

Polk State College

Annual Equity Update Report

2020-2021

Submission

Deadline: April 30, 2021

Submission Information

Equity Officer: **Valparisa J. Baker**

Email: **vbaker@polk.edu**

Phone: **863.292-3602**

Date: **April 26, 2021**



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

FCSInfo@fldoe.org

850-245-0407

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General Information and Applicable Laws for Reporting

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

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

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvement identified in analyses.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2021. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates, monitor efforts by the college to increase diversity in student participation and employment and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college’s methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs, activities and employment. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in areas where the college has achieved or exceeded its goals or in areas where there is incomplete or missing information.

For the 2020-21 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

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

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

Part I. Description of Plan Development

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

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

Response: Below is a list of the Lead Team/Advisory Team reflecting individuals instrumental in the development of the completion of the Annual Equity Update Report. In addition, changes made in the personnel involved in the development of the plan are reflected in red.

- Kristen Sykes, Interim Assistant Director of Human Resources
- Dr. Mary Clark, VP, Institutional Effectiveness, Accreditation, and Research
- Ms. Amanda Ross, Research Specialist – Institutional Research Effectiveness and Planning
- Mr. Stanley Cromartie, Director of Athletics
- Mr. Reginal Webb, Vice President for Student Services
- Dr. Larry Pakowski, Interim Executive Dean of Student Services
- Ms. Valparisa Baker, Chief Diversity Officer-Office of Equity, Diversity and Inclusion

Changes:

- Ms. B. Jill Hall, District Director of Human Resources– Retired** - The responsibility for this position is currently held by Ms. Kristen Sykes, Interim Human Resources Assistant Director.
- Mr. Sylvester Little, Dean of Lakeland Campus Student Services—Retired** - The responsibility for this position is currently held by Dr. Lawrence Pakowski, Interim Executive Dean of Student Services.

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

Response: The District Board of Trustees approved the 2020-2021 Annual Equity Update Report on April 26, 2021.

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

Requirement	Response	Comments	Action
Did the college change the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

Part II. Policies and Procedures that Prohibit Discrimination

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

A) Has the governing board updated the college's approved and adopted policy of nondiscrimination?
Make a selection: Yes If yes, provide the following applicable updates.

Date of revision: September 1, 2020

Description of the revision: The College updated the title of the Director of Equity, Diversity, and Inclusion/Title IX Coordinator to Chief Diversity Officer/Title IX Coordinator.

Web link(s) to document the revision: <https://www.polk.edu/wp-content/uploads/6052-2.pdf>

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: Yes If yes, provide updated information.

Response: *Polk State College Procedure 6052: Equal Access, Equal Opportunity, and Equity* provides this notice.

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:

Description of the revision:

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

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

Response: Click here to enter text.

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

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

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

Name of the policy and/or procedure(s): *Polk State College Procedure 6091: Discrimination, Harassment, and Sexual Misconduct*

Date of revision: September 8, 2020

Description of the revision: This procedure was created to comply with the new *Title IX* regulations implemented by the Office of Civil Rights.

Web link(s) to document the revision: <https://www.polk.edu/wp-content/uploads/6091.pdf>

Name of the policy and/or procedure(s): *Polk State College Procedure 5027: Student Code of Conduct and Sexual Misconduct Procedure*

Date of revision: September 21, 2020

Description of the revision: The language was modified for compliance with the new *Title IX* regulations regarding sexual harassment.

Web link(s) to document the revision: <https://www.polk.edu/wp-content/uploads/401.pdf>

Name of the policy and/or procedure(s): *District Board of Trustees Rule 4.01: Student Code of Conduct*

Date of revision: November 30, 2020

Description of the revision: The language in Section IV.B of this document was modified to comply with the recent changes to *Title IX* regulations.

