



HILLSBOROUGH COMMUNITY COLLEGE
Tampa, Florida

Annual Equity Update

2018-2019

Combined Full Report

Updated as Requested

Submission Information:

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General Information and Overview

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for submission 1 of 2 of the annual update.

- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers

Florida Statutes require FCS institutions to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The college equity plan submitted in April 2017 for 2016-2017 is considered as the college's most recent baseline report that is updated each year.

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvements identified in analyses.

During this reporting year, the College Annual Equity Update submitted in two parts to the Florida Department of Education, Division of Florida Colleges (DFC). The first was submitted by April 30, 2019. **Both sections of the report submitted hereto to the Board of Trustees for final submittal by June 28, 2019, also includes a signature page that demonstrates the expectation of discussing this report in a public forum according to specific requirements related to:**

- 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; and
- Section 1006.71, F.S., Gender equity in intercollegiate athletics.

In addition to dividing the content into two submissions, DFC made other changes to streamline processes and reduce redundancy. Specifically:

- Eliminated duplication of information to facilitate a more timely review process. Colleges may attach additional documents in PDF or Word format as appendices.
- Embedded goal setting and new hire tables in required data tables to eliminate the need for colleges to input extra data.

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates; monitor efforts by the college to increase diversity in student participation and employment; and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college's methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs, activities and employment. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in certain areas where the college has achieved or exceeded its goals or where there is incomplete or missing information.

In submitting this report, Hillsborough Community College meets the foundational compliance requirement under state statute and FCS rule(s).



Annual Equity Update
2018-2019
Submission 1 of 2



Contents – Section One

Part I. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities	6
Part II. College Employment Equity Accountability Plan	10
A. Data, Analysis and Benchmarks	10
<i>College Full-Time Executive/Administrative/Managerial Staff</i>	10
<i>College Full-Time Instructional Staff</i>	11
<i>College Full-Time Instructional Staff with Continuing Contract</i>	12
B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents	14
C. Additional Requirements	15



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

Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary.

Response: The data reflects eighteen (18) students were granted twenty-five (25) course substitutions beginning Fall 2017 through Summer 2018. Five (5) students were granted more than one course substitution in more than one disability type.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0	--	--	--
		--	--	--
		--	--	--
Visual Impairment	2	OST 1335- Business Comm.	CET 1556C- Structured Cabling	Computer Sciences
		CTS 1327-MS Windows Clnt. Op Sys.	CNT 2510- Wireless Networking	Computer Sciences
		--	--	--
Specific Learning Disability	5	ZOO 1010C- General Zoology	BSC 1005C- Biological Foundation	Biological Sciences
		OST 1335- Business Communication	CET 1556C- Structured Cabling	Comp Engr Technology
		CTS 1327- MS Windows Clnt. Op Sys.	CNT 2510- Wireless Networking	Computer Sciences

Hillsborough Community College Annual Equity Update
2018-2019
Combined Submissions 1 and 2

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		CGS 1107-Intro To Computers	CGS 1000-Intro to Computer & Tech.	Computer Sciences
		--	AML 2010-Amer Lit to 1885	English
		--	AML 2011-Amer Lit 1886 to Present	English
		--	AST 1002C-Astronomy	Astronomy
		--	MCB 2000-Microbiology & Hum Disease	Biological Sciences
		--	MCB 2000L-Microbiology & Hum Disease Lab	Biological Sciences
Orthopedic Impairment	0	--	--	--
		--	--	--
		--	--	--
Speech/Language Impairment	0	--	--	--
		--	--	--
		--	--	--
Emotional or Behavioral Disability	15	CGS 1000-Intro to Computers & Tech	CGS 1100- Intro to Computers & Tech	Computer Sciences
		CGS 1107-Intro to Computers	CGS 1000- Intro to Computers & Tech	Computer Sciences

Hillsborough Community College Annual Equity Update
 2018-2019
 Combined Submissions 1 and 2

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MCB-1000 Microbiology & Hum Dse	MCB 2010- General Microbiology	Biological Sciences
		MCB 1000L- Microbiology & Hum Dse Lab	MCB 2010L- General Microbiology Lab	Biological Sciences
		MCB 2000- Microbiology & Hum Dse	MCB 2010- General Microbiology	Biological Sciences
		MCB 2000L- Microbiology & Hum Dse Lab	MCB 2010L- General Microbiology Lab	Biological Sciences
		SPC 1006-Spch Improvement	SPC 1608-Public Speaking	Speech
		SPC 1608-Public Speaking	SPC 1022-Intro to Speech	Speech
		--	CHM 2045- General Chemistry I	Chemistry
		--	CHM 2045L- General Chemistry I Lab	Chemistry
Autism Spectrum Disorder	0	--	--	--
		--	--	--
		--	--	--
Traumatic Brain Injury	0	--	--	--
		--	--	--
		--	--	--

Hillsborough Community College Annual Equity Update
 2018-2019
 Combined Submissions 1 and 2

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Other Health Impairment	3	BSC 1092 L- Human Biology Lab	BSC 1085L-Hum Anatomy/Phy & Lab	Biological Sciences
		CGS 1107- Introduction to Computers	CGS 1000- Introduction to Computers & Tech	Computer Sciences
		MCB 1060-Food Microbio	MCB 1000- Microbio & Hum Dse	Biological Sciences
		MCB 1060 L- Food Microbio Lab	MCB 1000L- Microbio & Hum Dse Lab	Biological Sciences
		SPC 1006-Speech Imprmnt	SPC 1608-Public Speaking	Speech

How many requests for course substitutions were requested and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.)

