Division of Florida Colleges Instructions for 2016-2017 College Annual Equity Update

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Contents

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 2015 for 2014-2015 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 DFC continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the DFC provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

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

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

The College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges (DFC) by May 1, 2017. 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 2016-2017 update should address the following six parts of your report.

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Part I. Description of Plan Development

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

Dr. Joan Holmes, Special Assistant to the President- Equity and Special Programs
Dr. Paul Nagy, Special Assistant to the President- Strategic Planning and Research
Mr. Derrick Worrels, Director of Athletics
Ms. Kristen Smuder, Executive Director of Human Resources
Dr. Jennifer Dale, Disabilities Resource Officer
Dr. Ginger Clark, Vice President of Workforce Training
Ms. Martha Kaye Koehler, Esquire, College Attorney

On behalf of the College President, Dr. Ken Atwater, we are pleased to submit The Division of Florida Colleges Instructions for 2016-2017 College Annual Equity Update for Hillsborough Community College (HCC). This report was a collaborative effort provided by the President's Cabinet Members and administrative officials listed above. Included are delineated accomplishments and obstacles in our enrollment efforts, recommendations for program implementation to enroll, retain and transfer special student populations, and collective strategic and tactical partnership efforts address the national epidemic of addressing issues that impacts Black and Latino males enrolling and completing college.

The Annual Equity Update Report was formally presented to the Board of Trustees on Wednesday, May 24, 2017. The signed final report by the President and Chairman of the Board of Trustees will be submitted to the Florida State Equity Office by May 30, 2017.

Please feel free to contact me for any additional information.

Sincerely,

Dr. Joan Holmes
Special Assistant to the President

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Part II. Policies and Procedures that Prohibit Discrimination

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

A. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No _X_ Yes ___ If yes:
   1) Provide the date of revision:
   2) Describe the revision:
   3) Provide the web link(s) to document the revision:

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

6H-10-3.17	Grievance Resolution for Employees not Covered by a Collective Bargaining Unit	6/29/16
3.23	Disciplinary and Corrective Actions	7/23/16
5.00	Background Checks and Drug Screening for Students	2/1/16

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

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

   1) Date of Revision: 6/29/16
   2) Describe the Revision: **A more descriptive narrative has been added under procedure to describe how cases will be handled.**
   3) Provide the web link(s) to document the revision:
   www.hccfl.edu/gwsc/equity-diversity-office
   www.hccfl.edu/gwsc/President

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

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:

3.23   Disciplinary and Corrective Actions   7/23/16

           A more descriptive narrative has been added under procedure to describe how
           cases will be handled.

www.hccfl.edu/gwsc/equity-diversity-office
www.hccfl.edu/gwsc/President

5.17   Student Academic Appeals Process   3/29/16

           This is a new procedure

www.hccfl.edu/gwsc/equity-diversity-office
www.hccfl.edu/gwsc/President

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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 2016-2017 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

HCC remains a "majority-minority" institution; however, it is notable this year that proportions of White and Other enrollments have increased; Black enrollment proportions have declined, and Hispanic enrollment change is mixed, but male enrollment increased.

There continue to precipitous declines in the enrollment of special populations of LEP and DIS. Some programmatic and data entry changes may be responsible.

Black

Proportions of FTIC declined from 26% 2014-15 to 23% in 2015-16. However overall enrollment declined slightly at 21 %. The declines extend to both female and male.

Hispanic

Proportions of Hispanic FTIC have declined from 35% in 2014-15 to 34% in 2015-16. There are also proportional FTIC declines for both genders. However, proportional Overall Enrollments increased from 28 % to 29%.

Other

The proportions of Other have increased from the prior year in all categories both for FTIC and Overall Enrollment as well as by gender. "Other" FTIC increased from 6% to 8% overall enrolled from the previous Year.

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White

Proportions of White FTIC enrollment increased from 33% to 36%. This is attributable to increased male enrollment. Overall Enrollments were unchanged from the prior year at 43%.

Gender

For the first time in 5 years proportions of female FTICs and Overall Enrollment have declined. Conversely proportions of male enrollment have increased. Date reflects a reversed trend of increased male enrollment compared to the decline of female enrollment.