Web link(s) to document the revision: <https://www.polk.edu/wp-content/uploads/401.pdf>

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

Part III. College Employment Equity Accountability Plan

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

A. Data, Analysis, and Benchmarks

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

College Full-Time Executive/Administrative/Managerial Staff

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

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	EAM Goals for Fall 2021
Black Female	12.8	21.9	23.3	12.5	Yes	12.8
Black Male	6.1	18.8	20.0	6.1	Yes	6.1
Hispanic Female	17.2	3.1	3.3	15.9	No	17.2
Hispanic Male	9.3	3.1	3.3	9.1	No	9.3
Other Minorities Female	3.9	3.1	3.0	3.7	No	3.9
Other Minorities Male	2.4	0.0	0.0	2.3	No	2.4
White Female	31.0	21.9	23.3	32.1	No	31.0
White Male	17.3	28.1	23.3	18.3	Yes	17.3
Total Female	64.9	50.0	53.3	64.2	No	64.9
Total Male	35.1	50.0	46.7	35.8	Yes	35.1

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The College regularly advertises in diversity-focused publications for faculty and administrative positions, and it utilizes various diversity-specific online employment boards. In 2020,

Polk State changed two of its diversity advertising resources in an effort to improve its views, clicks, and applicants. All posted jobs are now advertised in *Hispanics in Higher Ed*, *Blacks in Higher Ed*, and *Asians in Higher Ed*. These publications will continue to be utilized. The College also advertises through the *Employ Florida* website to reach unemployed and underemployed populations. Polk State also uses *Handshake*, an online service, to post its positions at various universities and to target Historically Black Colleges and Universities (HBCUs) nationally. Due to the COVID-19 pandemic and its associated restrictions, the College did not utilize on-campus recruiting events during 2020.

Mentoring opportunities continue to be made available for women and minorities through the Polk State College ELITE (Exceptional Leaders with Innovative Talents and Excellence) Program. This program was developed to grow skillsets for potential leadership roles within higher education. The Human Resources Department continues to partner with the Office of Equity, Diversity, and Inclusion in monitoring the progression of qualified and diverse candidates throughout every stage of the recruiting process, as well as in the reporting and analyzing of diversity goals. For Executive, Administrative, and Managerial (E/A/M) positions, the College often includes additional committees, interview panels, and open forums to ensure that a diverse cross-section of the College community participates in the screening process. The College plans to utilize these strategies for two upcoming E/A/M vacancies.

Polk State fosters and promotes multicultural events and educational activities. As a result of the pandemic, events have been held virtually. Additionally, the College promotes diversity awareness more broadly within the community. Events and activities are held throughout Hispanic Heritage Month, Black History Month, and Women’s History Month, as well as for other historically important calendar celebrations. Virtual events during 2020 consisted of cultural food demonstrations; art displays and contests; music, dance, poetry, and literature presentations; guest speakers; games and social events; and other activities to engage students, employees, and the community as a whole.

College Full-Time Instructional Staff

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

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	INST Goals for Fall 2021
Black Female	12.8	3.8	4.0	12.5	No	12.8
Black Male	6.1	5.1	5.3	6.1	No	6.1
Hispanic Female	17.2	2.5	2.6	15.9	No	17.2
Hispanic Male	9.3	1.9	2.0	9.1	No	9.3
Other Minorities Female	3.9	0.0	0.0	3.7	No	3.9
Other Minorities Male	2.4	1.9	2.0	2.3	No	2.4
White Female	31.0	48.7	49.0	32.1	Yes	31.0
White Male	17.3	36.1	35.1	18.3	Yes	17.3
Total Female	64.9	55.1	55.6	64.2	No	64.9
Total Male	35.1	44.9	44.4	35.8	Yes	35.1

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

Response: The College regularly advertises in diversity-focused publications for faculty and administrative positions, and it utilizes various diversity-specific online job boards. In 2020, Polk State changed two of its advertising resources in an effort to improve the number of views, clicks, and applicants. All posted jobs are now advertised in *Hispanics in Higher Ed*, *Blacks in Higher Ed*, and *Asians in Higher Ed*. The College continues to advertise through the *Employ Florida* website to reach unemployed and underemployed populations. Polk State also uses *Handshake*, an online service, to post jobs at various universities and to target Historically Black Colleges and Universities (HBCUs) nationally.