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	19	19
Spring	10	10
Summer	11	11
Total	40	40



(Completed by Division of Florida Colleges)

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

Part II. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the EMP-EAM tab, the following table depicts the College’s attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
Black Female	12	14	12	14	No	12
Black Male	8	10	10	9	Yes	10
Hispanic Female	19	10	7	9	No	4
Hispanic Male	15	6	5	6	No	3
Other Minorities Female	4	2	1	3	No	0
Other Minorities Male	3	2	2	1	Yes	2

Hillsborough Community College Annual Equity Update
 2018-2019
 Combined Submissions 1 and 2

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
White Female	21	32	29	32	No	29
White Male	18	25	35	26	Yes	35
Total Female	57	57	48	59	No	48
Total Male	43	43	52	41	Yes	52

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: Targeted recruitment activities allow Hillsborough Community College to focus on groups that are underrepresented from the standpoint of inclusion. 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 University (HBCU) publications specifically targeting women and minorities in difficult to recruit fields and disciplines. Some are Hispanic Outlook, Diverse Inc., INSIGHT Into Diversity, Diverse Jobs, and Indeed.

Utilizing sources that are uniquely appropriate for each recruited position is leveraged by recruitment strategies, including posting vacancies on twenty-one (21) websites and newspapers that target women and minorities in difficult to recruit fields and disciplines, or which require divergent expertise, certification, or licensing.

The college continues to establish partnerships, contacts, and long-term commitments with other higher education institutions, recruiting partners, and the community. Engagement within our communities and partnering with other higher education institutions creates a more personalized approach and is necessary for successful recruitment and retention of employees from all communities, including underrepresented communities. Further, the Office of Equity, Diversity and Special Programs will begin utilizing software to pinpoint availability data for enhanced decision-making relative to employment goals.

College Full-Time Instructional Staff

Informed by the EMP-INSTRUCTIONAL tab, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
Black Female	12	5	6	5	Yes	6
Black Male	8	4	4	4	Yes	4

Hillsborough Community College Annual Equity Update
2018-2019
Combined Submissions 1 and 2

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
Hispanic Female	19	4	5	4	Yes	5
Hispanic Male	15	4	5	4	Yes	5
Other Minorities Female	4	4	3	0	Yes	3
Other Minorities Male	4	2	2	4	No	2
White Female	21	42	44	42	Yes	44
White Male	17	34	31	34	No	31
Total Female	57	56	57	56	Yes	57
Total Male	43	44	43	44	No	43

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

Response: Targeted recruitment activities allow Hillsborough Community College to focus on groups that are underrepresented from the standpoint of inclusion. 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 University (HBCU) publications specifically targeting women and minorities in difficult to recruit fields and disciplines.

Utilizing sources that are uniquely appropriate for each recruited position is leveraged by recruitment strategies, including posting vacancies on twenty-one (21) websites and newspapers that target women and minorities in difficult to recruit fields and disciplines, or which require divergent expertise, certification, or licensing.

The college continues to establish partnerships, contacts, and long-term commitments with other higher education institutions, recruiting partners, and the community. Engagement within our communities and partnering with other higher education institutions creates a more personalized approach and is necessary for successful recruitment and retention of employees from all communities, including underrepresented communities. Further, the Office of Equity, Diversity and Special Programs will begin utilizing software to pinpoint availability data for enhanced decision-making relative to determining reasonable goals and benchmarks.

College Full-Time Instructional Staff with Continuing Contract

Informed by the EMP-CONTINUING CONTRACT tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

Hillsborough Community College Annual Equity Update
2018-2019
Combined Submissions 1 and 2

	College Student Population (%)	INST-CONT Actuals (%) Fall 2017	INST-CONT Actuals (%) Fall 2018	INST-CONT Stated Goals (%) Fall 2018	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for 2019
Black Female	12	4	5	4	Yes	5
Black Male	8	3	3	3	Yes	3
Hispanic Female	19	5	6	5	Yes	6
Hispanic Male	15	5	5	5	Yes	5
Other Minorities Female	4	0	3	3	Yes	3
Other Minorities Male	4	3	2	2	Yes	2
White Female	21	43	44	43	Yes	44
White Male	17	34	32	34	No	32
Total Female	57	56	58	56	Yes	58
Total Male	43	44	42	44	No	42

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

Response: Targeted recruitment activities allow Hillsborough Community College to focus on groups that are underrepresented from the standpoint of inclusion. 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 University (HBCU) publications specifically targeting women and minorities in difficult to recruit fields and disciplines.

