

Division of Florida Colleges
Instructions *for*
2017-2018
College Annual Equity Update



FLORIDA DEPARTMENT OF
EDUCATION
fldoc.org



THE *Florida*
COLLEGE SYSTEM

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General Information and Applicable Laws for Reporting

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

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

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. The college equity plan submitted in April 2017 for 2016-2017 is considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

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

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

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

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

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

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

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

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

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

Part I. Description of Plan Development

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

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

Elina Bivins, MBA, CLI, Manager of Equity & Title IX

Dr. Ginger Clark, Vice President of Academic Affairs

Dr. Jennifer Dale, Disabilities Resource Officer

Martha Kaye Koehler, Esquire, College Attorney

Dr. Paul Nagy, Special Assistant to the President-Strategic Planning and Research

Ms. Kristen Smuder, Executive Director of Human Resources

Mr. Derrick Worrels, Director of Athletics

The 2017-2018 Annual Equity Update Report was presented to the Board of Trustees on Wednesday, April 25, 2018, and signed by the appropriate parties.

On behalf of Dr. Ken Atwater, President of Hillsborough Community College, we are pleased to submit this comprehensive report to The Division of Florida Colleges. The report was prepared with the assistance of the President's Cabinet and particularly those college officials mentioned above. For areas needing improvements as identified in the data, strategies have been developed to increase both the participation and employment of underrepresented minorities. Also included are our accomplishments, obstacles and specific recommendations for initiatives to improve retention and transfer for these student populations.

Sincerely,

Elina Bivins, MBA, CLI
Manager of Equity & Title IX

Part II. Policies and Procedures that Prohibit Discrimination

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

- A. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No X Yes ___ If yes:
- 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- B. Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? No X Yes ___ If yes, provide updated information.
- C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? X Yes ___ No ___
If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.

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- D. Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No X Yes ___ If yes:
- 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- E. Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements:
- 1) Notifications of these procedures are placed in prominent and common information sources. No ___ Yes X
 - 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. No ___ Yes X
 - 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No ___ Yes X
If any answers in "E" are "No," provide the college's plan for compliance.

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

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

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

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

Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

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

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2017-2018 in the excel table provided.

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

- 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

B. Student Completions (college degree and certificate programs)

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

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

The college is achieving goals: Yes X No ___ 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.

C. Student Success in Targeted Programs

The college's plan for 2017-2018 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology,

electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

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

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

Response: HCC continues to evaluate and explore strategies to increase traditionally underrepresented groups, which includes the ongoing monitoring of enrollment data. HCC district academic and student services divisions strive to serve and support underrepresented populations. Examples of HCC's efforts include:

Career Quest

The School District of Hillsborough County (SDHC) and HCC work in partnership to conduct student based AS and certificate recruitment events, in addition to a SDHC counselor event. *Career Quest* is an event where approximately 600 District Career and Technical Education (CTE) juniors and seniors travel on buses from their home school to HCC's largest campus, the Dale Mabry Campus, to tour and meet faculty and student services staff from all five (5) campuses. Special emphasis is placed on recruiting minority and non-traditional students, including students from disadvantaged backgrounds. The event showcases HCC's AS and certificate programs and guides students through the application and financial aid processes.

WINGS of Imagination

The *WINGS of Imagination Program* focuses on recruitment and support of nontraditional and financially disadvantaged students into AS and certificate programs. *WINGS of Imagination* is an annual event where approximately 25 female students with an interest in non-traditional AS and certificate programs meet with faculty and staff to explore the AS and certificate pathways available at HCC. Student recruitment occurs through open houses, career fairs, the *WINGS of Imagination* summer program, and by sharing information with counselors, advisors and students in high school classes. WINGS also provides qualifying students with funding for childcare and textbooks.

College and Career Connections

College and Career Connections is another college event where SDHC Counselors visit each of our five (5) campuses over the course of a week to meet with AS and certificate faculty and staff to learn about career programs and pathways from K-12 to HCC.

GEARUP Grant

HCC is also partnering with the SDHC through the GEARUP Grant, which tracks a cohort of middle school students and their families through high school graduation. These students receive enrollment and career information, tour HCC campuses and centers, and engage in activities focused on their enrollment

in post-secondary education. The high schools participating in the grant have large populations of disadvantaged and minority students.

Hillsborough County

HCC also partners with Hillsborough County to support disadvantaged students in selected AS and certificate programs. The primary goal of the program is to assist financially disadvantaged students in Hillsborough County with a commitment to becoming self-sufficient through completing a post-secondary education at HCC. Hillsborough County provides individual funding for students based on need (e.g., tuition, student fees, supplies, transportation, etc.)

STEM Transfer Center

HCC's STEM Transfer Center on our Dale Mabry Campus supports students district-wide, with a primary focus on Hispanic students interested in STEM career fields. Within the Center, students can obtain individualized academic support services with an emphasis on math, explore career possibilities, and work with an advisor to develop an educational plan for transfer to four-year colleges and universities.

