



POLK
STATE
COLLEGE

2015-2016

ANNUAL EQUITY UPDATE REPORT



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President



April 26, 2016

Ms. Madeline M. Pumariega
Chancellor
Division of Florida Colleges
325 West Gaines Street
Suite 1544
Tallahassee, FL 32399-0400

Dear Madeline,

Enclosed is the *Polk State College 2015-2016 Annual Equity Update Report* with original signatures.

Polk State College is proud of its tradition of attracting underrepresented populations and helping those students succeed. We continue to be the college of choice for minority students in our region, and in most cases we are seeing improvements in key access and success metrics.

We are an innovative and engaging institution that celebrates, values, and embraces diversity and creates an environment of understanding, acceptance, and inclusiveness. Polk State College is committed to its mission and vision of transforming lives through the power of education and continuing to promote excellence and student success through innovation, value and engagement.

We continue to establish and promote meaningful programs designed to increase awareness of our differences and similarities. We respect and hold in high regard our most valuable asset—our students.

If you have any questions or concerns regarding the *Polk State College 2015-2016 Annual Equity Update Report*, please contact Valparisa Baker at vbaker@polk.edu, (863) 292-3602, or me at eholden@polk.edu, (863) 297-1098. Thank you for your support.

Sincerely,

A handwritten signature in black ink that reads "Eileen".

Eileen Holden, Ed. D.
President

Enclosure

Polk State Office of the President

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33881-4299
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We are Polk.

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Appendix I

Procedure 6052 Equal Opportunity/Equity and Access

Appendix II

Rule 1:05 Goals of the Board

Appendix II (cont'd)

Rule 3.27 Harassment/Sexual Harassment
Rule: 4.23 Educational Opportunities for Students with Disabilities
Procedure 5008 Accommodations for Students with Disabilities
Procedure 5027 Student Code of Conduct Sexual Misconduct Procedure
Procedure 6013 Employee Grievance Procedure
Procedure 6052 Equal Opportunity/Equity and Access
Procedure 6054 Applicant Equity Complaint Procedure
Procedure 6076 Sexual Harassment

Draft New Procedures/Rules in review process:

Course Substitutions for Eligible Students with Disabilities
Services Available to Students with Disabilities
Implementation Procedures for Students wth Disabilities
Service Animals

Appendix III – Spotlight Polk State College

Academic Affairs Commitment to Diversity
Gateway to College Collegiate High School
JD Alexander Center –Lake Wales-Diversity in STEM
Strategic Initiatives/Global Initiatives
Student Activities and Leadership Office (SALO)

Part I. Description of Plan Development

Are there any changes to the development of the college equity plan? No Yes
If yes, provide the following applicable updates:

- A. A list of persons, by title and organizational location, involved in the development of the plan
- B. A description of the participation of any advisory groups or persons

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 If yes:
 - 1) Provide the date of revision: **March 15, 2016**
 - 2) Describe the revision: **Update to the non-discrimination statement to add the protected category of pregnancy.**
 - 3) Provide the web link(s) to document the revision:
<http://www2.polk.edu/businessandcommunity/rulesproc/Proc/6052.pdf>
- 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 If yes, provide updated information. **Update to non-discrimination statement policy to include protected category of pregnancy.**
- 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 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 Yes If yes:
 - 1) Provide the date of revision: **Final draft currently being reviewed by college attorney.**
 - 2) Describe the revision: **Update the equity statement and adding all protected categories.**
 - 3) Provide the web link(s) to document the revision: **Currently in draft format. Draft provided in Appendix II.**
- 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

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

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:

ITEM(S)	TITLE	RULE/PROCEDURE	REVISION DATE	DESCRIPTION	WEB LINK
1	TITLE IX	Rule 3.27-Harassment/Sexual Harassment	Draft format Appendix II	Update due to VAWA & Clery Act	N/A
2	TITLE II	Rule 1.05-Goals of the Board	Approved by DBOT 4/25/16	Update equity statement	http://www2.polk.edu/businessandcommuity/rulesproc/Rule/105.pdf
3 & 4	Section 504	Procedure 5008 Rule 4.23 and New Rule/Procedures	Proc 5008; Rule 4.23 Appendix II	Various updates	N/A
6	Others	Procedure 6013	Draft format Appendix II	Various Updates	N/A

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 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 to target underrepresented students where goals have not been achieved

Group	2014-2015 Actuals for FTIC	2014-2015 Goals for FTIC	Achieved Y/N	2015-2016 Goals for FTIC	2014-2015 Actuals for Overall Enrollments	2014-2015 Goals for Overall Enrollments	Achieved Y/N	2015-2016 Goals for Overall Enrollments
Black	20.82%	24.00%	N	22.00%	18.67%	22.00%	N	20.00%
Hispanic	24.92%	24.00%	Y	26.00%	18.99%	18.00%	Y	20.00%
Other Minorities	5.24%	5.22%	Y	5.25%	5.49%	5.30%	Y	5.75%
White	49.03%	49.00%	Y	46.75%	56.84%	62.00%	N	54.25%
Male	42.71%	47.00%	N	44.00%	36.55%	38.00%	N	38.00%
Female	57.29%	54.00%	Y	56.00%	63.45%	63.00%	Y	62.00%
DIS	1.80%	2.50%	N	2.25%	1.88%	1.90%	N	2.00%
LEP	0.94%	1.50%	N	1.25%	0.97%	1.10%	N	1.10%

1. Evaluation of Methods and Strategies

Enrollment of Blacks in the Polk County Public Schools (PCPS) is now on the decline, and as such, the College did not meet its enrollment goal for this population. To ensure its goal for this population is attainable, the College has set its 2016 goal to mirror the PCPS student graduation rate for Blacks. The PCPS student graduation rate for

Hispanics is on the rise. The College has met its goals for this population. In 2016, the College's goal for Hispanics will mirror the PCPS graduation rate.

