2023-2024 Annual Equity Update

FLORIDA EDUCATIONAL EQUITY ACT REPORT

FLORIDA GATEWAY COLLEGE
1947

Florida Gateway College

College Annual Equity Update

2022-2023

Template for Submission

Deadlines:
Part II. College Employment Equity Accountability Plan – May 1, 2023
Entire College Annual Equity Update – July 3, 2023

Submission Information
Equity Officer: **Cassie Buckles**
Email: **cassandra.buckles@fgc.edu**
Phone: **386-754-4313**
Date: **05/23/2022**

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General Information and Applicable Laws for Reporting

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

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

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for inputting data, setting goals, and reflecting on goal achievement. Please use the data supplied by the DFC to complete the tables.

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

For the 2022-23 report, the factors DFC will review for completeness will be embedded after sections of the report and DFC will use these sections to notify colleges of any omitted required information. These will be marked "Completed by Division of Florida Colleges." Example:

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

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

Compliance with House Bill 7
During the 2022 legislative session, House Bill (HB) 7 amended multiple Florida Statutes related to non-discrimination in the Florida Civil Rights Act (FCRA) and Florida Education Code. At the time of the bill's passage, the Florida Department of Education advised colleges to take the necessary action to ensure compliance. When completing the 2022-2023 College Annual Equity Update, colleges are expected to include all updates to board and administrative policies and procedures to conform with the provisions of HB 7.

Part I. Policies and Procedures that Prohibit Discrimination

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

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

> **Date of revision:** Click here to enter text.
> **Description of the revision:** Click here to enter text.
> **Web link(s) to document the revision:** Click here to enter text.

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

> **Response:** Click here to enter text.

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.001-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.
> **Name/title:** Click here to enter text.
> **Phone number:** Click here to enter text.
> **Address:** Click here to enter text.
> **Email address:** Click here to enter text.
> Is this contact's information available in the regular notice of nondiscrimination?
> **Make a selection:** Select one.

D) Has the college updated the grievance or complaint procedures for use by the aggrieved person(s)? **Make a selection: No** If yes, provide the following applicable updates.

> **Date of revision:** Click here to enter text.
> **Description of the revision:** Click here to enter text.
> **Web link(s) to document the revision:** Click here to enter text.

E) Grievance procedures should address the following, at a minimum. Confirm if the college is meeting these requirements.

1) Notifications of these procedures are placed in prominent and common information sources. **Make a selection: Yes**

2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**

3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

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

Response: Click here to enter text.

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

Title IX?	**No**
Title II?	**No**
Section 504?	**No**
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	**No**
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	**No**
Any additional policies or procedures pertaining to nondiscrimination practices?	**No**
Implementation of HB 7? (If not previously addressed)	**No**

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

Name of the policy and/or procedure(s): Click here to enter text.
Date of revision: Click here to enter text.
Description of the revision: Click here to enter text.
Web link(s) to document the revision: Click here to enter text.

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.001-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		

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

Part II. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks
DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/ Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and sex to be used as the benchmark for setting employment goals, as colleges continue to strive for alignment between student population and employment demographics.

College Full-Time Executive/Administrative/Managerial Staff
Informed by the EAM tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

	2021-22 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2022	EAM Actuals (%) Fall 2022		EAM Goal Met (Yes/No)	EAM Goals for Fall 2023	
Black Female	11.7	8.3	8.3		-	N/A		-
Black Male	5.1	-	N/A		-	N/A		-
Hispanic Female	4.8	-	N/A		-	N/A		-
Hispanic Male	2.4	8.3	8.3	(1)	8.3	Yes	(1)	9.1
Other Minorities Female	2.1	-	N/A		-	N/A		-
Other Minorities Male	1.4	-	N/A		-	N/A		-
White Female	47.1	25.0	41.7	(7)	58.3	Yes	(7)	63.7
White Male	25.3	58.3	41.7	(4)	33.3	* Yes	(3)	27.3
Total Female	65.7	33.3	50.0	(7)	58.3	Yes	(7)	63.7
Total Male	34.3	66.7	50.0	(5)	41.7	* Yes	(4)	36.4

One (1) person equals 9.1% of 11 person total.

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: Florida Gateway College strives to retain its leadership, which leads to little turnover in EAM positions, generally. The goal in the EAM category was to increase female representation. The primary goal was achieved by re-evaluating EAM structure and positions when several people in those positions retired over the course of two years. Currently, FGC has 11 EAMs. Previous, FGC had 12 EAM positions. As the number of EAMs is expected to remain stable for the immediate future, an increase in females will necessarily reduce the percentage of males. When a position does become available the College utilizes many media platforms to advertise vacancies, including Jobcase, Indeed, and LinkedIn. FGC strives to attract the most talented and qualified people while creating equitable opportunities for all.