Manufacturing Alliance

HCC partners with Hillsborough County, the School District of Hillsborough County, and regional manufacturers to deliver accelerated entry-level training in the high-growth advanced manufacturing sector. The program is open to the public but recruitment strategies emphasize minorities, women, and transitioning veterans. Hillsborough County has also made scholarships available to support these targeted populations. All activities are conducted under the umbrella of the Manufacturing Alliance of Hillsborough County.

FUSE

The FUSE program is a seamless, accelerated articulation program with the University of South Florida designed to provide guaranteed admission for HCC graduates into specific FUSE pathways, Gradpaths, targeting high-growth occupational fields in the Tampa Bay region.

HCC currently has 277 FUSE students for the 2017-2018 academic year.

The Total number of minority students: 207 which includes:

Male: 75; Female: 125; Unknown: 7

Black: 41; Hispanic: 92; White: 60; Alaskan Native: 2; Asian: 10; Unknown: 2

Students receive concurrent academic advising from HCC and USF to ensure that they remain on the appropriate Gradpath. HCC students are also provided with the opportunity to participate in academic, social and athletic events at USF. HCC actively recruits students from minority-rich college preparatory programs including TRIO, Upward Bound and College Reach-Out Programs, which prepare low income, traditionally unrepresented and under-resourced high school students for college. The partnership

between the FUSE program and these college preparatory programs serves as a bridge from a high school diploma to a bachelor’s degree in high demand fields. FUSE is supported by a scholarship fund to further assist Pell-eligible students completing their post-secondary education.

Hispanic Serving Institute (HSI)

The Title III Hispanic Serving Institution (HSI) Math Success is a federal grant project funded by the Department of Education to serve approximately 3,500 students each semester by revising eight (8) key math courses. Supplemental Instruction (SI) supports these revised courses by offering services that include: Math Assessment; Advising/Transfer; Advising including Outreach; Academic Alert/Intervention; Non-cognitive Skill Development; a STEM Website; a STEM version of HCC’s College Success course; Transfer Success Skills; and Post-Degree Skill Development.

In 2017, the Title III grant renovated two (2) new classrooms and established a new Math Resource Center at the Dale Mabry Campus with an emphasis on active learning and collaboration. To complement the new space, faculty received training on innovative teaching strategies, and technologies including the Promethean ActivWall and Promethean Mobile Panel. In addition, the grant provided iPads for each student station.

Increased re-enrollment from Fall to Spring:

74.8% of Hispanic/low-income students in our cohort re-enrolled. The fall 2015 to spring 2016 re-enrollment rate for Hispanic/low-income students was 47.7%, showing an increase of +27.1%. The below table delineates the initial outcome and pass rate.

Course Name	Fall 2015 Baseline	Fall 2017 (A, B, C) Pass Rate	Increase
MAT 1033 – Intermediate Algebra	60%	70.4%	+10.4%
MAC 1105 – College Algebra	60%	71.3%	+11.3%

The Math Resource Center (MRC) is a one-stop shop for both STEM students and those interested in the STEM program. In the MRC, students can take advantage of Supplemental Instruction (SI) – a recognized group tutoring model – or meet with a Project Manager about both transfer and advising for their course sequence. The Project Managers are responsible for developing academic interventions, providing non-cognitive skill building workshops, and assisting students towards transfer and degree completion.

The Project Managers have a ratio of one advisor to 200 students, allowing students to experience individualized and intrusive advising. These Project Managers also can access instructor grade reporting in order to identify at risk students based on attendance, homework completion percentages and test scores. In the MRC, a text messaging platform is used to “nudge” students towards completion of critical assignments or processes to ensure that they remain on track for graduation and transfer. In our first pilot semester, nearly 8,000 text messages were sent to 414 students. While most of the texts focused on their academic progress, many included information on a wide range of topics including school closures,

emergency services during Hurricane Irma; scholarship opportunities; filing a FAFSA for financial aid; scheduling tutoring sessions; online resources for math help; as well as other campus services.

Louis Stokes Alliances for Minority Participation (LSAMP) program

HCC is a partner institution that received a three-year, Louis Stokes Alliances for Minority Participation (LSAMP) program grant. The Tampa Bay Bridge to the Baccalaureate Alliance (TB-B2B) includes Hillsborough Community College, St. Pete College, State College of Florida and the University of South Florida.

The Alliances is focused on developing activities that provide assistance to our students in order to diversify the science, technology, engineering and mathematics (STEM) workforce by increasing the number of STEM baccalaureate degrees awarded to populations historically underrepresented in these disciplines.