The College will continue to implement its current strategies and new strategies to enhance and maintain enrollment. Some of these strategies are as follows:

- **Participating in community-organized programs that are held in local minority communities**
The College continues to participate in a number of community-organized programs that are hosted by or held in local minority communities such as the Hispanic Festival (Lakeland), Heritage Day Festival – Florence Villa (Winter Haven), and Heritage Fest (Lake Wales).
- **Hosting information sessions in community centers and other local minority community sites**
The College has significantly expanded its offering of information sessions in community centers and other local minority community sites. These programs, branded as "Community Connections," have brought representatives from admission, registration, advising, financial aid, career development services, student activities, and global initiatives into minority communities in the area through partnerships with local churches and community leaders. Events have been held in Winter Haven (Hurst Chapel AME Church), Lake Wales (High Point Church), and Wahneta (Our Lady of Guadalupe Catholic Church). At the time of this report, additional events are planned for the Spring and Summer semesters in Haines City and Florence Villa.
- **Designing informational pieces that feature and attract minority students**
Development of these resources is ongoing with the assistance of the Office of Communications and Public Affairs (OCPA).
- **Improving program attraction to the first-year success of minority students**
The College opened the World Connect Center in Winter Haven, which serves as a resource for students from other countries, promotes study-abroad opportunities, and connects limited English-language proficiency students with additional resources and tutoring assistance outside of the College's EAP courses.
- **Creating marketing materials in other languages**
Development of these resources is ongoing with the assistance of the Office of Communications and Public Affairs (OCPA). Additionally, the Hispanic Task Force is moving forward in the development of Spanish-language marketing materials.

- **Advertising in Hispanic and other minorities' newspapers**
While the College did not advertise in Hispanic and/or other minorities' newspapers, staff at the College have taken part in select radio interviews with Spanish-language stations in the area (such as La Raza 1570 AM in Auburndale) which have directly generated new student inquiries after their appearances.
- **Hosting Financial Aid Workshops in Spanish and Creole**
Development of these workshops is ongoing with the assistance of the Office of Student Financial Resources.

2. New Methods and Strategies

- Ensuring the goals for Blacks reflect the trends for Black enrollment in the PCPS
- Developing a "badge" system to identify speakers of other languages on-campus
- Expanding elements of Open Houses and other on-campus events to include Spanish and Creole language sessions to engage parents/guardians, specifically targeting parents who may not speak English
- Developing recruitment and retention programs specifically targeting student populations where the overall decline in enrollments of students was disproportionately greater than that of the College as a whole (e.g. Black students, male students, limited English-language proficiency students, and students with disabilities)
- Enhancing existing relationships with the Athletics Department during the admission/enrollment process to better serve limited English-language proficiency (LEP) students
- Streamlining access to and location of disability services on both campuses to enhance services available
- Creating Spanish- and Creole-language versions of certain portions of the www.polk.edu website which are most critical to the student on-boarding process

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

Group	AA Degrees	2014-2015 Goal	Achieved Y/N	Goals for 2015-2016
Black	14.97%	16.00%	N	16.00%
Hispanic	16.51%	16.00%	Y	18.00%
Other Minorities	6.14%	6.00%	Y	6.25%
White	62.38%	63.00%	N	59.75%
Male	36.28%	41.00%	N	38.00%
Female	63.72%	60.00%	Y	62.00%
LEP	0.86%	0.70%	Y	0.95%
DIS	2.88%	3.30%	N	3.00%

Group	AS Degrees	2014-2015 Goal	Achieved Y/N	Goals for 2015-2016
Black	14.08%	13.50%	Y	15.00%
Hispanic	15.77%	17.00%	N	17.00%
Other Minorities	6.20%	3.70%	Y	5.00%
White	63.94%	69.00%	N	63.00%
Male	32.39%	29.92%	Y	35.00%
Female	67.61%	70.20%	N	65.00%

LEP	2.25%	3.40%	N	2.50%
DIS	1.69%	0.90%	Y	1.75%

Group	Certificates	2014-2015 Goal	Achieved Y/N	Goals for 2015-2016
Black	18.07%	18.90%	N	20.00%
Hispanic	14.50%	12.00%	Y	16.00%
Other Minorities	3.56%	1.80%	Y	4.25%
White	63.87%	68.50%	N	59.75%
Male	50.64%	57.70%	N	51.00%
Female	49.36%	42.35%	Y	49.00%
LEP	0.76%	1.17%	N	1.00%
DIS	1.27%	1.75%	N	1.50%

