



2015-16

Annual Equity Update

Florida Educational Act Report

Submitted to the

**Division of Florida Colleges
Florida Department of Education**

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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. The following Florida Statutes (F.S.) and implementing State Board of Education Rules in the Florida Administrative Code (F.A.C.) have specific requirements for this annual update.

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

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. Until this year, colleges have submitted new plans each year. For the 2016 reporting purposes, the Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. Therefore, the college equity plan submitted in April 2015 for 2014-2015 will be considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

For April 2016, the Division of Florida Colleges (DFC) has reduced the preparation steps formerly completed by each institution. The DFC continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the DFC provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

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

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

The College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2016. The update should be submitted by email to the following email address: Lynda.Earls@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2015-2016 update should address the following six parts of your 2014-2015 report.

Part I. Description of Plan Development

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

The college equity plan development process remains unchanged from that described in the 2014-15 Equity Update. The people and departments involved in the development of the 2015-16 plan have changed. The oversight personnel and contributors are identified below.

If yes, provide the following applicable updates:

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

Oversight

Ms. Sharon Best, *Executive Director of Human Resources and Equity Officer*

Dr. Linda Croley, *Vice President of Student Services*

Dr. Brian Dopson, *Vice President of Academic Programs*

Ms. Patty Anderson, *Director, Research & Institutional Effectiveness and Distance Learning*

Contributors

Ms. Sandra Johnston, *Director, Enrollment Management*

Dr. Maggie McLaughlin, *Director, Advising Services*

Ms. Sandi Tomlinson, *Director, College Success*

Dr. Paula Gavin, *Director, Academic Programs*

Ms. Audrey Jackson, *Advisor*

Ms. Terry Auger, *Coordinator, Disability Services*

Ms. Brittany Watson, *College Success Staff*

Ms. Rebecca Golden, *Educational Training Specialist*

Ms. Gail Burdick, *Research Specialist*

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

The Equal Access/Equal Opportunity committee advises and makes recommendations to the Plan based on their efforts of assuring equal access and equal opportunity for all minority and disabled individuals.

Part II. Policies and Procedures that Prohibit Discrimination

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

- A. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No ___ Yes X If yes:
- 1) Provide the date of revision: Currently under revision and scheduled to be approved by the District Board of Trustees. The revision is being made in accordance with the recommendation made in the Florida Department of Education's *2014-15 Annual Equity Update Report Review, dated March 24, 2016*.
 - 2) Describe the revision: Our policies include the wording "or any other legally protected status in accordance with the law" to cover legal changes between policy revisions; however, the listed policies are currently being amended to specifically include pregnancy as a protected class.

a. **Discrimination and Harassment – 6Hx12:06-23**

b. **Equal Access/Equal Opportunity – 6Hx12:06-07**

3) Provide the web link(s) to document the revision:

Although the two aforementioned *policies* are currently under revision, the official statement, specifically including pregnancy as a protected class, is published publically on the web at <https://www.fgc.edu/about-us/equity-and-diversity/>, and <https://www.fgc.edu/about-us/equity-and-diversity/equal-accessequal-opportunity-and-disability-statement/>.

B. Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? No ___ Yes X If yes, provide updated information.

The procedures remain unchanged, however the links to updated handbooks follow:

- Employee Handbook, pg. 5;
<https://www.fgc.edu/wp-content/uploads/2015/08/Employee-Handbook-FGC-7-2015-Final.pdf>
- Faculty Handbook, pg. 10;
<https://www.fgc.edu/wp-content/uploads/2015/08/2015-2016-Faculty-Handbook.pdf>
- Student Handbook, pg. 67;
<https://www.fgc.edu/wp-content/uploads/2015/08/FGC-Student-Handbook-15-16-WEB.pdf>

C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? X Yes ___ No
If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.

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D. Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No ___ Yes X If yes:

- 1) Provide the date of revision: **1/12/2016**
- 2) Describe the revision: **Sex/Gender Discrimination & Sexual Misconduct – 6Hx12:06-45**.
This was a complete and comprehensive revision. Both the policy and procedure were re-written in their entirety to bring in compliance with Title IX, Clery Act and Campus SaVE Act changes related to responses to allegations of misconduct as well as added language related to stalking.
- 3) Provide the web link(s) to document the revision:
<https://www.fgc.edu/about-us/college-policies-and-procedures/>; click link to **Sex/Gender Discrimination and Sexual Misconduct 6Hx12:6-45**. Policies are ordered alphabetically by title. (Microsoft Word document).

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

- 1) Notifications of these procedures are placed in prominent and common information sources. No ___ Yes X

- 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. No ___Yes X
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No ___Yes X
If any answers in "E" are "No," provide the college's plan for compliance.

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

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

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

- a) The name of the policy and/or procedure(s):
 1. ***Sex/Gender Discrimination & Sexual Misconduct – 6Hx12:06-45***
 2. ***Campus Security & Crime Statistics – 6Hx12:03-17***
- b) The date of revision:
 1. Revised 1/12/2016
 2. Revised 1/12/2016
- c) A description of the revision:
 1. Changes made to bring policy & procedure in compliance with Title IX and Campus SAVE Act changes related to responses to allegations of misconduct as well as added language related to stalking.
 2. Changes made to comply with changes to the Jeanne Clery Act, Disclosure of Campus Security & Crime Statistics Act.
- d) The web link(s) to document the revision:

<https://www.fgc.edu/about-us/college-policies-and-procedures/>; click policy links to ***Sex/Gender Discrimination & Sexual Misconduct – 6Hx12:06-45*** and ***Campus Security & Crime Statistics – 6Hx12:03-17***. Policies are ordered alphabetically by title. (Microsoft Word documents).

Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

Colleges will continue to examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for first-time-in-college (FTIC) and for overall enrollment. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2015-2016 in the excel table provided.

The college is achieving goals: Yes X No

Yes, however, male enrollment is still below desired saturation threshold.

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups
- 2) New methods and strategies to target underrepresented students where goals have not been achieved

Florida College System College: Florida Gateway Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2012-13	51	473	10.78	325	4,291	7.57
	2013-14	66	582	11.34	353	4,203	8.40
	2014-15	55	533	10.32	345	4,007	8.61
Male	2012-13	26	473	5.50	139	4,291	3.24
	2013-14	42	582	7.22	150	4,203	3.57
	2014-15	45	533	8.44	160	4,007	3.99
Total	2012-13	77	473	16.28	464	4,291	10.81
	2013-14	108	582	18.56	503	4,203	11.97
	2014-15	100	533	18.76	505	4,007	12.60

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. FL DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2012-13	13	473	2.75	92	4,291	2.14
	2013-14	11	582	1.89	108	4,203	2.57
	2014-15	14	533	2.63	118	4,007	2.94
Male	2012-13	11	473	2.33	65	4,291	1.51
	2013-14	10	582	1.72	60	4,203	1.43
	2014-15	18	533	3.38	67	4,007	1.67
Total	2012-13	24	473	5.07	157	4,291	3.66
	2013-14	21	582	3.61	168	4,203	4.00
	2014-15	32	533	6.00	185	4,007	4.62

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2012-13	5	473	1.06	52	4,291	1.21
	2013-14	5	582	0.86	62	4,203	1.48
	2014-15	8	533	1.50	60	4,007	1.50
Male	2012-13	3	473	0.63	29	4,291	0.68
	2013-14	6	582	1.03	31	4,203	0.74
	2014-15	4	533	0.75	39	4,007	0.97
Total	2012-13	8	473	1.69	81	4,291	1.89
	2013-14	11	582	1.89	93	4,203	2.21
	2014-15	12	533	2.25	99	4,007	2.47

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2012-13	215	473	45.45	2,306	4,291	53.74
	2013-14	250	582	42.96	2,177	4,203	51.80
	2014-15	213	533	39.96	2,044	4,007	51.01
Male	2012-13	149	473	31.50	1,283	4,291	29.90
	2013-14	192	582	32.99	1,262	4,203	30.03
	2014-15	176	533	33.02	1,174	4,007	29.30
Total	2012-13	364	473	76.96	3,589	4,291	83.64
	2013-14	442	582	75.95	3,439	4,203	81.82
	2014-15	389	533	72.98	3,218	4,007	80.31