Special Populations

Precipitous declines continue on all fronts for LEP and DIS (FTIC, Overall Enrollment, and by gender).

Student Completions (college degree and certificate programs)

This year's report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completion (Career Technology, PSAV). The data years are 2013-2014 to 2015-2016, 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 2015-2016 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 2016-2017 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.

In general, associate degree completions have increased for underrepresented populations.

Certificate completions have also increased except for Black students

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Black

Proportions of associate degree completions for Blacks continue to trend up and certificate completions continue to trend down. These trends hold by gender as well except for the proportion of female A.S. degree completions, which declined slightly from 11 to 10%.

Hispanic

Hispanic AA degree completion is largely unchanged from the prior year. However the proportions of AS degree completion has increased to 24%. This is attributable to AS degree completion gains among females from 14 to18%. On the other hand proportions of certificate completion have grown due to gains among males from 13 to 15%.

Other

In general, Other category increased in college completions for both degrees and certificates. The exception occurs among declining proportions of female completers in AS degrees and certificates. The males outperformed the female students.

White

The proportion of associate degree completions has declined, particularly for the AS degree from 56% to 53%. Certificate completion is primarily unchanged and remains stable for the three year data series displayed for both males and females.

Gender

Proportional completions for females increased for both associate degree but declined for certificates. Conversely, male completions declined for both associate degrees and increased for certificates.

B. Student Success in Targeted Programs

The college's plan for 2015-2016 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.

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PSAV

The data in the annual equity report reflects a growing national trend. According to the National Center for Education Statistics (NCES), college enrollment peaked in 2010 with 21 million students. Since 2010, college enrollment has declined to 20.2 million. Community colleges have experienced the greatest decline. Much of the decline at community colleges is attributed to non-traditional students returning to a growing workforce in a strengthening economy.

National Trend

Moreover, the growing national trend reveals that Hispanics are enrolling at colleges in higher percentages than African-Americans. Between 2011 – 2015, the enrollment for Hispanics increased from 14.3% to 16.7% while it dropped from 15.2% to 14.8% for African-Americans. The data in the equity report demonstrates that HCC is not immune from this national trend. African-Americans represented 15.3% of the enrollment in PSAV certificate programs at HCC while Hispanics represented 20.6% in 2015-2016. The college goal for African-Americans and Hispanics was 16% and 19% respectively.

HCC Data

With respect to females, PSAV programs are often classified as non-traditional career pathways for females because of their heavy emphasis on construction, transportation, manufacturing and public safety. In 2015-2016, the state goal for females in Perkins Skill Attainment was 13%. The college goal of 35% for PSAV certificate programs is substantially higher than the state goal and national labor data for females employed in non-traditional career pathways. For example, females only makeup 3.4% of all fighters, 9% of construction workers and 15% of law enforcement officers. Female enrollment in PSAV programs at HCC exceeded the state goal and national labor data with 16.93%.

To close the gap on minority and female enrollment and completion, PSAV programs have implemented the following strategies:
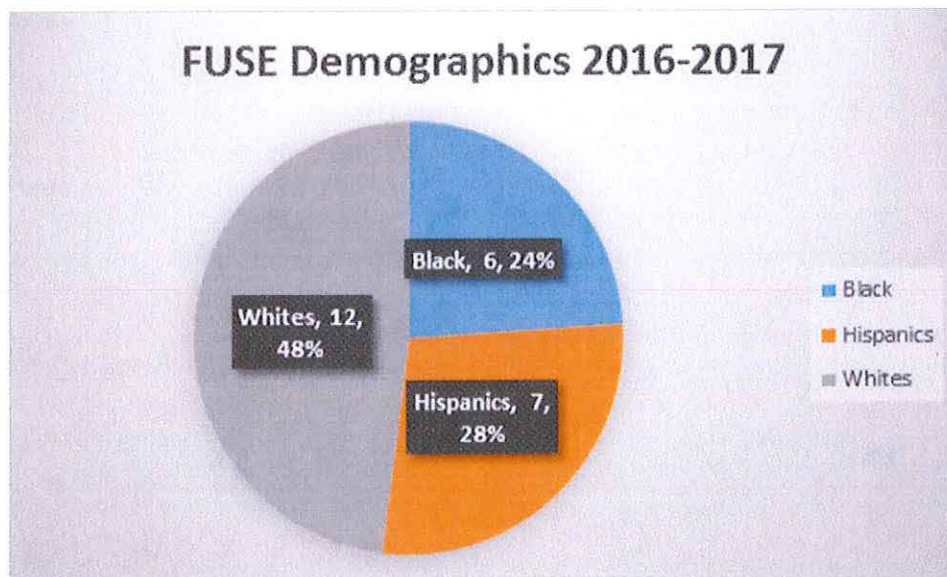
·   Targeted recruitment initiatives with community-based organizations to provide a transition bridge for the under-served student population