Utilizing sources that are uniquely appropriate for each recruited position is leveraged by recruitment strategies, including posting vacancies on twenty-one (21) websites and newspapers that target women and minorities in difficult to recruit fields and disciplines, or which require divergent expertise, certification, or licensing.

The college continues to establish partnerships, contacts, and long-term commitments with other higher education institutions, recruiting partners, and the community. Engagement within our communities and partnering with other higher education institutions creates a more personalized approach and is necessary for successful recruitment and retention of employees from all communities, including underrepresented communities. Further, the Office of Equity, Diversity and Special Programs will begin utilizing software to pinpoint availability data for enhanced decision-making relative to employment goals.

New Barriers (Optional)

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



Response: There are no known artificial barriers in recruiting or retaining qualified individuals in any employment category other than calculating availability of persons with requisite skills. The College will purchase a software system that will serve this purpose.

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

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting recruitment and retention of females and/or minorities?	Select one.		

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: Each administrator is annually evaluated by their supervisor on valuing Diversity. The HCC administrative team received positive evaluations for efforts in achieving our employment accountability goals as identified in our Annual Equity Plan.

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 (BOT) 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 annual evaluation, which last occurred on September 25, 2019. The President received an overall positive assessment by the full Board of Trustees (BOT) on the President’s performance in achieving the annual and long-term goals and objectives of HCC and the Annual Employment Equity Plan. The Board of Trustees will reassess the President during September 2020, on his performance for this area. All information is codified in the BOT agenda and minutes.



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

Response: September 25, 2019

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

C. Additional Requirements

The college should complete the following related to additional processes required by section 1012.86, F.S. The signature page of this report that will be required in submission 2 of 2 will suffice as certification of each.

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



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

Response: Through College rules and procedures and the HCC Recruitment and Interviewing Handbook, the College strives to maintain diversity and balance in the gender and ethnic composition of the selection committee for vacant positions. As part of the process, the Office of Equity, Diversity and Special Programs 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. The Office of Equity, Diversity, and Special Programs various stages of the recruitment and employment process and seeks changes when applicable.

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 (CBA) 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, the Campus President, the Vice President for Academic Affairs, and the College President, with final approval 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 (CBA) 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 2019-2020 Operating Budget process is underway and recommendations will be presented to the HCC Board of Trustees at the June 26, 2019 meeting. The Human Resources Department allocates recruitment funds as part of their annual budget to support and ensure the attainment of HCC’s employment equity and accountability goals, which can be provided separately once the Board approves the budget with an explanation outlining how these resources will be allocated to support the strategies and goals in a timely manner. To ensure robust efforts towards diversity and inclusion, the Chief Diversity Officer is a member of the President’s Cabinet, and leads and provides guidance in programs, services, activities for diversity and inclusion. The College President ensures that the all levels of the college support and seek to include diverse perspectives in line with the college’s goals and objectives in line with the College’s vision, mission, and values.

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

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

Response: The data provided indicates the position categories for which the job classifications were indicated and was provided by the Office of Human Resources.

Occupation Activity Code	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
A0559	Director, Enterprise Systems	1	63,975.44 – 121,753.47	0	63,975.44 – 121,753.47
E06001	Academic Advisor	2	38,200.24 – 61, 120.39	40	38,200.24 – 61, 120.39
E06002	Accountant	1	38,200.24 – 61, 120.39	6	38,200.24 – 61, 120.39
E06007	Student Svc Advisor Gen	1	38,200.24 – 61, 120.39	18	38,200.24 – 61, 120.39
E08001	Continuing Ed Coordinator	1	40,424.95 – 64,679.92	4	40,424.95 – 64,679.92
E08003	Math Res. Cent. Coordinator	1	40,424.95 – 64,679.92	1	40,424.95 – 64,679.92

Hillsborough Community College Annual Equity Update
2018-2019
Combined Submissions 1 and 2

Occupation Activity Code	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
E08009	Health Sci. Prog. Coord.	1	40,424.95 – 64,679.92	4	40,424.95 – 64,679.92
E08031	Student Comm. Coordinator	1	40,424.95 – 64,679.92	0	40,424.95 – 64,679.92
E10026	Special Project Trainer	1	49,336.81 – 78,938.90	4	49,336.81 – 78,938.90
E10030	Mgr., Academic Technologies	1	49,336.81 – 78,938.90	0	49,336.81 – 78,938.90
E11002	Financial Serv. Manager II	1	54,007.50– 86,412.00	0	54,007.50– 86,412.00
F1000	Instructor I, Basic Yr.	2	48,781.00 – 84,198.05	77	48,781.00 – 84,198.05
F1000	Instructor II, Basic Yr.	2	44,248.00 – 76,373.90	142	44,248.00 – 76,373.90
F1000	Instructor III, Basic Yr.	1	46,514.00 – 80,285.11	72	46,514.00 – 80,285.11
F1000	Instructor, Basic Yr.	1	42,187.00 – 72,816.53	10	42,187.00 – 72,816.53
N02001	Staff Assistant	1	25,858.97 – 41,374.35	12	25,858.97 – 41,374.35
N02002	Public Safety Officer	2	25,858.97 – 41,374.35	22	25,858.97 – 41,374.35
N02006	Test Proctor	1	25,858.97 – 41,374.35	5	25,858.97 – 41,374.35
N03002	HR Technician	1	27,159.19 – 43,454.71	4	27,159.19 – 43,454.71
N03003	Staff Assistant II	3	27,159.19 – 43,454.71	46	27,159.19 – 43,454.71
N03004	Student Svc Spt Specialist	1	27,159.19 – 43,454.71	24	27,159.19 – 43,454.71
N03005	Property Assistant	1	27,159.19 – 43,454.71	2	27,159.19 – 43,454.71
N04003	Lab Assistant	1	32,096.35- 51,354.15	30	32,096.35- 51,354.15

** IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2017 and October 31, 2018, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2017.*

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

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

This concludes submission 1 of 2 of the 2018-19 HCC Annual Equity Update Report.



HILLSBOROUGH COMMUNITY COLLEGE
Tampa, Florida

Annual Equity Update

2018-2019

Submission 2 of 2



Contents for Section Two

Part I. Description of Plan Development.....	23
Part II. Policies and Procedures that Prohibit Discrimination	24
Part III. Strategies to Overcome Underrepresentation of Students.....	27
Student Enrollments	27
Student Completions	36
Student Success in Targeted Programs.....	38
Part IV. Gender Equity in Athletics	41
Assessment of Athletic Programs	41
Data Assessment.....	41
Compliance with Title IX	42
Corrective Action Plan.....	42
Part V. Signature Page	44



*Review of Part I: Description of Plan Development
 (Completed by Division of Florida Colleges)*

Requirement	Response	Comments	Action
Were there any changes to the development of the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates; monitor efforts by the college to increase diversity in student participation and employment; and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college’s methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs and activities. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in certain areas where the college has achieved or exceeded its goals or where there is incomplete or missing information.



Part I. Description of Plan Development

Did the college change the development of the college equity plan? **Make a selection: Yes** If yes, provide the following applicable updates.

A list of persons, by title and organizational location, involved in the development of the plan.

Response: See Below.

- Dr. Ginger Clark, Vice President of Academic Affairs
- Martha Kaye Koehler, Esquire, College Attorney
- Dr. Paul Nagy, Special Assistant to the President-Strategic Planning and Research
- Dr. Ken Ray, VP of Student Services and Enrollment Management
- Ms. Kristen Smuder, Executive Director of Human Resources
- Ms. Sarah Summerfield, Director of Athletics
- Ms. Elina Bivins, Manager, Equity & Title IX
- Cheryl Seals Gonzalez, Chief Diversity Officer, Equity & Diversity

The 2018-2019 Annual Equity Update Report was presented to the Board of Trustees on Wednesday, June 26, 2019, 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,

Cheryl Seals Gonzalez
Chief Diversity Officer



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

Response: Not Applicable

***Review of Part I: Description of Plan Development
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college change the development of the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

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

- Date of revision:**
- Description of the revision:**
- Web link(s) to document the revision:**

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

Response: Not applicable.

C) Has the college changed the person(s) designated to coordinate the college’s compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: Yes** If yes, provide the following applicable information for each updated contact.

Name/title: Cheryl Seals Gonzalez, Chief Diversity Officer
Phone number: (813) 253-7043
Address: 39 Columbia Drive, Room 728, Tampa, Florida 33606



Email address: cgonzalez159@hccfl.edu
 Is this contact's information available in the regular notice of nondiscrimination? **Make a selection: Yes**

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: No** If yes, provide the following applicable updates.

Date of revision: NA
Description of the revision: NA
Web link(s) to document the revision: NA

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. **Make a selection: Yes**
- 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

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

Response: Not applicable

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

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

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

Name of the policy and/or procedure(s): NA



Date of revision: NA
Description of the revision: NA
Web link(s) to document the revision: NA

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do	Select one.		

Requirement	Response	Comments	Action
not prohibit individuals from seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, a plan for compliance provided?	Select one.		

Part III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Hillsborough Community College will continue to examine data trends, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and for overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved, and set goals for 2018-2019.

Enrollments	FTIC			Overall Enrollments		
	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	37%	No	37%	22%	No	22%
Hispanic	36%	Yes	36%	30%	Yes	30%
Other Minorities	7%	Yes	7%	8%	Yes	8%
White	35%	No	35%	44%	No	44%
Female	55%	No	55%	58%	No	58%
Male	47%	Yes	47%	44%	No	44%
LEP	342			1212		
DIS	226			1102		

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

The college is achieving goals: **Yes** If no, provide:

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

Response: See below.