1. Evaluation of Methods and Strategies

There was a slight decrease in AA completions for the Black student population. However, the Hispanic student population has met the established goals. The College will be enhancing existing strategies and exploring opportunities for new, innovative programming to address the slight decrease. The Student Support Services (TRiO) program and the Mentors & Mentees (M&Ms) program will be enhanced to ensure that they are consistently reaching the intended audiences in order to realize their full potential in bolstering AA completions among these populations. Additionally, beginning in Fall 2016, the College will make advising and the First- Year Experience (FYE) course mandatory for all first-time-in-college (FTIC) students in AA degree programs. This move should provide a positive impact across all student populations, but will most affect those populations with a decline in completions, such as the Black student population.

Overall, AS degree completions remained stagnant. The College's goals for the Black population have been met. For this population, the College will continue with the implementation of the current methods and strategies. The goal for the Hispanic student population was not met. The College will continue to take a more aggressive role in the retention (and later completion) of all students enrolled in AS degree programs. Further, the College will develop a mentor program through existing resources and staff for minority students in the AS degree programs. Finally, part of the underperformance of Hispanic students in the AS degree programs was due to the relatively small sample size. As the College works to make student enrollment in these programs more diverse, the already robust completion rate in the AS degree programs should also be reflected in the minority completion of these programs.

There was a slight decrease in the certificate completion for the Black student population. Goals for the Black population has not been met. However, the Hispanic student population has met the established goals. The College will continue to implement its current strategies and new strategies to enhance completion for certificate programs. The College is confident that strategies identified above for AA/AS degree completions will also have a positive impact on the certificate program completion.

Some of these strategies are as follows:

- **Developing a communication process to identify students who do not apply to graduate but meet qualifications of degrees and certificates, thereby automatically graduating those students**
The College has implemented automated reporting, used by the Graduation Coordinator, to identify students who did not apply for graduation but otherwise met the requirements to complete their degrees and/or certificates. To date, the College has graduated more than 200 students through this automated process during the 2014-2015 period of review.
- **Enhancing educational plans by providing real-time connections to degree audits for the transfer major and institution of the student's choice**
All liberal arts (AA) degrees audits and educational plans now afford students the opportunity to designate their intended transfer major and institution to better guide their coursework needed for successful completion of their AA at Polk State College and later transfer to a four-year institution. To further aid in this process, a rule is now in place that requires students to make these choices by the time they complete their first twelve (12) credits. Academic advisors are available to assist students in the selection of either the transfer major or institution, as needed.
- **Implementing Finish Your Flight, an initiative to recruit Black students who have completed 75% of more of the requirements for a degree, but who have stopped attending classes.**
The College has created a number of canned reports to assist in recruit-back efforts. These reports identify students near completion of their degree who were enrolled in the previous term but not the current term (excluding completers), and those served required academic suspensions and dismissals but have not re-enrolled. Additionally, the College held its first "Every Eagle Counts" event in Summer 2015, specifically targeting students who were in academic jeopardy after their first year at Polk State College. These students were directed to resources to help improve their academic standing, restore their financial aid, etc. in hopes that they would not continue the downward spiral towards suspension or dismissal.

2. New Methods and Strategies

- Implementing mandatory pre-advising for all new FTIC students, effective Fall 2016
- Implementing a new first-year experience course as a graduation requirement for all new AA students, effective Fall 2016
- Expanding the roles of several staff to provide population-specific advising services to veterans and student-athletes, among others

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.

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.
- 2) New methods and strategies, if applicable.

1. Evaluation of Methods and Strategies

The College's efforts regarding targeted programs have been overwhelmingly positive. Continued efforts to continue and enhance these methods and strategies should aid in the prolonged success of its targeted programs.

- **Enhancing New Student Orientation program for FTIC students**

Polk State College's online orientation was changed to include new and updated information. Additionally, all students now have a hold on their student record that may only be removed by successful completion of orientation. The removal of this hold is necessary before registration can occur, effectively ensuring that students complete orientation before registration.

- **Expanding Student Convocation to other campuses**

Convocation was updated to include events on both the Winter Haven and Lakeland campuses; students were strongly encouraged to attend the event at the location of their own choosing. To better facilitate the events and their promotion, management of orientation was realigned to fall under the purview of the Student Activities & Leadership Office (SALO).

- **Strengthening our mentoring program**

Certain mentoring programs, such as CROP (College Reach-Out Program) have continued to provide mentorship to their designated population of students. The World Connect Center on the Winter Haven campus has been established to provide mentoring to students with limited English-language proficiency who are often navigating EAP coursework as well as other college-level coursework. The College as a whole continues to move forward with new initiatives with regard to faculty academic coaching, student-athlete advising, and veteran advising, etc.

- **Implementing mandatory First-Year Experience course**

The new first-year experience course is currently being vetted by campus constituencies for planned implementation in Fall 2016. This course will become a graduation requirement for all new Associate in Arts students (as a 3-credit elective) and will be required of all new FTIC students in their first semester.