College Full-Time Instructional Staff
Informed by the INST tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022		INST Goal Met (Yes/No)	INST Goals for Fall 2023
Black Female	11.7	4.1	5.5	(3)	4.1	No	4.1
Black Male	5.1	5.5	5.5	(4)	5.4	* Yes	5.4
Hispanic Female	4.8	2.7	4.1	(2)	2.7	No	2.7
Hispanic Male	2.4	4.1	4.1	(4)	5.4	Yes	5.4
Other Minorities Female	2.1	1.4	1.4	(1)	1.4	Yes	1.4

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	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Other Minorities Male	1.4	-	N/A	-	N/A	-
White Female	47.1	53.4	50.7	(40) 54.1	Yes	54.1
White Male	25.3	28.8	28.8	(20) 27.0	No	27.0
Total Female	65.7	61.6	61.6	(46) 62.2	Yes	62.2
Total Male	34.3	38.4	38.4	(28) 37.8	* Yes	37.8

Effectively, met the goal. One additional black male (assuming total number of FT instructors remain at 74) would make the actual percentage 6.8%, thereby, substantially exceeding goal. Instructional personnel mirrors the demographic of our students. One (1) perons equals 1.5% of 74 person total.

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

Response: Florida Gateway College was able to meet most of its goals for instructional staff. As a small institution, one (1) person makes a significant difference in percentages with regard to student population. As with other staff, the College strives to retain its faculty and in turn expects to have little turnover in instructional positions. To that point, the College has set expectations and goals for next year to mirror current occupancy. When a position does become available the College utilizes many media platforms to advertise vacancies, including Jobcase, Indeed, and LinkedIn. FGC strives to attract the most talented and qualified people while creating equitable opportunities for all.

College Full-Time Instructional Staff with Continuing Contract
Informed by the CONT tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Black Female	11.7	-	3.8	-	No	(2) 5.0
Black Male	5.1	4.3	3.8	(1) 4.8	* Yes	(1) 2.5
Hispanic Female	4.8	8.7	7.7	(2) 9.5	* Yes	(2) 5.0
Hispanic Male	2.4	8.7	7.7	(2) 9.5	* Yes	(3) 7.5
Other Minorities Female	2.1	-	3.8	-	No	-
Other Minorities Male	1.4	-	N/A	-	N/A	-
White Female	47.1	43.5	42.3	(9) 42.9	* Yes	(19) 47.5
White Male	25.3	34.8	30.8	(7) 33.3	* Yes	(13) 32.5
Total Female	65.7	52.2	57.7	(11) 52.4	No	(23) 57.5

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Total Male	34.3	47.8	42.3	(10) 47.6	No	(17) 42.5

* Effectively, met. One person exceeds previous goal. One (1) person equals 4.8% of 21 person total. As the number of continuing contract instructional personnel has risen from 21 to 40 in this past year, when setting the goals for Fall 2023, one (1) person now equals 2.5%.

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

Response: **Florida Gateway College was able to effectively meet more than half of its goals for instructional personnel on continuing contracts. Two black females were recommended for continuing contract for this year (2023) which will increase the representation of black females in next year's report. In addition, a significant number of female faculty are eligible and were recommended for continuing contract this year, drastically improving the numbers and percentages for next year. The strategies mentioned previously for instructional staff will influence the pool of faculty in upcoming years who become eligible for continuing contracts.**

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

Response: Click here to enter text.

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

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
EAM positions?	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		

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

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

Response: The District Board of Trustees conducts an annual evaluation of the college president. One aspect the president is evaluated on is his ability to recommend the hiring of individuals who are well suited for their positions, while emphasizing EA/EO standards and goals of the State of Florida. The president received an excellent rating on this, as well as, all other accountability standards evaluated.

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

Response: May 2022

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

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

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

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

Response: College policy 6HX12:6-20 (Recruitment and Selection of College Employees) requires "All permanent 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.

Response: All full-time faculty who work at the college are hired into tenure-track positions. When faculty are hired, they are asked to go through a new-employees orientation that orients them to the general expectations of the college. They must complete the orientation within their first year of employment.

At FGC, faculty are that they are required to keep a portfolio with documentation in the three main areas of faculty responsibility:
1)Teaching,
2) Professional Development, and
3) Service to the College and Community.

