year Up combines the best of academic and career attainment through a one-year intensive commitment on behalf of their enrolled students.

- The **Summer Bridge Program (SBP)** is a pilot initiative designed to assist an identified cohort of 20 underrepresented males to acclimate and transition into St. Petersburg College. The SBP seeks to promote self-efficacy, foster a sense of belonging, enhance academic performance, increase persistence, retention, and improve graduation and transfer rates amongst underrepresented males at St. Petersburg College. The program is structured to improve the achievement gap at SPC between underrepresented males and their counterparts. The cohort will consist of freshmen who tested into developmental reading and writing or are recommended to do so through predictive analytics. The cohort will be enrolled in ENC 0027 and SLS 1101 over a ten-week summer term. Participants will also participate in field trips, campus events, and attend seminars to assist with the transition and their acclimation into college.
- The **YMCA/SPC Summer Learning Academy** seeks to increase the ability of the community's at risk youth to pursue higher education and achieve personal and community goals through a joint partnership. The program will serve 25 high school youth who want to pursue post-secondary education during a 6-week training program. Participants will enroll in one free college-level course and be introduced to the #1 local field of employment, Hospitality and Tourism, through hands-on experiences and tours. All breakfasts and lunches will be provided.

Student Completions

This year's report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved, and set goals for 2018-2019.

Table 4: Completion Trends

Race	Report Year	AA Degrees			AS-AAS Degrees			Certificates			Baccalaureate Degrees		
		Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Black	2014-15	277	2,674	10.4%	95	1,003	9.5%	80	840	9.5%	93	1,049	8.9%
	2015-16	354	3,428	10.3%	76	909	8.4%	157	1,373	11.4%	92	1,149	8.0%
	2016-17	383	3,612	10.6%	90	977	9.2%	149	1,184	12.6%	122	1,075	11.4%
	2017-18	326	3,485	9.4%	116	1,039	11.2%	139	1,140	12.2%	126	1,267	9.9%
Hispanic	2014-15	268	2,674	10.0%	78	1,003	7.8%	70	840	8.3%	101	1,049	9.6%
	2015-16	386	3,428	11.3%	78	909	8.6%	125	1,373	9.1%	118	1,149	10.3%
	2016-17	418	3,612	11.6%	105	977	10.8%	132	1,184	11.2%	129	1,075	12.0%
	2017-18	452	3,485	13.0%	120	1,039	11.6%	139	1,140	12.2%	149	1,267	11.8%
All Minorities	2014-15	732	2,674	27.4%	221	1,003	22.0%	180	840	21.4%	244	1,049	23.3%
	2015-16	988	3,428	28.8%	196	909	21.6%	341	1,373	24.8%	267	1,149	23.2%
	2016-17	1,083	3,612	30.0%	269	977	27.5%	358	1,184	30.2%	306	1,075	28.5%
	2017-18	1,065	3,485	30.6%	302	1,039	29.1%	347	1,140	30.4%	341	1,267	26.9%

	Report Year	Students With Disabilities			
		AA Degrees	AS-AAS Degrees	Certificates	Baccalaureate Degrees
Total	2014-15	152	71	33	43
	2015-16	165	65	63	51
	2016-17	178	77	64	52
	2017-18	174	66	53	52

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Source: Student Data Base 2015-16, 2016-17, and 2017-18 annual unduplicated headcounts.

Table 5: Completion Goals

AA Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	N/A	N/A	Increase overall participation by 2.0% within three years.
Hispanic	N/A	N/A	N/A
Other Minorities	N/A	N/A	N/A
White	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
LEP	N/A	N/A	N/A
DIS	Increase by 5% to 187	No	N/A
AS/AAS Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	N/A	N/A	N/A
Hispanic	Increase participation (percent of total) by 0.5% to 11.5%	Yes	Increase participation by 2.0% within three years.