- **Increasing faculty participation in the Early Alert System**

While faculty participation in the Early Alert System has increased, the College is also moving to a new ERP, Jenzabar, which features a more robust retention module. Pilot testing of the new Jenzabar retention module (branded as STARS - Student Tracking, Advising, and Retention System) are underway.

- **Enhancing our student life opportunities for students**

The Student Activities & Leadership Office (SALO) continues to both create new clubs and organizations and also to promote existing opportunities for involvement, including participation in campus-sponsored nights at athletic events, bowling, etc.

- **Implementing new advising plan**

A new advising plan has been developed, including a new Advising Syllabus. The new plan will be implemented in Summer 2016, at which time a pre-advising session will become mandatory for all new FTIC students before registration.

- **Continuing to develop and promote multi-cultural programs and student organizations**

The Student Activities & Leadership Office (SALO) continues to create new clubs and organizations and to promote existing opportunities for involvement with multi-cultural programs and student organizations.

- **Expanding “SOAR” (Student Orientation for Academic Readiness) to other campuses**

The SOAR model has been implemented district-wide, with sessions on both the Lakeland and Winter Haven campuses as well as at several satellite centers.

- **Facilitating student success workshops that focus on topics that will assist with retention**

These workshops have been encumbered as a part of the expansion of SOAR sessions.

- **Conducting additional outreach to students who have opted out**

The College held its first Every Eagle Counts event in Summer 2015, specifically targeting students who were in academic jeopardy after their first year at Polk State College. These students were directed to resources to help improve their academic standing, restore their financial aid, etc. in hopes that they would not continue the downward spiral towards suspension or dismissal. Additionally, the College has offered a number of Drop Back In events to encourage students who either dropped out or stopped out to return to school and complete their degree.

- Increasing the participation of minority students in the Student African-American Brotherhood (SAAB) with a focus on increasing the number of African-American and Latino men that graduation from college by creating a positive peer community based on a spirit of caring

The College has increased participation of minority students in SAAB, Brother 2 Brother, the Black Student Union, and several other organizations on-campus. Additionally, a significant number of students have participated in conferences and events such as Black, Brown & College Bound and the Florida African-American Student Association Spring Conference in Tallahassee.

2. New Methods and Strategies

- Changing the date of convocation to the end of the first week of classes to maximize attendance and promotion opportunities for FTIC students
- Creating a new model of success coaching to engage faculty in the coaching roles to provide additional insight and advising regarding discipline-specific questions
- Expanding SOAR (Student Orientation for Academic Readiness) to include soft-skills sessions facilitated by Student Services on topics such as test-taking anxiety, group dynamics, and choosing a transfer major/institution
- Transitioning the Early Alert System to the new Jenzabar retention module, branded as STARS (Student Tracking, Advising, and Retention System)

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	2	MGF 1106	CGS 1061	MATHEMATICS
		MGF 1107	CGS 1100	MATHEMATICS
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability				

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	20151- 1	1
Spring	20152- 1	1
Summer		
Total	2	2

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.

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.

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, 2013 through June 30, 2014 and July 1, 2014 through June 30, 2015**

	2013-2014			2014-2015		
	Males	Females	Total		Males	Females
Total Number of Athletes	35	44	79	Total Number of Athletes	37	44
Percent of Athletes by Gender	44%	56%	100%	Percent of Athletes by Gender	46%	54%
Total Number of Enrollments	2,230	3,110	5,340	Total Number of Enrollments	1,942	2,862
Percent of Enrollments by Gender	42%	58%	100%	Percent of Enrollments by Gender	40%	60%
Record the difference between the percent of athletes and the percent of students enrolled:	2%	2%		Record the difference between the percent of athletes and the percent of students enrolled:	6%	6%

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?

2013-2014: Yes X No

2014-2015: 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

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
	IN COMPLIANCE		

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.

The data was gathered from the IPEDS report using the first pay period in October as the Fall 2015 for EAM Staff criteria. The data included on the state's report reflects the benchmarks for the student population and we included Polk County Census data, modified for degree attainment, as an additional benchmark.

For the Executive/Administrative/Managerial Staff group (EAM), the college continued to meet and exceed goals in the Black and Hispanic administrator classifications. We continue to fall short of goals for the "Other" classification. The employment of female administrators remained unchanged and they account for approximately 64.5% of college administrators.

Despite having a very diverse group of college administrators, the College will continue its efforts in the employment of minorities during each hiring opportunity. We continue to have the Equity/Diversity review each selection by the hiring manager prior to an offer being extended. Additionally, the Equity/Diversity Director reviews the overall applicant pool prior to passing those candidates to the committee to ensure there is enough diversity in the pool; if not, the job is re-advertised in an attempt to expand the diversity of the pool. Furthermore, each time the pool is narrowed, the Equity/Diversity Director reviews the remaining candidate pool to ensure continued diversity, or that justification is provided if certain categories are excluded.