Mentoring opportunities continue to be made available for women and minorities through the Polk State College ELITE (Exceptional Leaders with Innovative Talents and Excellence) Program. This program was developed to grow skillsets for potential leadership roles within higher education. The Human Resources Department continues to partner with the Office of Equity, Diversity, and Inclusion in monitoring the progression of qualified, diverse candidates throughout every stage of the recruiting process, as well as in reporting and analyzing diversity goals for the College. The College strives to monitor and target direct hires of female and minority adjunct faculty members, as these instructors may become eligible for full-time faculty positions as they become available.

Polk State fosters and promotes multicultural events and educational activities. As a result of the pandemic, events have been held virtually. The College is committed to promoting diversity awareness within the College community. Events and activities are held throughout Hispanic Heritage Month, Black History Month, and Women’s History Month, as well as during other historically important calendar celebrations. Virtual events during the 2019-2020 Academic Year consisted of cultural food preparation and appreciation sessions; art displays; music, dance, poetry, and literature events; guest speakers; and other activities to engage students, employees, and the community as a whole.

College Full-Time Instructional Staff with Continuing Contract

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

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST-CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021
Black Female	12.8	4.3	4.2	12.5	No	12.8
Black Male	6.1	5.2	5.8	6.1	No	6.1
Hispanic Female	17.2	2.6	3.3	15.9	No	17.2
Hispanic Male	9.3	2.6	2.5	9.1	No	9.3
Other Minorities Female	3.9	0.0	0.0	3.7	No	3.9
Other Minorities Male	2.4	0.9	0.8	2.3	No	2.4
White Female	31.0	49.1	46.7	32.1	Yes	31.0
White Male	17.3	35.3	36.7	18.3	Yes	17.3
Total Female	64.9	56.0	54.2	64.2	No	64.9

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST-CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021
Total Male	35.1	44.0	45.8	35.8	Yes	35.1

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

Response: The College regularly advertises in diversity-focused publications for faculty positions and utilizes various diversity-specific online job boards. In 2020, Polk State changed two of its diversity advertising resources in an effort to improve its views, clicks, and applicants. All posted jobs are advertised in *Hispanics in Higher Ed*, *Blacks in Higher Ed*, and *Asians in Higher Ed*. The College also advertises through the *Employ Florida* website to reach unemployed and underemployed populations. Polk State also uses *Handshake*, an online service, to post jobs at various universities and to target Historically Black Colleges and Universities (HBCUs) nationally. Mentoring opportunities continue to be made available for women and minorities through the Polk State College ELITE (Exceptional Leaders with Innovative Talents and Excellence) Program. This program was developed to grow skillsets for potential leadership roles within higher education.

The Human Resources Department continues to partner with the Office of Equity, Diversity, and Inclusion in monitoring the progression of qualified and diverse candidates throughout every stage of the recruiting process, as well as in reporting and analyzing the College’s diversity goals. The College strives to monitor and target direct hires of minority adjunct instructors, as these individuals may become eligible for full-time faculty roles as these positions become available. The Human Resources Department also partners with academic leadership as Annual-Contract faculty are evaluated and recommended for Continuing-Contract status, with particular focus on the successful transition of female and minority instructors to Continuing-Contract status.

Polk State fosters and promotes multicultural events, educational activities, and diversity awareness within the College community. Events and activities are held throughout Hispanic Heritage Month, Black History Month, and Women’s History Month, as well as for other historically important calendar celebrations. Virtual events were held in 2020 due to the pandemic, and these consisted of cultural food appreciation; art displays and contests; music, dance, poetry, and literature presentations; guest speakers; and other activities to engage students, employees, and the community as a whole.