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2012-13	284	473	60.04	2,775	4,291	64.67
	2013-14	332	582	57.04	2,700	4,203	64.24
	2014-15	290	533	54.41	2,567	4,007	64.06
Male	2012-13	189	473	39.96	1,516	4,291	35.33
	2013-14	250	582	42.96	1,503	4,203	35.76
	2014-15	243	533	45.59	1,440	4,007	35.94
Total	2012-13	473	473	100.00	4,291	4,291	100.00
	2013-14	582	582	100.00	4,203	4,203	100.00
	2014-15	533	533	100.00	4,007	4,007	100.00

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2012-13	0	7	0	76
	2013-14	0	19	0	85
	2014-15	0	8	0	86
Male	2012-13	0	4	0	52
	2013-14	0	15	0	62
	2014-15	0	16	0	76
Total (ALL)	2012-13	0	11	0	128
	2013-14	0	34	0	147
	2014-15	0	24	0	162

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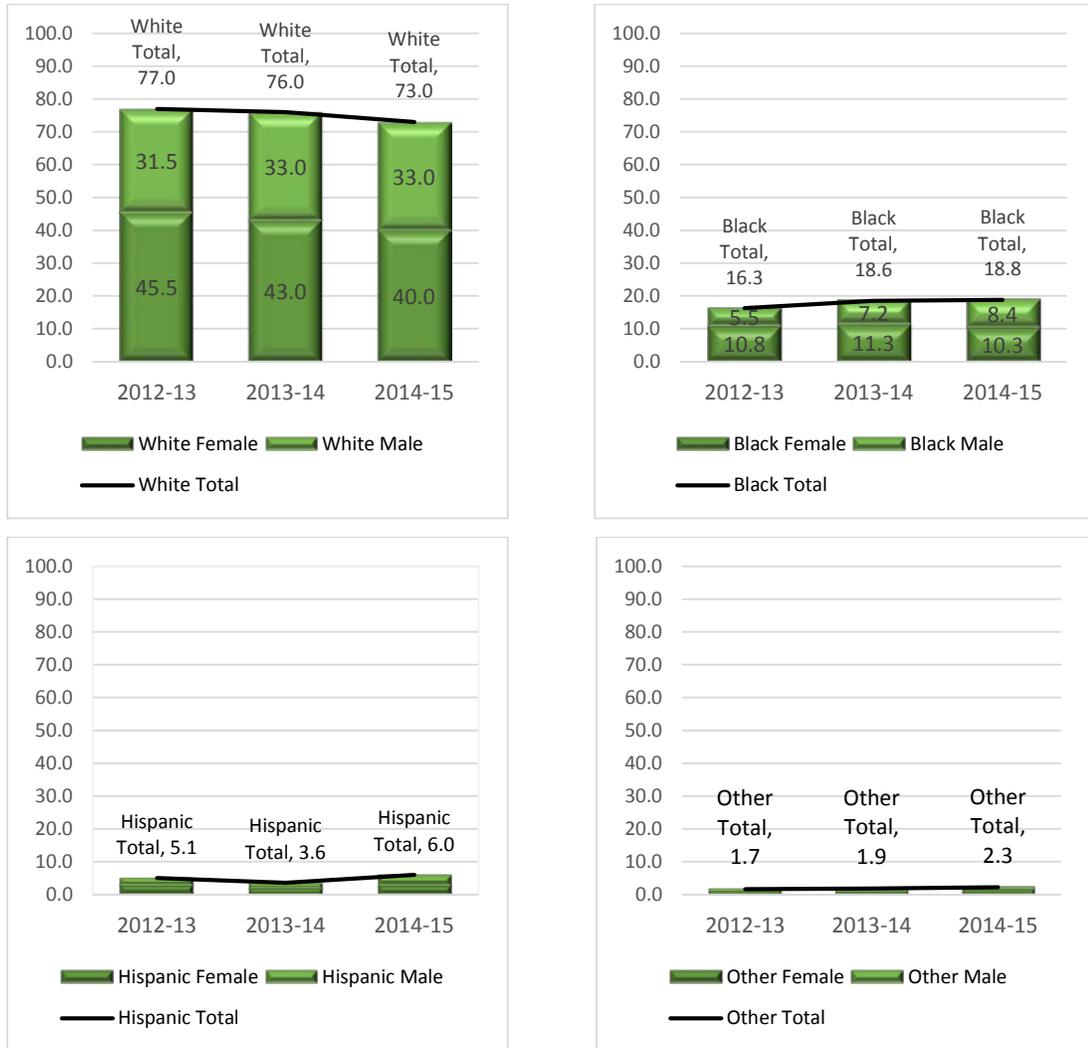
Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Analysis

Decline in Enrollment, Increase in Minority Representation

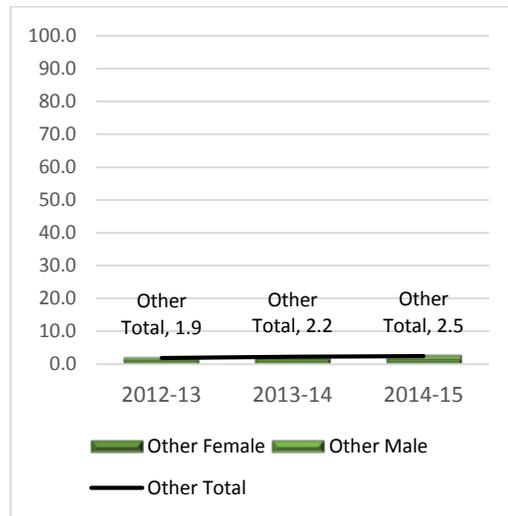
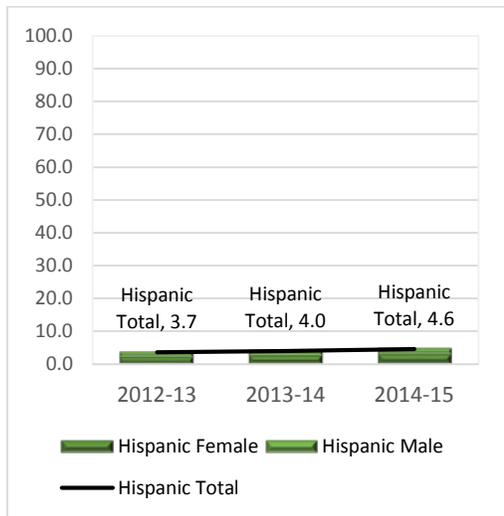
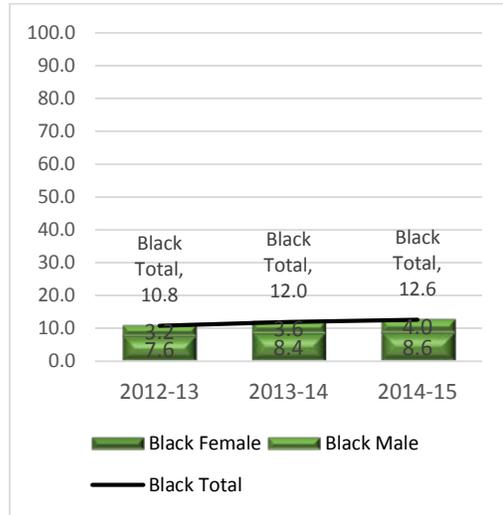
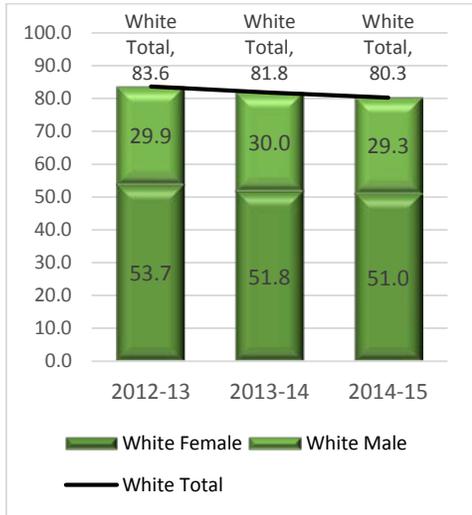
The number of first-time-in-college (FTIC) and overall college enrollments fell by 8.5% and 4.7%, respectively, from 2013-14 to 2014-15. Despite the decline, there have been gains in the each of the minority classes of enrollment for both FTIC and total enrollment in each of the last two years, as illustrated in the graphs below.