Each of their first five years, faculty are required to complete an annual evaluation. In the fourth year, a faculty member applies to a committee by submitting their five annual evaluations for review of the attachments and evidence of their effectiveness. The committee is comprised of faculty from various areas within the college who have been awarded continuing contract. The committee utilizes a rubric to score each candidate. All candidates are required to have an average score of 3 to be recommended for continuing contract. The committee's ratings are submitted to the Vice President of Academic Affairs, who then reviews and forwards the recommendations to the President. The President of the college reviews and then makes a recommendation to the Board of Trustees. The Board considers and votes on the recommendations by April of each year.

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

Response: Each supervisor meets annually with all faculty members who are on annual contract and who are pursuing continuing contract. At the meeting, an evaluation instrument is used to provide feedback for the faculty members. All faculty who apply for continuing contract have completed five evaluations and have had at least five years to address any concerns/deficiencies noted in their annual evaluations. The evaluation instrument covers three primary areas. Within each of the areas, specific items are listed that allow for comment, feedback, and attachment of evidence to support the performance rating of the faculty. The annual evaluation instrument also provides an opportunity for the faculty and the supervisor to rate each discreet performance item within the evaluation. There is a comment section on each item that allows for both the supervisor and faculty member to address concerns, clarify or support the rating, or to make general comments that each feels are appropriate.

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

Response: Budget needed to advertise and recruit qualified applicants are reviewed annually. Funds for professional development are also included in the annual review. The Executive Director of Human Resources and the VP of Business Services meet annually to review the needs of funds for advertisement and recruitment. The budget is then reviewed by the President.

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

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Admin	0	N/A	4	120,000-251,000
Row 2	Professional	5	39,375-75,000	47	39,375-119,000
Row 3	Instruction 164	5	45,000-75,000	53	42,600-81,000
Row 4	Instruction 194	1	45,000	5	45,000-68,663.44
Row 5	Instruction 209	0	N/A	3	40,985-46,053.78
Row 6	Instruction 224	2	40,000-80,000	12	40,000-97,623.05
Row 7	Career Service 106	4	27,040	7	27,040-39,674.98
Row 8	Career Service 107	3	25,542-30,160	5	24,542-39,731.47
Row 9	Career Service 108	3	28,500	12	28,500-42,658.24
Row 10	Career Service 109	3	29,120-30,576	12	29,120-45,477.32
Row 11	Career Service 110	2	30,160	12	30,160-40,456.67
Row 12	Career Service 111	0	N/A	2	31,200-40,000
Row 13	Career Service 112	0	N/A	11	33,280-51,558.42
Row 14	Career Service 113	0	N/A	1	40,000
Row 15	Career Service 116	0	N/A	2	44,000-52,497.95

IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2021, and October 31, 2022, 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, 2022.

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

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

Part III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENTS tab, in the representation of students by race, ethnicity, sex, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2022-2023 reporting year.

	FTIC				Total Enrollments			
Enrollments	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	23.10%	21.90%	No	≥21.9%	16.30%	16.80%	Yes	≥16.8%

Enrollments	FTIC				Total Enrollments			
	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Hispanic	8.60%	8.30%	No	≥8.3%	6.90%	7.30%	Yes	≥7.3%
Other Minorities	4.30%	3.60%	No	≥3.6%	4.50%	3.50%	No	≥3.5%
White	≤64.0%	66.20%	No	≤66.2%	≤72.3%	72.50%	No	≤72.5%
Female	55.00%	61.60%	Yes	60.0% ±5%	60.00%	65.70%	Yes	60.0% ±5%
Male	35.00%	38.40%	Yes	40.0% ±5%	30.00%	34.30%	Yes	40.0% ±5%
LEP	N/A		N/A	N/A	N/A		N/A	N/A
DIS	2.50%	2.50%	Yes	2.5%	2.50%	2.70%	Yes	2.7%

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

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

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

Response: FGC achieved 8 of the 14 enrollment goals in 2021-2022, which is an increase in goals met from the 2020-2021 year. The College met overall enrollment goals for black, hispanic, females, males and students with disabilities. FTIC enrollment goals for females, males and students with disabilities were also acheived. Both goals related to representation of other miniorities and white students were not met, as overall enrollment and FTIC enrollment for other miniorities decreased from 2021-2022, while representation of white students increased.