New Barriers (Optional)

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

Response: The current health and financial crisis has provided fewer opportunities to fill roles and meet the College’s institutional employment goals in general. In addition, Polk State continues to face the challenges of losing candidates within employment pools to larger, higher-paying universities that are also competing for targeted applicants such as females and minorities. Compared to Polk State College,

these institutions generally offer higher starting pay and more advancement opportunities due to their size and location.

As a result of the current financial crisis driven by the pandemic, related attrition and college-initiated retirement incentives have caused high turnover in various positions. This may provide possible opportunities to backfill some of these positions with qualified female and minority candidates to address goals in the future. Unfortunately, there is a limited pool of talent in the “Other Race” category within the surrounding geographical location (i.e., Winter Haven, Lakeland, and Polk County in general). The College does not financially support relocation or HB-1 Visa applicant sponsorship, which also influences the opportunities for minority recruitment.

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

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Select one.		

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

1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

Response: The College utilizes a performance review process that supports the College’s mission and goals, including the College’s *Equity Plan*. The Vice Presidents, Associate Vice President, Chief Diversity Officer, and other College administrators were evaluated in March 2021. Each evaluation included criteria related to the individual demonstrating “commitment to implementation of the College’s *Equity Plan*.” Each administrator received “achieves expectations” in this category. Administrative expectations include support of the College’s diversity initiatives. Should any employee fall short in any area, a *Performance Improvement Plan* may be implemented to evaluate the employee’s progress in various areas on a more frequent basis, providing specific goals, along with development or training opportunities as needed.

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 College's District Board of Trustees annually evaluates the President in her overall performance, including the meeting of long-term goals and objectives that relate to the College's *Equity Plan* and employment. In her last evaluation dated May 15, 2020, for the evaluation period of Academic Year 2019-2020, President Angela Garcia Falconetti ranked "Achieves Expectations" in every rating category in the performance evaluation, including the support of the *Equity Plan* regarding employment. The Trustees' evaluation commentary included the following responses: "To a T!" (in response to "demonstrates commitment to implementation of the College's *Equity Plan*"), and "The *Equity Plan* is one of her priorities."

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

Response: May 15, 2020

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

C. Additional Requirements

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

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

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

Response: Each member of the Screening Committee for each posted position is reviewed and approved by the College's Chief Diversity Officer. Every attempt is made to ensure diverse participation on committees. Screening Committee members receive training to educate them on their role on the committee, the need to adhere to the law, and the College's equity focus. Per *Polk State College Procedure 6068: Screening Committees*:

"The College utilizes employment screening committees because they reflect an open participatory employee recruiting process. Screening committees are formed with the intent of being a diverse representation of the employee population and are comprised of full-time faculty and staff willing to commit the time necessary to serve throughout the screening and selection process."

The Equity, Diversity, and Inclusion Officer reviews candidates interviewed and approves the hiring recommendation prior to issuing the job offer to the successful candidate.

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

Response: The College adheres to *State Board of Education Rule 6A-14.0411* in the awarding of Continuing Contracts. *Polk State College Procedure 1022: Faculty Continuing Contract* states that for a faculty member to be eligible for continuing contract, he or she must have completed "...five years of satisfactory service as a faculty member at Polk State College during a period not in excess of seven years, with such service being continuous except for authorized and granted leave."

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

Response: Each instructor on an annual contract is evaluated annually in order to address any concerns or issues associated with attaining a Continuing Contract after five years. With oversight by the Vice President of Academic Affairs, the Campus Academic Deans evaluate all full-time faculty members on an Annual Contract. The Dean of Workforce Education and Economic Development evaluates all Annual Contract full-time workforce-area faculty members. Recommendations are made for approval by both the Vice President of Workforce Education and Economic Development and the Vice President of Academic Affairs. If the performance of a faculty member is not satisfactory, the faculty member is notified of non-renewal of the Annual Contract, or an action plan may be utilized to support and defend the final Continuing-Contract recommendations after the employee is eligible for the change in status after five years. The final recommendation for a faculty member to receive a Continuing Contract must be formally approved by the Vice President of Academic Affairs and followed by concluding approval by the District Board of Trustees during the April meeting.