**First-Time-in-College (FTIC) Enrollment
By Percent Race/Ethnicity and Gender by Year**



Note: Sum of individual percentages may not equal totals due to rounding.

**Total Enrollment
By Percent Race/Ethnicity and Gender by Year**



Note: Sum of individual percentages may not equal totals due to rounding.

The following table summarizes the enrollment changes by each demographic from 2013-14 to 2014-15:

Race/Ethnicity	Gender	Enrollment Change 2013-14 to 2014-15	
		FTIC	Overall
Black	Female	-1.02	0.21
	Male	1.22	0.42
	Total	0.20	0.63
Hispanic	Female	0.74	0.37
	Male	1.66	0.24
	Total	2.39	0.62
Other	Female	0.64	0.02
	Male	-0.28	0.23
	Total	0.36	0.26
White	Female	-3.00	-0.79
	Male	0.03	-0.73
	Total	-2.97	-1.51
Total	Female	-2.63	-0.18
	Male	2.63	0.18

Number of Students with Disabilities Increased

Although the number of *FTIC* students declaring a disability decreased from 2013-14 to 2014-15, the *overall* number of students with disabilities has been steadily increasing. The percentage of students with disabilities has risen by 0.5% in each of the last three years—from 3.0% to 4.0% of the total enrollment. This is most likely due to our intensive retention efforts that involve counseling currently enrolled and struggling students, and referring them to the department of disability services where appropriate.

Achievement of Goals

The goal for 2014-2015 was to continue to increase minority representation in *FTIC* and overall enrollment. The specific goal metrics were based on region demographics, with a tolerance of one or two percent to account for fluctuations that occur due to the small size of the college populations. The region demographics have not changed appreciably in the last few years.

Florida Gateway College has made significant strides in attracting *FTIC* minorities overall, with increases in the percentage of black male and Hispanic enrollments offsetting a slight decrease in black female enrollments. It is notable that the percentage changes in minority *FTIC* enrollments are statistically negligible due to the small population sizes at FGC. We view the *trend* to be more important than the specific numbers/percentages.

The only demographic for which Florida Gateway College did not meet its stated 2014-2015 goal was the balance of Overall Male to Overall Female enrollments. Technically, many do not consider males “minorities,” but as male students have been underrepresented at FGC for many years, we track our progress at attracting students of both genders. Even though we did not meet our goal for male overall enrollment, there was significant growth in male *FTIC* students in 2014-15. We expect that this may help reverse the overall trend in the coming years. The college’s goal is to have a racial and gender mix that fairly approximates the region it serves.

All other goals were met.

	2014- 2015 Goals for FTIC	2014- 2015 Goals Achieved FTIC Yes/No	2015 - 2016 Goals for FTIC	2014- 2015 Goals for Overall Enrollments	2014- 2015 Goals Achieved Overall Enrollments Yes/No	2015 - 2016 Goals for Overall Enrollments
Black	14.6% ±2%	Yes	18.0%±2%	14.6% ±2%	Yes	14.6% ±2%
Hispanic	4.1% ±1%	Yes	5.0%±1%	4.1% ±1%	Yes	5.0%±1%
Other Minorities	2.5% ±1%	Yes	2.5%±1%	2.5% ±1%	Yes	2.5%±1%
White	78.8% ±2%	Yes	75.0%±2%	78.8% ±2%	Yes	78.8% ±2%
Male	≥42%	Yes	≥42%	≥38%	No	≥38%
Female	≤58%	Yes	≤58%	≤62%	Overrepresented	≤62%
DIS	5.7% ±2%	Yes	5.7% ±2%	5.7% ±2%	Yes	5.7% ±2%
LEP	n/a	n/a	n/a	n/a	n/a	n/a

Strategies for Addressing Underrepresentation

Upon reviewing our goal achievements, it is evident that the strategies set forth in last year’s Equity Report are working towards eliminating minority underrepresentation—particularly with respect to FTIC student participation. The strategies identified were exhaustive, and encompassed:

- recruiting strategies
- teaming financial aid with admissions efforts
- expansion of community outreach programs
- intensive work with our dual enrollment coordination

We continue to work toward creating a realistic gender balance by increasing male participation, particularly within the minority groups. The strategies below are designed to promote male participation at FGC.

Strategy 1 – Review Program Offerings

Offer a relevant mix of programs appealing to all genders.

Strategy 2 – Strengthen Recruiting Efforts

Continue to develop and strengthen gender-neutral recruiting efforts; and, specifically, encouraging male enrollees to consider entering programs such as those in the female-dominated health fields,.

Strategy Assessment

As evidenced by the notable growth in male FTIC, and minor growth in overall male enrollments, our strategies to increase male participation appear to be having a positive effect.

B. Student Completions (college degree and certificate programs)

This year's report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completion (Career Technology, PSAV). The data years are 2012-2013 to 2014-2015, and the categories for assessment are race, gender, disability (DIS) and limited English-language proficiency (LEP). Associate of Applied Science (AAS) Degrees are included in the data for AA Degrees.

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing any goals set in 2014-2015 that remain to be achieved. Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2015-2016 using the excel table provided.

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

- 1) *An evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups.*
- 2) *New methods and strategies, if applicable.*

**Florida College System
College: Florida Gateway
Student Participation/Completions**

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2012-13	17	281	6.05	14	136	10.29	28	305	9.18
	2013-14	12	267	4.49	7	117	5.98	23	380	6.05
	2014-15	15	290	5.17	9	150	6.00	36	332	10.84
Male	2012-13	6	281	2.14	4	136	2.94	9	305	2.95
	2013-14	8	267	3.00	3	117	2.56	14	380	3.68
	2014-15	5	290	1.72	2	150	1.33	16	332	4.82
Total	2012-13	23	281	8.19	18	136	13.24	37	305	12.13
	2013-14	20	267	7.49	10	117	8.55	37	380	9.74
	2014-15	20	290	6.90	11	150	7.33	52	332	15.66

PERA = CCEE0192 02/26/2016 10:55:50 Source: AA1A2013, AA1A2014, AA1A2015
DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).
Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
2016 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2012-13	5	281	1.78	3	136	2.21	9	305	2.95
	2013-14	9	267	3.37	2	117	1.71	8	380	2.11
	2014-15	9	290	3.10	5	150	3.33	11	332	3.31
Male	2012-13	5	281	1.78	0	0	0.00	4	305	1.31
	2013-14	5	267	1.87	0	0	0.00	6	380	1.58
	2014-15	3	290	1.03	2	150	1.33	6	332	1.81
Total	2012-13	10	281	3.56	3	136	2.21	13	305	4.26
	2013-14	14	267	5.24	2	117	1.71	14	380	3.68
	2014-15	12	290	4.14	7	150	4.67	17	332	5.12

PERA = CCEE0192 02/26/2016 10:55:50 Source: AA1A2013, AA1A2014, AA1A2015

DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

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Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2012-13	1	281	0.36	1	136	0.74	1	305	0.33
	2013-14	3	267	1.12	0	0	0.00	8	380	2.11
	2014-15	5	290	1.72	1	150	0.67	5	332	1.51
Male	2012-13	1	281	0.36	1	136	0.74	1	305	0.33
	2013-14	2	267	0.75	0	0	0.00	2	380	0.53
	2014-15	3	290	1.03	0	0	0.00	1	332	0.30
Total	2012-13	2	281	0.71	2	136	1.47	2	305	0.66
	2013-14	5	267	1.87	0	0	0.00	10	380	2.63
	2014-15	8	290	2.76	1	150	0.67	6	332	1.81

PERA = CCEE0192 02/26/2016 10:55:50 Source: AA1A2013, AA1A2014, AA1A2015

DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2016 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2012-13	172	281	61.21	79	136	58.09	188	305	61.64
	2013-14	148	267	55.43	76	117	64.96	202	380	53.16
	2014-15	172	290	59.31	81	150	54.00	132	332	39.76
Male	2012-13	74	281	26.33	34	136	25.00	65	305	21.31
	2013-14	80	267	29.96	29	117	24.79	117	380	30.79
	2014-15	78	290	26.90	50	150	33.33	125	332	37.65
Total	2012-13	246	281	87.54	113	136	83.09	253	305	82.95
	2013-14	228	267	85.39	105	117	89.74	319	380	83.95
	2014-15	250	290	86.21	131	150	87.33	257	332	77.41