·   Alternative class schedules to include afternoon and evening classes

·   Career planning and placement services

·   Academic advising specific to the career pathway

·   Wraparound student support services

·   Incorporated basic skills and employability (soft) skills training in the curriculum to ensure completion and job placement

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·   Enhanced partnerships with industry employers to provide internship and employment opportunities for the students

FUSE

The FUSE program is an alternative for students seeking a direct pathway to the University of South Florida after earning their Associate of Arts degree. FUSE is a collaboration between HCC and USF where students who have been denied initial admission to USF or initially choose HCC can enroll at HCC, take classes toward one of eleven predetermined USF major, and receive guaranteed admission at USF for their major upon graduation with an Associate of Arts degree. HCC currently have 257 FUSE applications in the system for the 2017-2018 academic year. Table A reflects the current demographics of the FUSE pilot 2016-2017. Students in the program receive required advising from a dedicated HCC and USF academic advisor/mentor and enjoy many of the social and educational amenities from each college while attending HCC. In addition to the many college ready African American and Hispanic students originally denied admission to USF who agree to participate in FUSE, HCC is actively recruiting students from minority rich college preparatory programs, such as USF's TRIO Upward Bound and both HCC and USF's State funded College Reach-Out Programs. All of these prepare low income, traditionally unrepresented or otherwise under-resourced high school students for college. The partnership between HCC's FUSE program and these college preparatory programs will serve as a consistent bridge to from a high school diploma to bachelor's degree.

Table A

FUSE Demographics 2016-2017

- Black, 6, 24%
- Whites, 12, 48%
- Hispanics, 7, 28%

Legend: ■ Black ■ Hispanics ■ Whites

TRIO Student Support Services Program

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Student Support Services (SSS) is one of the College's longest standing grants 1974-present, that promotes persistence for low-income and first-generation students. SSS aims to increase the degree attainment and transfer rates of its enrolled participants. The program motivates and empowers its participants to achieve at the highest academic levels of success through its effective mix of services inclusive of academic advising and coaching, workshops, tutoring and educational tours combined with vibrant cultural programs.

Two-thirds of the students served by SSS must be low-income (defined as at 150 percent of the poverty level) and first-generation college students or students with disabilities. The other third must be low-income or first-generation college students. One third of the disabled students also must be low-income. SSS at HCC has the discretionary latitude to custom-design the services to fit the particular needs of the institution. Our SSS students are more disadvantaged than the rest of the student population as a whole, not only with regards to the criteria used for eligibility but also in other ways that are interrelated with their disadvantaged background.

Effective at the start of the 2016-17 Academic Year the program serves 206 degree-seeking participants annually compared to the average of 200 in prior years. SSS staff, students and faculty input and feedback concerning the Program's overall implementation, outcome assessment and efficacy, help to inform our planning processes and decisions for the next academic year.

Hispanic Serving Institute

The Title III Hispanic Serving Institution (HSI) Math Success, is a grant project funded by the Department of Education that will revise eight (8) key math courses enrolling nearly 3,500 students each semester. Supplemental Instruction (SI) will support all revised courses with enrollment by career cohort for gateway Algebra courses. The project will renovate and equip nine (9) math classrooms and a Math Resource Center for increased interactivity and college-level support.