HOPE Scholars Program

The HOPE Scholars Program, founded as a pilot program during the 2009-11 academic years, is a cohort program to connect Black and Hispanic male students with faculty mentors and scholarships. This program is designed to provide academic and personal support for Black and Hispanic male students enrolled at HCC. Upon the successful conclusion of the pilot program, HCC adopted the HOPE Scholars Program. The program provides students with services such as faculty mentoring; academic and personal support services; cultural activities; motivational seminars; and a \$1,000 annual scholarship stipend for two (2) consecutive years. After four (4) years of institutional support, 164 Black and Hispanic men have participated in the program, with 63% completing an AA degree and of those students, 90% transferred to a 4-year college or university. Table A highlights the success of the program for the 2017-2018 academic calendar.

Table A

TOTAL # OF STUDENTS	49
ETHNICITIES	<ul style="list-style-type: none"> • African Americans - 22 • Latinos - 24 • American Indian/Alaskan Native - 3
GPA	<ul style="list-style-type: none"> • Mean: 3.38 • Median: 3.40
# NEWLY RECRUITED FALL 2017	20
TRANSFER TO 4 YEAR COLLEGE (Tentative by End of Summer 2018)	27
# ANTICIPATED TO COMPLETE AA DEGREE PRIOR TO TRANSFER	18

# OF FACULTY MENTORS:	39 of which 17 are newly recruited
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Collegiate 100

The Collegiate 100 (C-100) program is an auxiliary program of the 100 Black Men of America, Inc., which partners with the local 100 Black Men of Tampa Bay organization. The program emphasizes leadership, mentorship, economic empowerment, education, health and wellness. HCC’s Collegiate 100 chapter was the first community college chapter among seventy (70) national collegiate chapters. The HCC chapter attends annually and has been recognized in the past with several awards at the National 100 Black Men, Inc. convention (Third place in 2012, first place in 2013, and second place in 2014).

Since inception, the C-100 program has developed student members for leadership roles at their campuses. To date, eight (8) students have assumed executive positions with the campus Student Government Associations, as well as Phi Theta Kappa Honor Society. Collegiate 100 students have logged more than three hundred (300 hours) mentoring in public schools during the 2017/18 academic year.

Graduation rates for Collegiate 100 participants has increased over the last several years. With a greater emphasis on academic success, resources, career information and upper-division transfer, the program continues to increase member graduation.

Year	# of Graduates
2014	8
2015	12
2016	16
2017	17
2018	17

Middleton High School Partnership

The College Bound program/partnership is in its seventh (7th) year of providing service to the students of Middleton High School, a Tittle I High School, resulting in a significant increase in the completion of HCC applications and FASFA applications. This program assists students with the information needed to make more informed decisions about their educational future by knowing the programs and services offered at HCC. Students not only receive information on credit programs but also are introduced to PSAV programs, which offers opportunities for a career or certification following graduation.

Dr. Kim Moore, Principle of Middleton High School, has provided her seniors with needed services to graduate and continue at HCC. The foundation for enrollment at HCC is provided by representatives from various HCC departments and programs providing seniors with the information and resources needed to succeed at the post-secondary level.

The program/partnership has resulted in a significant increase in the completion of HCC applications and FASFA applications. Over the last seven (7) years, 45.5% of the graduating seniors have enrolled at Hillsborough Community College.

Year	# Graduating Class	# Enrolled at HCC	% of Graduating Class Enrolled at HCC	% of Graduates from SDHC who attend HCC
2008-2009	250	70	28%	26.7%
2009-2010	223	55	25%	28.2%
2010-2011	188	49	26%	29.3%
2011-2012	166	68	40%	27.4%
2012-2013	203	87	43%	27.1%
2013-2014	124	58	47%	27.2%
2014-2015	191	87	46%	---
2015-2016	210	92	44%	---
2016-2017	302	127	42%	---
**2017-2018	420	230	54%	

PSAV

The completion data for certificate programs is more reflective of the U.S. Census data for Hillsborough County in terms of race and ethnicity. According to the U.S. Census Bureau, the Hillsborough County resident population is 50.3% White, 17.7% Black, 27.6% Hispanic, and 4.2% Asian.

The Student Data Base for 2015-2016 and 2016-2017 reported that HCC’s vocational certificate programs achieved a completion goal for White (65%), Hispanic (22%), and Other Minority students with (5%) earning certificates.

The Student Data Base for 2015-2016 and 2016-2017 further reported that the vocational certificate programs did not meet its achievement goal for completions for both Black (16%) and Female (35%) students, as the certificate programs only achieved 13% (black students) and 34% (female students).

Although 60.4% of females over the age of 16 in Hillsborough County are reported to be in the workforce, they are under-represented in non-traditional occupations. For example, females constitute 3.4% of all fire fighters, 9% of construction workers and 15% of law enforcement officers. Certificate programs are often classified as non-traditional career pathways for females because of their heavy emphasis on construction, transportation, manufacturing and public safety.