FGC met 70% of the goals for overall enrollment, indicating that strategies relating to access and recruitment of students are working for underpresented students and minorities. It is also notable that this progress occurred during a time of enrollment decline following the Covid19 pandemic. The decrease of minority FTIC enrollment indicates strategies to recruit this population need imporovement, such as a minority recruitment plan in the secondary schools and idenifying additonal populations of prospecitve FTIC minority students. While improvement is needed, FGC Recruitment, Dual Enrollment, Financial Aid and Multi-cultural staff each contribute to a strong presence in the local high schools that include multiple visits each month, presentations and workshops during the evening. There is also a strong communication plan with those students and parents.

 FGC offers "Experience Days" to secondary students, wherein each public high school in the service area is offered, and provided with a dedicated day to send juniors and seniors to FGC to experience the campus, while engaging in simulated program experiences. This opportunity is

extended to all local schools in the service area, e.g., public, private, charter, homeschooled groups, etc. The College continues to send out a full saturation mailing each semester that goes to every household in the service area. These fliers/cards focus on financial aid, program information, or other important aspects of the college that enables student services departments to communicate with many potential students. Inclusion of underrepresented students on mailings, social media, website and billboard is a priority for the College.

One-stop enrollment days are offered five times a year, at which prospective students/community members are helped through the entire enrollment process in one location and on one day. The event is a drop-in event, and we send out invitations via mail, email and we advertise on Facebook, digital billboards in the community and on our website. These events allow the student and their family/friends to come to the college on one day, get admitted, get registered, apply for financial aid, and have a schedule of classes when they leave the event. This is well attended by first-time in college students who are less familiar with college and want one-on-one assistance.

Career Pathways and Dual Enrollment efforts have been utilized to help students progress academically, while offering well-defined pathways toward a college degree. Similar methods have been explored to expand availability of dual enrollment in workforce programs to those of the underserved and underprivileged communities. The Elementary Education Program collaborates with UF for the Minority Teacher Education Scholarship. The scholarship opportunity is used as a recruitment tool to attach minorities into the field of elementary education. Traditionally, minority teachers have been underrepresented in K-12 public schools. FGC partners with the Florida Fund for Minority Teachers to offer scholarships to teacher candidates who identify as a member of a minority group. FFMT was created to promote diversity in teaching and provide a pathway to minimize the financial impact of getting a bachelor's degree. The executive director provides scholarship information to students who self-identify as being a member of a minority group on their application and assists them with the application process. This financial support is vital for recruiting and retaining students. FGC includes an offering of general education courses focused on diversity within the curriculum: African-American History, African-American Humanities, and Introduction to African-American Literature. The three courses were offered on a fall, spring, summer cycle. A total of 28 students were enrolled during 2022-2023.

FGC also participates in the Florida Tour's annual "College Night" event, which is a major one-night event, held at each participating college in Florida. Colleges across the state and southeastern United States are represented at this event. College Night is promoted extensively and to the entire service area. During this event, program information is disseminated to guests by program representatives. Disseminated information is complemented by dynamic and interactive displays of CTE programs. Off-site "College Night" activities are conducted each spring at community centers. The community, inclusive of secondary students, special populations, and subgroups, are invited and strongly encouraged to attend. Site locations which are convenient to underserved and underrepresented populations are strategically and purposefully sought. FGC offers individual campus tours daily, which are highlighted on social media and the college website. Requests for tours can be made online, and include secondary students interested in CTE programs. CTE tours include the related CTE classrooms and labs, and meeting with the instructor when possible.

The Multicultural Affairs Office and Student Activities offers programs and services that address the needs of students from diverse background and promotes a diverse student body, such as: Hispanic Heritage Proclamation and Breakfast, Native American Program, Juneteenth Celebration, Take Stock in Children Sign-up Day, Black History Month Program, and movie nights in parks convenient to underserved community members. In addition to serving students on campus, the Director of Multicultural Affairs and Special Projects offers office hours to the public at Richardson Community Center from 2:30pm-4:30pm, Monday through Thursday. During these office hours, an after-school tutoring program is offered to elementary school students who are tutored by FGC students from our Cultures in Action Club, Education Club, Math Club and various other clubs.

New methods and strategies, if applicable.

Response: The College worked with Columbia County School District to develop a pilot career dual enrollment articultion for high school seniors who have completed nursing assistant courses at the secondary level to articulate that coursework to FGC's Phlebotomy program and complete the remaining course as an FGC dual enrollment student.

Several new articulation agreements were signed with neighboring Santa Fe College (SF) to provide pathways for FGC students to earn an associate's degree in Biotechnology or a baccalaureate degree in Industrial Biotechnology with SF. In turn, SF students have the opportunity to earn an associate's degree in Environmental Science or baccalaureate degrees in Elementary Education or Water Resources Management with FGC.

