



FLORIDA EDUCATIONAL EQUITY ACT REPORT





**FLORIDA GATEWAY
COLLEGE**

2017-18

**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. The Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. The college equity plan submitted in April 2017 for 2016-2017 is considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

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

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

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

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

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

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

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

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

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

Part I. Description of Plan Development

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

The college equity plan development process remains essentially unchanged from that described in the previous two Annual Equity Updates. Florida Gateway College solicits input regarding diversity and inclusion from a broad range of personnel in several departments. Only the people and departments involved in the development process for the 2017-18 update 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. Brian Dopson, *Vice President of Academic Programs*

Dr. Jennifer Price, *Vice-President of Enrollment Management & Lifelong Learning*

Contributors

Dr. Paula Gavin, *Dean, Academic Affairs and Baccalaureate Liaison*

Ms. Michele Cuadras, *Director, Dual Enrollment*

Ms. Kacey Schrader, *Director of Recruitment & Communication*

Ms. Sandi Tomlinson, *Director, College Success*

Ms. Terry Auger, *Coordinator, Disability Services*

Ms. Amy Dekle, *Coordinator, Student Activities*

Ms. Nicole White, *Academic Advisor and MASP Coordinator*

Ms. Gail Burdick, *Coordinator, Research and Institutional Effectiveness*

Mr. Frederic Douglas, *Mathematics Instructor and Math Club Advisor*

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

No change from previous year.

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 X Yes ____ If yes:
- 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- B. *Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?* No ____ Yes X If yes, provide updated information.

The procedures remain unchanged, however the links to handbooks updated in 2017-18 follow:

- Faculty Handbook, pg. 10
<https://www.fgc.edu/wp-content/uploads/2017/10/2017-2018-Faculty-Handbook.pdf>
 - Student Handbook, pg. 2
<https://www.fgc.edu/wp-content/uploads/2017/08/StudentHandbook2017-2018finalWEB.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?* ____ Yes X No ____
If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.
- D. *Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?* No X Yes ____ If yes:
- 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- E. *Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements:*
- 1) *Notifications of these procedures are placed in prominent and common information sources.* No ____ Yes 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 <u>X</u> Yes ____
2)	Title II?	No <u>X</u> Yes ____
3)	Section 504?	No <u>X</u> Yes ____
4)	Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No <u>X</u> Yes ____
5)	Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No <u>X</u> Yes ____
6)	Other policies or procedures related to civil rights or Non-discrimination?	No <u>X</u> Yes ____

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

- a) The name of the policy and/or procedure(s):*
- b) The date of revision:*
- c) A description of the revision:*
- d) The web link(s) to document the revision:*

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 2017-2018 in the excel table provided.

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

Effectively, all goals were met with the single exception of the overall male-female enrollment ratio. Females continue to dominate the FGC student population.

- 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*

The tables below were provided by the Florida College Data Information System's PK-20 Education Reporting and Accessibility (PERA) reporting bureau. An assessment of that data follows the tables.

**Florida College System
College: FLORIDA GATEWAY
Student Participation-Enrollments**

			FTIC			Total Enrollments		
Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Black	Female	2014-15	55	533	10.32%	335	3,909	8.57%
Black	Female	2015-16	54	543	9.94%	322	4,024	8.00%
Black	Female	2016-17	63	645	9.77%	377	4,385	8.60%
Black	Male	2014-15	45	533	8.44%	158	3,909	4.04%
Black	Male	2015-16	24	543	4.42%	135	4,024	3.35%
Black	Male	2016-17	58	645	8.99%	167	4,385	3.81%
Black	Total	2014-15	100	533	18.76%	493	3,909	12.61%
Black	Total	2015-16	78	543	14.36%	457	4,024	11.36%
Black	Total	2016-17	121	645	18.76%	544	4,385	12.41%

			FTIC			Total Enrollments		
Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Hispanic	Female	2014-15	14	533	2.63%	115	3,909	2.94%
Hispanic	Female	2015-16	26	543	4.79%	135	4,024	3.35%
Hispanic	Female	2016-17	25	645	3.88%	167	4,385	3.81%
Hispanic	Male	2014-15	18	533	3.38%	65	3,909	1.66%
Hispanic	Male	2015-16	14	543	2.58%	71	4,024	1.76%
Hispanic	Male	2016-17	19	645	2.95%	80	4,385	1.82%
Hispanic	Total	2014-15	32	533	6.00%	180	3,909	4.60%
Hispanic	Total	2015-16	40	543	7.37%	206	4,024	5.12%
Hispanic	Total	2016-17	44	645	6.82%	247	4,385	5.63%

			FTIC			Total Enrollments		
Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Other	Female	2014-15	8	533	1.50%	57	3,909	1.46%
Other	Female	2015-16	8	543	1.47%	67	4,024	1.67%
Other	Female	2016-17	19	645	2.95%	91	4,385	2.08%
Other	Male	2014-15	4	533	0.75%	34	3,909	0.87%
Other	Male	2015-16	9	543	1.66%	45	4,024	1.12%
Other	Male	2016-17	14	645	2.17%	50	4,385	1.14%
Other	Total	2014-15	12	533	2.25%	91	3,909	2.33%
Other	Total	2015-16	17	543	3.13%	112	4,024	2.78%
Other	Total	2016-17	33	645	5.12%	141	4,385	3.22%