PERA = CCEE0192 02/26/2016 10:55:50 Source: AA1A2013, AA1A2014, AA1A2015

DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2016 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2012-13	195	281	69.40	97	136	71.32	226	305	74.10
	2013-14	172	267	64.42	85	117	72.65	241	380	63.42
	2014-15	201	290	69.31	96	150	64.00	184	332	55.42
Male	2012-13	86	281	30.60	39	136	28.68	79	305	25.90
	2013-14	95	267	35.58	32	117	27.35	139	380	36.58
	2014-15	89	290	30.69	54	150	36.00	148	332	44.58
Total	2012-13	281	281	100.00	136	136	100.00	305	305	100.00
	2013-14	267	267	100.00	117	117	100.00	380	380	100.00
	2014-15	290	290	100.00	150	150	100.00	332	332	100.00

PERA = CCEE0192 02/26/2016 10:55:50 Source: AA1A2013, AA1A2014, AA1A2015

DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2016 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Gender	Rpt Year	AS					
		AA Degrees		Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Female	2012-13	0	10	0	3	0	14
	2013-14	0	4	0	4	0	9
	2014-15	0	9	0	5	0	11
Male	2012-13	0	4	0	3	0	3
	2013-14	0	8	0	1	0	7
	2014-15	0	4	0	2	0	6
Total (ALL)	Rpt Year						
	2012-13	0	14	0	6	0	17
	2013-14	0	12	0	5	0	16
	2014-15	0	13	0	7	0	17

PERA = CCEE0192 02/26/2016 10:55:50 Source: AA1A2013, AA1A2014, AA1A2015
 DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2016 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Analysis

The number of associate degrees awarded at FGC rose from 384 in 2013-14 to 440 in 2014-15. The number of certificates awarded fell from 380 to 332. There were gains in the percentage associates degrees and certificates awarded to black females; however, black males experienced gains only in the percentage of certificates awarded. The table summarizes the percentage points gained/lost by each demographic.

Race/Ethnicity	Gender	Change in Completion 2013-14 to 2014-15		
		AA	AS	Certificates
Black	Female	0.68	0.02	4.79
	Male	-1.28	-1.23	1.14
	Total	-0.59	-1.22	5.92
Hispanic	Female	-0.27	1.62	1.20
	Male	-0.84	1.33	0.23
	Total	-1.10	2.96	1.44
Other	Female	0.60	0.67	-0.60
	Male	0.28	0.00	-0.23
	Total	0.89	0.67	-0.82
White	Female	3.88	-10.96	-13.40
	Male	-3.06	8.54	6.86
	Total	0.82	-2.41	-6.54
Total	Female	4.89	-8.65	-8.00
	Male	-4.89	8.65	8.00

Gap Analysis of Completion Data

In 2014-15, the percentage of black students earning certificates increased from 9.7% to 15.7%, but declined for those seeking associate in arts (A.A.) and associate in science (A.S.) degrees. There was a decrease in the percentage of A.A. degrees earned by all minorities.

Differences in the awards earned by males versus females are also notable. Females continue to earn far more A.A. degrees, and males earn a disproportionate percentage of certificates. This is not unexpected, as completions generally follow the patterns of enrollment. In 2014-15, we observed an increase in males earning A.S. degrees which is, in part, due to a greater number of males entering the traditionally female-dominated Nursing and Physical Therapist Assistant A.S. programs.

The following table details the change in percentages of students earning awards in degree and certificate programs by race/ethnicity and gender demographics over the last three years.

Student Participation - Completions
Completion Percentage of Population – Increases/Decreases¹ from Previous Year

Attribute	Rpt Year	AA Degrees	AS Degrees	Certificates	AA Degrees	AS Degrees	Certificates
		%	%	%	Increase/ Decrease from Previous Year	Increase/ Decrease from Previous Year	Increase/ Decrease from Previous Year
White	2012-13	87.5%	83.1%	83.0%	-4.8	-3.4	0.8
	2013-14	85.4%	89.7%	85.0%	-2.1	6.6	2.0
	2014-15	86.2%	87.3%	77.4%	0.8	-2.4	-7.6
Black	2012-13	8.2%	13.2%	12.1%	4.2	2.7	-2.4
	2013-14	7.5%	8.6%	9.7%	-0.7	-4.6	-2.4
	2014-15	6.9%	7.3%	15.7%	-0.6	-1.3	6.0
Hispanic	2012-13	3.6%	2.2%	4.3%	1.3	0.7	2.8
	2013-14	5.2%	1.7%	3.7%	1.6	-0.5	-0.6
	2014-15	4.1%	4.7%	5.1%	-1.1	3.0	1.4
Male	2012-13	30.6%	28.7%	25.9%	0.6	0.9	-7.2
	2013-14	35.6%	27.4%	36.6%	5.0	-1.3	10.7
	2014-15	30.7%	36.0%	44.6%	-4.9	8.6	8.0
Female	2012-13	69.4%	71.3%	74.1%	-0.6	-0.9	7.2
	2013-14	64.4%	72.6%	63.4%	-5.0	1.3	-10.7
	2014-15	69.3%	64.0%	55.4%	4.9	-8.6	-8.0

Achievement of Goals

The goals as established last year were only partially met. Those goals were established using state accountability report² data, rather than the data developed for the Equity Report supplied by CCTCMIS (now PERA). At the time, we felt that graduation *rates* gave a better picture of minority success. The analysis of 2014-15 goal accomplishments is as follows:

Goal 1. Raise the current graduation rate for full-time black students to at least 30%. Continue to increase the graduation rate by at least 5% per year until parity is achieved with white students.

GOAL NOT MET. The graduation rate for full-time black students [in all programs] fell from 28.0% to 20.8% in 2015. The graduation rates for white full-time students was 48.2%.

Goal 2. Continue to implement strategies that will foster higher program completion rates for all current students and future cohorts.

GOAL MET. The overall graduation rate (2010 and 2011 cohorts) rose from 41.3% to 46.2%, respectively.

Goal 3. The current completions by disabled students as a percentage of all completions will mirror or exceed the disabled student enrollment as a percentage of all enrollments.

¹ Increase/decrease in *percentage points*; not percentage increase.

² Accountability Outcome Measure 1 Part 2 (M1P2), *Retention and Success Report by Ethnicity*, dated 8/6/2015

GOAL MET. Disabled students made up approximately 4% of student enrollments and 4.8% of degree/certificates awarded.

Goal 4. [This was a new goal last year that was intended to address the gap between full-time and part-time graduation rates.] Increase the percentage of the entering class represented by full-time FTIC's from 35% in Fall 2014 to 36% in Fall 2015.

GOAL MET. The percentage of entering class represented by full-time FTIC's rose to 36.3%. [Data is from the CCTCMIS (PERA) SDPEF2 report from Fall Beginning Term.]

The only goal set in last year's report that was not met was to increase the graduation rate of black students to be more in line with that of white students.

Revised Metrics for Measuring Achievement of Goals in 2015-16: Completions

While we feel that the accountability report completion rates are the best measure of comparing achievement levels, for the purposes of FCS conformity, we are developing goals for 2015-16 using the Excel template provided for use with this report. However, rather than setting a benchmark based on the entire student population, or the region demographic, we are selecting benchmarks based on the percentage of enrollments by gender and ethnicity three years prior for associate's degrees and one year prior for certificates. Although the data has not typically been supplied with the Annual Equity Reports, the AA1A report available from the CCTCMIS provides demographic enrollment and completion data. Our 2015-16 goals are developed using that data. We will, however, continue to monitor the graduation rates presented in the state accountability reports (Goal 1) for progress toward achieving parity in performance.

The following tables detail the new goals for achieving race and/or gender parity for completions by degree/certificate. The 2015-16 completion goals have been established by examining the 2012-13 (for associate degrees) and 2014-15 (for certificates) actual enrollment data by race/ethnicity, gender, and disability³; and paralleling the percentages to completions.