4) Briefly describe the college's budgetary incentive plan to support and ensure the attainment of employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

Response: Polk State College annually evaluates its recruitment and advertising budget to support minority recruitment for vacant faculty and administrative positions. Vacancies are published at various sites, including minority publications. The College funds professional development training (e.g.,

conferences, seminars, workshops) for all employees and annually budgets for provision of the online training portal that is accessible by all employees. With continued budgetary restraints, the College currently has limited employment and travel-based training opportunities for new faculty and administration. This may limit prospects to improve diversity goals.

5) Salary Information: In the following table, include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86(2)(b)(5), F.S. Add additional rows if needed.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information are not required; however, the college may choose to include additional information for purposes of diversity analysis.

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	ALPHA	0	n/a	55	\$50,699.17 - \$76,601.51
Row 2	BETA	1	\$56,680.55	34	\$47,576.85 - \$69,637.73
Row 3	DELTA	0	n/a	6	\$51,662.93 - \$54,875.01
Row 4	GAMMA	0	n/a	73	\$44,176.99 - \$65,695.97
Row 5	EAM	2	\$65,800.00 - \$135,000.00	29	\$60,000.00 - \$253,125.000
Row 6					
Row 7					

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2019, and October 31, 2020, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2019.*

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

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

Requirement	Response	Comments	Action
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

Part IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

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

Enrollments	FTIC			Overall Enrollments		
	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	22.00%	Yes	22.5%	18.50%	Yes	18.50%
Hispanic	30.00%	Yes	33.00%	25.00%	Yes	26.5%
Other Minorities	7.00%	No	6.00%	6.00%	Yes	6.00%
White	41.00%	No	38.50%	50.50%	No	49.00%
Female	57.00%	Yes	58.00%	64.00%	Yes	64.5%
Male	43.00%	No	42.00%	36.00%	No	35.5%
LEP	1.25%	No	0.75%	0.90%	Yes	0.90%
DIS	3.50%	No	3.00%	3.00%	Yes	3.00%

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

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

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

Response: The College continues to make significant strides in meeting its first-time-in-college (FTIC) and overall enrollment targets. An analysis of the FTIC measures shows that Polk State met its FTIC benchmarks for the Black, Hispanic, and Female student categories.

The Other Minorities category was missed by 1.1 percent, and the Disability student category was missed by 0.53 percent.

While the College also missed the Limited English Proficiency (LEP) student category benchmark, there were 33 percent fewer LEP FTIC students in this year's reporting period. This may be due to changes in enrollment related to the pandemic.

For overall enrollment, the College only missed targets for the White and Male student classifications. The decreasing White enrollment metric remains the result of increasing minority enrollment, and the slightly decreasing Male enrollment metric follows national enrollment trends in college attendance.

New methods and strategies, if applicable.

Response: The College is confident that the current enrollment strategies are effective, as evidenced in the demonstrated improvement in enrollment data in the overall enrollment, the number of goals met, and the goals met for FTIC students representing students of color. To that end, the College intends to continue the methods and strategies indicated in the prior reports. The College emphasizes strategic initiatives including the following:

1. The College seeks to include members of minority student groups (e.g., the Black Student Union, Brother-2-Brother, SISTERS, and Únete!) in recruitment and outreach activities, especially those that occur in local schools and communities.
2. The College actively engages with Black community groups (e.g., Concerned Citizens of Polk County and the NAACP) to help increase Black student enrollment.
3. The College supports continued professional development opportunities for staff members, and develops new strategies for recruitment, outreach, and retention of minority students.
4. Polk State College also has two grant initiatives focused on underserved and underrepresented populations: The Louis M. Stokes Alliances for Minority Participation (LSAMP) STEM Grant seeks to increase baccalaureate degree attainment among Black and Hispanic students in STEM fields, and the Math Equity Grant provides training for mathematics faculty to utilize culturally relevant teaching practices in order to increase Black male success in developmental and gateway math courses.
5. The College President, who is fluent in Spanish, provides regular interviews with local Hispanic radio and news outlets.