To close the gap on minority and female enrollment and completions, the PSAV programs at HCC have implemented the following strategies:

- Targeted recruitment initiatives in partnership with community-based organizations such as:
 - Alternative class schedules to include afternoon and evening classes.
 - Targeted marketing strategies.
 - Career planning and placement services.
 - Academic advising specific to a career pathway.
- Wrap-around student support services to include childcare, transportation, and financial literacy courses. Wrap-around student support services is an intervention-based model being utilized at HCC. It is designed to improve student retention and completion by connecting students to

various governmental agencies, community-based organizations, private foundations, and businesses for necessary educational, social, emotional, spiritual, cultural and financial assistance needed, to address underlying problems that may present a barrier to retention and/or persistence. For example, a student may need assistance with housing, food, childcare or transportation, while another student may need family or mental health counseling. The role of college staff is to facilitate and guide students to the appropriate services through an intervention model.

- Incorporate basic skills and employability (soft) skills training into curriculum to improve completion and job placement.
- Enhanced partnerships with industry employers to provide internship and employment opportunities for female and minority students.

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		MGF 1106	PHY 1025	Liberal Arts
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		
Spring	1	1
Summer		
Total	1	1

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.

Response: Attached is the 2017 Equity in Athletics Report.

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.

Response: There have been no new updates or new information since the last reporting period.

C. Compliance with Title IX

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

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

	2015-2016			2016-2017			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	35	49	84	Total Number of Athletes	39	50	89
Percent of Athletes by Gender	41.6%	58.3%	100%	Percent of Athletes by Gender	43.82%	56.18%	100%
Total Number of Enrollments	14,173	18,872	33,045	Total Number of Enrollments	12,275	16,032	28,307

Percent of Enrollments by Gender	43%	57%	100%	Percent of Enrollments by Gender	43.36%	56.64	100%
Record the difference between the percent of athletes and the percent of students enrolled:				Record the difference between the percent of athletes and the percent of students enrolled:			

Proportionality of Participation

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

2016-2017: Yes X No ___

2017-2018: Yes X No ___

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

- X Accommodation of interests and abilities
- X 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
N/A	N/A	N/A	N/A

Part VI. College Employment Equity Accountability Plan

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

General information for completing this plan

A. Data, Analysis and Benchmarks

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

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

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

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

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

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

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

Response: In prior years, the analysis of recruitment methods has shown that the College should make a greater effort at outreach recruitment to address the under-representation of women and minorities in EAM positions. To achieve this goal, the College hired a full-time employment recruiter.

The College reached a broader audience of women and minorities based on our diversity recruitment efforts, which included job fairs, conferences, professional associations, and Historically Black Colleges and Universities (HBCU) publications that target women and minorities.

The recruitment strategy included posting vacancies on twenty-one (21) diverse websites and newspapers that target women and minorities.

HCC is committed to equity in diversity in the employment process. One example of our efforts to this commitment is the requirement that our Screening and Selection committee members have diverse backgrounds for administrative and staff vacancies.

All applicant pools for administrative and managerial staff are reviewed to ensure that the applicant pool meets the desired equity guidelines (30% equitable) prior to the release of the pool to the Selection and Screening committee. If the applicant pool does not meet the equity guidelines, the job postings are re-advertised on HCC's recruitment site and specific industry sites including diversity sites. The applicant pool is only released after approval from our Equity office, ensuring viable efforts to attain the desired equity goal.

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

Response: There are no barriers affecting the successful recruitment and/or retention of females and/or minorities. To date, the College has filled several executive level administrator and managerial vacancies with females and/or minorities.

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.

Response: In prior years, recruitment methods has shown that the College needed a greater effort at outreach recruitment to improve the under-representation of women and minorities in full-time instructional positions. To achieve this goal, the College hired a full-time Employment Recruiter. The College reached a broader pool of women and minorities based on the diversity recruitment efforts, which included job fairs, conferences, professional associations, and HBCU publications that target women and minorities.

The recruitment strategy included posting vacancies on twenty-one (21) diverse websites, diverse field of study websites and newspapers that target women and minorities.

HCC is committed to equity in diversity in the employment process. One example of our efforts to this commitment is the requirement that our Screening and Selection committee members have diverse backgrounds for all full time faculty vacancies.

All applicant pools for full time instructional staff are reviewed to ensure that the applicant pool meets the desired equity guidelines (30% equitable) prior to the pool being released to the Screening and Selection committee. If the applicant pool does not meet the equity guidelines, the job postings are re-advertised on the HCC recruitment site and specific industry, including diversity sites. The applicant pool is only released after approval from our Equity office, ensuring viable efforts to attain the desired equity goal.

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

Response: There are no barriers affecting the successful recruitment and/or retention of females and/or minorities. To date, the College has filled full-time college instructional vacancies with females and/or minorities.

3. College Full-Time Instructional Staff with Continuing Contract

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

Response: In prior years, recruitment methods has shown that the College needed greater effort at recruitment outreach to address the underrepresentation of women and minorities in full-time college instructional staff positions with continuing contracts. To achieve this goal, the College hired a full-time Employment Recruiter.