In addition to the expansion of afternoon and evening courses, the college offers synchronous online courses in a variety of departments including mathematics, education, and health sciences. This format allows students to attend class "live" from their home or another convenient location.   The academic benefits of this modality include enhanced engagement and higher success rates, while still providing the practical benefit of reducing time spent traveling to campus.

The College has also expanded the use of late start and minimester terms. Currently, students may select from 16-week (full term), 12-week, 10-week, 8-week, 6-week, and 5-week options. Since most of these choices have later start dates, the college is providing additional entry points into programs. In turn, this help students who do not wish to wait until the next semester to begin their coursework.

Seniors at each high school in the service region have access to apply for significant FGC scholarships, including a Board of Trustee (BOT) scholarship that amounts to two years of tuition. There are typically 60 BOT scholarships awarded each year. In an effort to encourage the enrollment of all applicants and to award their achievements, the College has developed a presidential scholarship to award those students not selcted for BOT with $1500 in the first year. The College has offered the Open Door Grant. The grant, up to a $3000 award, helps students seeking short-term programs that lead to credentialling in high demand CTE fields, including: Certified Nursing Assistant, Commercial Heating and Air Conditioning Technology, Commerical Vehicle Driving, Corrections, Emergency Medical Technician, Firefighter, Law Enforcement, Practical Nursing, Network Infrastructure, and Welding.

FGC offers a Fun in the Park event each fall in a central, convenient location for the community. This

event involves faculty and staff showcasing academic programs, and services to the community in a fun and engaging and engaging way.

Student Completions

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

A.A. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	14.00%	11.40%	No	≥11.4%
Hispanic	7.00%	5.20%	No	≥5.2%
Other Minorities	4.50%	3.90%	No	≥3.9%
White	≤74.5%	79.50%	No	≤79.5%
Female	60.00%	71.70%	Yes	65.0% ±5%
Male	30.00%	28.30%	No	35.0% ±5%
LEP	N/A	0.00%	N/A	-
DIS	3.00%	2.60%	No	2.5%

A.S./A.A.S. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	14.00%	16.40%	Yes	≥16.0%
Hispanic	7.50%	6.90%	No	≥7.0%
Other Minorities	4.00%	2.50%	No	≥2.5%
White	≤74.5%	74.20%	Yes	≤74.5%
Female	60.00%	60.40%	Yes	65.0% ±5%
Male	30.00%	39.60%	Yes	35.0% ±5%
LEP	N/A	0.00%	N/A	-
DIS	7.00%	5.00%	No	5.0%

Certificates	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	20.00%	21.60%	Yes	≥20.0%
Hispanic	8.00%	7.20%	No	≥7.0%
Other Minorities	4.00%	1.90%	No	≥3.0%
White	≤68.0%	69.30%	No	≤70.0%
Female	55.00%	58.20%	Yes	60.0% ±5%
Male	35.00%	41.80%	Yes	40.0% ±5%
LEP	N/A	0.00%	N/A	-
DIS	3.00%	2.50%	No	2.5%

Baccalaureate Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	12.0%	19.40%	Yes	≥18.0%
Hispanic	7.00%	9.70%	Yes	≥10.0%
Other Minorities	1.50%	1.60%	Yes	≥2.0%
White	≤79.5%	69.40%	Yes	≤70.0%
Female	70.00%	61.30%	No	65.0% ±5%
Male	20.00%	38.70%	Yes	35.0% ±5%
LEP	N/A	0.00%	N/A	-
DIS	1.60%	3.20%	Yes	3.0%

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

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

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

Response: Goals were not met for completions of the A.A. degree, however, goals were met for Black students for A.S./A.A.S., Certificates, and Baccalaureate degrees. In fact, the goal for Baccalaureate degrees was exceeded by 7%. All goals for completion rates of Baccalaureate degrees were met for the 2021-22 academic year.

Male A.A. completers increased from 25.8% to 28.3%, moving closer to the minimum goal of 30%. Black A.A. completers fell from 14.8% to 11.4%, which did not meet the 2021-2022 goal, but did satisfy the 2020-2021 goal. With the exception of White and DIS completers, A.A. competition rates fell in the other student groups. The College may be experiencing residual effects of the COVID pandemic and underprepared students entering the A.A. program**.**

With the goal of enhancing student success and program completion, FGC has invested in its faculty to become more cognizant of teaching methods and strategies to better engage students through a partnership with the Association of College and University Educators (ACUE). Two of the four ACUE courses offered as part of the series to earn the Effective College Instruction credential are *Creating an Inclusive and Supportive (Online) Learning Environment* and *Designing Learner-Centered and Equitable Courses*. These courses are divided into individual modules, each that cover a specific topic and include best-practice teaching strategies faculty are encouraged to implement in their courses. Some of the module titles found in these two courses include "Ensuring Equitable Access to Learning," "Helping Students Persist," "Embracing Diversity in Your Classroom," "Checking for Student Understanding," and "Developing Equitable Grading Practices." Through the Spring 2023 semester, 60 full-time faculty have earned their micro-credential badge in *Creating an Inclusive and Supportive (Online) Learning Environment*, and 27 have completed the *Designing Learner-Centered and Equitable Courses* micro-credential course.