AA Degrees	Actual 2014- 2015	2014- 2015 Goal	Achieved Yes/No	Goals for 2015 - 2016
Black	6.90%	Did not use this matrix to measure goals for 2014-15		9.3%
Hispanic	4.14%			4.2%
Other Minorities	2.76%			2.8%
White	86.21%			83.7%
Male	30.69%			36.0%
Female	69.31%			64.0%
DIS	4.48%			>3.0%
LEP	n/a			n/a

³ Source: 2013AA1A report enrollments – Associate Degrees; 2015AA1A report enrollments – Certificates

AS Degrees	Actual 2014- 2015	2014- 2015 Goal	Achieved Yes/No	Goals for 2015 - 2016
Black	7.33%	Did not use this matrix to measure goals for 2014-15		10.0%
Hispanic	4.67%			4.7%
Other Minorities	0.67%			0.7%
White	87.33%			84.6%
Male	36.00%			43.4%
Female	64.00%			56.6%
DIS	4.67%			>5.0%
LEP	n/a			n/a

Certificate	Actual 2014- 2015	2014- 2015 Goal	Achieved Yes/No	Goals for 2015 - 2016
Black	15.66%	Did not use this matrix to measure goals for 2014-15		16.1%
Hispanic	5.12%			5.2%
Other Minorities	1.81%			1.8%
White	77.41%			76.9%
Male	44.58%			44.6%
Female	55.42%			55.4%
DIS	5.12%			>5.4%
LEP	n/a			n/a

Strategies for Addressing Underrepresentation and Achievement of Goals

FGC recognizes that completion rates are directly related to retention and course success rates. FGC employs an extensive array of strategies designed to increase student success, which, in turn, ultimately lead to program completion. The following is a list of the various strategies designed to increase program completions for minorities, as well as the student body as a whole. A discussion and evaluation of each strategy is included.

Strategy 1 – MASP Program

The Multicultural Academic Success Program (MASP) targets minority students with the intention of increasing retention and success rates for these students. Activities include a proactive advising approach, mentoring relationships, referrals to appropriate campus resources, and leadership and career development for minority students. Additionally, academic scholarships totaling \$25,000 are available to these students and they are awarded through our Financial Aid office. There is a dedicated advisor in charge of this program.

Strategy 1 – Evaluation/Results

In Fall 2015, because of changes in the leadership of the program, the program served only 23 students (12 females and 11 males), all of whom received an academic scholarship; three students completed their Associate in Arts degree and successfully transferred to a Florida university, and two completed a Certificate in the Practical Nursing program. Currently, in

Spring 2016, the program serves 27 (13 female and 14 male) students, and all are receiving scholarships. Eight of these students are on track to complete at least one Associate degree (seven are expected to complete both the Associate in Arts and the Associate in Science degrees). The retention rate for MASP participants has risen to from 86% last year to 94% (Fall to Spring), and the average GPA for participants has risen from 3.10 to 3.27.

Strategy 2 – Engage Students Prior to Entering College

Host high school students on our campus in an effort to familiarize students with a college environment and available educational options prior to high school graduation.

Strategy 2 – Evaluation/Results

The college continues to host its Career Pathways Festival which provides career information and related activities to adult education and high school CTE students. The 2016 festival hosted a diverse range of 329 students from all district county high schools. While the students were on campus they were given a tour, met with faculty in an occupational program of their choice, and given the opportunity to participate in a hands on activity with the professors. Student feedback to the popular event continues to be overwhelmingly positive.

Many of these students are seeking careers that require less than a four year degree. The festival serves not only as a recruiting tool for students whose backgrounds may not have prepared them for a post-secondary academic education, but as an introduction to occupational and technical programs in which these students may achieve success.

Strategy 3 – Practice Testing in the ASDN Program

Nursing programs utilize computerized practice testing to increase concepts and skills knowledge. The practice testing enhances student knowledge of concepts. In addition, the results from the practice testing provide a means for continuous evaluation of student learning and program outcomes. Early detection of learning issues may prevent students from dropping out of the program and/or college. This is a continuing process.

Strategy 3 – Evaluation/Results

As a result of this practice, the ASD in Nursing had the highest retention rate ever from fall 2015 to spring 2016, retaining 84 of 86 students. The implementation of the testing appears to be helping to increase knowledge and skills of nursing students, thus they are performing better on course exams; and, thereby improving the likelihood of successfully completing the program.

Strategy 4 – Increase Course Offerings in a Variety of Formats

Lessen the barriers of time and space by providing increased course offerings in a variety of formats, including internet, hybrid, and Blackboard Collaborate™⁴. Enhanced technology will bring the classroom to the student.

Strategy 4 – Evaluation/Results

The college continues to make substantial investments in technological improvements that will not only enable students to have scheduling flexibility, but to still have the interaction with instructors and peers that fosters engagement. FGC will be migrating to the new Canvas learning management system and the interactive Big Blue Button software in the Summer of 2016. The new system promises to be more student friendly, with a consistent appearance and reliable functionality. It is the college's hope that embracing new options that are responsive to student

⁴ Effective Summer 2016, FGC is migrating to the Canvas learning management system.

needs will help meet the challenge of recruiting, retaining, and fostering higher completion rates for all students.

Strategy 5 – Encourage Students to Attend Full-time

According to the Complete College America study, less than one quarter of part-time students complete their degrees or certificates. Although this is not addressed in the data supplied with this Equity Report, poor students and minority students are most likely to struggle to complete their educational objectives.⁵ This is particularly evident in the substantially lower retention rate of our black students versus white students. Lower retention equates to lower completions. As the retention rate for part-time students lags that of full-time students and subsequently leads to lower completion rates, we will implement strategies to increase full-time student enrollment. Advisors and financial aid personnel will encourage part-time students to consider full-time enrollment.

NEW! Additionally, beginning with the Summer 2016 term, FGC will be offering 4-week “Express” summer sessions, enabling students to accelerate the time it takes to complete coursework.

Strategy 5 – Evaluation/Results

We increased the percentage of the entering class represented by full-time FTIC’s from 35% in Fall 2014 to 36% in Fall 2015.⁶

Strategy 6 – Disability Services Assistance

Faculty to emphasize the importance of contacting Disability Services for assistance and letters of accommodation at the beginning of each term when covering the syllabus. This information, including who to contact, is also outlined in the syllabus.

Strategy 6 – Evaluation/Results

The college continues to have disabled students eligible for services that are not sought out until the student is performing poorly academically, making it a challenge to earn a passing grade in a course and/or be retained in a program. Faculty will continue to emphasize this to students every term.

Data shows that disabled students who seek services perform as well or better than their non-disabled fellow students.

Strategy 7 – 24/7 Online Tutoring

FGC provides all students free access to Net Tutor, a 24/7 online tutoring service.

Strategy 7 Evaluation/Results

Student response to Net Tutor continues to be very positive. The tool is used in the SLS1501 course and students are expected to submit papers to NetTutor for editing/proofing on a regular basis. This activity was designed to give students experience in using this online resource in preparation for other courses. In the year 2015 there were 3006 submissions to Net Tutor for a total of 904 hours and 55 minutes. This time includes submissions to Anatomy and Physiology,

⁵Complete College America, “Time is the Enemy”, p. 8

http://www.completecollege.org/docs/Time_Is_the_Enemy_Summary.pdf

⁶ Data source: PERA/CCTCMIS Fall Beginning EF2 Reports.

Biology, Business and Finance, Accounting, Chemistry, Physics, all levels of Math and Writing. The bulk of the submissions are for Online Writing Lab, 2614 submissions for 795 hours and 7 minutes. For 2016, through February, there have been 392 submissions for 114 hours and 29 minutes. The English faculty had decided in 2015 to make some changes in the criteria for which FGC submissions for ENC course are reviewed. Net Tutor was very amicable to the changes and welcomed faculty input to the process.

New Strategy – College Success Department

The College Success lab incorporates several different services: student and instructor tutors, student mentors, early alert and retention support, and college success coaches.

The College Success Lab employs 11 tutors (a combination of student and adjunct) and 1 student mentor. The student tutors are CRLA certified and all tutors provide multiple levels of course support. Tutors are also available after hours in the Collegewide Learning Lab. The student mentor assists students with day to day course assistance, such as, blackboard guidance, SLS 1501 (“The College Experience”) assignment verification, and general computer help. The mentor has successfully completed SLS 1501 and has been recommended for hire by his or her instructor.

GradesFirst is the new early alert and retention software utilized by the College Success department. An email campaign is sent out twice a semester (early in the semester and a week before withdrawal) providing instructors with the opportunity to identify students who may be exhibiting at risk behaviors and/or grades. The College Success staff then pull the report and personally call every student on the list to offer course assistance through our lab and to encourage the student to get in touch with their instructor. This program provides the office with an opportunity to help create open communication between instructor and student while at the same time affording our success coaches and department with the freedom to foster student relationships.