STRATEGIES:

The college regularly advertises in diversity publications for faculty and administrative positions. We continue to utilize advertising in Latinos in Higher Ed and HBCU Connects (Historically Black Colleges and Universities), and Asians in Higher Ed to focus on these minority populations. We continue to advertise in the state's Employ Florida site to reach the unemployed/underemployed population overall. These sources have helped us achieve our employment goals for the Black and Hispanic populations. We currently partner with the University of South Florida and the University of Central Florida by advertising on their Career Center portals, and plan to continue to seek other diversity sourcing partnerships and target additional diverse campus recruiting events.

Mentoring opportunities continue to be available for women and minorities in the ELITE group. This group was developed to support women and minorities in faculty and staff positions to develop them into future leadership roles within higher education. We have also added our new Emerging Leaders group which meets monthly to receive training and information on key issues at the College and within the industry. These are high-performers identified by existing leadership which targets our diverse staff that will be groomed for more senior administrator positions in succession planning efforts.

We continue to increase our multi-cultural events and educational activities to increase diversity awareness within the college. Activities include Hispanic Heritage, Black History month and Women's History month, to name a few cultural events during the year. These popular events consist of food, art displays, music, dance, poetry and literature, guest speakers and other avenues to engage the student, employee and community as a whole. The Director, Arts and Cultural Affairs has been highly involved in this initiative and has attracted top talent from the Black and Hispanic communities to serve our student population and community at large.

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

We are noticing a trend of higher turnover due to the improved economy; unfortunately, this negatively impacted our Hispanic category. However, while it may affect our existing population and data, it will also provide us opportunity to meet or exceed our goals when replacing those positions. There also continues to be a limited pool of talent in the "Other race" categories within the Winter Haven, Lakeland and Polk County areas. The College will continue to increase its efforts to attract talent from outside the immediate area through online boards.

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.

The data was gathered from the IPEDS report using the first pay period in October as the Fall 2015 for EAM Staff criteria. The data included on the state's report reflects the benchmarks for the student population and we included Polk County Census data, modified for degree attainment, as an additional benchmark.

For the Full-time Instructional Staff group, Polk State College increased Black Male headcount by 20%, now achieving our overall goal in that category. Due to the loss of one Hispanic in this group, we did not meet our target for this category. We continue to strive to meet our goals in the Hispanic and Other categories. We continue to meet our goals for Total Females and they account for approximately 52% of Full Time Instructional Staff.

The College will continue its efforts to increase employment of minorities and women during each hiring opportunity. We continue to have the Equity/Diversity Director approve each selection by the hiring manager prior to an offer being extended. Additionally, the Equity/Diversity Director reviews the overall applicant pool prior to passing those candidates to the committee to ensure there is enough diversity in the pool; if not, the job is

re-advertised in an attempt to expand the diversity of the pool. Furthermore, each time the pool is narrowed, the Equity/Diversity Director reviews the remaining candidate pool to ensure continued diversity, or that justification is provided if certain categories are excluded.

STRATEGIES:

The college regularly advertises in diversity publications for faculty and administrative positions. We continue to utilize advertising in Latinos in Higher Ed and HBCU Connects (Historically Black Colleges and Universities), and Asians in Higher Ed to focus on these minority populations. We continue to advertise in the state's Employ Florida site to reach the unemployed/underemployed population overall.

We also continue to advertise nursing faculty and adjunct positions in Minority Nurse as we strive to attract talent from this highly specialized industry. These sources have helped us achieve our employment goals for the Black and Hispanic populations. We currently partner with the University of South Florida and the University of Central Florida by advertising on their Career Center portals, and plan to continue to seek other diversity sourcing partnerships and target additional diverse campus recruiting events. Our associate deans continue to actively recruit minority adjunct talent which have the potential and desire to seek full-time faculty employment with the college in the future. Our Lakeland campus associate dean attended a national seminar on recruiting diversity talent and shared that knowledge with administrators and deans. We strive to offer extensive professional development opportunities for faculty as a retention tool, with deans focusing to retain talent in our minority and female population.

Mentoring opportunities continue to be available for women and minorities in the ELITE group. This group was developed to support women and minorities in faculty and staff positions to develop them into future leadership roles within higher education.

We continue to increase our multi-cultural events and educational activities to increase diversity awareness within the college. Activities include Hispanic Heritage, Black History month and Women's History month, to name a few cultural events during the year. These popular events consist of food, art displays, music, dance, poetry and literature, guest speakers and other avenues to engage the student, employee and community as a whole. The Director Arts and Cultural Affairs has been highly involved in this initiative and has attracted top talent from the Black and Hispanic communities to serve our student population and community at large

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

Of course we face challenges from the larger universities who are also competing for these targeted females and minorities, usually offering a higher starting wage. Due to the improving economy, we are also experiencing a higher turnover rate in which the competition from higher paying universities is impacting our existing administrative and instructional staff population, particularly in the highly desired Hispanic and female categories. There is also a limited pool of talent in the “Other” race categories within the Winter Haven, Lakeland and Polk County areas. The college does not financially support relocation of selected applicants which may affect recruitment of 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.**

The data was gathered from the IPEDS report using the first pay period in October as the Fall 2015 for EAM Staff criteria. The data included on the state’s report reflects the benchmarks for the student population and we included Polk County Census data, modified for degree attainment, as an additional benchmark.