The College reached a broader pool of women and minorities based on the diversity recruitment efforts which included job fairs, conferences, professional associations, and HBCU publications that target women and minorities.

The recruitment strategy included posting vacancies on twenty-one (21) diverse websites, diverse field of study websites and newspapers that target women and minorities.

HCC is committed to equity in diversity in the employment process. One example of our efforts to this commitment is the requirement that our Screening and Selection committee members have diverse backgrounds for all full time instructional staff with continuing contract vacancies.

All applicant pools for full time college instructional staff are reviewed to ensure that the applicant pool meets the desired equity guidelines (30% equitable) prior to the pool being released to the Screening and Selection committee. If the applicant pool does not meet the equity guidelines, the job postings are re-advertised on the HCC recruitment site and on specific industry sites, including diversity sites. The applicant pool is only released after approval from our Equity office, ensuring viable efforts to attain the desired equity goal.

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

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

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

- 1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts, and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

Response: The Executive Director of Human Resources is developing a comprehensive evaluation plan for Deans, Chairpersons, Provosts, and Vice Presidents and will implement this plan as soon as practicable for future reporting.

- 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 HCC Board of Trustees annually evaluates the president's performance in achieving the annual and long-term goals and objectives of the Employment Equity Plan as part of the president's evaluation, which for 2017-18 will be completed by July 1st.

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.

Response: Through College rules and procedures and the HCC Recruitment and Interviewing Handbook, the College maintains diversity and balance in the gender and ethnic composition of the selection committee for vacant positions. As part of the process, the Equity Office reviews each screening committee to ensure that membership has both balance and diversity with regard to gender, race and ethnicity. In the event a screening committee lacks the requisite diversity, the Equity Office will request that the hiring manager change the committee membership to provide both a balance and diverse screening committee.

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

Response: The process used to grant continuing contracts to full time faculty is outlined in college policy and in Article 6.16 of the Collective Bargaining Agreement between the College and the Faculty United Services Association which represents full time faculty at HCC. A

full-time faculty member in a continuing contract position applies for tenure by submitting a portfolio for review by both a campus and a College-wide faculty tenure committee. The recommendation for tenure must be supported by their Dean, Campus President, the Vice President for Academic Affairs and the College President, and approved by the HCC Board of Trustees. HCC Administrative Rule 6HX-10-3.02 and the Collective Bargaining Agreement outline the eligibility guidelines and process for awarding tenure including the complete review process, which are in accordance with the Florida Department of Education Rule 6A-14.0411, FAC.

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

Response: The process for awarding tenure is outlined in the Collective Bargaining Agreement with full time faculty and college policy, which includes the timeframe required before a member of the faculty will be considered for tenure. At HCC, a full-time faculty member is required to complete five (5) full successive years of service during a period not in excess of seven (7) years, with consideration by the committee during the spring term of the fifth (5th) year of service to the College. As outlined in the Collective Bargaining Agreement, faculty must notify the College by May first (1st) of their fourth (4th) year of their intent to apply for tenure, with the Application for Tenure due by October first (1st) of the fifth (5th) year. The faculty member's Dean works directly with the faculty member to develop their tenure portfolio.

- 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.

Response: The 2017-18 Operating Budget will not be complete until June, 2018. We are in the process of reviewing this information and will submit a response when available.

- 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.

Response: Please see the attached Spreadsheet, "EQUITY DATA 2016-17 - NEW HIRES (07/01/17 - 10/31/17 and on PR as of 11/01/17)"

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

* IPEDS definition of *New Hires*:

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

Part VII. Signature Page

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

HILLSBOROUGH COMMUNITY COLLEGE

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.

Elina Bivins, MBA, CLI, Manager of Equity & Title IX Date

Dr. Ken Atwater, College President Date

Dipa Shah, Esq, Chair, Board of Trustees Date

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

Back cover of report

Division of Florida Colleges
325 W. Gaines Street, Suite 1544
Tallahassee, Florida 32399-0400



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

			Employment							
			Fall							
		Stu Pop	2015		2016		2017			
Race	Gender	%	#	% of Total	#	% of Total	#	% of Total	# Diff Fall 2016 Fall 2017	% Diff Fall 2016 Fall 2017
Black	Female	12.82%	5	8.2%	6	9.2%	10	14.3%	4	66.7%
Black	Male	8.24%	5	8.2%	5	7.7%	6	8.6%	1	20.0%
Black	Total	21.06%	10	16.4%	11	16.9%	16	22.9%	5	45.5%
Hispanic	Female	18.44%	5	8.2%	6	9.2%	6	8.6%	0	0.0%
Hispanic	Male	13.82%	1	1.6%	3	4.6%	4	5.7%	1	33.3%
Hispanic	Total	32.26%	6	9.8%	9	13.8%	10	14.3%	1	11.1%
Other	Female	4.00%	0	0.0%	2	3.1%	2	2.9%	0	0.0%
Other	Male	3.19%	1	1.6%	1	1.5%	1	1.4%	0	0.0%
Other	Total	7.20%	1	1.6%	3	4.6%	3	4.3%	0	0.0%
White	Female	21.37%	25	41.0%	23	35.4%	23	32.9%	0	0.0%
White	Male	18.11%	19	31.1%	19	29.2%	18	25.7%	-1	(5.3%)
White	Total	39.48%	44	72.1%	42	64.6%	41	58.6%	-1	(2.4%)
Total	Female	56.64%	35	57.4%	37	56.9%	41	58.6%	4	10.8%
Total	Male	43.36%	26	42.6%	28	43.1%	29	41.4%	1	3.6%
Total	Total	100.00%	61	100.0%	65	100.0%	70	100.0%	5	7.7%

