

POLK STATE COLLEGE

Annual Equity Update

2021-2022



Submission Information

Equity Officer: [Lonnie Thompson](#)

Email: LThompso@polk.edu

Phone: [863.292.3602](tel:863.292.3602)

Date: [04/25/2022](#)



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

FCSInfo@fldoe.org

850-245-0407

Contents

General Information and Applicable Laws for Reporting	2
Part I. Description of Plan Development	4
Part II. Policies and Procedures that Prohibit Discrimination	4
Part III. College Employment Equity Accountability Plan.....	7
Part IV. Strategies to Overcome Underrepresentation of Students	16
Part V. Substitution Waivers for Admissions and.....	23
Course Substitutions for Eligible Students with Disabilities.....	23
Part VI. Gender Equity in Athletics.....	25
Part VII. Signature Page.....	30
Attachment 1	Polk State EADA Report
Attachment 2	Polk State Diversity Events

General Information and Applicable Laws for Reporting

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

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

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

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **April 29, 2022**. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

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

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

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

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

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

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection:** **No**
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.](#)

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

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

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

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

Part II. Policies and Procedures that Prohibit Discrimination

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

A) Has the governing board updated the college’s approved and adopted policy of nondiscrimination? **Make a selection:** **No** If yes, provide the following applicable updates.

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

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

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

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

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

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

Name/title: **Lonnie Thompson, Chief Diversity Officer**

Phone number: 863.292.3602

Address: 999 Ave. H, N.E. Winter Haven FL, 33881

Email address: LThompso@polk.edu

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

Make a selection: Yes

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

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

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

Response: Click here to enter text.

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

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

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

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

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

Requirement	Response	Comments	Action
seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

Part III. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

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

College Full-Time Executive/Administrative/Managerial Staff

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

	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes/No)	EAM Goals for Fall 2022
Black Female	12.5	23.3	22.2	12.8	Yes	12.5
Black Male	5.7	20.0	14.8	6.1	Yes	5.7
Hispanic Female	18.5	3.3	3.7	17.2	No	18.5
Hispanic Male	8.6	3.3	3.7	9.3	No	8.6
Other Minorities Female	4.1	3.3	7.4	3.9	Yes	4.1

	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes/No)	EAM Goals for Fall 2022
Other Minorities Male	2.5	0.0	0.0	2.4	No	2.5
White Female	31.3	23.3	18.5	31.0	No	31.3
White Male	16.9	23.3	29.6	17.3	Yes	16.9
Total Female	66.4	53.3	51.9	64.9	No	66.4
Total Male	33.6	46.7	48.1	35.1	Yes	33.6

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The College regularly advertises in diversity-focused publications for faculty and administrative positions. Polk State College continues to utilize advertising in Hispanics in Higher Ed, Blacks in Higher Ed, and Asians in Higher Ed to provide outreach and advertisements to minority populations. The College changed two of the diversity publications this past year to expand our reach. The College has always advertised through the Employ Florida site to reach unemployed and underemployed populations. Polk State also currently utilizes Handshake to post jobs at various universities, targeting historically Black colleges and universities nationally. Mentoring opportunities continue to be available for women and minorities through the Polk State College President’s Leadership Institute (formerly known as ELITE). This program was developed to support women and minorities within faculty and staff positions to develop skillsets for potential leadership roles within higher education. Polk State promotes multicultural events and educational activities to increase diversity awareness within the College community and to foster retention. Events and activities are held throughout Hispanic Heritage Month, Black History Month, and Women’s History Month (and for other historically important calendar celebrations). Events consist of food, art displays, music, dance, poetry and literature, guest speakers, and other activities to engage students, employees, and the community as a whole. The HR Manager, Recruiting & Employment partners with the Office of Equity, Diversity, and Inclusion in monitoring the progression of qualified diverse candidates, as well as in reporting and analyzing diversity goals. Since the inception of the pandemic, Polk State College has moved many programs online in an effort to be more inclusive and increase participation, while ensuring safety for employees and the community. In-person job fairs and campus recruiting events are slowly returning and Polk State has begun participating, as they become available.