FGC was awarded a TRiO SSS Grant in September of 2015. This grant has allowed for the hire of two full time college success coaches. The coaches provide assistance to first generation college, disability, and low income students. The students are furnished with extra campus support through financial aid training, cultural event opportunities, grant aid, and university campus visits to name just a few. The college success coaches build relationships with their students in hopes of providing the student with optimism, confidence, and accountability required for successful college completion.

C. Student Success in Targeted Programs

The college's plan for 2014-2015 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

An extensive review of student enrollment and performance in STEM and specific career education programs was made last year, identifying several strategies to increase enrollment of minority and non-traditional students in those programs. Many of the strategies were newly developed, with substantial input from the college's vice presidents and academic leaders, and are just beginning to be implemented or are proving to be successful. The activities employed to increase minority and non-traditional enrollment in STEM Career programs have been particularly effective and are continuing to be refined and expanded.

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

- 1) An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.*
- 2) New methods and strategies, if applicable.*

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

Course Substitution Report, Form CSR01

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

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	1	HCP 0001C	HSC 1 & 2 (CHS)	Nursing
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability	3	PRN 0030	NUR 1142	Nursing
		PRN 0001C	NUR 1020C	Nursing
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment	2	MAN 2043	ETI 1110	Logistics CER/
		MAN 2043	ETI 1110	Supply Chain Mgt AS
		SCML Elective	CET 1600 C	Supply Chain Mgt AS
		SCML Elective	GEB 2214	Supply Chain Mgt AS
		MTB 1103	MAC 1105	SBM CER

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	9	9
Spring	0	0
Summer	2	2
Total	11	11

**Part V. Gender Equity in Athletics – Not Applicable
(Athletic programs are not offered by Florida Gateway College)**

Part VI. College Employment Equity Accountability Plan

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

General information for completing this plan

A. Data, Analysis and Benchmarks

Beginning with this year's annual equity update report, colleges will be provided employment data for the last three years, rather than the last five years. This change is for purposes of maintaining a three-year plan as described in §1012.86(1), F.S. Data to evaluate employment trends for females and minorities in senior level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff, and full-time instructional staff with continuing contract status are from the Independent Postsecondary Education Data System (IPEDS) Fall Staff Criteria Used for Data Categorization as they have been in the past (previously identified as the EEO-6 Federal Report).

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2014 with Fall 2015.

NEW! *National benchmarks have changed, beginning with this year's report. Previously, data was collected from the American FactFinder Educational Attainment Census Data and reflected persons by race and gender over the age of 25 who had attained a bachelor's degree and master's degree or higher.*

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

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

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

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

**Florida College System
College: Florida Gateway
Historical Track Of College Full-Time Exec/Administrative/Managerial Staff
Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

		Employment									
		Fall									
		Student Pop.	2013		2014		2015		# DIF	% DIF	
		%	#	% of total	#	% of total	#	% of total	Fall 2014 Fall 2015	Fall 2014 Fall 2015	
White	Female	48.97%	6	50.0	5	41.7	5	41.7	0	0.0%	
	Male	31.17%	6	50.0	7	58.3	7	58.3	0	0.0%	
	Total	80.14%	12	100.0	12	100.0	12	100.0	0	0.0%	
Total	Female	61.31%	6	50.0	5	41.7	5	41.7	0	0.0%	
	Male	38.69%	6	50.0	7	58.3	7	58.3	0	0.0%	
	Total	100.00%	12	100.0	12	100.0	12	100.0	0	0.0%	

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Analysis

Florida Gateway College employed twelve (12) persons in the Executive, Administrative & Managerial (EAM) staff positions as of the APR2016 submission. Currently, there are no minorities represented within the EAM positions at FGC. The gender and race/ethnicity breakdown in this employee class remained unchanged from Fall 2014 to Fall 2015.

There is typically little turnover in the EAM class of employees, however, from 2013-14 to 2014-15, there were two EAM replacements which resulted in a net loss of 1 female; and from 2014-15 to 2015-16, a new male president was hired after the retirement of our former male president, resulting in no net change in demographics for the latter year.

Additionally, our new (as of July 2015) college president has been assessing the efficiencies and operational structures currently in place at FGC. That, coupled with the recent resignation of the Vice-President of Occupational Programs, has prompted a re-evaluation and pending re-organization of our college's managerial structure.

As part of the pending re-organization, a new position, Vice-President of Enrollment Management, has been created. At the time of this writing, the top five (5) candidates for this position have been selected by a diverse selection committee. There are four (4) white females and one (1) Hispanic female amongst the finalists. The final selection has not yet been announced.

Although not relevant to this year's Equity Update, we are anticipating two EAM retirements within the next calendar year. This will provide an opportunity to aggressively seek out qualified minority candidates for vacated positions going forward.

Goals Assessment

The change in benchmarking criteria has had a minor impact on our goal achievement data. As the demographics of our EAM population did not change in 2015, we did not meet the stated goal for minority employment using either standard.

Due to the small number of EAM positions at FGC our equity attainment goals and measures reflect only gender and an aggregated minority. One person represents 8.33% of the EAM staff. If we were able to employ one minority EAM, we would have achieved our 2015 (census-based) goal. It will take two minority hires to essentially meet the new student population based benchmark (within the 8.3% tolerance limit). The hiring of one qualified minority would be a major step in progress towards aligning employment with the student population benchmark.

Actual Employment Distribution Compared to Previous (Census) and New (Student Population) Benchmarks and Goals for 2016-17 Executive, Administrative, and Managerial Staff

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	Benchmark College Student Population Percent	Stated Goals Fall 2015	Met Stated Goals (Yes/No)	Meets New Benchmark (within 8.3% tolerance) (Yes/No)	Goals for 2016 (Student Population Benchmark \pm 8.3%)
by Race							
Total Minorities	0.0%	0.0%	19.86%	16% \pm 8.3%	No	No	16.6% \pm 8.3%
Total White	100.0%	100.0%	80.14%	84% \pm 8.3%	No (over-represented)	No (over-represented)	83.4% \pm 8.3%
by Gender							
Total Female	41.7%	41.7%	61.31%	50% \pm 8.3%	Yes (Effectively)	No	58.3% \pm 8.3%
Total Male	58.3%	58.3%	38.69%	50% \pm 8.3%	Yes (Effectively)	No	41.7% \pm 8.3%
Total Employees	100.0%	100.0%	100.0%				

Strategies for Addressing Underrepresentation

The search process for a replacement of employees in the EAM classifications continue to include the methods and strategies listed below in the effort to increase the employment of qualified underrepresented minorities.

- Continue expansion of internet advertising to attain diversity in employment by reaching beyond the limitations of the rural FGC district.
- Continue networking with other college Equity Coordinators to help identify minority administrator candidates, as well as assist in identifying minority recruitment strategies.
- Include Equal Opportunity Efforts in hiring as part of administrative evaluations.
- Participate in Equity Job Fairs in and out of state provided by associations.
- FGC will continue to assure diversity in the composition of screening/selection committees.
- The college engages all new employees in the online *Welcoming Diversity* and *Preventing Sexual Harassment* training courses. Existing employees were last required to re-take the courses in 2014.

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

There are no *new* barriers affecting the successful recruitment and/or retention of females and/or minorities. The rural nature of the area continues to pose challenges when reaching beyond our north Florida region to attract more diverse applicants for job openings.