All full-time faculty were given a new laptop to help to use off campus for virtual instruction, office hours, and support of students.

Workforce and Public Service programs have worked with e-Learning staff, student services and other college departments to bring useful resources into the classroom. This has included bringing test-taking strategies, tutoring options and financial aid resources into the classroom ensuring students are aware of resources which would potentially mitigate challenges faced while taking different courses. Additionally, various strategies have been implemented to include exposure to certification testing, investing in building simulated work environments allowing for hands-on experiences, and the inclusion of virtual reality options. This allows for the provision of numerous educational approaches, helping to serve students with different learning preferences. This also allows students to experience a trade, skill or activity through virtual

means, using repetition to develop their skills prior to then doing so in the lab.

The college heavily relies on our industry supported advisory councils. These partnerships help to bring the industry into our classrooms, where students have the opportunity to engage with individuals within their field of study.

The teacher preparation department employed multiple strategies to support underrepresented groups to increase completions. The support begins with the advisor who listens to the students' needs and helps them devise an academic plan for completion. The completion plan is entered in Navigate. Every semester, the advisor contacts the students and confirms that the plan is current or adjusts the plan as needed. The advisor along with the course instructors identifies students who are not making adequate progress and creates a success plan that identifies interventions to facilitate successful completion of courses and ultimately the program. Anecdotally, these steps had a positive effect on student completions.

Activities that celebrate Black History Month and Hispanic Heritage Month creates a more welcoming environment for minority students at the College. During these events the College advertises support programs including TRIO and the Student Success Center.

New methods and strategies, if applicable.

Response: Internally, FGC is implementing several processes to better serve students. Within the Canvas learning management system, faculty are acclimating themselves to an online course shell that is ADA-compliant. The main pages in the course all have level headings, alternate text for images, and appropriate color-contrast ratio to accommodate students who may have vision problems. Within the Canvas Studio media communication tool, faculty can upload videos and create auto-captions with 85% accuracy per Canvas documentation. They have the option to edit the generated caption file to create perfect captions if needed. FGC has started implementing a syllabus template that is clear of accessibility issues per Microsoft Accessibility Checker. It contains all level headings, no extra spaces, and appropriate color-contrast ratio. At this current stage, the template is used for all core general education courses. Within the "Tutoring" link available in each course, students have access to 24/7 online tutoring or to FGC's Student Success Center. There is also a "Student Support" hyperlink in each course that provides students technical support, directions for accessibility support, academic support, and student support resources, meeting the best-practice course design standards found in Quality Matters General Standard 7.

The Instructional Council, with input from other stakeholders, developed a set of standards for all FGC online courses. From the standards, a rubric was developed to help guide faculty to meet benchmarks. All faculty teaching online courses must have at least one course up to standards by Fall 2023 with the remaining courses to follow in Spring 2024.

Identifying that passing the state teacher exams can be an obstacle preventing students from completing the program, additional test practice, tutoring through the Student Success Center and accountability have been included in teacher internship courses. For support when off campus, an account in an online program that offers test practice, tutoring, and instruction is given to students.

The new edition of the textbook for the freshman composition courses (ENC 1101 and ENC 1102), which will begin use in Fall 2023, has an expanded emphasis on writing and representation of diverse voices and perspectives, with several sample student essays included throughout the text.

Public Speaking classes participate in service learning projects such as helping with the campus's Food Pantry and Clothes Closet. They also are required to give presentations raising awareness of the various student services and resources available on campus, such as TRiO and the Student Success Center.

Faculty are encouraged to schedule up to 3 virtual office hours from off campus to interact with students in the evening or at other times where they would not be on campus.

PTA students are required to complete remediation prior to sitting for exams if they score below a 75% on quizzes. If they score below 80% on an exam, they must meet with faculty members and the remediation coordinator to develop a success plan. Beginning with the 2023-2024 cohort, PTA applicants will complete an entrance exam pertaining to prerequisite coursework to determine their readiness and retention of information. A study and tutoring schedule will be developed for any student scoring below a 75%.