We have made improvements in the employment of Black males and continue to exceed our goals for overall females classified as Full-time Continuing Contract Instructional Staff. Though we did lose one Hispanic in this category, we increased our overall female headcount by 5 due to our recruiting efforts over the past four years and continue to strive to improve in the other minority groups. Females account for approximately 55% of Continuing Contract Faculty.

The College will continue its efforts to increase employment of minorities during each hiring opportunity. We continue to have the Equity/Diversity Director approve each selection by the hiring manager prior to an offer being extended. Additionally, the Equity/Diversity Director reviews the overall applicant pool prior to passing those candidates to the committee to ensure there is enough diversity in the pool; if not, the job is re-advertised in an attempt to expand the diversity of the pool. Furthermore, each time the pool is narrowed, the Equity/Diversity Director reviews the remaining candidate pool to ensure continued diversity, or that justification is provided if certain categories are excluded.

The college regularly advertises in diversity publications for faculty and administrative positions. We continue to utilize advertising in Latinos in Higher Ed and HBCU Connects (Historically Black Colleges and Universities), and Asians in Higher Ed to focus on these

minority populations. We continue to advertise in the state's Employ Florida site to reach the unemployed/underemployed population overall.

We also continue to advertise nursing faculty and adjunct positions in Minority Nurse as we strive to attract talent from this highly specialized industry. These sources have helped us achieve our employment goals for the Black and Hispanic populations. We currently partner with the University of South Florida and the University of Central Florida by advertising on their Career Center portals, and plan to continue to seek other diversity sourcing partnerships and target additional diverse campus recruiting events

Our associate deans continue to actively recruit minority adjunct talent which have the potential and desire to seek full-time faculty employment with the college in the future. Our Lakeland campus associate dean attended a national seminar on recruiting diversity talent and shared that knowledge with administrators and deans. We strive to offer extensive professional development opportunities for faculty as a retention tool, with deans focusing to retain talent in our minority and female population.

Mentoring opportunities continue to be available for women and minorities in the ELITE group. This group was developed to support women and minorities in faculty and staff positions to develop them into future leadership roles within higher education.

We continue to increase our multi-cultural events and educational activities to increase diversity awareness within the college. Activities include Hispanic Heritage, Black History month and Women's History month, to name a few cultural events during the year. These popular events consist of food, art displays, music, dance, poetry and literature, guest speakers and other avenues to engage the student, employee and community as a whole. The Director of Art and Cultural Affairs has been highly involved in this initiative and has attracted top talent from the Black and Hispanic communities to serve our student population and community at large.

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

Of course we face challenges from the larger universities who are also competing for these targeted females and minorities, usually offering a higher starting wage. Due to the improving economy, we are also experiencing a higher turnover rate in which the competition from higher paying universities is impacting our existing administrative and instructional staff population. There is also a limited pool of talent in the "Other race" categories within the Winter Haven, Lakeland and Polk County areas. The college does not financially support relocation of applicants which may affect recruitment of 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.

The college utilizes a performance review process which supports the college mission and goals, including the College's Equity Plan. The Vice Presidents, Associate Vice Presidents, Provosts, Equity Officer and other college Administrators were evaluated in March 2016. Included in each evaluation were evaluation criteria including "demonstrates commitment to implementation of the College Equity Plan." Each administrator received "achieves expectations" in that category. Goals and expectations include support of college diversity initiatives. Should any employee fall short in any area, a Performance Improvement Plan may be implemented to evaluate the employee's progress in various areas on a more frequent basis, providing specific goals and development/training opportunities, as needed.

- 2) **Provide a summary of the college's board of trustees' annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.**

The President, Dr. Eileen Holden, is evaluated annually as required by the provisions of her employment contract. Her most recent performance evaluation was completed and approved by the District Board of Trustees on November 30, 2015.

The District Board of Trustees concluded that the President "Achieves Expectations" in every category set forth in the evaluation, which includes "demonstrates commitment to the implementation of the College Equity Plan." One board member quoted that she "is held in the very highest regard within the community" and another says "the college is a very progressive institution and is constantly improving." Another quote on her evaluation by a board members states "she constantly reminds us that that students are the sole reason we are here." Other comments included "she shows clear vision for the future" and "is a very effective leader."

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.

Each member of the job candidate selection committee is reviewed and approved by the College's Equity and Diversity Officer. Every attempt is made to ensure diverse participation on committees and end results. Selection committee members receive training to educate them on their role on the committee, adhering to the law and to the College's equity focus.

Per College Procedure 6068, "Polk State College uses screening committees because they reflect an open participatory process, which is important to making selection recommendations to the hiring administrator. The committees are representative of ethnicity, gender and race, and are comprised of staff that is willing to commit the time necessary to serve throughout the screening and selection process."

The Equity & Diversity Officer reviews the pool of candidates interviewed, as well as approve the recommendation for hire prior to issuing the job offer to the successful candidate.

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

The College adheres to State Board Rule 6A-14.0411 in the awarding of continuing contracts.