			FTIC			Total Enrollments		
Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
White	Female	2014-15	213	533	39.96%	1,988	3,909	50.86%
White	Female	2015-16	220	543	40.52%	2,014	4,024	50.05%
White	Female	2016-17	216	645	33.49%	2,151	4,385	49.05%
White	Male	2014-15	176	533	33.02%	1,157	3,909	29.60%
White	Male	2015-16	188	543	34.62%	1,235	4,024	30.69%
White	Male	2016-17	231	645	35.81%	1,302	4,385	29.69%
White	Total	2014-15	389	533	72.98%	3,145	3,909	80.46%
White	Total	2015-16	408	543	75.14%	3,249	4,024	80.74%
White	Total	2016-17	447	645	69.30%	3,453	4,385	78.75%

			FTIC			Total Enrollments		
Race	Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
All	Female	2014-15	290	533	54.41%	2,495	3,909	63.83%
All	Female	2015-16	308	543	56.72%	2,538	4,024	63.07%
All	Female	2016-17	323	645	50.08%	2,786	4,385	63.53%
All	Male	2014-15	243	533	45.59%	1,414	3,909	36.17%
All	Male	2015-16	235	543	43.28%	1,486	4,024	36.93%
All	Male	2016-17	322	645	49.92%	1,599	4,385	36.47%
All	Total	2014-15	533	533	100.00%	3,909	3,909	100.00%
All	Total	2015-16	543	543	100.00%	4,024	4,024	100.00%
All	Total	2016-17	645	645	100.00%	4,385	4,385	100.00%

Gender	Rpt Year	FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Female	2014-15	0	9	0	89
Female	2015-16	0	10	0	91
Female	2016-17	0	5	0	79
Male	2014-15	0	17	0	79
Male	2015-16	0	7	0	70
Male	2016-17	0	11	0	59
Total	2014-15	0	26	0	168
Total	2015-16	0	17	0	161
Total	2016-17	0	16	0	138

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

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

Assessment

Enrollment Continues to Grow, Minority Representation Increased

Overall, enrollment at Florida Gateway College (FGC) in 2016-17 increased nearly 9% from 2015-16. First-time-in-college (FTIC) enrollment increased nearly 19% in that same period. Overall minority enrollment representation increased by approximately 2%, while *FTIC* minority enrollments gained back the losses from last year—increasing representation by nearly 6%—fueled most evidently by a reversal of last year’s decline in black FTIC students.

Hispanic enrollment is still showing evidence of growth, despite the lack of a general regional population increase in this demographic. As noted in last year’s report, it is possible that current data collection methods are leading more students to check the Hispanic [ethnicity] box when applying to FGC, and thereby are designated as Hispanic for equity purposes. *The takeaway continues to be that minor demographic shifts are difficult to control when data relies on self-reported status.*

Achievement of Goals

The following tables identify the goals for participation by minorities at Florida Gateway College (FGC) and the achievement thereof. Due to the small size of FGC, and the impact that slight variations in enrollment can have on percentages, goals have typically been expressed in a range rather than a specific number. Additionally, race/ethnicity goals are expressed as an aggregate of genders for the same reason.

	2016-2017 Goals for FTIC	2016-17 Actual FTIC Enrollment	2016-2017 Goals Achieved FTIC Yes-No	2017-2018 Goals for FTIC
Black	15.5% \pm 2%	18.76%	Yes (exceeds)	\geq 18%
Hispanic	5.0% \pm 1%	6.82%	Yes (exceeds)	\geq 6%
Other Minorities	4.5% \pm 1%	5.12%	Yes	\geq 5%
White	75.0% \pm 2%	69.30%	Yes (exceeds goal for diversity)	\leq 75%
Male	\geq 43%	49.92%	Yes (exceeds)	50% \pm 2%
Female	\leq 57%	50.08%	Yes	50% \pm 2%
DIS	5.7% \pm 3%	2.45%	Effectively, Yes	\geq 2.5%
LEP	n/a	n/a	n/a	n/a

	2016-2017 Goals for Overall Enrollments	2016-2017 Actual Overall Enrollment	2016-2017 Goals Achieved Overall Enrollments Yes-No	2017-2018 Goals for Overall Enrollments
Black	14.6% \pm 2%	12.41%	Effectively, Yes	\geq 13%
Hispanic	5.0% \pm 1%	5.63%	Yes	\geq 5%
Other Minorities	2.5% \pm 1%	3.22%	Yes	\geq 3%
White	78.8% \pm 2%	78.75%	Yes	\leq 78%
Male	\geq 38%	36.47%	No	\geq 38%
Female	\leq 62%	63.53%	Overrepresented	\leq 62%
DIS	5.7% \pm 3%	3.15%	Yes	\geq 2.5%
LEP	n/a	n/a	n/a	n/a

It is evident from the data above, that FGC has made significant strides in its efforts to increase diversity at our campus. Effectively, all goals were met with the single exception of the overall male-female enrollment ratio. Major gains in male enrollment are noted in the FTIC numbers. It remains to be seen whether this will be reflected in a higher overall percentage of males

Going forward, FGC has simplified the method used to set goals for 2017-18. We are utilizing a minimum expectation goal baseline, rather than a plus-or-minus measure. The table above reflects this change.

Strategies for Addressing Underrepresentation

Upon reviewing our goal achievements, we are noting that the strategies set forth in last year's Equity Report are working towards eliminating minority underrepresentation in 2016-17. 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

The strategies of the past continue, and have historically been successful in slowly increasing minority representation in college enrollments.

FGC continually re-evaluates its enrollment management strategies to target and attract a diverse student body, and are committed to bring our school demographics more in line with the region's population.

Finally, we continue to be mindful of the "inequity" in the enrollment rates of students with disabilities. Creating a target goal for this demographic is—for the most part—arbitrary. Specific data regarding the area's population of verifiable disabled persons is not readily available. We have reset goals somewhat to account for the percentage variations evident from year to year due to the small population size.

