

**HCC**

# Equity Report

2019-2020





**HILLSBOROUGH COMMUNITY COLLEGE**  
**Tampa, Florida**

**Annual Equity Update**  
**2019-2020**

**Submission Information:**  
**Cheryl Seals Gonzalez, Chief Diversity Officer**  
[Cgonzalez159@hccfl.edu](mailto:Cgonzalez159@hccfl.edu)  
**(813) 253-7043**

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## **Appendix**

**A - HCC Equity in Athletics Disclosure Act (EADA) Survey Federal Report**

### General Information and Applicable Laws for Reporting

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

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

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for 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 improvement identified in analyses.

Submission of the Hillsborough Community College (HCC) Annual Equity Update was in two parts to the Florida Department of Education, Division of Florida Colleges (DFC). The first was submitted by May 1, 2020. **The entire report submitted hereto to the Board of Trustees allows for final submittal as requested by the Florida College System no later than June 30, 2020, due to the novel COVID-19 pandemic, with appropriate signature pages.**

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 areas where the college has achieved or exceeded its goals or in areas where there is incomplete or missing information.

For the 2019-20 report, the factors DFC will identify as part of its review are embedded after sections of the report and DFC will use these sections to provide feedback to colleges, for example:

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Did the college submit the Course Substitution Report?	Select one.		

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In submitting this report, HCC meets the foundational compliance requirement as noted in designated state statute and FCS rule(s) by responding to the questions herein.

## Part I. Description of Plan Development

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

An updated list of persons by title involved in the development of the plan are noted below:

### Response:

- Dr. Ken Ray, Vice President of Student Services and Enrollment Management
- Richard Senker, Vice President of Academic Affairs
- Martha Kaye Koehler, Esquire, General Counsel
- Kristen Smuder, Executive Director of Human Resources
- Dr. Cheryl Seals Gonzalez, Chief Diversity Officer, Equity & Diversity
- Dr. Karen Griffin, Associate Vice President, Associate in Arts Program
- Dr. Brian Mann, Associate Vice President, Associate in Science Programs
- John Meeks, Associate Vice President, Post-Secondary Adult Vocational Programs
- Joe Bentrovato, Dean of Student Services, Dale Mabry
- Cris Legner, Dean of Student Services, Plant City
- Yaima Serrano, Dean of Student Services, SouthShore
- Julie White, Dean of Student Services, Brandon
- Rebecca Todd, Assistant Professor, Anthropology and Chair, First Encounter Faculty Program
- Dr. Alisa Zujovic, Director, Institutional Research
- Sarah Summerfield, Director of Athletics
- Kayla Charles, Director of Enrollment
- Sheila McCants, Director, TRIO Programs
- Shannon Olmstead, Project Director and Campus Grants Officer
- LaTosha Williams, Student Accessibility & Disabilities Officer
- Elina Bivins, J.D., M.B.A., Manager, Equity & Title IX for Equity, Diversity & Special Programs
- Tania Marrero Gonzalez, Enrollment Development Coordinator, Ybor City
- Julia Thillet, Enrollment Development Coordinator, Dale Mabry
- Bruce Kensky, LSAMP-B2B New Student Programs Coordinator
- Ryan Brown, Student Activity Coordinator, Brandon
- Sandra Guggino, Enrollment Development Coordinator, Dale Mabry
- Bonnie Nimmo, Student Activities Coordinator, Plant City
- Warren Smith, College Outreach Program Coordinator, Student Services
- Ana Tayeb, Enrollment Development Coordinator, Brandon
- Patrick Sneed, Program Analyst, Equity, Diversity and Special Programs
- Marquela Zepeda, Project Manager & STEM Planning and Articulation Specialist

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

### Response:

On behalf of Dr. Ken Atwater, President of HCC, we are pleased to submit this comprehensive report to The Division of Florida Colleges. The report was prepared with the support of the President's Cabinet and particularly the college officials mentioned above. The 2019-2020 Annual Equity Update Report was also reviewed by and presented to the HCC Board of Trustees on

Wednesday, June 24, 2020. Upon approval, the HCC Equity Report was signed by Board Chair Betty Viamontes and HCC President Dr. Ken Atwater.

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

Requirement	Response	Comments	Action
Did the college change 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: No revision.**  
**Description of the revision: No revision.**  
**Web link(s) to document the revision: No 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: No change, no update in procedures.**

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: No.** If yes, provide the following applicable information for each updated contact.