Other Minorities	N/A	N/A	N/A
White	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
LEP	N/A	N/A	N/A
DIS	N/A	N/A	N/A
Certificates	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	Increase participation (percent of total) by 0.42% to 13.00%	No	N/A
Hispanic	N/A	N/A	N/A
Other Minorities	N/A	N/A	N/A
White	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
LEP	N/A	N/A	N/A
DIS	N/A	N/A	N/A
Baccalaureate Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	Increase participation by 5% to 128	Yes	N/A
Hispanic	Increase participation by 5% to 135	Yes	N/A
Other Minorities	N/A	N/A	N/A
White	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
LEP	N/A	N/A	N/A
DIS	N/A	N/A	N/A

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 goals: **No** If no, provide:

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

Response: St. Petersburg College met all of its 2017-18 goals except two: increased attainment of AA degrees by Disabled students and certificates by Black students. It was also decided to shift its goal-setting focus to a three year goal of increasing attainment of AA degrees by Black students, and AS degrees by Hispanic students. This shift aligns with the college’s three-year strategic plan goal to increase overall degree and certificate attainment by 6.5%.

Disabled Students

St. Petersburg College values equal access to learning opportunities for all students. Accessibility Services (AS) is the campus office that works with students who have disabilities to provide

and/or arrange reasonable accommodations. Appropriate, reasonable accommodations are offered based on documented needs. A few examples include adaptive technology, enlargers, early registration, tutors, notetakers, sign language interpreters, real-time captioning, testing arrangements, and classroom modifications.

Students with self-reported disabilities continue to increase and now represent 5.5% of total enrollment. In 2017-18, 1,701 students were served by Accessibility Coordinators and staff. This dedication resulted in 74.1% course success rate here at SPC (64.6% US and 56.8% Florida).

Table 6: Disabled Student Enrollment Trends

Percent of Total Enrollment										
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Disabled	1.5%	2.1%	2.9%	3.2%	3.7%	3.9%	4.2%	4.9%	5.2%	5.5%

Source: College Annual Equity Update Data

Though the college did not reach its intended goal for students with disabilities, it spent much of the past year working on strategies to better serve this student population. Below are a few strategies that have been implemented to help these students be successful.

- **Technical Standards and expectations** - collaborating with Deans and program managers to clearly communicate on websites, break down barriers and streamline resources at the forefront of the student’s college experience.
- **Partnerships - Pinellas County Schools and Community Resources** to support students transitioning from high school and students in need of additional community supports (Vocational Rehabilitation, Center for Autism and Related Disorders, Division of Blind Services, Pinellas Interagency Networking Council).
- **Online and face to face strategies and resources** for parents, Faculty and students (Student Resource Guide, Faculty Resource Guide, Faculty Quick tips resource folder, CETL Outreach events, Lunch and Learns, workshops on Test Anxiety, MLP Planning, Organization Strategies, Study Skills each semester, and Narrowing the Gulf.
- Development of **Access Plans** for all students in order to promote supportive technology and effective support from the initial interview with targeted questions and semester follow up plans for all high needs students to include all auxiliary learning aids and services.

Though the college did not meet its goal for overall Black student attainment of certificates, Black females were up 0.08%. Therefore, the loss of attainment is attributed specifically to our Black male population, which aligns with overall college equity gaps. New strategies to support this specific student population are discussed in the next section.

Below are a few examples of SPC’s continued dedication and commitment to improve the college experience and academic success for our underrepresented students and support our completion efforts:

- For **Women on the Way (WOW)**, we are continuing to host leadership workshops to develop soft skills outside of the classroom and academic confidence inside the classroom. The WOW program has developed an alumni group to further support women along their academic journey.
- The **Summer of Success** program supports underrepresented minority males and females with opportunities to engage in summer, pre-college and college, personal management

workshops, academic tutoring, and early discussions about career aspirations and aligned degrees.

- **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.
- **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.

New methods and strategies, if applicable.

Response: [Click here to enter text.](#) Over the past year, several initiatives have started directly related to supporting this population.