College Full-Time Instructional Staff

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

	2020-21 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2020	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2021	INST Goal Met (Yes/No)	INST Goals for Fall 2022
Black Female	12.5	4.0	5.6	12.8	No	12.5
Black Male	5.7	5.3	5.6	6.1	Yes	5.7
Hispanic Female	18.5	2.6	2.8	17.2	No	18.5
Hispanic Male	8.6	2.0	2.1	9.3	No	8.6
Other Minorities Female	4.1	0.0	0.7	3.9	No	4.1
Other Minorities Male	2.5	2.0	2.1	2.4	Yes	2.5
White Female	31.3	49.0	46.9	31.0	Yes	31.3
White Male	16.9	35.1	34.3	17.3	Yes	16.9
Total Female	66.4	55.6	55.9	64.9	No	66.4
Total Male	33.6	44.4	44.1	35.1	Yes	33.6

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. Polk State College continues to utilize advertising in Hispanics in Higher Ed, Blacks in Higher Ed, and Asians in Higher Ed to provide outreach and advertisements to minority populations. The College changed two of the diversity publications this past year to expand our reach. The College has always advertised through the Employ Florida site to reach unemployed and underemployed populations. Polk State also currently utilizes Handshake to post jobs at various universities, targeting historically Black colleges and universities nationally. Mentoring opportunities continue to be available for women and minorities through the Polk State College President’s Leadership Institute. This program was developed to support women and minorities within faculty and staff positions to develop skillsets for potential leadership roles within higher education. Polk State promotes multicultural events and educational activities to increase diversity awareness within the College community and to foster retention. Events and activities are held throughout Hispanic Heritage Month, Black History Month, and Women’s History Month (and for other historically important calendar celebrations). Events consist of food, art displays, music, dance, poetry and literature, guest speakers, and other activities to engage students, employees, and the community as a whole. The HR Manager, Recruiting & Employment partners with the Office of Equity, Diversity, and Inclusion in monitoring the progression of qualified diverse candidates, as well as in reporting and analyzing diversity goals. Since the inception of the pandemic, Polk State College has moved many programs online in an effort to be more inclusive and increase participation, while ensuring safety for employees and the community. In-person job fairs and campus recruiting events are slowly returning and Polk State has begun participating, as they become available. As full-time faculty are evaluated annually for recommendations on contract renewals and tenure, HR partners with the ED&I office to ensure equitability and retention of underrepresented groups.

College Full-Time Instructional Staff with Continuing Contract

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

	2020-21 Reporting Year College Student Population (%)	INST-CONT Actuals (%) Fall 2020	INST-CONT Actuals (%) Fall 2021	INST-CONT Stated Goals (%) Fall 2021	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2022
Black Female	12.5	4.2	4.5	12.8	No	12.5
Black Male	5.7	5.8	5.5	6.1	No	5.7
Hispanic Female	18.5	3.3	2.7	17.2	No	18.5
Hispanic Male	8.6	2.5	1.8	9.3	No	8.6
Other Minorities Female	4.1	0.0	0.0	3.9	No	4.1
Other Minorities Male	2.5	0.8	1.8	2.4	No	2.5
White Female	31.3	46.7	44.5	31.0	Yes	31.3
White Male	16.9	36.7	39.1	17.3	Yes	16.9
Total Female	66.4	54.2	51.8	64.9	No	66.4
Total Male	33.6	45.8	48.2	35.1	Yes	33.6