Effective Reorganization – New and Proven Strategies

In 2016, Florida Gateway College began to take bold steps to reverse declining enrollment, beginning with a divisional reorganization establishing an Enrollment Management & Lifelong Learning division headed by a new Vice President. In 2017, this division merged with Advising and Student Services to become Enrollment Management and Student Affairs. The new organization has brought new initiatives and strategies into a cohesive and efficient whole for serving our student population.

Within Enrollment Management and Student Affairs, the college established a department focused on recruitment and communications. An important part of this department's mission is to actively recruit a diversified student body through constant interaction with prospective students, families, and the community. Continued enrollment growth and an increasingly diverse student population is proving the efficacy of this reorganization.

Some of the strategies employed by Enrollment Management and Student Affairs in 2017 or planned for in 2018 follow.

Create a Multicultural Awareness Committee

The newly established committee has been working with community groups to address transportation issues among minority populations.

Institutionalize Diversity as a Strategic Focus

Development of a recruiting plan to increase diversity is a strategic focus of our college's Strategic Enrollment Management Plan. The plan is currently in development and is expected to be fully implemented in the near future.

Recruitment Events Targeting Minority Students

The events continue to be popular and we have seen minority attendance rise by 5% over the last year. Some of the recent activities included:

- Recruitment staff have teamed up with minority staff from other areas of the College to provide presentations to minority students in the high schools.
- Attendance at educational and health events held at minority churches.
- Attendance at Martin Luther King Jr. celebration event at local park.
- Working with county officials to promote the implementation of a transportation service that will run between a local community center that's accessible to minority students and the College.

Physical Fitness, Sports, and Camps

Nurturing the physical health as well as the mental development of students has shown to increase engagement in the college experience as a whole. We feel that this is particularly important to students who have been involved in sports in high school and wish to continue being involved in college. To this end, the student activities office offers usage of a free fitness center, and a weekly open gym.

FGC's summer camps have proven to be very popular events. They expose a diverse section of students from the community to the college and its offerings. We offered two camps in 2017, but due to the popularity and positive feedback received from students and families, we are expanding to seven camps this coming summer. One of the more popular camps, the STEM Camp, supports our goal of increasing minority and female students focusing on STEM education and careers.

Long on hiatus, FGC sports have returned to campus! Starting in Fall 2017, FGC began offering Women's Volleyball and Men's Golf. Two more intercollegiate sports will start in Fall 2018. The college employs a diversified coaching staff who are actively recruiting a good balance of

students to increase diversity in our student population. The revived sports programs are compliant with Title IX in offerings and equity of scholarships.

Minority Mentors Program

The minority mentors program is designed to attract and retain minority students. The program is run by the Multicultural Academic Success (MASP) coordinator and is going very well. The MASP advisor is developing a new strategy that will increase communication with other high school guidance counselors and financial aid representatives visiting local high schools in order to promote this vital program to more future MASP students.

More Visible Equity and Diversity Section in College Website

The content is more visible on our re-vamped website. More diversity in images and photography is being introduced to media and publications. We are planning to further enrich that content with features and highlights of minority achievement in the near future.

Second Chance Pell / Incarcerated Student Education

Florida Gateway College was chosen as one of only 70 colleges in the nation and the sole Florida college to participate in the Second Chance Pell pilot program which allows incarcerated individuals to receive Pell Grants and pursue postsecondary education. The program goal is to increase access to educational opportunities that will enable individuals to successfully transition from prison to further education or the workforce. We added a second cohort in 2017-18 to replace those who left the program from the initial cohort. The racially diverse group of 63 students is comprised of approximately 24% black, 9% hispanic, 1% American Indian, 1% Other, and 65% white males. Although there has been some attrition, for the most part these students are motivated to succeed, and the program is targeting a much under-served population in our area.

B. Student Completions (college degree and certificate programs)

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

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

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 enrollment from underrepresented groups.*
- 2) New methods and strategies, if applicable.*

**Florida College System
College: FLORIDA GATEWAY
Student Participation/Completions**

			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Race	Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Black	Female	2014-15	15	290	5.17%	9	149	6.04%	30	294	10.20%	1	10	10.00%
Black	Female	2015-16	22	274	8.03%	3	151	1.99%	27	376	7.18%	2	14	14.29%
Black	Female	2016-17	25	346	7.23%	9	161	5.59%	32	323	9.91%	3	23	13.04%
Black	Male	2014-15	5	290	1.72%	2	149	1.34%	15	294	5.10%	0	10	0.00%
Black	Male	2015-16	5	274	1.82%	4	151	2.65%	16	376	4.26%	1	14	7.14%
Black	Male	2016-17	8	346	2.31%	2	161	1.24%	18	323	5.57%	0	23	0.00%
Black	Total	2014-15	20	290	6.90%	11	149	7.38%	45	294	15.31%	1	10	10.00%
Black	Total	2015-16	27	274	9.85%	7	151	4.64%	43	376	11.44%	3	14	21.43%
Black	Total	2016-17	33	346	9.54%	11	161	6.83%	50	323	15.48%	3	23	13.04%

			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Race	Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Hispa	Female	2014-15	9	290	3.10%	5	149	3.36%	11	294	3.74%	0	10	0.00%
Hispa	Female	2015-16	9	274	3.28%	6	151	3.97%	10	376	2.66%	1	14	7.14%
Hispa	Female	2016-17	16	346	4.62%	7	161	4.35%	10	323	3.10%	1	23	4.35%
Hispa	Male	2014-15	3	290	1.03%	2	149	1.34%	6	294	2.04%	0	10	0.00%
Hispa	Male	2015-16	6	274	2.19%	1	151	0.66%	10	376	2.66%	0	14	0.00%
Hispa	Male	2016-17	3	346	0.87%	4	161	2.48%	6	323	1.86%	0	23	0.00%
Hispa	Total	2014-15	12	290	4.14%	7	149	4.70%	17	294	5.78%	0	10	0.00%
Hispa	Total	2015-16	15	274	5.47%	7	151	4.64%	20	376	5.32%	1	14	7.14%
Hispa	Total	2016-17	19	346	5.49%	11	161	6.83%	16	323	4.95%	1	23	4.35%