- The Florida Postsecondary Comprehensive Transition Program Act (1004.6495) promotes inclusionary programs for students with unique abilities in post-secondary institutions. Non-traditional college students can now enter the state Florida College System and participate in workforce and industry certificate programs and receive internship assistance for living wage positions. To meet this goal, the college is in the process of developing its **Center for Students with Unique Abilities** that will offer its first two programs starting January 2020: Microsoft Office Productivity Suite and the Rooms Management Certificate with internship hours over the summer.
- With assistance from deans and other administrators, **Learning Resources** undertook, as part of the Student Retention Plan, a new initiative to help close the gap for Black males at SPC. Using administrative data, Learning Resources pinpointed 229 Black males with a GPA below 2.0, and following an email message to faculty from Deans Dr. Smiley and Dr. Demers setting a background for these students' challenges, the Learning Resources department's leadership reached out to over 300 faculty in whose courses these students were enrolled. This outreach created an awareness campaign and alerted faculty to the department's ongoing commitment to offer academic assistance as necessary. As a result, these messages created not only effective conversation between Learning Resources and faculty, but in spring 2019, it also saw that at least 50% of the 229 African-American male students with a GPA below 2.0 participated in Learning Resources services or programs at least once, generating approximately 800 visits (at the time of writing) in that semester. This represents a 4% increase in usage over the prior semester and a 2% increase for Black students overall. Continued outreach to this population is critical to the College's commitment of creating economic mobility for its students.
- The **PITCH program** (Providing Instructions for Tomorrow's Collegiate and Hires) is designed to help at-risk African American men gain work readiness skills, obtain workplace

certifications and enroll in postsecondary education. The first year cohort (2017-18) of 35 was 30% higher than the original goal of 28. At the end of the first year, fifty-one (51.4%) of the students were employed or continued their postsecondary education. The second year cohort (2018-19) of 39 is 11.4% higher than the goal of 35. The table below shows other milestones that were achieved by the first year cohort.

PITCH First Year (2017-18) Milestones

Milestones	Enrolled	Completed	Completion Rate
College Success Course	35	27	77.1%
Job Readiness/Personal Workshops	35	27	77.1%
Computer Literacy Course	35	35	100.0%
Certification Program Completion	26	25	96.2%
LINCS Supply Chain Management	7	6	85.7%
CompTIA A+	13	13	100.0%
Cellphone Tablet Repair	6	6	100.0%

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

- **SEEDS** (Scholarships for Education & Employment Development in STEM) supports students as they earn a degree and find employment in the STEM field. This grant targets low income, academically talented students with priority focus on minorities, women and veterans. This is a five year grant and to date, there have been 9 cohorts representing 101 students - more than half the recipients were women (54%), 23.6% in an underrepresented race, and 18.6% were identified as Hispanic. Although the start time varies for the cohorts, 53.5% have graduated so far.
- SEEDS students are invited to participate and/or lead volunteer and academic events. Example of events include the Clearwater STEM Festival (several students led activities in the kid’s STEM room) and **STEM by the Bay**– new scholar orientation was combined with this event which featured presentations by individuals in different STEM disciplines, working lunch with representatives from local organizations in the county, STEM workshops and services projects.

New methods and strategies, if applicable.

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

- **Targeted outreach** sponsored by the Career and Academic Communities (Community Events) focusing on non-traditional students. Example below:
MANUFACTURING (Building Arts, Manufacturing and Engineering Community)
During the Engineering, Building Arts and Manufacturing Week, a co-sponsored event was held on Feb. 11 that focused on recruiting Women in Manufacturing (WIM) field to help todays female students enter this male dominated field.

- St. Petersburg College (SPC), in partnership with Hillsborough Community College (HCC) and State College of Florida Manatee-Sarasota (SCF) have formed the **Tampa Bay Bridge to the Baccalaureate (TB-B2B) Alliance**. The focus of TB-B2B Alliance is to significantly increase the number of underrepresented minority students transferring to baccalaureate programs in STEM.
 - During this inaugural year, the Alliance conducted significant outreach and recruitment across the Tampa Bay region targeting current, pre-college, and non-traditional students interested and participating in STEM areas of study. A few examples specifically to SPC include:
 - Visited campus advising, admissions, recruitment, student support, veteran’s services, and College Reach Out Program teams for Q&A and materials distribution.
 - Connected with students, STEM faculty, and college leadership via meetings, presentations, open houses, STEM roundtables, and events such as STEMinars and STEM Expos.
 - Engaged regional high school students, parents, and teachers via programs like the College Reach Out Program (CROP) and Boys & Girls Clubs to promote STEM and B2B.
 - Presented content and program elements to regional elementary school classrooms and after school clubs.
 - Designed and created Alliance and B2B print materials for recruiting students, including fliers, posters, and rack cards for institutional programming and events, as well as STEM Summer Series/STEM Boot Camp/Summer Bridge programs, in multiple languages.
 - B2B faculty at each Alliance institution created Summer STEM programming and intensive student support with the common goal of Math and Science exposure, skills building and increased literacy. Each summer program utilized ALEKS adaptive learning mathematics software, and offered one-on-one instruction with students. Camps also reinforced math through contextualized STEM learning. Approximately 30 students participated in the Summer programming series across the Alliance. To support year-long success in math courses, SPC and SCF created Lending Libraries for cost-prohibitive texts and graphing calculators that all B2B students can access. Alliance institutions also practice intensive math and STEM program advising, employing two check-ins with B2B and academic advisors per semester.