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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).

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

		Employment								
		Fall								
		Stu Pop	2015		2016		2017			
Race	Gender	%	#	% of Total	#	% of Total	#	% of Total	# Diff Fall 2016 Fall 2017	% Diff Fall 2016 Fall 2017
Black	Female	12.82%	14	4.5%	14	4.5%	16	5.3%	2	14.3%
Black	Male	8.24%	9	2.9%	11	3.5%	13	4.3%	2	18.2%
Black	Total	21.06%	23	7.4%	25	8.0%	29	9.6%	4	16.0%
Hispanic	Female	18.44%	15	4.8%	16	5.1%	13	4.3%	-3	(18.8%)
Hispanic	Male	13.82%	13	4.2%	12	3.8%	13	4.3%	1	8.3%
Hispanic	Total	32.26%	28	9.0%	28	9.0%	26	8.6%	-2	(7.1%)
Other	Female	4.00%	11	3.5%	12	3.8%	12	4.0%	0	0.0%
Other	Male	3.19%	6	1.9%	6	1.9%	6	2.0%	0	0.0%
Other	Total	7.20%	17	5.5%	18	5.8%	18	5.9%	0	0.0%
White	Female	21.37%	134	43.2%	136	43.6%	128	42.2%	-8	(5.9%)
White	Male	18.11%	108	34.8%	105	33.7%	102	33.7%	-3	(2.9%)
White	Total	39.48%	242	78.1%	241	77.2%	230	75.9%	-11	(4.6%)
Total	Female	56.64%	174	56.1%	178	57.1%	169	55.8%	-9	(5.1%)
Total	Male	43.36%	136	43.9%	134	42.9%	134	44.2%	0	0.0%
Total	Total	100.00%	310	100.0%	312	100.0%	303	100.0%	-9	(2.9%)

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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).

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

		Employment								
		Fall								
		Stu Pop	2015		2016		2017			
Race	Gender	%	#	% of Total	#	% of Total	#	% of Total	# Diff Fall 2016 Fall 2017	% Diff Fall 2016 Fall 2017
Black	Female	12.82%	10	4.6%	9	4.1%	9	4.2%	0	0.0%
Black	Male	8.24%	7	3.2%	6	2.7%	7	3.3%	1	16.7%
Black	Total	21.06%	17	7.8%	15	6.8%	16	7.5%	1	6.7%
Hispanic	Female	18.44%	12	5.5%	12	5.5%	11	5.2%	-1	(8.3%)
Hispanic	Male	13.82%	11	5.0%	10	4.6%	11	5.2%	1	10.0%
Hispanic	Total	32.26%	23	10.6%	22	10.0%	22	10.4%	0	0.0%
Other	Female	4.00%	7	3.2%	8	3.7%	7	3.3%	-1	(12.5%)
Other	Male	3.19%	5	2.3%	5	2.3%	5	2.4%	0	0.0%
Other	Total	7.20%	12	5.5%	13	5.9%	12	5.7%	-1	(7.7%)
White	Female	21.37%	90	41.3%	96	43.8%	91	42.9%	-5	(5.2%)
White	Male	18.11%	76	34.9%	73	33.3%	71	33.5%	-2	(2.7%)
White	Total	39.48%	166	76.1%	169	77.2%	162	76.4%	-7	(4.1%)
Total	Female	56.64%	119	54.6%	125	57.1%	118	55.7%	-7	(5.6%)
Total	Male	43.36%	99	45.4%	94	42.9%	94	44.3%	0	0.0%
Total	Total	100.00%	218	100.0%	219	100.0%	212	100.0%	-7	(3.2%)

PERA = CCEE0192 02/26/2018 14:37:37 Source: APR2016 - APR2018, SDB2017

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).

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Equity in Athletics 2017

Institution: Hillsborough Community College (134495)

User ID: E1344951

Screening Questions

Please answer these questions carefully as your responses will determine which subsequent data entry screens are appropriate for your institution.