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 and administrative positions. Polk State College continues to utilize advertising in Hispanics in Higher Ed, Blacks in Higher Ed, and Asians in Higher Ed to provide outreach and advertisements to minority populations. The College changed two of the diversity publications this past year to expand our reach. The College has always advertised through the Employ Florida site to reach unemployed and underemployed populations. Polk State also currently utilizes Handshake to post jobs at various universities, targeting historically Black colleges and universities nationally. Mentoring opportunities continue to be available for women and minorities through the Polk State College President’s Leadership Institute. This program was developed to support women and minorities within faculty and staff positions to develop skillsets for potential leadership roles within higher education. Polk State promotes multicultural events and educational activities to increase diversity awareness within the College community and to foster retention. Events and activities are held throughout Hispanic Heritage Month, Black History Month, and Women’s History Month (and for other historically important calendar celebrations). Events consist of food, art displays, music, dance, poetry and literature, guest speakers, and other activities to engage students, employees, and the community as a whole. The HR Manager, Recruiting & Employment partners with the Office of Equity, Diversity, and Inclusion in monitoring the progression of qualified diverse candidates, as well as in reporting and analyzing diversity goals. Since the inception of the pandemic, Polk State College has moved many programs online in an effort to be more inclusive and increase participation, while ensuring safety for employees and the community. In-person job fairs and campus recruiting events are slowly returning and Polk State has begun participating, as they become available. As full-time faculty are evaluated annually for recommendations

on contract renewals and tenure, HR partners with the ED&I office to ensure equitability and retention of underrepresented groups.

New Barriers (Optional)

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

Response: Recruiting for Executive, Administrative, and Managerial (E/A/M) positions, as well as Faculty Instructional positions has increased significantly this year due to backfilling positions previously on hold due to the pandemic, organizational changes within the College, and newly created positions. This has provided additional opportunities to fill roles and meet goals. However, Polk State continues to face the challenges of losing applicants in employment pools to larger, higher-paying universities and the private sector. These institutions generally offer higher starting pay and more advancement opportunities due to size and location. Due to current economic status, the College is also experiencing a higher turnover rate, as competition from higher-paying universities is impacting the existing administrative and instructional population. There is also a limited pool of talent in the “Other Race” category within the surrounding geographical location (i.e., Winter Haven and Lakeland, and Polk County in general). The College does not financially support relocation or HB-1 Visa applicant sponsorship, which may also affect 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 *Polk State College Equity Plan*. The Vice Presidents, Associate Vice Presidents, Chief Diversity Officer, and other College administrators were evaluated in March 2021. Included in each

evaluation was the criteria of demonstrating “commitment to implementation of the *College Equity Plan*.” Each administrator received “Achieves Expectations” in this category. Each administrator’s evaluative tool requires goals and expectations in support of the College’s diversity initiatives. In the event that an employee falls short in any evaluative criteria, a *Performance Improvement Plan* may be implemented to evaluate the employee’s progress in various areas on a more frequent basis, providing specific goals and 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 on her overall performance, including meeting long-term goals and objectives that relate to the *Polk State College Equity Plan*. In her last evaluation (Academic Year 2020-2021), President Angela Garcia Falconetti received "Achieves Expectations" in every category of her performance evaluation, including in her support of the *Annual Equity Plan*. The Trustees’ evaluation stated that, ‘Dr. Falconetti is dedicated to equity, diversity and inclusion.’

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

Response: May 24, 2021

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?			
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 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, on adhering to the law, and to the College's equity focus. Per Polk State College Procedure 6068: Screening Committees: 'Polk State College uses screening committees because they reflect an open participatory process that is important to making selection recommendations to the hiring administrator. The committees are representative of the College's various ethnicities and races, and reflect balance in gender composition; they are comprised of faculty and staff members who are willing to commit the time necessary to serve throughout the screening and selection process.' The Chief Diversity Officer reviews and approves the overall talent pool, the qualified applicant pool, the candidates selected for interview, and the recommendation for hire; this is done prior to issuing the job offer to the successful candidate. Throughout the process, the Chief Diversity Officer may make recommendations to adjust the pool, as necessary.

- 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.

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

Response: With oversight by the Sr. Vice President, Academic Affairs and Workforce Education, the campus deans of academic affairs evaluate all full-time faculty members. Each instructor is evaluated annually in order to address concerns and issues associated with attaining a Continuing Contract. Action plans are utilized (when necessary) to support improvements that later could provide evidence for Continuing Contract recommendations. Each recommendation for a Continuing Contract is formally approved by the Sr. Vice President, Academic Affairs and Workforce Education and is followed by final approval through the District Board of Trustees.