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

With oversight by the Campus Provosts, the Campus Academic Deans evaluate all full time faculty members. Each instructor is evaluated annually in order to address concerns and issues associated with continuing contract status attainment. Actions plans are utilized when necessary to support improvements that later could defend continuing contract recommendations. Final recommendations for continuing contracts are formally approved by the VP/Academics Affairs with final approval by the District Board of Trustees.

- 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.

Polk State College annually evaluates its recruitment advertising budget to support minority recruitment for vacant faculty and administrative positions. Vacancies are published in various sites including minority publications. The college funds professional development training (conferences, seminars, workshops, etc.) for all employees and annually budgets the online training portal as well funds new programs and cultural events.

With tighter budget restraints, the college will be limited in the employment of new faculty and staff and this could affect diversity goals.

- 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
SEE SPREADSHEET				

* **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."

***Faculty pay based only on degree attainment and years of experience. New faculty are limited to a maximum credit of 10 years of experience- Step 10. Note- we compared new hires to comparable existing employees.*

Florida College System
College: Polk

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

		Stu Pop.	Fall						Employment						
			2013			2014			2015			Fall 2014			
			%	#	% of total	%	#	% of total	%	#	% of total	# DIF	Fall 2014	Fall 2015	% DIF
Black	Female	12.15%	6	20.7	7	23.3	7	22.6	0	0	0.0%				
	Male	5.74%	2	6.9	2	6.7	2	6.5	0	0	0.0%				
Total		17.90%	8	27.6	9	30.0	9	29.0	0	0	0.0%				
Hispanic	Female	11.53%	2	6.9	2	6.7	2	6.5	0	0	0.0%				
	Male	6.72%	2	6.9	2	6.7	1	3.2	-1	(50.0%)					
Total		18.25%	4	13.8	4	13.3	3	9.7	-1	(25.0%)					
Other	Female	5.21%	0	0.0	1	3.3	1	3.2	0	0.0%					
	Male	3.37%	0	0.0	0	0.0	0	0.0	0	0.0%					
Total		8.59%	0	0.0	1	3.3	1	3.2	0	0.0%					
White	Female	34.08%	9	31.0	10	33.3	10	32.3	0	0.0%					
	Male	20.46%	8	27.6	6	20.0	8	25.8	2	33.3%					
Total		54.54%	17	58.6	16	53.3	18	58.1	2	12.5%					
Total	Female	63.39%	17	58.6	20	66.7	20	64.5	0	0.0%					
	Male	36.61%	12	41.4	10	33.3	11	35.5	1	10.0%					
Total		100.00%	29	100.0	30	100.0	31	100.0	1	3.3%					

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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).

EAM - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	Stated Goals Fall 2015	Met Goal (Yes/No)	Goals for 2016
Black Female	23.3	22.6	12.15%	4.9	Yes	12.15%
Black Male	6.7	6.5	5.74%	3.4	Yes	5.74%
Hispanic Female	6.7	6.5	11.53%	3.6	Yes	11.53%
Hispanic Male	6.7	3.2	6.72%	3.1	Yes	6.72%
White Female	33.3	32.3	34.08%	38.1	No	34.08%
White Male	20	25.8	20.46%	36.4	n/a	20.46%
Other Minorities Female	3.3	3.2	5.21%	5.4	No	5.21%
Other Minorities Male	0	0	3.37%	5	No	3.37%
Total Female	66.7	64.5	63.39%	52.1	Yes	63.39%
Total TMale	33.3	35.5	36.61%	47.9	n/a	36.61%

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**Florida College System
College: Polk**

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

	Stu Pop.	Fall						Employment					
		2013			2014			2015			# DIF Fall 2014 Fall 2015		
		%	#	% of total	%	#	% of total	%	#	% of total	%	# DIF Fall 2014 Fall 2015	
Black Female	12.15%	6	3.8	6	4.0	6	3.9	6	3.9	0	0	0.0%	
Male	5.74%	4	2.5	5	3.3	6	3.9	1	20.0%				
Total	17.90%	10	6.3	11	7.3	12	7.7	1	9.1%				
Hispanic Female	11.53%	6	3.8	5	3.3	4	2.6	-1	(20.0%)				
Male	6.72%	2	1.3	3	2.0	3	1.9	0	0.0%				
Total	18.25%	8	5.0	8	5.3	7	4.5	-1	(12.5%)				
Other Female	5.21%	3	1.9	2	1.3	3	1.9	0	0.0%				
Male	3.37%	1	0.6	1	0.7	2	1.3	0	0.0%				
Total	8.59%	4	2.5	3	2.0	5	3.2	0	0.0%				
White Female	34.08%	82	51.3	75	49.7	69	44.5	-6	(8.0%)				
Male	20.46%	55	34.4	53	35.1	62	40.0	9	17.0%				
Total	54.54%	137	85.6	128	84.8	131	84.5	3	2.3%				
Total Female	63.39%	97	60.6	88	58.3	82	52.2	-6	(6.8%)				
Male	36.61%	64	40.0	64	42.4	75	47.8	11	17.2%				
Total	100.00%	161	100.6	152	100.7	157	101.3	5	3.2%				

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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).
Includes NRA in Other