During the first term of the nursing program, students are required to complete the beginning of Nurse Logic, which is a media-rich, client care-focused curriculum supplemental product from ATI that offers beginning students useful learning strategies and study tips, introduces NCLEX-style testing, the nursing process, QSEN Competencies and details priority setting frameworks that can be used for both testing and clinical practice. Halfway through the program, students complete the advanced Nurse Logic curriculum that reinforces how to make clinical judgments based on nursing knowledge and priority-setting frameworks, deconstructs test items, and helps prepare for the NCLEX exam. Students continue to take national standardized testing each semester throughout the program. During the last semester, students begin VATI, which provides individualized nursing content modules and virtual coaches as students' progress through a 12-week NCLEX-RN review. Also, mandatory remediation and tutoring is used as a proactive tool to help students fill in any knowledge gaps they may have after the first unsuccessful exam. Students receive assigned individualized tasks to complete. These tasks are designed to help strengthen the student's identified weak areas. During the remediation session, the student and coordinator review and discuss the content/exam at hand, different test-taking skills, study habits, and time management strategies. The goals of these measures are to meet the learning outcomes, improve grades, and ultimately improve success in the nursing program.

Student Success in Targeted Programs
The college's plan for 2021-22 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(5), F.S. Colleges should provide any updates to methods and strategies, if applicable.

College Annual Equity Update
2022-23 Template

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

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

Response: Click here to enter text.

New methods and strategies, if applicable.

Response: The college's new STEM building opened during the summer of 2022 with classes beginning in fall 2022. The laboratory and classroom spaces are a significant upgrade from the temporary facilities used during the building's construction. Additionally, study and collaborative spaces were integrated into the design of the building to encourage students to remain in the building in between classes. It is hoped that the study spaces in close proximity to instructor offices, classrooms, and lab space will encourage students to participate in STEM related extracurricular opportunities as well as explore STEM classes and majors.

Mathematics and science courses are offered at a variety of day, night, online, hybrid, and synchronous modalities to better serve the student population.

The College purchased a computer cart with 24 laptops for one of the STEM building classrooms. This allows more flexibility with instruction and to use computer aided instruction when appropriate to assist a variety of learning styles.

The math department held volunteer hours for math tutoring during the extended hours of the Late Night at the Library event during final exams week last year. This gave the opportunity to those students who work during the day to get the help they needed to prepare for their math final exams.

Faculty, staff, and students from the various health sciences programs regularly participate in recruiting events that are designed to garner interest from traditionally underrepresented populations in middle and high schools as well as community events.

Workforce, Public Service and Technology programs have worked to promote the potential and successes of non-traditional students within a variety of programs. This includes enhanced communication and recruitment efforts via marketing and outreach strategies aimed at promoting a diverse college culture, while working to highlight the opportunities available for all non-traditional students. In addition, we have included current students in recruiting efforts, providing potential future students with a different perspective.

FGC hosted experience days and the workforce programs participated in college events in underserved communities. This includes programs hosting experience booths, working with community members, and promoting their programs along with the careers they can result in. These efforts are aimed at bringing the opportunity and information to the student. Also, programs have sought out ways to provide community service learning possibilities to students, such as cosmetology holding salon days for the community to receive services from student s or HVAC student assisting with home services in the field. These efforts take the programs into the

College Annual Equity Update
2022-23 Template

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community, providing services but also promoting possibilities to future students. We have also invested in technology and equipment which allows for the accommodation of a multitude of learning preferences. Programs integrate current industry equipment, training simulators, traditional educational resources, and virtual reality to ensure students access to a variety of tools.

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

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

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

Course Substitution Report, Form CSR01

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

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

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Traumatic Brain Injury				
Other Health Impairment				

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2021	0	0
Spring 2022	0	0
Summer 2022	0	0
Total	0	0

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

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

Part V. Gender Equity in Athletics

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

Assessment of Athletic Programs
Section 1006.71, F.S., Gender equity in intercollegiate athletics, is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs shall develop a gender equity plan pursuant to section 1000.05, F.S. The plan is to include consideration

of equity in sports offerings, participation, availability of facilities, scholarship offerings and funds allocated for administration, recruitment, comparable coaching, publicity and promotion and other support costs. An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished.