			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Race	Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Other	Female	2014-15	5	290	1.72%	1	149	0.67%	5	294	1.70%	0	10	0.00%
Other	Female	2015-16	6	274	2.19%	3	151	1.99%	5	376	1.33%	1	14	7.14%
Other	Female	2016-17	6	346	1.73%	2	161	1.24%	6	323	1.86%	0	23	0.00%
Other	Male	2014-15	3	290	1.03%	0	149	0.00%	1	294	0.34%	0	10	0.00%
Other	Male	2015-16	3	274	1.09%	1	151	0.66%	8	376	2.13%	0	14	0.00%
Other	Male	2016-17	1	346	0.29%	2	161	1.24%	4	323	1.24%	0	23	0.00%
Other	Total	2014-15	8	290	2.76%	1	149	0.67%	6	294	2.04%	0	10	0.00%
Other	Total	2015-16	9	274	3.28%	4	151	2.65%	13	376	3.46%	1	14	7.14%
Other	Total	2016-17	7	346	2.02%	4	161	2.48%	10	323	3.10%	0	23	0.00%

			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Race	Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
White	Female	2014-15	172	290	59.31%	80	149	53.69%	110	294	37.41%	8	10	80.00%
White	Female	2015-16	157	274	57.30%	84	151	55.63%	150	376	39.89%	8	14	57.14%
White	Female	2016-17	200	346	57.80%	95	161	59.01%	123	323	38.08%	17	23	73.91%
White	Male	2014-15	78	290	26.90%	50	149	33.56%	116	294	39.46%	1	10	10.00%
White	Male	2015-16	66	274	24.09%	49	151	32.45%	150	376	39.89%	1	14	7.14%
White	Male	2016-17	87	346	25.14%	40	161	24.84%	124	323	38.39%	2	23	8.70%
White	Total	2014-15	250	290	86.21%	130	149	87.25%	226	294	76.87%	9	10	90.00%
White	Total	2015-16	223	274	81.39%	133	151	88.08%	300	376	79.79%	9	14	64.29%
White	Total	2016-17	287	346	82.95%	135	161	83.85%	247	323	76.47%	19	23	82.61%

			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Race	Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
All	Female	2014-15	201	290	69.31%	95	149	63.76%	156	294	53.06%	9	10	90.00%
All	Female	2015-16	194	274	70.80%	96	151	63.58%	192	376	51.06%	12	14	85.71%
All	Female	2016-17	247	346	71.39%	113	161	70.19%	171	323	52.94%	21	23	91.30%
All	Male	2014-15	89	290	30.69%	54	149	36.24%	138	294	46.94%	1	10	10.00%
All	Male	2015-16	80	274	29.20%	55	151	36.42%	184	376	48.94%	2	14	14.29%
All	Male	2016-17	99	346	28.61%	48	161	29.81%	152	323	47.06%	2	23	8.70%
All	Total	2014-15	290	290	100.00%	149	149	100.00%	294	294	100.00%	10	10	100.00%
All	Total	2015-16	274	274	100.00%	151	151	100.00%	376	376	100.00%	14	14	100.00%
All	Total	2016-17	346	346	100.00%	161	161	100.00%	323	323	100.00%	23	23	100.00%

		AA Degrees		AS Degrees		Certifications		Baccalaureate	
Gender	Rpt Year	LEP	DIS	LEP	DIS	LEP	DIS	LEP	DIS
Female	2014-15	0	9	0	5	0	9	0	1
Female	2015-16	0	11	0	4	0	14	0	0
Female	2016-17	0	11	0	7	0	10	0	0
Male	2014-15	0	4	0	2	0	6	0	0
Male	2015-16	0	4	0	2	0	9	0	0
Male	2016-17	0	5	0	1	0	8	0	1
Total	2014-15	0	13	0	7	0	15	0	1
Total	2015-16	0	15	0	6	0	23	0	0
Total	2016-17	0	16	0	8	0	18	0	1

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DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).

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

2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

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

Achievement of Goals

The following tables identify the goals for completions by credential earned, by race/ethnicity and by gender for all race/ethnic groups as a whole. Population numbers are too small to disaggregate race by gender and give meaningful percentages.

AA Degrees	2016-2017 Goal	2016-2017 Actual	Achieved Yes-No	Goals for 2017-2018
Black	11.8%±1.4%	9.54%	No	>10%
Hispanic	3.7%±1.4%	5.49%	Yes (exceeds)	>6%
Other Minorities	2.2%±1.4%	2.02%	Yes	>3%
White	82.3%±1.4%	82.95%	Yes	<80%
Male	32.5%	28.61%	No	>30%
Female	67.5%	71.39%	Over- represented	<70%
DIS	>4.0%	0.00%	0	>2%
LEP	n/a	n/a	n/a	n/a

AS Degrees	2016-2017 Goal	2016-2017 Actual	Achieved Yes-No	Goals for 2017-2018
Black	12.3%±2.5%	6.83%	No	>10%
Hispanic	4.3%±2.5%	6.83%	Yes	>6%
Other Minorities	2.4%±2.5%	2.48%	Yes	>3%
White	81.0%±2.5%	83.85%	Over- represented	<80%
Male	44.4%	29.81%	No	>30%
Female	55.6%	70.19%	Over- represented	<70%
DIS	>6.0%	0.00%	0	>2%
LEP	n/a	n/a	n/a	n/a