The B2B Alliance's Year 1 efforts across all Alliance institutions generated the following results:

- Approximately 107 enrolled candidates to comprise TB-B2B's Year 1 Fall cohort (Year 2/Spring 2019 enrollees are still in process)
- Approximately 304 students applied for the Summer/Fall 2018 and Spring 2019 cohorts
- An estimated 165 applicants identified as female
- Approximately half of all applicants identified their ethnicity as Hispanic
- Of all applicants identifying a specific race on their application, an estimated 98 identified as Black/African American, 108 identified as Hispanic, 6 identified as American Indian, 5 identified as Native Hawaiian, and 17 identified as multi-race or other.
- 100% of the students enrolled in SPC's and SCF's Summer STEM programs were retained for the Fall 2018 B2B cohort. HCC lost two students due to their changing majors outside of the NSF-defined STEM courses of study, but has retained the remainder of its students.

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

Requirement	Response	Comments	Action
Is the college achieving 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 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 IV. Gender Equity in Athletics

The college offers athletic programs: **Yes** If no, move to 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 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. In 2018 St. Petersburg College entered into 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. Funds allocated for the athletic program overall: \$1,611,689.54
- 5) Administration: The Athletic Director reports to the Senior Vice President of Student Affairs, who in turn reports to the President.
- 6) 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.

7) Comparable coaching: SPC has 5 full-time head coaches (Men's basketball, Men's baseball, Women's basketball, Women's softball & Women's volleyball) and one part-time head coach (Women's tennis).

8) 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 is a Media Guide printed with information on all sports and schedule cards (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. This year, we were able to live stream home games for Men and Women's sport to increase exposure.

9) Other support costs: The Foundation Department houses the college related donations, including athletic monetary support. Additionally, when an athletic team qualifies for state or national tournaments, funding is provided by the Vice President of Student Affairs.

10) 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.

11) Provision of equipment and supplies: is noted in 6 above

12) 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.

13) 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).

14) 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.

15) 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.

16) 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.

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, 2016 through June 30, 2017 and July 1, 2017 through June 30, 2018

	2016-2017			2017-2018			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	33	53	86	Total Number of Athletes	39	53	92
Percent of Athletes by Gender	38%	62%	100%	Percent of Athletes by Gender	42%	58%	100%
Total Number of Enrollments	11,793	18,680	30,473	Total Number of Enrollments	12,026	18839	30865
Percent of Enrollments by Gender	39%	61%	100%	Percent of Enrollments by Gender	39%	61%	100%
Difference between the percent of athletes and the percent of students enrolled	-1	1	0	Difference between the percent of athletes and the percent of students enrolled	3.4	-3.4	0.0%

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? **2016-2017: Yes 2017-2018: Yes**

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

**Review of Part IV: 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 2018?	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 5 percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of	Select one.		

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

Part V. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2018-2019 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

St. Petersburg College

The college ensures that section 1000.05, F.S., and section 1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., referenced in submission 1 of 2 and submission 2 of 2 of 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.

PAMELA S. SMITH (EQUITY OFFICER)

DATE

DR. TONJUA WILLIAMS (COLLEGE PRESIDENT)

DATE

NATHAN STONECIPHER (CHAIR OF DISTRICT BOARD OF TRUSTEES)

DATE

Part V. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
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PAMELA S. SMITH (EQUITY OFFICER)

6/18/19

DATE



DR. TONJUA WILLIAMS (COLLEGE PRESIDENT)

6/18/19

DATE



NATHAN STONECIPHER (CHAIR OF DISTRICT BOARD OF TRUSTEES)

6/18/2019

DATE