Hillsborough Community College evaluates the strategies to increase traditionally underrepresented groups by monitoring stratified enrollment data. HCC is large complex organization that has numerous departments on both the academic and the student services divisions that consistently strive to serve and support underrepresented populations. The examples that follow are only a sample of those efforts.

The School District of Hillsborough County (SDHC) and HCC work in partnership to conduct two student based AS and certificate recruitment events and one SDHC counselor based event. The first event is the *Career Quest*. *Career Quest* is an event where approximately 600 District CTE juniors and seniors travel on buses from their home school to the College's Dale Mabry Campus where they receive tours and meet with college faculty from all the campuses and student services staff. Special emphasis is placed on including students from disadvantaged backgrounds, minority students, and non-traditional students. The purpose is to showcase the College's AS and certificate programs and guide students through the application and financial aid processes.

The second event is *WINGS of Imagination*. This is a weeklong event where approximately 25 female students interested in non-traditional AS and certificate programs meet with faculty and staff and explore the AS and certificate programs that the College has to offer. The third event is College and *Career Connections* where SDHC Counselors take a week to travel to all of the College's campuses, meet with AS and certificate faculty and staff to learn about the advantages of students enrolling in the programs, and tour the facilities.

HCC is also partnering with the SDHC in the GEARUP Grant. Through this program, a cohort of students and their families are followed from middle school through high school and provided information, taken on field trips to HCC's campuses and centers, and offered support services that encourage enrollment in higher education. The schools participating in the grant are made up of large populations of disadvantaged and minority students.

HCC is partnering with Hillsborough County to support disadvantaged students enrolling in selected AS and certificate programs. The primary goal of the program is to assist financially disadvantaged individuals throughout Hillsborough County who are committed to becoming self-sufficient by attaining a post-secondary education. Hillsborough County will provide

individualized funding for students based on their need (e.g., tuition, student fees, supplies, transportation, etc.).

2018-2019 Middleton High School College Bound Initiative



The Middleton College Bound Initiative is a pilot 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 seven years of progressive success of the College Bound Initiative with Middleton High School and 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 2018-2019 graduates, the majority of which are eligible or receiving the federally subsidized Free or Reduced Lunch. Hillsborough County Public School district uses multiple academic programs to boost student learning. 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 the first point of contact.

This initiative has had an impressive impact on all of the students at Middleton High School due primarily to the recruitment efforts of Enrollment Development staff, College and Career Counselor, the Success Coach, faculty, staff and administrators. This support includes regularly 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 (2017-18) College Bound Initiative

Objective:

Ensure that every graduating senior has applied to and been accepted to a post-secondary institution by June 2018

✓ Goal: Take the SAT/ACT or PERT test

- ✓ Goal: Pass the FCAT or receive concordance score on SAT or ACT
- ✓ Goal: Meet all graduation requirements for a Standard Diploma
- ✓ Goal: Complete college admissions application before winter break

Ensure every graduating senior who plans to attend college complete the FAFSA in a timely manner

- ✓ Goal: Collect all required documents to complete the FAFSA application
 - Host workshops for students and parents after winter break
- ✓ Goal: Have FAFSA file completed for HCC

Objective (Partnership with the HCC Ybor Campus)

Direct students to select the HCC Ybor Campus as their home campus

- ✓ Goal: NSO will be a one-stop-shop where students will receive everything including their class schedule upon their departure
- ✓ Goal: MHS seniors who are scheduled to graduate with a standard diploma will visit the Ybor campus once in the spring semester

The program/partnership resulted in significant increase in the completion of HCC applications and FAFSA applications. Over the last seven (7) years 45.5% of the graduating seniors have enrolled at Hillsborough Community College. The college and the school district are enthusiastic about continuing this efforts based on the data provided.

2018 Middleton High School Signing Day



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. Additionally, students are introduced to PSAV programs at HCC, which offers them the opportunity to pursue a career or certification post high school graduation.

The increase in the number of seniors who completed the FAFSA in 2017 is significantly higher than previous years due in part to the efforts of Mr. Brian Rodriguez and a partnership with Florida College Access Network (FCAN).

New methods and strategies, if applicable.

Response: See below.

**2018 College Reach-Out Program (CROP)
"Success Is a Journey, Not a Destination!"**

College Reach-Out Program (CROP) is a statewide pre-college program established in 1983 by the Florida Legislature under section 1007.34, Florida Statutes. The statute was designed to further the legislature's intent to increase the number of under-represented students in grades 6-12, who upon high school graduation, are admitted and successfully complete a postsecondary program. CROP is administered through the Florida Department of Education.

The program's primary objective is to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in grades 7 through 12, representing various cultural backgrounds, who "otherwise would be unlikely to seek admission to a community college, state university or independent post-secondary institution without special support and recruitment efforts."

CROP has four goals:

1. Motivate students to pursue a postsecondary education
2. Enhance students' basic learning, skills, and performance
3. Strengthen students' and parents' understanding of the benefits of postsecondary education
4. Foster academic, personal, and career development through supplemental instruction

The 2018-2019 cohort of CROP students.