Certificates	2016-2017 Goal	2016-2017 Actual	Achieved Yes-No	Goals for 2017-2018
Black	15.2%±1.6%	15.48%	Yes	>15%
Hispanic	5.1%±1.6%	4.95%	Yes	>5%
Other Minorities	2.7%±1.6%	3.10%	Yes	>3%
White	77.0%±1.6%	76.47%	Yes	<76%
Male	47.3%	47.06%	Yes	50%
Female	52.7%	52.94%	Yes	50%
DIS	>5.9%	0.00%	0	0
LEP	n/a	n/a	n/a	n/a

Bachelor Degrees	2016-2017 Goal	2016-2017 Actual	Achieved Yes-No	Goals for 2017-2018
Black	n/a	13.04%	n/a	>14%
Hispanic	n/a	4.35%	n/a	>5%
Other Minorities	n/a	0.00%	n/a	0
White	n/a	82.61%	n/a	<81%
Male	n/a	8.70%	n/a	>10%
Female	n/a	91.30%	n/a	<90%
DIS	n/a	0.00%	n/a	0
LEP	n/a	n/a	n/a	n/a

Goals Assessment

Black students continue to lag in achievement of associate degrees (and recently, bachelor degrees); however, the goal for certificates earned has been met. In the 2016-17 Equity Report, we set goals using prior year AA1A enrollment percentages. Although, in theory, this should have been more accurate than other methodologies previously employed, the nature of students continually changing degree programs made this not very realistic. Our new goals are set using current actuals with modifications to show improvement in diversification efforts.

Strategies for Addressing Underrepresentation and Achievement of Goals

FGC employs a varied and extensive array of strategies designed to ensure student success—with the ultimate goal of increasing program completions. The college does not discriminate in the application of these strategies, as it is our goal for *all* students to establish and reach their individual goals. Additionally, we do have a number of programs to assist underserved and/or disadvantaged students in their efforts to reach those goals. A discussion and evaluation of each strategy follows:

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.

In 2017-2018, the program served 30 minority students (21 females and 9 males) of which 16 were returning students and 14 were students new to the program. All participants received an academic scholarship. In Fall 2017, 25 students were awarded the scholarship (18 females, 7 males). Six of these students did not renew or were not eligible to renew their scholarship for Spring. Three students completed their degree in December 2017. Currently in Spring 2018, the program serves 25 students (17 females, 8 males), 6 of whom were added in the Spring semester. Twelve of these students are on track to complete their degree by Summer 2018.

The first MASP social event to promote interaction among students and mentors occurred in February 2018. The annual Leadership Workshop was also held in February 2018 with 10 MASP students in attendance. The FGC website was updated with links to the MASP brochure and application. The application and renewal process was also streamlined to promote efficiency. As evidenced in the statistics above, the number of minority male participants was relatively unchanged in comparison to 2016-2017 in which the program averaged 8 males per semester. The MASP advisor is developing a new strategy that will increase communication with other high school guidance counselors and financial aid representatives visiting local high schools in order to promote this vital program to more future MASP students.

Engage Students Prior to Entering College

FGC hosts 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.

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 typically underserved students may achieve success.

Florida Gateway College services counties with many first generation students and our primary focus is to create an environment that will nurture the communities with skilled and well-educated individuals. Our programs range from Health Sciences to Vocational programs and our open enrollment policy encourages students of all economic and racial backgrounds to further their education and employment status with FGC.

FGC hosted many high schools this year to promote program awareness, student engagement and community involvement.

It is estimated that over 250 students toured the college campus on days we termed Career and Technical Education (CTE) Days. Students were welcomed as a group, then separated by program of industry interest: Health Science, Education, Criminal Justice, Graphic Design/Video Design, Business/Logistics, Welding, and Computer Science/Networking. The students met with professors and experienced hands on projects that highlighted the industry as a student and employee, along with opportunities to speak with the professor in a comfortable setting.

The students enjoyed lunch at the college cafeteria and ended the day in the Student Hall to experience college life on our campus. Faculty and Staff met the students to engage in games of chess, billiards, and ping pong with the President of the College.

The teachers from the high schools participated to learn of the programs and receive exposure of the objectives within the program tracks and classrooms along with network to strengthen the relationships between the high school and college.

Disability Services Assistance

Faculty 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.

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.

24/7 Online Tutoring

FGC currently provides all students free access to NetTutor, a 24/7 online tutoring service. The College will be transitioning to Tutor.com as a replacement for NetTutor beginning in the Summer, 2018 semester.

Recent positive student responses to our online tutoring have declined due to unresolved issues with the NetTutor platform. FGC will transition to a new 24/7 tutoring service. This is a free learning resource for students that offers significantly better services and response time for students. This resource will benefit economically disadvantaged and underserved populations, as well as the FGC student population as a whole.

Student Success Center

Introduced as a new strategy last year, the Student Success Center incorporates several different services: student and instructor tutors, student mentors, early alert and retention support, as well as, Student Success Coaches.

The TRiO SSS Grant, awarded in September 2015, allowed the college to hire two full time Student Success Coaches who report to the Director of College Success. 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.

In 2016-17, the TRIO program served 140 students. Of these, 84 students (60%) were identified as minorities.

Increase the Number of Condensed Shorter Term Course Offerings

Beginning with the summer 2016 term, FGC began offering 4-week “Express” summer sessions, and increased the number of “minimesters” in the fall. This strategy enables students to accelerate the time it takes to complete coursework. Studies have shown that shorter time to completion often leads to greater success in meeting educational goals.