Services will include: Math Assessment; Advising/Transfer Advising including Outreach; Academic Alert/Intervention; Non-cognitive Skill Development; a STEM Website; a STEM version of HCC-DM's College Success course; Transfer Success Skills; and Post-Degree Skill Development.

The project addresses student-centered services and programs and transfer/articulation partnerships. It also includes a transfer/articulation partnership with the University of South Florida (USF), our students' most frequent transfer destination and a noted STEM research institution. Partners will collaborate on course revision for transfer, articulation processes, and joint faculty development to increase student success.

New Longitudinal Tracking will support real-time advising, analysis of project interventions' effects, and enhanced tracking of students' progress to graduation, transfer, and beyond. The budget includes a line item for Endowment, which will be matched, invested, and used for STEM student scholarships.

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Outcomes: (increased enrollment, math course success, re-enrollment, graduation, transfer).

Awarded Campus: Hillsborough Community College Dale Mabry Campus to receive funding under the Hispanic-Serving Institutions Program (STEM) Program (84.031C).

Award: This grant will be in the amount of $1,193,819.00 annually.

Award Period: The grant will be for a total of 5 year(s).

HOPE Scholars Program

HOPE Scholars is a cohort program, which connects Black and Latino male students with faculty mentors and scholarships. The HOPE Scholars Program began as a two-year pilot program during 2009-2010 and 2010-2011 academic years. The program is designed to provide academic and personal support for Black and Hispanic males enrolled at HCC. After the two year pilot program ended, Hillsborough Community College committed to establish the HOPE Scholars Program based on its success as a pilot program. It provides the students the following services: Faculty mentoring; academic and personal support services; cultural activities; motivational seminars; and $1,000 annual scholarship stipend for two consecutive years. After four (4) years of institutional support, 164 Black and Hispanic men have participated in the program, of which 63% have completed AA degrees and 90% of those whom have completed degrees transferred to a 4-year college/university.

Collegiate 100

Collegiate 100 (C-100) Program is an auxiliary organization of 100 Black Men of America, Inc. The program emphasis is leadership, mentorship, economic empowerment, education, health and wellness. HCC's Collegiate 100 was the first community college represented nationally among 70 college chapters across the United States. The HCC chapter has won first, second, and third place at the National 100 Black Men, Inc. convention over the past three years (first place 2013, second place 2014, and third place 2012). This is an exemplary accomplishment, since HCC was the only community college represented during that time period. Students who participated in Collegiate 100 HCC have benefited by becoming campus leaders, e.g., SGA president, and Phi Theta Kappa Honor society president.

Middleton High School Partnership

The Middleton College Bound Initiative is a collaborative partnership between George Middleton High School and Hillsborough Community College (HCC) in an effort to implement relevant strategic interventions to increase the post-secondary enrollment rates of graduating Middleton High School seniors. Capitalizing on the past success of the College Bound Initiative with Middleton High School as well as HCC's expanding college and career portfolio of degree and certificate programs for incoming high school graduates, the aim of this pilot project was to use an existing coaching model to increase the college going rates among Middleton High School Class of 2016-2017 graduates. It is noted here

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that the Hillsborough County Public School district uses multiple academic programs to boost student learning and many of these programs work extremely well. However, this pilot project addresses a need for a community-based college admissions prep intervention for some of the neediest students and families in the area in order to boost the number of graduates receiving a standard diploma and consequently attending college, preferably HCC as their first point of contact.

The College Bound Initiative has had an impressive impact on all of the students at Middleton High School! 2016-2017 will undoubtedly be no different. The success we anticipate will be due primarily to the success of HCC's embedded person (Success Consultant) who is a fixture at the school three days per week working with the Career & College Counselor, the Success Coach, faculty, staff and administrators. HCC also provides on-site resources through its Enrollment Development Coordinator. This support and scheduled visits to Middleton High School from various HCC departments and programs; i.e. Student Services, the Honors College, the Nursing Program, Culinary Program, Financial Aid, the Vice President of Student Services & Enrollment Management, Phi Theta Kappa, Collegiate 100 students, Hope Scholars students etc., are just a few of the resources provided to seniors through the College Bound Initiative.