Females – 57%

Males – 43%

African-American – 96%

Hispanic/Latino – 3%

Other – 1%

In summation, the CROP initiative is a significant mechanism used to increase student diversity in enrollment towards successful graduation.

Please note when referenced, the approved name of the Title III grant is “Math Success.”

PR Award Number: P031C160186 (Year 1 2016-2017, Year 2 2017-2018, Year 3 2018-2019, Year 4 2019-2020, Year 5 2020-2021)

One of the goals of the Title III grant is to strengthen an institution's capacity to serve low-income and minority students. One of the barriers to academic success among students at HCC-Dale Mabry has been poor performance in mathematics courses, which are a requirement for all STEM (science, technology, engineering, mathematics) programs of study—and all degrees require at least one math course.

HCC-DM's approved 'Math Success' project is designed to strengthen the college's STEM-preparatory pipeline, increase enrollment in higher order math courses, improve students' math success, increase persistence and degree completion, and increase transfer to four-year institutions.

The developmental activities undertaken during Year 2 contributed to HCC's overall mission. The data in this report shows attainment of both Year 2 objectives that significantly strengthen HCC-Dale Mabry's institutional capacity to offer engaging math curricula that integrates effective instructional technology and to provide targeted support services to students in challenging math classes, many of whom are STEM majors, in order to improve student success at HCC-Dale Mabry.

Key developmental activities:

- Faculty development focusing on techniques effective with diverse learners and instructional technologies for improving student success;
- Curricular revision of eight key existing math courses to improve their effectiveness;
- Supplemental Instruction (SI) to support revised courses, with enrollment by career cohort for gateway Algebra courses;
- Renovation of existing space (math classrooms);
- Installation of interactive instructional resources in math classrooms and in the Math Resource Center;
- Development and implementation of outreach and success strategies (e.g., Math Assessment; Advising/Transfer Advising; Academic Alert/Intervention; Non-cognitive Skill Development with text message-based “nudging”);
- Development of a model transfer/articulation plan with the University of South Florida;
- Development and implementation of Longitudinal Tracking, analysis of project interventions' effects, and enhanced tracking of students' progress to graduation and transfer;

- Implementation of a random controlled trial study (Yrs. 3-5) to evaluate the effectiveness of Academic Alert/Intervention on the success of students in College Algebra; and
- Funds for Endowment in Yrs. 3-5, which will be matched, invested, and used for STEM student scholarships.

Please find below a summary on the impact our Math Success has had on the following institutional measures:

Enrollment:

In Year 2, two milestones evaluated elements of the project that were designed to impact enrollment. By Spring 2018, 508 students were in pilots of redesigned Intermediate Algebra courses, exceeding our goal of 200 pilot participants each semester. Also, by Spring 2018, we had enrolled 350 students in pilots of revised College Algebra courses. These courses, redesigned to integrate techniques and technologies effective with diverse students, were piloted over the 2018 academic Year (project Year 2).

Fiscal Stability:

As approved in the grant in Year 2, the project renovated and equipped three math classrooms. The Math Resource Center developed in Year 1 continues to support Year 2 pilots of the following systems and services developed by the project: Math Assessment; Advising/Transfer Advising; Academic

Alert/Intervention; and Non-Cognitive Skill Development with text message-based ‘nudges’.

- A. By March 2018, seven-math faculty participated in course re-design attended 11 major/expert sessions on a variety of instructional approaches and integration of instructional technology.
- B. By August 2018, seven math faculty participated in curricular revision for two (Business Calculus and Statistics) of the eight key existing math courses attended 11 major/expert sessions to improve their effectiveness.
- C. By August 2018, 100% of Supplemental Instruction (SI) to support revised courses. SI trainings were developed, as was an SI schedule for Fall 2018. These processes and procedures are consistent with the recommendations of the National Center for SI at the University of Kansas City Missouri, which is the certifying body for SI programs.
- D. By August 2018, 100% of renovation of three existing Math classrooms were completed.
- E. By August 2018, 100% of installation of interactive instructional resources in math classrooms were completed.
- F. By May 2018, 100% of outreach and success strategies (Math Assessment; Advising/Transfer Advising; Non-cognitive Skill Development with text message-based “nudging”) were deployed for Year 2 pilots.

Year 2 development covered the following categories: Faculty Training, Curriculum Revision, Supplemental Instruction, Renovation, Technology, Outreach/Advising and Tracking.