The average number of course credits taken by FGC students has continued to rise in recent years. Although the college recognizes this as a valuable strategy to help some students meet their educational goals, it does not appear to be targeting underserved populations as expected. We will continue to offer these shorter term courses, but will no longer use this as one of our diversity strategies.

Student Activities Targeted Programming

Aimed at student engagement to foster retention, and subsequent program completion, the Student Activities Office offers programs that appeal to a variety of college students. The office offers programs and activities which encourage students to learn about each other’s traditions and values. Some of the various cultural events and workshops that are regularly hosted include:

- Diversity Workshop (twice a year)
- Black History Month Festival
- Native American Cultural Event (Every other year)
- Asian Cultural Event (Every other year)
- Hispanic Heritage Festival (Every other year)
- Mardi Gras celebration

This year, the Student Activities office successfully hosted Hispanic Heritage Day in the Students Center. The event highlighted many arts and crafts from various Hispanic cultures. The craft portion of this event was so successful that it led Student Activities to offer monthly arts and crafts, and when appropriate, focus the arts and crafts on various cultural traditions. Examples of arts and crafts we offered this academic year were painting Sugar Skulls, creating Dream Catchers, making African Print Bags, and painting Kabuki Masks.

At the past Black History Month Student Activities focused on African Americans’ contributions to Science and Technology. The students learned about the accomplishments of various African Americans and then used or tried to recreate models of these inventions. This event was well received by the students because of all the interactive components of the events.

C. Student Success in Targeted Programs

The college's plan for 2017-2018 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

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

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

As no specific data for this objective is provided by PERA, the college considers its strategies to increase participation in programs and courses in which students have been traditionally underrepresented from a holistic standpoint.

In 2014-15, FGC looked at a variety of courses and programs in STEM and select career fields. The choices were not defined by the state and analysis involved a significant amount of locally collected data. Some of the programs analyzed are no longer being offered or are in suspension. The original data can no longer be replicated, so we will reflect upon our continuing commitment to maintaining diversity in all of our offerings, with particular emphasis in the in-demand STEM and occupational programs noted above.

- 2) New methods and strategies, if applicable.

For this report we are focusing on a new strategy to encourage minority participation and engagement in mathematics. As more definition and data for this equity report requirement becomes available, we will explore other strategies in depth.

Florida Gateway College Mathematical Society (FGCMS)

There are a number of things that the FGCMS (also known as the Math Club) provides to all students, including minorities, that are designed to contribute to the success of minority and/or female students in math and related studies.

- This year, the FGCMS provided math tutorials for the Columbia County area as a service project. The tutorials were provided monthly at the Richardson Recreational Center of Lake City FL.
- FGCMS also practices and competes in Math Tournaments and engage in Math/Science Expos. The next competition is at UNG University of North Georgia , Gainesville, GA April 6. 2018.

The Math Club is led by a black male instructor/advisor. The club will not discriminate against any student on the basis of race, color, religion, sex, national origin, creed, age, disability, marital status, political opinions or affiliations, or veteran status.

**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	4	SPC 2608	ENC 2012	English
		MAC 1105	ECO 2013	Math
		MGF 1106	FIN 2104	Math
		MGF 1106 MGF 1107 MGF 1106	GRA 1206 FIN 2104 FIN 2104	Math
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability	2	MAC 1105 STA 2023	ECO 2013 FIN 2104	Math
		MAC 1105 MGF 1106	FIN2104 PHI 1100	Math
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

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	3	3
Spring	5	5
Summer	2	2
Total	10	10

Part V. Gender Equity in Athletics
(Include and address only if athletic programs are offered by the college)

A. Assessment of Athletic Programs

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

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

Florida Gateway College began its intercollegiate athletics programs in Fall 2017. It will submit its first EADA in October 2018.

B. Data Assessment

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

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

There were no intercollegiate athletics offered at the college in 2015-16 or 2016-17.

In 2017-2018, Florida Gateway College began a collegiate athletics program. The initial sports offerings were women's volleyball, with 10 players; and men's golf with 6 players. The college will be adding men's basketball and women's cross country in 2018-19. The coaching staff is diversified and includes two minority coaches. All coaches are recruiting a good balance of students and are focused on maintaining diversity in sports.

FGC is a part of the NJCAA and will compete at the Division II level in volleyball, basketball and golf; and the Division I level in cross country.

In 2017-18 we offered athletic scholarships of \$1,500 for the year to 5 golfers and \$2,000 for the year to 9 volleyball players. We plan to offer additional scholarships to basketball and cross country as well.

C. Compliance with Title IX

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

**Athletic Participation by Gender Compared to Student Enrollments by
Gender for July 1, 2015 through June 30, 2016 and July 1, 2016 through June 30, 2017**

	2015-2016			2016-2017			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	0	0	0	Total Number of Athletes	0	0	0
Percent of Athletes by Gender	n/a	n/a	100%	Percent of Athletes by Gender	n/a	n/a	100%
Total Number of Enrollments	n/a	n/a	n/a	Total Number of Enrollments	n/a	n/a	n/a
Percent of Enrollments by Gender	n/a	n/a	100%	Percent of Enrollments by Gender	n/a	n/a	100%
Record the difference between the percent of athletes and the percent of students enrolled:	n/a	n/a	n/a	Record the difference between the percent of athletes and the percent of students enrolled:	n/a	n/a	n/a

Proportionality of Participation

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

2016-2017: Yes ___ No ___

2017-2018: Yes X No ___

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

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

We will file our first EADA Survey Federal Report in October 2018, however we note that we are compliant with Title IX in our sports offerings and equity of scholarships.

D. Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions To Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Time Lines

No corrective action plan is required of Florida Gateway College at this time.