- 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 advertising budget to support minority recruitment for vacant faculty and administrative positions. Vacancies are published through various sites, including minority publications. As we navigate a return to regular activities following pandemic

closures, the College will again begin to provide funding for professional development training (e.g., conferences, seminars, workshops) for all employees. The College continues to budget annually for online compliance and soft-skill training that is accessible to all employees.

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	1	\$57,661.21	53	\$50,669.17 - \$76,601.51
Row 2	BETA	3	\$51,593.78 - \$56,680.55	34	\$47,586.75 - \$69,637.73
Row 3	DELTA	0	\$0	6	\$55,359.66 - \$58,801.58
Row 4	GAMMA	6	\$44,883.82 - \$49,452.15	68	\$44,176.99 - \$69,930.14
Row 5	EAM	2	\$80,000.00 - \$98,230.00	25	\$60,000.00 - \$261,731.25

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2020, and October 31, 2021, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2020.*

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2020, and October 31, 2021, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2020.*

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

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with 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 2021-22 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	22.50%	No (20.30%)	21.00%	18.50%	No* (18.20%)	18.50%
Hispanic	33.00%	No (31.70%)	32.00%	26.50%	Yes (27.10%)	27.00%
Other Minorities	6.00%	Yes (6.90%)	6.00%	6.00%	Yes (6.50%)	6.00%
White	38.50%	Yes (41.10%)	41.00%	49.00%	No* (48.20%)	48.50%
Female	58.00%	Yes (61.00%)	60.00%	64.50%	Yes (66.40%)	65.00%
Male	42.00%	No (39.00%)	40.00%	35.50%	No (33.60%)	35.00%
LEP	0.75%	No* (0.35%)	0.75%	0.90%	No* (0.81%)	0.90%
DIS	3.00%	No* (2.08%)	2.50%	3.00%	No* (2.94%)	3.00%

*denotes goal was missed by less than 1 percentage point

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 ongoing COVID-19 pandemic has no doubt played a role in our FTIC and overall enrollments, with minority student enrollment appearing to be most effected. Additionally, LEP student enrollments have seen a stark drop, likely corresponding to our decline in international student enrollments due to travel uncertainty and restrictions prevalent during the timeframe

of this Equity Report.

Of note, for FTIC enrollments, the College either met or was within 1 percentage point of meeting its goal for Other Minorities, White, Female, LEP, and DIS students. For the missed goals, the College was still very close, missing our goals for Black students by 25 students, Hispanic students by 14 students, and Male students by 34 students.

For overall enrollments, the College either met or was within 1 percentage point of meeting its goal for all categories except for Male students. In particular, the state-reported 27.10% overall Hispanic student enrollment corresponds with the College's new designation as a Hispanic-Serving Institution, or HSI (with >25% overall enrollment).

New methods and strategies, if applicable.

Response: As evidenced by our overall progress in meeting (or very nearly meeting overall enrollment targets), the College is confident that it continues to demonstrate effective strategies. Our FTIC enrollment has seen sharp COVID-19 related declines, and this is likely impacting our metrics in these areas. The College continues to work to advocate culturally aware and sensitive teaching and advising practices, to engage with minority students on-campus, to engage with minority groups and thought leaders throughout the County, and to pursue new avenues for our students through local, federal, and state grant opportunities.

In addition, the College continues implementation of its Strategic Enrollment Management (SEM) Plan and caseload-based advising model. Additionally, we are in the process of onboarding a new student advising and retention software (Aviso Retention by Watermark) which will allow our team to provide just-in-time resources to support student success and leverage predictive analytics to help provide students personalized resources and attention.