2. College Full-Time Instructional Staff

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

Florida College System
College: Florida Gateway
Historical Track Of College Full-Time Instructional Staff
Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Employment								
		Stu. Pop.	Fall						# DIF Fall 2014 Fall 2015	% DIF Fall 2014 Fall 2015
			2013		2014		2015			
	%	#	% of total	#	% of total	#	% of total			
Black	Female	7.85%	1	1.5	1	1.5	3	4.6	2	200.0%
	Male	4.18%	2	3.0	2	3.1	2	3.1	0	0.0%
	Total	12.03%	3	4.5	3	4.6	5	7.7	2	66.7%
Hispanic	Female	2.49%	3	4.5	2	3.1	2	3.1	0	0.0%
	Male	1.62%	2	3.0	2	3.1	3	4.6	1	50.0%
	Total	4.11%	5	7.6	4	6.2	5	7.7	1	25.0%
Other	Female	1.90%	2	3.0	2	3.1	1	1.5	-1	(50.0%)
	Male	0.00%	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	3.57%	2	3.0	2	3.1	1	1.5	-1	(50.0%)
White	Female	48.97%	32	48.5	34	52.3	36	55.4	2	5.9%
	Male	31.17%	24	36.4	22	33.8	18	27.7	-4	(18.2%)
	Total	80.14%	56	84.8	56	86.2	54	83.1	-2	(3.6%)
Total	Female	61.31%	38	57.6	39	60.0	42	64.6	3	7.7%
	Male	38.69%	28	42.4	26	40.0	23	35.4	-3	(11.5%)
	Total	100.00%	66	100.0	65	100.0	65	100.0	0	0.0%

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Analysis

Changes

The total number of full-time instructional staff decreased by one (1) position from 2013-14 to 2014-15, and remained unchanged from 2014-15 to 2015-16. The changes within the composition mix were:

- 2013-14 →2014-15
 - Decrease -1 Hispanic Female
 - Increase +2 White Female
 - Decrease -2 White Male
- 2014-15 →2015-16
 - Increase +2 Black Female
 - Increase +1 Hispanic Male
 - Decrease -1 Other Female
 - Increase +2 White Female
 - Decrease -4 White Male

The resulting overall gender mix in 2015-16 closely mirrors the student population with a 65-35 ratio.

When analyzing data for the purposes of setting goals, we have eliminated the breakdowns by gender within race that are present in the CCTCMIS data depicted above. Such a fine-grained breakdown would not statistically apply to the relatively small number of full-time faculty employed at FGC. The college feels that looking at the total gender balance and the total racial composition is sufficient to ensure diversity in instructional employment.

Goals

Note that our stated goals include a plus-or-minus range of 2% by race and 9% by gender. In 2015-16, the percentage “value” of one position was 1.5% (1/65). To allow for periodic variances in employment, the goals are presented by a range, rather than a specific percentage. The $\pm 2\%$ range by race equates approximately one person, and the $\pm 9\%$ range by gender equates to approximately six people.

By virtue of the increase from 3 to 5 black full-time instructors from 2014 to 2015, and from 5 to 7 Hispanic instructors in the same time period, FGC met the Fall 2015 stated goals for these demographics and met the *intent* of all other goals. Those goals were established using Census benchmarks as a guide. If we compare against the new benchmarks based on student population, we fall short in our employment of black instructors. Our goals for 2016-17 have been revised to meet the new benchmarks based on student population within a 2% tolerance. Note: It is expected that our instructor population will continue to exceed any Hispanic benchmarks, as we have three full-time M.D.s from South America as our full-time Anatomy & Physiology teaching team.

Actual Employment Distribution Compared to Previous (Census) and New (Student Population) Benchmarks and Goals for 2016-17 Full-Time Instructional Staff

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	Benchmark College Student Population Percent	Stated Goals Fall 2015	Met Stated Goal (Yes/No)	Meets New Benchmark (within 2% tolerance) (Yes/No)	Goals for 2016 (Student Population Benchmark $\pm 2\%$)
by Race							
Total Black	4.6%	7.7%	12.03%	5% \pm 2%	Yes	No	12% \pm 2%
Total Hispanic	6.2%	7.7%	4.11%	5% \pm 2%	Yes	Yes (Exceeds)	4% \pm 2%
Total Other	3.1%	1.5%	3.57%	4% \pm 2%	No	No	4% \pm 2%
Total White	86.2%	83.1%	80.14%	86% \pm 2%	No	Yes	80% \pm 2%
by Gender							
Total Female	60.0%	64.6%	61.31%	50% \pm 9%	Yes (Exceeds)	Yes	61% \pm 9%
Total Male	40.0%	35.4%	38.69%	50% \pm 9%	No	Yes (effectively)	39% \pm 9%
Total Employees	100.0%	100.0%	100.0%				

Strategies for Addressing Underrepresentation

Women are not underrepresented in FGC's instructional staff.

Continuing strategies to increase minority instructional staff include:

- Utilize the college website front page to provide a readily accessible link to new job postings. Continue expansion of internet advertising to attain diversity in employment by reaching beyond the limitations of the rural FGC district.
- Utilize the existing adjunct instructor pool to identify those who may be interested in moving to full-time positions. Enhance their potential through mentorship and invitation to participate in internal professional development opportunities.
- Include Equal Opportunity Efforts in hiring as part of administrative evaluations.
- Participate in Equity Job Fairs in and out of state provided by associations.

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

There are no *new* barriers affecting the successful recruitment and/or retention of females and/or minorities.

3. College Full-Time Instructional Staff with Continuing Contract

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

**Florida College System
College: Florida Gateway
Historical Track Of College Full-Time Continuing Contract Instructional Staff
Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

		Stu. Pop.	Employment						# DIF Fall 2014 Fall 2015	% DIF Fall 2014 Fall 2015
			2013		Fall 2014		2015			
			%	#	% of total	#	% of total	#		
Black	Female	0.00%	0	0.0	0	0.0	1	3.1	1	100.0%
	Male	4.18%	1	3.3	1	2.9	1	3.1	0	0.0%
	Total	12.03%	1	3.3	1	2.9	2	6.3	1	100.0%
Hispanic	Female	2.49%	3	10.0	2	5.9	2	6.3	0	0.0%
	Male	1.62%	1	3.3	2	5.9	2	6.3	0	0.0%
	Total	4.11%	4	13.3	4	11.8	4	12.5	0	0.0%
Other	Female	1.90%	1	3.3	1	2.9	1	3.1	0	0.0%
	Male	0.00%	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	3.57%	1	3.3	1	2.9	1	3.1	0	0.0%
White	Female	48.97%	10	33.3	14	41.2	12	37.5	-2	(14.3%)
	Male	31.17%	14	46.7	14	41.2	13	40.6	-1	(7.1%)
	Total	80.14%	24	80.0	28	82.4	25	78.1	-3	(10.7%)
Total	Female	61.31%	14	46.7	17	50.0	16	50.0	-1	(5.9%)
	Male	38.69%	16	53.3	17	50.0	16	50.0	-1	(5.9%)
	Total	100.00%	30	100.0	34	100.0	32	100.0	-2	(5.9%)

PERA = CCEE0192 02/26/2016 10:55:51 Source: APR2014 - APR2016, SDB2015

Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Analysis

Changes

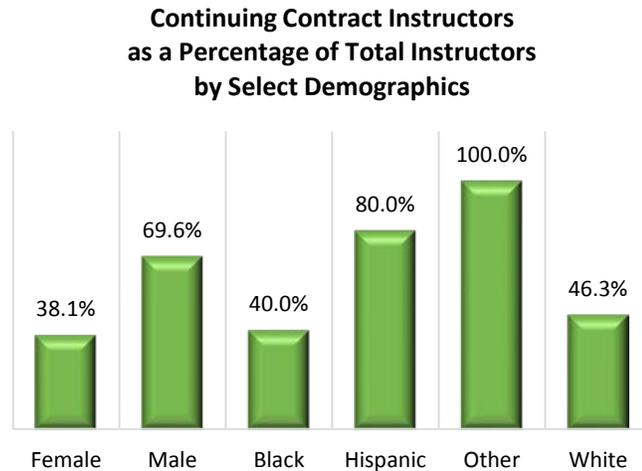
The total number of full-time continuing contract instructional staff increased by four (4) positions from 2013-14 to 2014-15, and decreased by two (2) positions from 2014-15 to 2015-16. The changes within the composition mix were:

- 2013-14 →2014-15
 - Decrease -1 Hispanic Female
 - Increase +1 Hispanic Male
 - Increase +4 White Female
- 2014-15 →2015-16
 - Increase +1 Black Female
 - Decrease -2 White Female
 - Decrease -1 White Male

The resulting overall gender mix for continuing contract instructors in 2015-16 remains at 50-50.

Comparing Ratios of Continuing Contract to All Full-Time Instructors

As illustrated in the graph below, when comparing the male-female ratios of continuing contract instructors to total full-time instructional staff, it is noted that there is a disconnection between the percentage of female instructors that have been granted continuing contract status (16 of 42, or 38.1%) that of males (16 of 23, or 69.6%).



When factoring in the small numbers in the populations, the difference in the continuing contract ratio for black versus white instructors is insignificant. The 100% in the “Other” category has no real meaning as it is a population of one (1) person.