Additionally, during the past year, the College has officially joined the Hispanic Association of Colleges and Universities (HACU) and is actively working towards the Seal of Excelencia from Excelencia in Education.

Student Completions

This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

A.A. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	14.00%	Yes	14.00%
Hispanic	23.00%	Yes	24.00%
Other Minorities	7.00%	Yes	7.50%
White	56.00%	No	54.50%
Female	64.00%	Yes	66.00%
Male	36.00%	No	34.00%
LEP	0.30%	Yes	0.50%
DIS	2.50%	Yes	2.50%
A.S./A.A.S. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	13.00%	No	10.00%
Hispanic	20.00%	Yes	25.00%
Other Minorities	4.00%	Yes	4.00%
White	63.00%	No	61.00%
Female	67.50%	No	66.00%
Male	32.50%	Yes	34.00%
LEP	1.00%	No	0.50%
DIS	3.00%	Yes	3.00%
Certificates	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	16.00%	No	14.50%
Hispanic	22.00%	No	20.50%
Other Minorities	4.00%	Yes	5.00%
White	58.00%	Yes	60.00%
Female	54.00%	No	51.00%
Male	46.00%	Yes	49.00%
LEP	0.25%	Yes	0.50%
DIS	1.00%	Yes	1.25%
Baccalaureate Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	17.50%	No	15.00%
Hispanic	12.00%	Yes	17.00%
Other Minorities	4.00%	Yes	4.00%
White	66.50%	No	64.00%
Female	70.00%	No	70.00%
Male	30.00%	Yes	30.00%
LEP	0.50%	Yes	0.50%
DIS	2.25%	Yes	2.25%

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

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

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

Response: The College continues to make significant strides in equitable completion outcomes for its students. In the Associate in Arts completion metric, the only missed goals were in the White and Male student classifications.

In the Associate in Science completion data, the College's targets were not met with Black, White, Female, and LEP students. Partially, this is due to a demographic shift related to increasing Hispanic enrollment (and completions) across the College, and greater male enrollment in AS/AAS programs. Finally, there were far fewer LEP students in AS/AAS programs this year (i.e., one individual versus six in Academic Year in 2018-2019).

For Certificate completions, the College narrowly missed the benchmarks set for Black, Hispanic, and Female students. Because of the volatility of certificate enrollments and the current makeup of students in these programs during the COVID-19 pandemic, the College has adjusted the goals for Academic Year 2020-2021.

In baccalaureate completions, the College narrowly missed benchmarks set for Black, White, and Female students.

New methods and strategies, if applicable.

Response: The College remains confident that its current strategies are working, as evidenced by continued improvement. The College plans to continue emphasizing the strategic initiatives highlighted in previous years, as these support the development of an institutional culture of completion across all student groups. Some of these strategies include:

1. The College provides mandatory pre-advising for all new FTIC students as part of a comprehensive First-Year Experience Program.
2. The College requires SLS 1122 *First-Year Seminar*, a course for FTIC Associate in Arts degree-seeking students. This course reviews behaviors for success, college resources, and study skills; it also includes career planning and intrusive advising for success.

Additionally, as the College implements its new Strategic Enrollment Management Plan and continues transitioning towards the caseload-based advising model called PACTS (Polk Advising, Career, and Transfer Services), the rate of completion should continue to improve, particularly for students of color and other underrepresented groups.

Student Success in Targeted Programs

The college's plan for 2019-20 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

Response: Polk State is currently jumpstarting the Pathways 2.0 initiative, revamping and continuing the initial work developed for the Guided Pathways Initiative. This program provides personalized, educationally relevant course scheduling that targets and progresses students through academic goals necessary to earn a degree, transfer to a specific four-year institution, or enter a career. This initiative is integrated into aspects of the *First-Year Seminar* course and pre-advising sessions to ensure students are kept on track for timely completion.