Middleton High School (2016-17) College Bound Initiative

The program is five years old and has resulted in significant benefits for MHS students as well as the College. Over the last five years 44% of the graduating class has enrolled at Hillsborough Community College. The college and the school district are enthusiastic about continuing this effort based on the data provided. This project has led to increased access to area high schools for HCC personnel. This will only benefit students needing assistance with the enrollment process by providing high school students and their families greater support in understanding and completing the enrollment process.

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	218	---	---	---

Note: The number of students enrolled does not account for students who sat-out one semester and enrolled in the spring. Many seniors have to fulfill graduation requirements before they are eligible to receive Financial Aid which delays their enrollment until the spring. The last column is provided as a point of reference to the percent of graduates district-wide who attend HCC.

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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	N/A			
Visual Impairment	N/A			
Specific Learning Disability	1	**MAC 1105**	**MCB 2000 & MCB 2000L**	**Liberal Arts**
		MGF 1106	**AST 1002C**	**Liberal Arts**
Orthopedic Impairment	N/A			
Speech Impairment	N/A			
Emotional or Behavioral Disability	N/A			
	N/A			

Autism Spectrum Disorder				
Traumatic Brain Injury	N/A			
Other Health Impairment	N/A			

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	2	2
Summer		
Total	2	2

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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: A copy of the college's 2016 Equity in Athletics Disclosure Act (EADA) Survey Federal Report is included as an Appendix.

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

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

   RESPONSE: The College is in compliance for gender equity. There has been no new information or update 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, 2014 through June 30, 2015 and July 1, 2015 through June 30, 2016

	2014-2015				2015-2016		
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	39	49	88	Total Number of Athletes	35	49	84
Percent of Athletes by Gender	44.3%	55.6%	100%	Percent of Athletes by Gender	41.6%	58.3%	100%
Total Number of Enrollments	13,895	18,685	32,580	Total Number of Enrollments	14,173	18,872	33,045

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Percent of Enrollments by Gender	43%	57%	100%	Percent of Enrollments by Gender	43%	57%	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?

2014-2015: Yes _X__   2015-2016: Yes _X__

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

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

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2015 with Fall 2016.

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

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

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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.

   ANALYSIS:

   RESPONSES: During the 2015-2016 academic year, seven (7) new EAM staff were hired. There was one (1) BF, which is a 20% increase from 5 to 6; two (2) HM from 6 to 9, and two (2) "Other" from 1 to 3 F. No white female or male was hired during the 2015-2016 academic year. As a result, the demographic representation of EAMs at HCC revealed 17% B, 14% H, 5% Other and 65% W. The increased hires of Black, Hispanic and Others Administrators during the 2015-2016 years suggest an effort to expand the diversity to reflect the growing demographic enrollment of HCC students.

   RECRUTMENT STRATEGIES:

   RESPONSE: Over the last couple of years, a recruitment analysis discovered that the College needed to make a greater effort at outreach in the recruitment of women and minorities. To address the underrepresentation and improve our efforts in the areas of recruitment and retention of women and minorities in EAM positions, the College has procured a full-time recruiter in 2015 to address those recruitment needs. As a part of that recruitment plan, our current strategy includes: a sourcing plan, online recruitment, campus recruiting and job fairs, social media advertising, partnering with other colleges and universities, and targeted recruitment methods.

   Sourcing plan - the sourcing plan will lay out all the channels that will be use to attract and retain the most qualified individual.

   Online recruitment - online recruiting is the most effective recruitment source for most of today's applicants.

   Campus recruiting and job fairs - campus recruiting and job fairs is very effective at attracting both professional and paraprofessional candidates.

   Partnerships with other colleges and universities – partnering with other colleges and universities will encourage students to pursue careers in those fields that are highly desired.

   Targeted recruitment methods – this will include job fairs, conferences and industry web boards.

   Utilizing these strategies will enable the College to attract and retain those highly qualified individuals; however, we will have to regularly analyze and adjust the strategy as needed.

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

RESPONSE: No.