Goals

As is the case with the analysis of *all* full-time instructors, we have eliminated the breakdowns by gender within race that are present in the CCTCMIS data when setting goals.

FGC met all of its 2015 stated goals, which include a plus-or-minus range of 3% by race and 6% by gender. In 2015-16, the percentage “value” of one [continuing contract] position was 3% (1/32). To allow for periodic variances in employment, the goals are presented by a range, rather than a specific percentage. The $\pm 3\%$ range by race equates approximately one person, and the $\pm 6\%$ range by gender equates to approximately two people.

As the 2015-16 goals were based on the Census benchmarks, the improvements would still not meet the new benchmarks based on student population for blacks and females. The indicated goals for 2016 have been revised to reflect the student population benchmarking (within a reasonable range of tolerance) in lieu of Census benchmarks. If the new benchmarks are met, there would not be a disparity in the male-female ratios between total instructors and continuing contract instruction staff.

**Actual Employment Distribution Compared to Previous (Census) and New (Student Population)
Benchmarks and Goals for 2016-17
Full-Time Continuing Contract Instructional Staff**

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	<u>Benchmark</u> College Student Population Percent	Stated Goals Fall 2015	Met Stated Goal (Yes/No)	Meets New Benchmark (within 3% tolerance) (Yes/No)	Goals for 2016 (Student Population Benchmark ± 3%)
by Race							
Total Black	2.9%	6.3%	12.03%	5%±3%	Yes	No	12%±3%
Total Hispanic	11.8%	12.5%	4.11%	5%±3%	Exceeds	Exceeds	4%±3%
Total Other	2.9%	3.1%	3.57%	4%±3%	Yes	Yes	4%±3%
Total White	82.4%	78.1%	80.14%	86%±3%	Yes (Effectively)	Yes	80%±3%
by Gender							
Total Female	50.0%	50.0%	61.31%	50%±6%	Yes	No	61%±6%
Total Male	50.0%	50.0%	38.69%	50%±6%	Yes	No	39%±6%
Total Employees	100.0%	100.0%	100.0%				

Strategies for Addressing Underrepresentation

The strategies identified in the previous section, to attract minority full-time instructional staff, apply to developing a diverse pool of candidates for continuing contract status. To retain a diverse pool, FGC employs the following strategies:

- Continuing contracts are offered to full-time instructional staff in accordance with Florida Statutes and State Board of Education Rules. College policies are in place to ensure faculty who are eligible for continuing contract are given fair and equitable opportunity.
- Encourage and provide equal access to professional development opportunities for all full-time instructional staff.

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

There are no *new* barriers affecting the successful recruitment and/or retention of females and/or minorities.

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.*

All executive, administrative, and managerial personnel are formally evaluated each year. The evaluations include a section titled “Employment Equity Accountability”. Policies and equity goals are discussed during the evaluation review to ensure that administrative and supervisory personnel are aware of expectations regarding achievement of the employment accountability goals as prescribed by Section 1012.86 of Florida Statutes.

All personnel were evaluated satisfactorily as to their support of the college’s goal to increase diversity in recruitment, retention and awarding of continuing contracts.

In the event that an employee should receive a less than satisfactory review in this matter, a course of action would be developed as deemed appropriate by the vice-presidents and/or president. In the case of the vice president’s evaluation of employment equity accountability the course of action is developed by the president.

- 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.*

As of the writing of this report, Florida Gateway College President, Dr. Lawrence Barrett, has not yet been evaluated by the FGC District Board of Trustees. He is currently in his ninth month of employment and will be evaluated in June, as he nears completion of his first year as president, with results discussed at the August Board of Trustees meeting.

C. Additional Requirements

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

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

College Policy/Procedure 6Hx12:6-20 (<https://www.fgc.edu/about-us/college-policies-and-procedures/>) requires that “all positions externally advertised will be processed through the use of a selection committee. The committee composition will be balanced in gender and ethnicity and be comprised of no fewer than three members. The supervisor will submit a list of selection committee members to Human Resources for Presidential approval.”

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

Continuing contracts shall be offered to full-time instructional personnel in accordance with Florida Statutes and SBE Rules. Time spent on instructional contracts funded solely by grant money will not be credited towards the award of a continuing contract. Requirements for continuing contract are identified below:

1. The continuing contract shall be effective at the beginning of the annual College contractual periods.
2. Each faculty member must complete at least five (5) years of satisfactory service.
3. Each employee issued a continuing contract shall be entitled to continue in a faculty position at the College without the necessity for annual nomination or reappointment until the employee resigns except as otherwise provided in the State Board rule.

The process used to grant continuing contracts follows:

All full-time faculty members hired on a continuing contract track are required to submit a portfolio in the term following their fourth year of continuous service. Portfolio planning begins in the second year of employment with submission possible in year five. The portfolio contents are planned in collaboration with supervisors and the Vice President of Academic Programs using the Professional Development Plan (PDP) three years in advance of submission for those seeking tenure. The portfolio is to include elements from the faculty portfolio checklist document. All portfolios for continuing contract will follow an approval process outlined in the Portfolio submission document.

Full time faculty on a tenure track line will be hired as assistant professor. Upon the awarding of continuing contract faculty will be titled *Associate Professor*. Faculty who are titled associate professor may apply for the title of *Professor* upon completion of five years of effective service.

Faculty members on annual contract are evaluated each year utilizing a comprehensive, formative process. Student evaluations of the instructor are conducted in all class sections. Results are tabulated and strengths and weaknesses noted. The appropriate supervisor visits at least one full class session and notes effective methodologies and those needing improvement. The faculty evaluation form includes self-evaluation on the part of the instructor, which is

juxtaposed with the supervisor's evaluation. There are also sections for outlining professional development plans, goals attained during the year, setting new goals for the next year, and documenting service to the college/community.

Five years of satisfactory evaluations must be documented before the academic vice president can recommend continuing contract, and five years of effective service must be documented before an associate professor moves to the level of professor. All stipends associated with professor level are contingent upon continued evidence of effective service on evaluations and in meeting the requirements of the professor level.

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

The Vice President of Academic Programs meets with new faculty in their first full term of instruction to review the requirements set forth for the continuing contract. The appropriate supervisor will evaluate the faculty member every other year using the standard evaluation instrument, and will provide feedback and support as the faculty member develops, implements, and assesses the Learning Enhancement Assessment Plan. The appropriate supervisor will also review with associate professor level faculty the requirements for professor level status.

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

Each year college staff conducts budget workshops with the District Board of Trustees. One of the primary initiatives of the Board and the College is to budget effectively to enable the College to attain a diverse, effective, equitable staff. To achieve this, funds are budgeted each year to conduct widespread advertisement and recruitment; including conducting and attending job fairs, and regional and national search efforts to attain diversity in our employment. Funds are also budgeted to provide leadership and developmental training for current employees to prepare them for advancement. Administrators are measured against the goals of the employment accountability efforts through the evaluative process to further ensure the goals of equity in our workforce.

Staff and Program Development (SPD) funds are used to develop and promote the skills of new faculty and increase the number of women and minorities on continuing contracts.

5) *Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.*

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

Salary Information

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires*	Salary Range	Number of Existing Employee(s) with Comparable Experience	Salary Range
Admin (AEP)	1	45,000.00	25	39,375/79,551
Admin (BEP)	4	49,875/70,000	14	51,371/80,446
Admin (FEE)	1	200,000	0	
Instruction-164	6	35,000/45,200	39	33,997/71,774
Instruction-194	2	40,000/66,300	3	60,783/81,169
CS - 104	1	22,506	4	21,836
CS - 106	1	23,373	14	24,074/34,186
CS - 107	1	27,542	3	28,026/32,951
CS - 108	3	25,769	13	26,542/35,942
CS - 109	3	27,057/28,000	13	27,869/43,491
CS - 113	1	35,895	3	34,898/42,251

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2015 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, 2015.”

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2015/2016 ANNUAL EQUITY UPDATE REPORT
Signature Page

FLORIDA GATEWAY COLLEGE

(name of institution)

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

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

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

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

John Best 4/11/16
Name (Equity Officer) Date

John M. Best 4/11/16
Name (College President) Date

Arthur Randolph, MD 4/12/16
Name (Chair, College Board of Trustees) Date

This concludes the Annual Equity Update Report for 2015/2016. Please enclose appropriate appendices