While delayed by the pandemic, Polk State College is also completing the roll-out of the new advising model (PACTS). The College is also working to connect a Polk State Student Success Advisor to each of the County’s high schools.

New methods and strategies, if applicable.

Response: Polk State’s Quality Enhancement Plan (QEP), *Explore to Complete*, focuses on career planning and development, and seeks to provide students with clear, coherent, and educationally relevant pathways to complete academic and career goals. The QEP began its rollout in the Spring 2021 Term.

As a part of the QEP, pre-advising sessions for new FTIC students are changing to pathway-centric sessions (i.e., options for student advising by pathway, along with sessions for undecided students).

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

Requirement	Response	Comments	Action
Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		

Requirement	Response	Comments	Action
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

**Part V. Substitution Waivers for Admissions and
Course Substitutions for Eligible Students with Disabilities**

Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary. Please indicate "0" for the number of students if no substitutions were granted.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	1	MGF 1106 Topics in Mathematics	CGS 1100 Computer Applications for Business	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Specific Learning Disability	0			
Orthopedic Impairment	0			
Speech/Language Impairment	0			
Emotional or Behavioral Disability	0			
Autism Spectrum Disorder	0			
Traumatic Brain Injury	0			
Deaf/Hard of Hearing	0			

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2019	0	0
Spring 2020	0	0
Summer 2020	1	0
Total	1	1

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

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

Part VI. Gender Equity in Athletics

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

Assessment of Athletic Programs

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

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

Data Assessment

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

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

Response: Polk State College is committed to the success of each of its five sports teams: Women's Soccer, Women's Softball, Women's Volleyball, Men's Baseball, and Men's Basketball. In 2003, Polk State College replaced the Women's Tennis Team with Women's Soccer to offer more athletic opportunities for women. Through this change, the College increased the scholarship offerings for women from 8 to 18, and it increased the roster potential from 8 to 24 female athletes. Currently, there are 84 total participants in the College's Athletics Program, with 46 participants in women's sports (i.e., 45 percent male and 55 percent female participants). Polk State's student population by gender is 37 percent male and 63 percent female. Each sport is assigned one Head Coach and one Assistant Coach; each of these positions is paid for by the College.

The current allocation for athletic scholarships at Polk State College:

Women's Soccer:	18
Women's Softball:	18
Women's Volleyball:	12
Men's Baseball:	24
Men's Basketball:	12
TOTAL SCHOLARSHIPS:	84

Of the 84 athletic scholarships available at Polk State College, 48 are reserved for women's sports. Aggressive recruiting efforts have been made to fill all scholarships. All sports offer scholarships consisting of some accommodations for room and board. These scholarships result from fundraising efforts within each sport, as well as funding from the Polk State College Foundation. The number of scholarships is determined by the coach of each sport.

The Athletic Director manages the Polk State Intercollegiate Athletics Program in accordance with federal and state laws, as well as the responsibilities outlined in his job description. These responsibilities include preparation of the annual Athletics Department Budget, supervision of athletics event scheduling, oversight of scheduling of officials for home contests, and managing events sponsored by the Athletics Department. Polk State College adheres to all policies of the Florida College System Activities Association (FCSAA) and the National Junior College Athletics Association (NJCAA), and is a member in good standing of both organizations. The Athletic Director reports to the Vice President for Student Services, who reports to the College President.

The budgeting process for athletics involves careful thought and preparation of the amounts spent on each sport to achieve success. The process includes the Head Coach for each sport, who identifies needs specific to the sport. The total expenses for women's and men's teams totaled \$290,498, with 57 percent (\$165,402) allocated to women's teams, and 43 percent (\$125,096) to men's teams. Travel allowances and per-diem amounts are the same for all teams

per Polk State College Rules and Procedures. Support costs that are not allocated by gender or sport include \$46,300 for administrative costs.