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.

ANALYSIS:

During the 2015-2016 academic year, HCC hired seven (7) new full-time instructors for the 2016-2017 academic year. Of the seven (7) full-time faculty hire, three (3) were BM from 8 to 11; one (1) HF from 15 to 16; one (1) "Other" F from 11 to 12; and two (2) WF from 134-136.

The following demographic representation of full-time faculty are: 25 Blacks (8%); 28 Hispanics (9%); 18 Other (6%); and 241 W (77%). There continues to be a gross disparity in the representation of full-time faculty by race when compared to HCC's student population by race.

RECRUTMENT STRATEGIES:

RESPONSE: The College's plan to address underrepresentation of women and minorities in EAM positions will be the same as the plan to address underrepresentation of women and minorities in Instructional positions. Over the last couple of years a recruitment analysis discovered that the College needed to make a greater effort at outreach in the recruitment of women and minorities. To address the underrepresentation and improve our efforts in the areas of recruitment and retention of women and minorities in EAM positions the College has procured a full-time recruiter to address those recruitment needs.   As a part of that recruitment plan our current strategy includes: a sourcing plan, online recruitment, campus recruiting and job fairs, social media advertising, partnering with other colleges and universities, and targeted recruitment methods.

Sourcing plan - the sourcing plan will lay out all the channels that will be use to attract and retain the most qualified individual.

Online recruitment - online recruiting is the most effective recruitment source for most of today's applicants.

Campus recruiting and job fairs - campus recruiting and job fairs is very effective at attracting both professional and paraprofessional candidates.

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Partnerships with other colleges and universities – partnering with other colleges and universities will encourage students to pursue careers in those fields that are highly desired.

Targeted recruitment methods – this will include job fairs, conferences and industry web boards.

Utilizing these strategies will enable the College to attract and retain those highly qualified individuals, however, we will have to regularly analyze and adjust the strategy as needed.

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

RESPONSE: No.

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.

ANALYSIS:

During the 2015-2016 academic year, HCC hired seven (7) new contract faculty. Of the seven faculty hired, only one (1) "Other" F and six (6) WF. There were no Black or Hispanic faculty hired for the 2016-2017 academic year.

Overall representation of contract faculty reflect the following: 15 B (7%); 22 H (10%); 13 Other (6%); and 169 W (77%). This data substantiates that there is still a gross underrepresentation Black and Hispanic contract faculty, particularly when compared to HCC's student population by race. There still appears to be a trend to hire more White contract faculty or Other than Black or Hispanic faculty who are traditionally underrepresented but yet the Black and Hispanic students comprise 49% of HCC's student enrollment.

RECRUTMENT STRATEGIES:

RESPONSE: There needs to an increase in resources to recruit from journals and publications focusing on underrepresented populations, travel resources to attend professional conferences that provide access to potential new faculty, establish a database that identifies HBCU and HSI institutions as recruitment tools for diverse faculty; and further assess and monitor search committees processes and the diversity of interview pool and finalists.

The Equity Department initiated a Faculty Diversity Task Force to examine and assess strategies to recruit minority faculty. A plan was presented to Cabinet during 2015-2016, but has not yet been fully implemented due to budget constraints. However, the Task Force plan

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to continue to push for implementation of this new faculty recruitment strategy for the 2017-2018 academic year.

The College's plan to address underrepresentation of women and minorities in EAM and Instructional positions will be the same as the plan to address underrepresentation of women and minorities in Instructional Staff with Continuing Contract positions. Over the last couple of years, a recruitment analysis discovered that the College needed to make a greater effort at outreach in the recruitment of women and minorities. To address the underrepresentation and improve our efforts in the areas of recruitment and retention of women and minorities in EAM positions, the College has procured a full-time recruiter to address those recruitment needs. As a part of that recruitment plan our current strategy includes: a sourcing plan, online recruitment, campus recruiting and job fairs, social media advertising, partnering with other colleges and universities, and targeted recruitment methods.

Sourcing plan - the sourcing plan will lay out all the channels that will be use to attract and retain the most qualified individual.