Student Completions

This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2021-22. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

A.A. Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	14.00%	Yes (15.30%)	15.00%
Hispanic	24.00%	Yes (25.60%)	25.00%
Other Minorities	7.50%	Yes (8.70%)	7.50%
White	54.50%	No (50.30%)	52.50%
Female	66.00%	Yes (66.80%)	66.00%
Male	34.00%	No (33.20%)	34.00%
LEP	0.50%	Yes[#] (0.46%)	0.50%
DIS	2.50%	Yes (3.09%)	2.50%
A.S./A.A.S. Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	10.00%	No* (9.50%)	10.00%
Hispanic	25.00%	No (20.40%)	21.00%
Other Minorities	4.00%	Yes (5.60%)	5.00%
White	61.00%	Yes (64.50%)	64.00%
Female	66.00%	Yes (68.40%)	66.00%
Male	34.00%	No (31.60%)	34.00%
LEP	0.50%	Yes (0.97%)	0.75%
DIS	3.00%	No* (2.43%)	2.50%

*denotes goal was missed by less than 1 percentage point

[#]denotes goal was mathematically met by virtue of a whole number (i.e., for this measure, 0.50% would technically be 6.465 people, but the College had 6 LEP AA completers)

Certificates	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	14.50%	Yes (15.10%)	15.00%
Hispanic	20.50%	Yes (23.90%)	23.50%
Other Minorities	5.00%	No (3.30%)	3.00%
White	60.00%	No (57.70%)	58.50%
Female	51.00%	Yes (56.40%)	56.00%
Male	49.00%	No (43.60%)	44.00%
LEP	0.50%	Yes (0.78%)	0.50%
DIS	1.25%	Yes (2.94%)	2.00%
Baccalaureate Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	15.00%	Yes (17.50%)	17.00%
Hispanic	17.00%	Yes (18.10%)	18.00%
Other Minorities	4.00%	Yes (5.70%)	5.00%
White	64.00%	No (58.70%)	60.00%
Female	70.00%	Yes (73.20%)	70.00%
Male	30.00%	No (26.80%)	30.00%
LEP	0.50%	No* (0.23%)	0.50%
DIS	2.25%	No* (1.59%)	1.50%

**denotes goal was missed by less than 1 percentage point*

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 ongoing COVID-19 pandemic has no doubt played a role in our completion numbers; however, unlike what is observed in enrollments, our completion numbers among underrepresented minority (URM) students met or nearly met nearly all goals this year.

For AA completers, we met or exceed goals for Black, Hispanic, Other, Female, LEP, and DIS students (thus not meeting goals for White and Male students only).

For AS completers, we met goals for Other, Female, and LEP completers and were within 1 percentage point of meeting goals for Black and DIS completers. While we missed the goal for Hispanic students, another net 19 students would have met this goal as well (similarly, another 11 Male completers would have met that goal).

For Certificate completers, we met goals for Black, Hispanic, female, LEP, and DIS students, missing goals for Other, White, and Male completers. Of note, another 8 completers would have resulted in having met the Other goal for Certificate completers.

Lastly, for Baccalaureate completers, we met our goals for Black, Hispanic, Other, and Female students, and were within 1 percentage point of meeting our goals for LEP and DIS students (thus missing the goals for White and Male students).

Overall, this represents tremendous progress in supporting the completion of URM students.

New methods and strategies, if applicable.

Response: The College continues implementation of its Strategic Enrollment Management (SEM) Plan and caseload-based advising model. Additionally, we are in the process of onboarding a new student advising and retention software (Aviso Retention by Watermark) which will allow our team to provide just-in-time resources to support student success and leverage predictive analytics to help provide students personalized resources and attention.

In addition, the College continues efforts to streamline support of all students in all programs and create natural linkages from certificate to associate to baccalaureate which will help to bolster completion numbers.

Student Success in Targeted Programs

The college's plan for 2020-21 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

Response: As the College continues implementation of Strategic Enrollment Management (SEM) Plan and caseload-based advising model, we are directly addressing and bolstering the overall student experience. The College's QEP, Explore to Complete, also continues implementation, which will eventually reach all students in the next year.

New methods and strategies, if applicable.

Response: In addition to continuing strategies, the College is also launching an onboarding project. This project will assign all new FTIC students to success coaches who will serve as concierges and help to guide them through the entire onboarding process (admissions, advising, financial aid, etc.).