1. How will you report Operating (Game-day) Expenses?

 By Team Per Participant

2. Select the type of varsity sports teams at your institution.

- Men's Teams
 Women's Teams
 Coed Teams

3. Do any of your teams have assistant coaches?

 Yes

- Men's Teams
 Women's Teams
 Coed Teams

 No

If you save the data on this screen, then return to the screen to make changes, note the following:

- 1) If you select an additional type of team remember to include associated data for that type of team on subsequent screens;
- 2) If you delete a type of team but have already entered associated data on other screens, all associated data for that type of team will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.

Sport	Men's	Women's	Sport	Men's	Women's
Archery	<input type="checkbox"/>	<input type="checkbox"/>	Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>		Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input type="checkbox"/>	Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey		<input type="checkbox"/>	Football	<input type="checkbox"/>	
Golf	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>	Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball		<input checked="" type="checkbox"/>	Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Swimming and Diving (combined)	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming		<input type="checkbox"/>	Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input type="checkbox"/>	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

CAVEAT

* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please specify in the caveat box that these are competitive varsity teams (i.e., not pep squads).

If you save the data on this screen, then return to the screen to make changes, note the following:

- 1) If you select an additional team remember to include associated data for that sport on subsequent screens;
- 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams

	Men's Teams	Women's Teams
Baseball	26	
Basketball	13	12
Softball		19
Tennis		7
Volleyball		14
Total Participants Men's and Women's Teams	39	52
Unduplicated Count of Participants (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	39	52

CAVEAT

(For each men's or women's team that includes opposite sex participants, specify the number of male and the number of female students on that team in this caveat box. This does not apply for coed teams. Additionally, provide any other clarifying information here.)

If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

Head Coaches - Men's Teams

For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	0	1	1	0	0	0	0	0	1
Basketball	0	1	1	0	0	0	0	0	1
Coaching Position Totals	0	2	2	0	0	0	0	0	2
CAVEAT									

Head Coaches - Women's Teams

For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	1	0	1	1
Softball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	1	0	1	1
Tennis	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	1	0	1	1
Volleyball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	1	1	0	1
Coaching Position Totals	0	0	0	0	0	4	1	3	4

Head Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coaching Position (for coaching duties only)	15,600	15,600
Number of Head Coaching Positions Used to Calculate the Average	2	4
Number of Volunteer Head Coaching Positions (Do not include these coaches in your salary or FTE calculations.)	0	
Average Annual Institutional Salary per Full-time equivalent (FTE)	130,000	50,323
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	0.24	1.24

CAVEAT

Assistant Coaches - Men's Teams

For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	0	3	0	3	0				3
Basketball	0	2	0	2	0				2
Coaching Position Totals	0	5	0	5	0	0	0	0	5
CAVEAT									

Assistant Coaches - Women's Teams

For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	1	<input type="text"/>	<input type="text"/>	1
Softball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	2	<input type="text"/>	<input type="text"/>	2
Tennis	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	1	<input type="text"/>	<input type="text"/>	1
Volleyball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	2	<input type="text"/>	<input type="text"/>	2
Coaching Position Totals	0	0	0	0	0	6	0	6	6
CAVEAT	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>								

Assistant Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays assistant coaches as compensation for coaching. Do not include benefits on this screen.
 Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.
 For help calculating the FTE total click on the Instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coaching Position (for coaching duties only)	9,800	9,800
Number of Assistant Coaching Positions Used to Calculate the Average	5	6
Number of Volunteer Assistant Coaching Positions (Do not include these coaches in your salary or FTE calculations.)		
Average Annual Institutional Salary per Full-time equivalent (FTE)	45,370	54,444
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.08	1.08

CAVEAT

Athletically Related Student Aid - Men's and Women's Teams

Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Amount of Aid	108,199	246,246	354,445
Ratio (percent)	31	69	100%

CAVEAT

Recruiting Expenses - Men's and Women's Teams

Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	<input type="text" value="6,200"/>	<input type="text" value="4,400"/>	10,600

CAVEAT

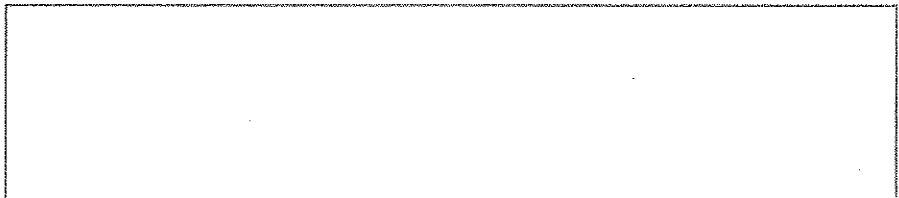
Operating (Game-Day) Expenses - Men's and Women's Teams by Team

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.