Instructional - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	Stated Goals Fall 2015	Met Goal (Yes/No)	Goals for 2016
						12.15%
Black Female	4	3.9	12.15%	4.6	No	12.15%
Black Male	3.3	3.9	5.74%	3.1	Yes	5.74%
Hispanic Female	3.3	2.6	11.53%	2.9	No	11.53%
Hispanic Male	2	1.9	6.72%	2.6	No	6.72%
White Female	49.7	44.5	34.08%	38	Yes	34.08%
White Male	35.1	40	20.46%	37	n/a	20.46%
Other Minorities Female	1.3	1.9	5.21%	5.1	No	5.21%
Other Minorities Male	0.7	1.3	3.37%	5.9	No	3.37%
Total Female	58.3	52.2	63.39%	51.3	Yes	63.39%
Total TMale	42.4	47.8	36.61%	48.72	n/a	36.61%

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Florida College System
College: Polk

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

		Fall						Employment						
		Stu Pop.			2013			2014			2015			# DIF Fall 2014 Fall 2015
		%	#	% of total	%	#	% of total	%	#	% of total	%	#	% of total	% DIF Fall 2014 Fall 2015
Black	Female	12.15%	5	5.1	5	4.8	5	4.2	5	4.2	0	0	0.0%	
	Male	5.74%	2	2.0	3	2.9	4	3.3	3	3.3	1	1	33.3%	
Total		17.90%	7	7.1	8	7.7	9	7.6	9	7.6	1	1	12.5%	
Hispanic	Female	11.53%	5	5.1	4	3.8	3	2.5	3	2.5	-1	-1	(25.0%)	
	Male	6.72%	2	2.0	2	1.9	2	1.7	2	1.7	0	0	0.0%	
Total		18.25%	7	7.1	6	5.8	5	4.2	5	4.2	-1	-1	(16.7%)	
Other	Female	5.21%	1	1.0	2	1.9	2	1.7	2	1.7	0	0	0.0%	
	Male	3.37%	1	1.0	1	1.0	2	1.7	2	1.7	0	0	0.0%	
Total		8.59%	2	2.0	3	2.9	4	3.4	4	3.4	0	0	0.0%	
White	Female	34.08%	49	50.0	51	49.0	56	47.5	55	47.5	5	5	9.8%	
	Male	20.46%	32	32.7	35	33.7	44	37.3	44	37.3	9	9	25.7%	
Total		54.54%	81	82.7	86	82.7	100	84.7	100	84.7	14	14	16.3%	
Total	Female	63.39%	60	61.2	62	59.6	66	55.9	66	55.9	4	4	6.5%	
	Male	36.61%	39	39.8	43	41.3	54	45.0	54	45.0	10	10	23.3%	
Total		100.00%	99	101.0	105	101.0	120	100.8	120	100.8	14	14	13.3%	

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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).
 Includes NRA in Other

Instructional with Continuing Contract - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	Stated Goals Fall 2015	Met Goal (Yes/No)	Goals for 2016
Black Female	4.8	4.2	12.15%	4.6	No	12.15%
Black Male	2.9	3.3	5.74%	3.1	Yes	5.74%
Hispanic Female	3.8	2.5	11.53%	2.9	No	11.53%
Hispanic Male	1.9	1.7	6.72%	2.6	No	6.72%
White Female	49	47.5	34.08%	38	Yes	34.08%
White Male	33.7	37.3	20.46%	37	n/a	20.46%
Other Minorities Female	1.9	1.7	5.21%	5.1	No	5.21%
Other Minorities Male	1	1.7	3.37%	5.9	No	3.37%
Total Female	59.6	55.9	63.39%	51.28	Yes	63.39%
Total Male	41.3	45.0	36.61%	48.72	n/a	36.61%

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NEW HIRES

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.

Job Classification (the IPEDS Fall Staff Survey Job Classifications may be used as appropriate)		Number of New Hires*	New Hires*Salary Range	Number of Existing Employee(s) with Comparable Experience	Existing*Salary Range
Row 1	Administrators/EAM	1	\$ 77,000	0	n/a
Row 2	Faculty**				
Row 3	Professor - Alpha	4	\$48,341 - \$59,319		
Row 4	Professor - Beta	2	\$50,695 - \$56,680		
Row 5	Professor - Delta	0	n/a		
Row 6	Professor - Gamma	8	\$45,601 - \$53,622		
Row 7					
Row 8					
Row 9					

* 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.

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** Faculty Pay based on degree attainment. New faculty are limited to a maximum credit of 10 years of experience--Step 10. Note: We compared new hires to comparable existing employees at the same pay step.

Part VII. Signature Page

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

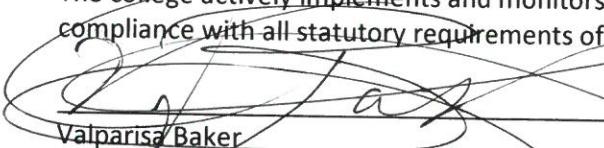
**POLK STATE COLLEGE
(Name of Institution)**

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.



Valparisa Baker
Equity Officer

4/25/16
Date



Eileen Holden
President

4/25/16
Date



Gregory Littleton, Vice-Chair
District Board of Trustees

4/25/16
Date

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