- 1) Faculty development focusing on techniques effective with diverse learners and instructional technologies for improving student success contributes to HCC's mission by improving math faculty's capacity to deliver teaching and learning opportunities that empower students to achieve their educational goals;
- 2) Curricular revision in Year 2 of the second two of eight key existing math courses to improve their effectiveness contributes to HCC's mission statement by allowing target faculty to improve teaching and learning opportunities to empower students;
- 3) Supplemental Instruction (SI) to support revised courses, with enrollment by career cohort for gateway Algebra courses contributes to HCC's mission by providing academic support that empowers students to achieve their educational goals;
- 4) Renovation of existing space (3 math classrooms) and installation of interactive instructional resources in math classrooms and additional modifications in Math Resource Center resources in math classrooms and additional modifications in Math Resource Center contributes to the mission by improving the instructional space and math faculty's capacity to deliver teaching and learning opportunities that empower students to achieve their educational goals;
- 5) Installation of interactive instructional resources in math classrooms and in the Math Resource Center;
- 6) Continued development of a model transfer/articulation plan with the University of South Florida;
- 7) Development phase of a random controlled trial study to begin (Yrs. 3-5) to evaluate the effectiveness of Academic Alert/Intervention on the success of students in College Algebra; and Funds for Endowment, which will be matched, invested, and used for STEM student scholarships beginning in Year 3.
- 8) Development and implementation of outreach and success strategies (e.g., Math Assessment; Advising/Transfer Advising; Non-cognitive Skill Development with text message-based "nudging") improves students' self-efficacy enabling them to greater contribute to their local and global communities;
- 9) Analysis of project interventions' effects, and enhanced tracking of students' progress to graduation and transfer.

Collegiate 100

The Collegiate 100® program is an auxiliary of the 100 Black Men of America, Inc. and works with the local 100 Black Men of Tampa Bay. The program began at HCC with the goal to implement leadership development, encourage college completion and foster mentorship to local youth. The program expanded to all five campuses in 2012 enabling access to more HCC students. The program averages a membership of 50 students each year.

Over the past several years, the program has developed student members who have taken on greater leadership roles on their campuses. The annual Leadership Retreat engages student leaders in a variety of team-building and leadership skill development activities they readily use in their role. To date, eight students have assumed executive positions with the Student Government

Association, the top-ranking student organization at the college, as well as, Phi Theta Kappa Honor Society.

Collegiate 100 students have logged more than 350 hours of community service and mentoring. Mentoring occurred in public schools, community youth programs and literacy programs during the 2018/19 academic year. During the academic year, the HCC Collegiate 100 successfully completed a Dr. Martin Luther King, Jr. Day of Service project with a focus on affordable housing in the Tampa/Hillsborough County area. They partnered with Habitat for Humanity by volunteering at the ReStore, participating in a home build and adopting a Habitat client for completion and dedication of her new home.

In an effort to enhance degree completion and job readiness, the Collegiate 100 program developed a series of seminars focused on 21st Century soft skills and academic planning/success. Seminar topics included scholarships/grants, degree completion plan, dining etiquette, resumes, networking and professional image. Graduation rates for Collegiate 100 continue to hold steady to that of previous years.

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, 194 Black and Hispanic men have participated in the program, with 64% completing an AA degree and of those students, 84% transferred to a 4-year college or university.



During the 2018-2019 academic calendar, there were 39 student participants. Their overall grade point average is 3.2.

Student Completions

This year's report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees. Based on goals from previous equity reports, identified areas where goals (number of degree/certificate completions) set by the college last year were achieved are noted, and new goals for 2018-2019 were set.

Hillsborough Community College Annual Equity Update
 2018-2019
 Combined Submissions 1 and 2

AA Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	17%	Yes	17%
Hispanic	32%	No	32%
Other Minorities	8%	Yes	8%
White	43%	No	43%
Female	61%	Yes	61%
Male	39%	Yes	39%
LEP	52		52
DIS	57		57
AS/AAS Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	17%	No	17%
Hispanic	25%	No	25%
Other Minorities	6%	Yes	6%
White	53%	No	53%
Female	66%	Yes	66%
Male	34%	No	34%
LEP	19		19
DIS	29		29
Certificates	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	15%	No	15%
Hispanic	24%	Yes	24%
Other Minorities	6%	Yes	6%
White	55%	No	55%
Female	29%	Yes	29%
Male	71%	No	71%
LEP	31		31
DIS	21		21
Baccalaureate Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	N/A		
Hispanic	N/A		
Other Minorities	N/A		
White	N/A		
Female	N/A		
Male	N/A		
LEP	N/A		
DIS	N/A		



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

The college is achieving goals: **Yes** If no, provide:

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

Response: Goals were achieved in four of six categories for AA Degrees; two of six categories for AS/AAS Degrees; and three of six categories for Certificates. In areas where goals were not achieved, we appear to be within two standard deviations of acceptability for having achieved equity.

Hillsborough Community College evaluates the strategies to increase traditionally underrepresented groups by monitoring stratified enrollment data. HCC is large complex organization that has numerous departments on both the academic and the student services divisions that consistently strive to serve and support underrepresented populations. The examples that follow are only a sample of those efforts.

HCC's *Wings* program works to recruit and support nontraditional and financially disadvantaged students into AS and certificate programs. Students are recruited through open houses, career fairs, *WINGS of Imagination* summer program, and speaking to classes, counselors and advisors. *WINGS* provides students who qualify with funding for childcare and textbooks.