Polk State College possesses excellent athletic facilities for its sports. The Winter Haven Campus Health Center houses the Women’s Volleyball and Men’s Basketball teams with equal accommodations and scheduling for both. The Women’s Softball Team practices and plays games at the City of Winter Haven Diamond Plex, which was built through a partnership between the College and the City of Winter Haven. Polk State College has a designated field and clubhouse at this site. The Polk State College Women’s Soccer Team utilizes the Lakeland Campus and has a clubhouse at this location. The Men’s Baseball Team utilizes the baseball complex on the Winter Haven Campus, which has a clubhouse and field for games and practices. An Athletic Trainer is housed in the Health Center and is available for all sports.

The College’s Athletics Program has enjoyed success both academically and athletically in recent years. The Polk State College Women’s Volleyball Team has qualified and participated in the state tournament for the past ten seasons, winning the NJCAA District Tournament seven times and finishing those seasons at the national tournament. The Polk State Baseball Team participated in the state tournament six of the past ten years, winning the state tournament in 2012 and participating in the NJCAA National Tournament during the same year.

Due to Covid 19 restrictions, student athletes finished the Spring 2020 Term with online classes. The Spring 2020 Season was cancelled for athletics.

Compliance with Title IX

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

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2018, through June 30, 2019, and July 1, 2019, through June 30, 2020

	2018-19			2019-20			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	36	49	85	Total Number of Athletes	41	47	88
Percent of Athletes by Gender	42%	58%	100%	Percent of Athletes by Gender	47%	53%	100%
Total Number of Enrollments	1,872	3,123	4,995	Total Number of Enrollments	1869	3226	5095
Percent of Enrollments by Gender	37%	63%	100%	Percent of Enrollments by Gender	37%	63%	100%
Difference between the percent of athletes and the percent of students enrolled	5%	5%		Difference between the percent of athletes and the percent of students enrolled	10%	10%	

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2018-19: Yes 2019-20: No**

Based on the participation rates of female athletes compared to female enrollments and based on the college’s athletic program assessment as presented in the EADA Survey Federal Report, check at least

one component below for assuring the institution is in compliance with Title IX, Gender Equity in Athletics.

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

Corrective Action Plan

If the program is not in compliance, complete the Corrective Action Plan below and specify or update the plan to achieve compliance. Include completion dates for each method and strategy.

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
<p>The percentage of female athletes was not greater than (or at least within 5 percentage points of) the percent of female students enrolled.</p>	<p>Due to COVID-19, Athletics were down six female athletes due to international travel bans and restrictions. The six female athletes would have given us 60% female athletes on the roster, well within the 5% margin of female enrollment at 63%.</p> <p>Coaches will increase local and statewide recruitment of potential female athletes to play for Polk State. This increase in local recruitment will offset any reductions in international athletes attending Polk State this upcoming year.</p>	<p>Jessica Belli Head Coach Women's Soccer Email: jbelli@polk.edu</p> <p>Donna Byars Head Coach Women's Softball Email: dbyars@polk.edu</p> <p>German Del Valle Head Coach Women's Volleyball Email: gdelvalle@polk.edu</p>	<p>Recruitment initiatives will be completed by August 1, 2021.</p>

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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2020?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part VII. Signature Page

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

Polk State College

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

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

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

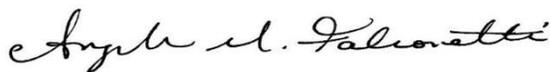
The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of section 1012.86, F.S.



VALPARISA J. BAKER
CHIEF DIVERSITY OFFICER

April 26, 2021

DATE



ANGELA GARCIA FALCONETTI
PRESIDENT

April 26, 2021

DATE



CINDY HARTLEY ROSS, CHAIR
DISTRICT BOARD OF TRUSTEES

April 26, 2021

DATE

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