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

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

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

Course Substitution Report, Form CSR01

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

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	1	MGF 1106 <i>Topics in Mathematics</i>	CGS 1061 <i>Introduction to Computers and Information Systems</i>	Mathematics
		MGF 1107 <i>Explorations in Mathematics</i>	CGS 1100 <i>Computer Applications for Business</i>	Mathematics
Orthopedic Impairment				

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Speech/Language Impairment				
Emotional or Behavioral Disability	2	MGF 1107 <i>Explorations in Mathematics</i>	CGS 1100 <i>Computer Applications for Business</i>	Mathematics
		BSC1311C <i>Introduction to Marine Biology</i>	HUN1201C <i>Principles of Nutrition</i>	Natural Science
		MGF 1106 <i>Topics in Mathematics</i>	CGS 1061 <i>Introduction to Computers and Information Systems</i>	Mathematics
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2020		

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Spring 2021	2 (1 Student)	2 (1 Student)
Summer 2021	4 (2 Students)	4 (2 Students)
Total	6 (3 Students)	6 (3 Students)

**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.

Polk State College continues to support men's & women's athletics in an equitable manner. Our men's program offerings include basketball and baseball. Our women's program offerings include Softball, Volleyball, and Soccer. The College is committed to providing and maintaining high quality playing facilities, locker rooms, and athletic training facilities for both men's and women's programs equitably.

The Athletics 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 contest, and managing events sponsored by the athletics department. Polk State adheres to all regulations set forth by the Florida College System Activities Association and the National Junior College Athletics Association and is a member in good standing of both organizations. The Athletics Director reports to the Vice President for Student Services, who reports to the College President.

Budgets, salaries, personnel evaluations and promotion of our programs are reviewed annually and continue to provide equal opportunities for our programs and student-athletes. Scholarship funding for our men's and women's programs are proportionately equitable and continue to provide substantial opportunities for our student-athletes to earn a degree while competing in their sport.

The Athletics Department provides an orientation and training annually for staff and students. Several of the topics included in the orientation and training are related to Title IX including equity, diversity, inclusion, dating violence, and sexual assault.

The College's athletics programs have enjoyed success both academically and athletically. The Polk State women's volleyball team has won the district tournament and qualified for the national tournament for the past seven seasons. The Polk State baseball team has qualified for the state tournament six out of the past ten years, winning the state tournament in 2012. Polk State's softball, soccer (W), and basketball (M) teams have garnered several honors and are widely recognized as top programs in the Florida State College system.

Compliance with Title IX

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

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2019, through June 30, 2020, and July 1, 2020, through June 30, 2021

	2019-20			2020-21			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	41	47	88	Total Number of Athletes	41	47	88
Percent of Athletes by Gender	47%	53%	100%	Percent of Athletes by Gender	47%	53%	100%
Total Number of Enrollments	1869	3226	5095	Total Number of Enrollments	1099	1856	2955
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	10%	10%		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? **2019-20: No 2020-21: No**

Based on the participation rates of female athletes compared to female enrollments and based on the college’s athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring the institution is in compliance with Title IX, Gender Equity in Athletics.

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

Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
The percent of female athletes was not within five percentage points of	Due to COVID-19, limited personnel, international travel bans, and medical restrictions, our athletics program was down six female athletes.		Recruitment initiatives are currently in progress and will continue until the

<p>the overall female enrollment.</p>	<p>The six athletes would have given females 60% of the College’s athletic scholarship funding which is well within the 5% margin of female enrollment at Polk State(63%).</p> <p>Our coaches will increase local and statewide recruitment of potential female athletes to make up for the deficit.</p> <p>The additions will bring the College back into compliance. The College will look into adding an additional women’s sport, to ensure that parity is maintained in the future.</p>		<p>College is back in compliance.</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 2021?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		

Requirement	Response	Comments	Action
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
2021-22 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.


EQUITY OFFICER 04/25/2022
DATE


COLLEGE PRESIDENT 4/25/2022
DATE


CHAIR OF DISTRICT BOARD OF TRUSTEES 4/25/22
DATE

Part VII. Signature Page



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