Part VI. College Employment Equity Accountability Plan

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

General information for completing this plan

A. Data, Analysis and Benchmarks

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

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

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

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

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

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

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

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							
		Stu Pop	2015		2016		2017			
Race	Gender	%	#	% of Total	#	% of Total	#	% of Total	# Diff Fall 2016 Fall 2017	% Diff Fall 2016 Fall 2017
Black	Female	8.60%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black	Male	3.81%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black	Total	12.41%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	Female	3.81%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	Male	1.82%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	Total	5.63%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	Female	2.08%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	Male	1.14%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	Total	3.22%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	Female	49.05%	5	41.7%	6	46.2%	6	46.2%	0	0.0%
White	Male	29.69%	7	58.3%	7	53.8%	7	53.8%	0	0.0%
White	Total	78.75%	12	100.0%	13	100.0%	13	100.0%	0	0.0%
Total	Female	63.53%	5	41.7%	6	46.2%	6	46.2%	0	0.0%
Total	Male	36.47%	7	58.3%	7	53.8%	7	53.8%	0	0.0%
Total	Total	100.00%	12	100.0%	13	100.0%	13	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).

Goals Assessment

Due to the relatively small number of personnel in this class of employee, 2017-18 goals were set by gender (all race/ethnicities) and by race/ethnicity using only two categories. Percentages as indicated in the below statistical table would require a standard deviation so large as to be essentially meaningless. Although, ultimately, it would be desirable for every employee class to reflect the composition of the college's student population, in practicality, it is very unlikely to occur in the Executive, Administrative, and Managerial (EAM) staff level in the near term

For this reason, we are setting long-term goals for the period 2018 through 2022, rather than a single year target. The target will be adjusted annually in conjunction with significant changes in the student population.

**Actual Employment Distribution Compared to 2017 Goals and Goals for 2018 - 2022
Executive, Administrative, And Managerial Staff**

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	Benchmark College Student Population	Stated Goals Fall 2017	Met 2017 Goals (Yes/No)	Goals for 2018 – 2022 (Long-Term)
by Race/Ethnicity						
Total Minorities	0.0%	0.0%	21.2%	20.9±7.7%	No	21.2±7.7%
Total White	100.0%	100.0%	78.8%	79.1±7.7%	No	78.8±7.7%
by Gender						
Total Female	46.2%	46.2%	63.5%	59.4±7.7%	No	63.5±7.7%
Total Male	53.8%	53.8%	36.5%	40.6±7.7%	No	36.5±7.7%

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 and social media advertising to attain diversity in employment by reaching beyond the limitations of the rural FGC district.
- Improve recruitment with the implementation of new applicant tracking system that monitors diversity and enhances collaboration between HR and selection committees in the hiring of underrepresented minorities.
- Continuing networking with other college Equity Officers 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.

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

There are no apparent 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										
			Fall							
		Stu Pop	2015		2016		2017			
Race	Gender	%	#	% of Total	#	% of Total	#	% of Total	# Diff Fall 2016 Fall 2017	% Diff Fall 2016 Fall 2017
Black	Female	8.60%	3	4.6%	5	7.9%	5	7.2%	0	0.0%
Black	Male	3.81%	2	3.1%	2	3.2%	3	4.3%	1	50.0%
Black	Total	12.41%	5	7.7%	7	11.1%	8	11.6%	1	14.3%
Hispanic	Female	3.81%	2	3.1%	2	3.2%	2	2.9%	0	0.0%
Hispanic	Male	1.82%	3	4.6%	2	3.2%	3	4.3%	1	50.0%
Hispanic	Total	5.63%	5	7.7%	4	6.3%	5	7.2%	1	25.0%
Other	Female	2.08%	1	1.5%	2	3.2%	2	2.9%	0	0.0%
Other	Male	1.14%	0	0.0%	1	1.6%	2	2.9%	1	100.0%
Other	Total	3.22%	1	1.5%	3	4.8%	4	5.8%	1	33.3%
White	Female	49.05%	36	55.4%	33	52.4%	35	50.7%	2	6.1%
White	Male	29.69%	18	27.7%	16	25.4%	17	24.6%	1	6.3%
White	Total	78.75%	54	83.1%	49	77.8%	52	75.4%	3	6.1%
Total	Female	63.53%	42	64.6%	42	66.7%	44	63.8%	2	4.8%
Total	Male	36.47%	23	35.4%	21	33.3%	25	36.2%	4	19.0%
Total	Total	100.00%	65	100.0%	63	100.0%	69	100.0%	6	9.5%

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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).

Goals Assessment

Full-time instructional staff at Florida Gateway College are represented in percentages reasonably reflective of the student population, and the college effectively met all goals for diversity by race/ethnicity and by gender set in last year's equity update. At this time there is no significant underrepresentation of any specific group or groups of instructional personnel. Strategies identified in previous reports are still employed and continue to be effective.

The goals for the next several years are reflective of the 2016-17 student population benchmark and will be subject to adjustment if the benchmark shifts significantly towards greater diversity.

Actual Employment Distribution Compared to 2017 Goals and Goals for 2018 Full-Time Instructional Staff

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	Benchmark College Student Population	Stated Goals Fall 2017	Met 2017 Goals (Yes/No)	Goals for 2018 – 2022
by Race/Ethnicity						
Total Black	11.1%	11.6%	12.4%	10.5%±2%	Yes	12.4%±2%
Total Hispanic	6.3%	7.2%	5.6%	5.5%±2%	Yes	5.6%±2%
Total Other	4.8%	5.8%	3.2%	3.8%±2%	Yes	3.2%±2%
Total White	77.8%	75.4%	78.8%	79.1%±2%	Effectively, Yes	78.8%±2%
by Gender						
Total Female	66.7%	63.8%	63.5%	59.4%±9%	Yes	63.5%±9%
Total Male	33.3%	36.2%	36.5%	40.6%±9%	Yes	36.5%±9%

Strategies for Addressing Underrepresentation

Minorities and female full-time instructional personnel are not underrepresented at Florida Gateway College. Strategies of the past continue and have been effective.