HCC is partnering with Hillsborough County to support disadvantaged students enrolling in selected AS and certificate programs. The primary goal of the program is to assist financially disadvantaged individuals throughout Hillsborough County who are committed to becoming self-sufficient by attaining a post-secondary education. Hillsborough County will provide individualized funding for students based on their need (e.g., tuition, student fees, supplies, transportation, social services, etc.). The support is provided throughout the academic year based on student needs that may arise.

New methods and strategies, if applicable.

Response: See below.

Student Success in Targeted Programs

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

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

Hillsborough Community College is providing updates: **Yes** If no, provide:

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

Response: See below.

Hillsborough Community College evaluates the strategies to increase traditionally underrepresented groups by monitoring stratified enrollment data. HCC is large complex organization that has numerous departments on both the academic and the student services divisions that consistently strive to serve and support underrepresented populations. The examples that follow are only a sample of those efforts.

HCC's *Wings* program works to recruit and support nontraditional and financially disadvantaged students into AS and certificate programs. Students are recruited through open houses, career fairs, *WINGS of Imagination* summer program, and speaking to classes, counselors and advisors. WINGS provides students who qualify with funding for childcare and textbooks.

The School District of Hillsborough County (SDHC) and HCC work in partnership to conduct two student based AS and certificate recruitment events and one SDHC counselor based event. The first event is the *Career Quest*. *Career Quest* is an event where approximately 600 District CTE juniors and seniors travel on buses from their home school to the College's Dale Mabry Campus where they receive tours and meet with college faculty from all the campuses and student services staff. Special emphasis is placed on including students from disadvantaged backgrounds, minority students, and non-traditional students. The purpose is to showcase the College's AS and certificate programs and guide students through the application and financial aid processes.

The second event is *WINGS of Imagination*. This is a weeklong event where approximately 25 female students interested in non-traditional AS and certificate programs meet with faculty and staff and explore the AS and certificate programs that the College has to offer. The third event is *College and Career Connections* where SDHC Counselors take a week to travel to all of the College's campuses, meet with AS and certificate faculty and staff to learn about the advantages of students enrolling in the programs, and tour the facilities.

HCC is also partnering with the SDHC in the GEARUP Grant. Through this program, a cohort of students and their families are followed from middleschool through highschool and provided information, taken on field trips to HCC’s campuses and centers, and offered support services that encourage enrollment in higher education. The schools participating in the grant are made up of large populations of disadvantaged and minority students.

HCC is partnering with Hillsborough County to support disadvantaged students enrolling in selected AS and certificate programs. The primary goal of the program is to assist financially disadvantaged individuals throughout Hillsborough County who are committed to becoming self-sufficient by attaining a post-secondary education. Hillsborough County will provide individualized funding for students based on their need (e.g., tuition, student fees, supplies, transportation, etc.).

New methods and strategies, if applicable.

Response: Click here to enter text.

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

Requirement	Response	Comments	Action
Is the college achieving its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally underrepresented programs and	Select one.		

Requirement	Response	Comments	Action
courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?			
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

Part IV. Gender Equity in Athletics

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

Assessment of Athletic Programs

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

For this part, the college's latest Equity in Athletics Disclosure Act (EADA) Survey Federal Report is appended hereto.

Response: Attached is the 2017-2018 Equity in Athletics Disclosure Act (EADA) Survey Federal Report.

Data Assessment

Section 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.

Response: Hillsborough Community College is in compliance with Title IX, and there are no corrective action items.

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, 2016 through June 30, 2017 and July 1, 2017 through June 30, 2018

	2016-2017			2017-2018			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	39	50	89	Total Number of Athletes	38	46	84
Percent of Athletes by Gender	43.82%	56.18%	100%	Percent of Athletes by Gender	45.23%	54.76%	100%
Total Number of Enrollments	12,275	16,032	28,307	Total Number of Enrollments	12,693	16,618	29,311
Percent of Enrollments by Gender	43.36%	56.64%	100%	Percent of Enrollments by Gender	47.51%	52.49%	100%
Difference between the percent of athletes and the percent of students enrolled				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 2017-2018: Yes**

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

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

Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
Not Applicable	Not Applicable	Not Applicable	Not Applicable



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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2018?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

**This concludes submission 2 of 2, and, therefore, the entire 2018-19
 HCC Annual Equity Update Report.**



Part V. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2018-2019 ANNUAL EQUITY UPDATE REPORT
Signature Page

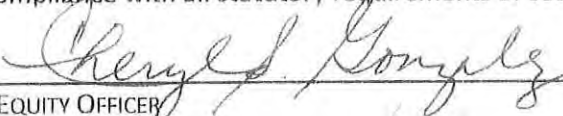
HILLSBOROUGH COMMUNITY COLLEGE

The college ensures that section 1000.05, F.S., and section 1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., referenced in submission 1 of 2 and submission 2 of 2 of 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 section 1007.264 and section 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, section 1006.71, F.S., Gender equity in intercollegiate athletics, and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs)


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



EQUITY OFFICER 6/26/19
DATE



COLLEGE PRESIDENT 6/26/19
DATE



CHAIR OF DISTRICT BOARD OF TRUSTEES 6/26/19
DATE