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

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

College Annual Equity Update
2022-23 Template

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

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, 2020, through June 30, 2021, and July 1, 2021, through June 30, 2022

	2020-21				2021-22		
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	12	18	30	Total Number of Athletes	12	18	30
Percent of Athletes by Gender	40%	60%	100%	Percent of Athletes by Gender	40%	60%	100%
Total Number of Enrollments	306	594	900	Total Number of Enrollments	294	543	837
Percent of Enrollments by Gender	34%	66%	100%	Percent of Enrollments by Gender	35%	65%	100%
Percentage difference between athletes and students enrolled	+6	-6	0	Percentage difference between athletes and students enrolled	+5	-5	0

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? **2020-21**: **No** **2021-22**: **Yes**
Based on the participation rates of female athletes compared to female enrollments and based on the college's athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring the institution is in compliance with Title IX, Gender Equity in Athletics.

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

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
Substantial Proportionality	Although we achieved substantial proportionality this year and were in compliance, we will be implementing the following action plan to further increase the number of female athletes in our athletics department. **Women's Softball** – Our softball program will begin competition in 2023-2024. We anticipate having a roster of 18-22 female athletes. **Women's Flag Football** – Our flag football program just completed its first year of competition and had a very successful season. We anticipate the roster increasing from 12 female athletes to 18 female athletes.	**Chris Hackett, Athletic Director** **christopher.hackett@fgc.edu** **(386) 754-4271**	**Women's Softball Beginning Competition – Fall 2023** **Women's Flag Football Increasing Roster – Fall 2023**

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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2022?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		

Requirement	Response	Comments	Action
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

FLORIDA EDUCATIONAL EQUITY ACT
2022-23 ANNUAL EQUITY UPDATE REPORT
Signature Page

Florida Gateway College

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

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission, and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.265, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

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

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

_____   _____
EQUITY OFFICER   DATE

_____   _____
COLLEGE PRESIDENT   DATE

_____   _____
CHAIR OF DISTRICT BOARD OF TRUSTEES   DATE

This concludes the 2022-23 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by May 1, 2023. Colleges may attach additional files (PDF or Word) as appendices.

The Report on Athletic Program Participation Rates
and
Financial Support Data
EADA Report

Florida Gateway College
October 5, 2022

Any coeducational institution of higher education that participates in Title IV, the federal student aid program, and has an intercollegiate athletics program, must comply with the EADA by preparing an annual report, officially called The Report on Athletic Program Participation Rates and Financial Support Data; more commonly known as the EADA Report. The EADA Report must be published by October 15 each year and must be made available upon request to students, prospective students, and the public. A prospective student is defined as an individual who has contacted an eligible institution requesting information concerning admission to that institution.

Total Institutional Undergraduate Population by Gender

Number of male and female full-time undergraduate students that attended the school

	Number	Percentage
Male	294	35%
Female	543	65%
TOTAL		100%

Sports Teams and Participation by Gender

Sport	Male	Female
Basketball	12	
Cross Country		6
Volleyball		12
TOTAL	12	18
Total Unduplicated Participants	12	18
Percentage	40%	60%
NOTES:		

Total Amount of Athletically Related Student Aid Awarded

	Male	Female	Total
	$24,000	$38,000	$62,000
Percentage	39%	61%	100%

Total Expenses Incurred

	Male	Female	Total
	$72,608	$101,848	$174,456
Percentage	42%	58%	100%

Total Revenues

	Male	Female	Total
	$72,608	$101,848	$174,456
Percentage	42%	58%	100%

Total Expenses By Team

	Male	Female	Total
Basketball	$72,608		
Cross Country		$36,252	
Volleyball		$65,596	
TOTAL	$72,608	$101,848	$174,456
Percentage	42%	58%	100%

Total Revenues By Team

	Male	Female	Total
Basketball	$72,608		
Cross Country		$36,252	
Softball		$65,596	
TOTAL	$72,608	$101,848	$174,456
Percentage	42%	58%	100%

Head Coaches - Men's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Basketball		1	1					
TOTAL		1	1					
*								

Head Coaches - Women's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Cross Country						1		1
Volleyball						1		1
TOTAL						2		2
*-								

Head Coaches Salaries

	Men's Teams	Women's Teams
Average salary	$11,000	$10,000
No. of coaches included	1	2
Average salary per FTE	$44,000	$80,000
No. of FTE included	.25	.25

Assistant Coaches - Men's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Basketball		2		2				
TOTAL		2		2				

Assistant Coaches - Women's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Cross Country		1		1				
Volleyball								
TOTAL		1		1				
NOTE:								

Assistant Coaches Salaries

	Men's Teams	Women's Teams
Average salary	$1,000	$0
No. of coaches used to calculate the average salary	2	
No. of volunteer coaches		1
Average salary per FTE	$33,333	
No. of FTE included	.06	