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

Although the college has had significant turnover in recent years--and this has been particularly evident in some disciplines--efforts to maintain diversity that is appropriate for the region and in line with our student population has been successful. No new barriers to recruiting minorities and/or women have surfaced.

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)

Employment										
			Fall							
Stu Pop			2015		2016		2017			
Race	Gender	%	#	% of Total	#	% of Total	#	% of Total	# Diff Fall 2016 Fall 2017	% Diff Fall 2016 Fall 2017
Black	Female	8.60%	1	3.1%	1	4.0%	1	4.3%	0	0.0%
Black	Male	3.81%	1	3.1%	1	4.0%	1	4.3%	0	0.0%
Black	Total	12.41%	2	6.3%	2	8.0%	2	8.7%	0	0.0%
Hispanic	Female	3.81%	2	6.3%	2	8.0%	2	8.7%	0	0.0%
Hispanic	Male	1.82%	2	6.3%	1	4.0%	2	8.7%	1	100.0%
Hispanic	Total	5.63%	4	12.5%	3	12.0%	4	17.4%	1	33.3%
Other	Female	2.08%	1	3.1%	1	4.0%	1	4.3%	0	0.0%
Other	Male	1.14%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	Total	3.22%	1	3.1%	1	4.0%	1	4.3%	0	0.0%
White	Female	49.05%	12	37.5%	9	36.0%	7	30.4%	-2	(22.2%)
White	Male	29.69%	13	40.6%	10	40.0%	9	39.1%	-1	(10.0%)
White	Total	78.75%	25	78.1%	19	76.0%	16	69.6%	-3	(15.8%)
Total	Female	63.53%	16	50.0%	13	52.0%	11	47.8%	-2	(15.4%)
Total	Male	36.47%	16	50.0%	12	48.0%	12	52.2%	0	0.0%
Total	Total	100.00%	32	100.0%	25	100.0%	23	100.0%	-2	(8.0%)

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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).

Goals Assessment

Although it appears that there has been a reversal in gender equity amongst continuing contract full-time instructional personnel, when analyzing the data, the small numbers of personnel involved create significant variances in percentages. The variances are further exacerbated by the reduction of continuing contract instructors from 32 in 2015 to 23 in 2017.

As is the case for all full-time instructional personnel, the continuing contract goals for the next several years are reflective of the 2016-17 student population benchmark and will be subject to adjustment if the benchmark shifts significantly towards greater diversity.

**Actual Employment Distribution Compared to 2017 Goals and Goals for 2018
Full-Time Continuing Contract Instructional Staff**

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	Benchmark College Student Population	Stated Goals Fall 2017	Met 2017 Goals (Yes/No)	Goals for 2018 – 2022
by Race/Ethnicity						
Total Black	8.0%	8.7%	12.4%	10.5%±4%	Yes	12.4%±4%
Total Hispanic	12.0%	17.4%	5.6%	5.5%±4%	Exceeds	5.6%±4%
Total Other	4.0%	4.3%	3.2%	3.8%±4%	Yes	3.2%±4%
Total White	76.0%	69.6%	78.8%	79.1%±4%	Effectively, Yes	78.8%±4%
by Gender						
Total Female	52.0%	47.8%	63.5%	59.4%±8%	No	63.5%±8%
Total Male	48.0%	52.2%	36.5%	40.6%±8%	No	36.5%±8%

Strategies for Addressing Underrepresentation

To retain a diverse pool of continuing contract instructional staff, 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)

Most of the recent attrition of continuing contract females has been due to factors beyond the college's ability to affect. There are no *new* significant barriers to 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 §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.*

The Presidents Annual Evaluation Summary Report was presented to the Florida Gateway College District Board of Trustees at the April 11, 2017 meeting. Dr. Lawrence Barrett, FGC president, received satisfactory ratings in achieving the annual and long-term goals and objectives for the college; and in his accomplishment of the goals set forth in the section titled *Employment Equity Accountability*, which addresses the requirements §1012.86(3)(b), F.S.. Dr. Barrett has actively and effectively shown his support for increasing minority and female representation in the Executive/Administrative/Managerial and faculty positions and promotions.

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/resources/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 first year of employment with submission possible in year five. The portfolio contents are planned in collaboration with supervisors and the Vice President of Academic Affairs using the Faculty Evaluation and Professional Development Plan (FEPDP). 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 additional 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. There is a one-time stipend given once the title of Professor is awarded.

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

The Dean of Academic Affairs 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 year using the standard evaluation instrument, and will provide feedback and support as the faculty member develops, implements, and assesses their progress. 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.*

Florida Gateway College staff conducts budget workshops with the District Board of Trustees annually. 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
Professional	1	39,375	20	39,375 - 82,085
Instruction – 164	6	40,000 – 63,500	41	35,000 – 74,674
Instruction – 224	2	44,916 – 51,094	13	49,605 – 87,444
CS – 104	2	21,200	5	21,575 – 47,440
CS – 105	1	35,000	5	24,122 – 34,716
CS – 110	1	28,410	7	27,000 – 41,080

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2017 neither for the first time (new to the institution) or after a break in service AND who are still on the payroll of the institution as November 1, 2017.”

Part VII. Signature Page

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

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.

 
Name (Equity Officer) Date

 
Name (College President) Date

 
Name (Chair, College Board of Trustees) Date

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

Back cover of report