Online recruitment - online recruiting is the most effective recruitment source for most of today's applicants.

Campus recruiting and job fairs - campus recruiting and job fairs is very effective at attracting both professional and paraprofessional candidates.

Partnerships with other colleges and universities – partnering with other colleges and universities will encourage students to pursue careers in those fields that are highly desired.

Targeted recruitment methods – this will include job fairs, conferences and industry web boards.

Utilizing these strategies will enable the College to attract and retain those highly qualified individuals, however, we will have to regularly analyze and adjust the strategy as needed.

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

   Response: No.

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 continuing to develop the comprehensive evaluation plan for Deans, Chairpersons, Provosts, and Vice Presidents and will implement this plan as soon as practicable for future reporting.

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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 College President's evaluation for 2015-2016 will be submitted by the scheduled deadline.

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 and Special Programs 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 has the authority to 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 is described below. Pursuant to Article 6.16 of the Collective Bargaining Agreement between the College and the Faculty United Services Association which represents the instructional staff at HCC, the requirements for receiving tenure and continuing contract are outlined. A full-time faculty member in a continuing contract position applies for tenure and the award of a continuing contract by submitting a portfolio for review by both a campus and a College-wide faculty tenure committee. The faculty member must also be recommended by their Dean, Campus President, Vice President for Academic Affairs and the College President who ultimately recommends the candidate for tenure to the College's Board of Trustees for approval to award tenure. HCC Administrative Rule 6HX-10-3.02 and the Collective Bargaining Agreement sets out the eligibility guidelines and the process for tenure including the complete review process, which are in accordance with 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 fulltime faculty, which includes the timeframe required before a member of

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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 5th year of service to the College. As outlined in the Collective Bargaining Agreement, faculty must notify the College by May 1st of their fourth year of their intent to apply for tenure with the Application for Tenure due by October 1st of the 5th year. Upon notice, 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 2016-17 budget is not yet complete.

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

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

Salary Information

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires*	Salary Range	Number of Existing Employee(s) with Comparable Experience	Salary Range
21-Management Occupations	1	73,491.53 - 137,326.23	19	73,491.53 - 137,326.23
22-Business and Financial Operations Occupations	1	57,141.43 - 92,515.89	11	57,141.43 - 9,2515.89
22-Business and Financial Operations Occupations	1	21,488.73 - 33,270.03	2	21,488.73 - 33,270.03

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23-Computer, Engineering and Science Occupations	2	34,013.75 - 54,424.61	10	34,013.75 - 54,424.61
24-Community Service, Legal, Arts and Media Occupations	1	34,013.75 - 54,424.61	25	34,013.75 - 54,424.61
24-Community Service, Legal, Arts and Media Occupations	2	28,812.25 - 46,123.74	44	28,812.25 - 46,123.74
25-Instruction	3	44,248.00 - 76,373.90	154	44,248.00 - 76,373.90
25-Instruction	1	46,514.00 - 82,976.77	63	46,514.00 - 82,976.77
25-Instruction	1	48,781.00 - 84,198.05	77	48,781.00 - 84,198.05
32-Non Postsecondary Teaching Occupations	2	40,140.82 - 62,962.05	31	40,140.82 - 62,962.05
34-Service Occupations	1	25,150.80 - 38,922.46	6	25,150.80 - 38,922.46
36-Office and Administrative Support Occupations	1	25,150.80 - 38,922.46	46	25,150.80 - 38,922.46
36-Office and Administrative Support Occupations	3	21,488.73 - 33,270.03	42	21,488.73 - 33,270.03
TOTAL	20		530	

* 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, 2016either 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, 2016."

Part VII. Signature Page

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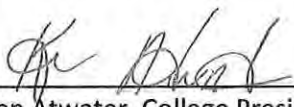
The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of §1012.86, F.S.

_____   5/25/2017
Dr. Joan Holmes, Equity Officer   Date

_____   _____
Dr. Ken Atwater, College President   Date

_____   _____
Arthur F. Diehl III, Chair, College Board of Trustees   Date

This concludes the Annual Equity Update Report for 2016/2017. Please enclose appropriate appendices.

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