For a sport with a men's team and a women's team that have a combined budget, click here for special instructions. Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Participants	Men's Teams		Participants	Women's Teams		Total Operating Expenses
		Operating Expenses per Participant	By Team		Operating Expenses per Participant	By Team	
Basketball	13	500	6,503	12	1,202	14,425	20,928
Baseball	26	312	8,122				8,122
Softball				19	756	14,368	14,368
Tennis				7	1,284	8,988	8,988
Volleyball				14	823	11,525	11,525
Total Operating Expenses Men's and Women's Teams	39		14,625	52		49,306	63,931

CAVEAT



Note: This screen is for game-day expenses only.

Total Expenses - Men's and Women's Teams

Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	89,314	82,407	171,721
Baseball	120,338		120,338
Softball		152,684	152,684
Tennis		65,655	65,655
Volleyball		125,252	125,252
Total Expenses of all Sports, Except Football and Basketball, Combined	120,338	343,591	463,929
Total Expenses Men's and Women's Teams	209,652	425,998	635,650
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			78,364
Grand Total Expenses			714,014

CAVEAT

Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.

Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.

Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	93,121	95,502	188,623
Baseball	116,622		116,622
Softball		151,822	151,822
Tennis		71,103	71,103
Volleyball		141,224	141,224
Total Revenues of all Sports, Except Football and Basketball, Combined	116,622	364,149	480,771
Total Revenues Men's and Women's Teams	209,743	459,651	669,394
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			44,620
Grand Total for all Teams (includes by team and not allocated by gender/sport)			714,014

CAVEAT

Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	31,200	62,400	93,600
2 Total of Assistant Coaches' Salaries	49,000	58,800	107,800
3 Total Salaries (Lines 1+2)	80,200	121,200	201,400
4 Athletically Related Student Aid	108,199	246,246	354,445
5 Recruiting Expenses	6,200	4,400	10,600
6 Operating (Game-Day) Expenses	14,625	49,306	63,931
7 Summary of Subset Expenses (Lines 3+4+5+6)	209,224	421,152	630,376
8 Total Expenses for Teams	209,652	425,998	635,650
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	428	4,846	5,274
10 Not Allocated Expenses			78,364
11 Grand Total Expenses (Lines 8+10)			714,014
12 Total Revenues for Teams	209,743	459,651	669,394
13 Not Allocated Revenues			44,620
14 Grand Total Revenues (Lines 12+13)			714,014
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12- Line 8)	91	33,653	33,744
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

To return to a data entry screen, click on the link in the Navigation Menu.

To proceed to the Supplemental Information screen, click on the link in the Navigation Menu or click on the "Next" button on this screen.

Supplemental Information (optional)

This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program. This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk. To explain specific data entered on a previous screen, please use the caveat box on that screen.

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EQUITY DATA 2016-17 - NEW HIRES (07/01/17 - 10/31/17 and on PR as of 11/01/17)

OCCUPATION ACTIVITY CODE	RACE						GENDER		# OF NEW HIRES	GRADE - LEVEL	SALARY RANGE	# EXISTING EMPS WITH COMPARABLE EXP	RACE						GENDER		GRADE LEVEL	SALARY RANGE	
	Asian	Amer Indian/Alaska Native	Black/or African American	Native Haw/Pacific Island	White	Not Reported	Male	Female					Asian	Amer Indian/Alaska Native	Black/or African American	Native Haw/Pacific Island	White	Not Reported	Male	Female			
21-Management Occupations					2		2		2	4	73,491.53 - 137,326.23	21				3		16	2	12	9	4	73,491.53 - 137,326.23
21-Management Occupations			1		1		2		2	5	63,975.44 - 121,753.47	24		1	7		16		8	16	5	63,975.44 - 121,753.47	
21-Management Occupations						1		1	1	F	46,455.44 - 75,216.28	11	1		2		6	2	3	8	F	46,455.44 - 75,216.28	
22-Business and Financial Operations Occupations					2		1	1	2	F	46,455.44 - 75,216.28	18	1		10		6	1	2	16	F	46,455.44 - 75,216.28	
22-Business and Financial Operations Occupations					1			1	1	H	34,013.75 - 54,424.61	26	2		10		11	3	9	17	H	34,013.75 - 54,424.61	
23-Computer, Engineering and Science Occupations					2			2	2	H	34,013.75 - 54,424.61	17			4		12	1	16	1	H	34,013.75 - 54,424.61	
24-Community Service, Legal, Arts and Media Occupations			1		1		1	1	2	I	28,812.25 - 46,123.74	46	1	1	23		18	3	14	32	I	28,812.25 - 46,123.74	
25-Instruction			2		1		1	2	3	I	48,781.00 - 84,198.05	78	2	2	10		63	1	41	37	I	48,781.00 - 84,198.05	
32-Non Postsecondary Teaching Occupations					1		1		1	G	40,140.82 - 62,962.05	34		1	3		28	2	22	12	G	40,140.82 - 62,962.05	
34-Service Occupations					1		1		1	G	40,140.82 - 62,962.05	3			2		1		1	2	G	40,140.82 - 62,962.05	
TOTAL	0	0	4	0	12	1	11	6	17			278	7	5	74		177	15	128	150			