**Name/title: No change.**  
**Phone number: No change.**  
**Address: No change.**  
**Email address: No change.**

Is this contact’s information available in the regular notice of nondiscrimination?  
**Make a selection: No change.**

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: No update required.**

**Description of the revision: No update required.**

**Web link(s) to document the revision: No update required.**

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: No additional information is needed as HCC complies according to law, guidelines, and practice.**

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

Title IX?	<b>No</b>
Title II?	<b>No</b>
Section 504?	<b>No</b>
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	<b>No</b>
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	<b>No</b>
Notice of Non-Discrimination, Diversity and Inclusion Zero Tolerance Discrimination and Anti-Harassment Policy	<b>Yes</b>

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

**Name of the policy and/or procedure(s):** (1) Notice of Equity, Diversity and Inclusion, and (2) Notice of Zero Tolerance Discrimination and Anti-Harassment Policy

**Date of revision:** (1) July 1, 2019 and (2) October 28, 2019

**Description of the revision:** (1) This Notice was updated to be in alignment with the College’s strategic plan and to update the College community on whom and where to report complaints. (2) This Notice reiterates the College’s stance on sexual misconduct as a key concern for our students, faculty, and staff for ongoing prevention and awareness initiatives.

**Web link(s) to document the revision:** (1) <https://www.hccfl.edu/about-us/equity-and-diversity>  
(2) [https://www.hccfl.edu/sites/default/files/docs/2019-10/Notice%20of%20Zero%20Tolerance%20Policy\\_20191031-508.pdf](https://www.hccfl.edu/sites/default/files/docs/2019-10/Notice%20of%20Zero%20Tolerance%20Policy_20191031-508.pdf)



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

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

### Part III. 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, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

	2018-19 Report Year College Student Population (%)	EAM Actuals (%) Fall 2018	EAM Actuals (%) Fall 2019	EAM Stated Goals (%) Fall 2019	EAM Goal Met (Yes/No)	EAM Goals for Fall 2020*
Black Female	13%	12%	16%	12%	Yes	13%
Black Male	8%	10%	9%	10 %	No	8%
Hispanic Female	20%	7%	7%	4%	Yes	7%
Hispanic Male	15%	5%	4%	3%	Yes	5%
Other Minorities Female	4%	0%	0%	0%	--	2%
Other Minorities Male	3%	2%	2%	2%	Yes	2%
White Female	20 %	29%	26%	29%	No	29%
White Male	17%	35%	37%	35%	Yes	34%
Total Female	57%	48%	49%	48%	Yes	49%
Total Male	43%	52%	51%	52%	No	51%

(\* ) Goal adjustments reviewed and made due to shift in population demographics and consistency in reporting.

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** [Click here to enter text.](#)

Six (6) of ten (10) goals were met by HCC for the executive/administrative/managerial staff category. The category for Other Minorities Female had no previously established goals; however, the minimum/conservative threshold was set for 2% and all goals will be revisited for Fall 2021.

Targeted recruitment activities allow HCC 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) external industry 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.

In 2019, the College was awarded a Higher Education Excellence in Diversity (HEED Award). The HEED Award process consisted of completing and submitting a comprehensive and rigorous application process that included responding to questions on recruitment and retention of students and employees, best practices, continued leadership support for diversity, and other aspects of college inclusion. Further, the Office of Equity, Diversity and Special Programs will consider utilizing software to pinpoint availability data for enhanced decision-making relative to employment goals or benchmarks.

**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.

	2018-19 Report Year College Student Population (%)	INST Actuals (%) Fall 2018	INST Actuals (%) Fall 2019	INST Stated Goals (%) Fall 2019	INST Goal Met (Yes/No)	INST Goals for Fall 2020*
Black Female	13%	6%	6%	6%	Yes	6%
Black Male	8%	4%	4%	4%	Yes	4%
Hispanic Female	20%	5%	5%	5%	Yes	5%
Hispanic Male	15%	5%	4%	5%	No	5%
Other Minorities Female	4%	3%	3%	3%	Yes	3%
Other Minorities Male	3%	2%	2%	2%	Yes	2%
White Female	20%	44%	43%	44%	No	44%
White Male	17%	31%	33%	31%	Yes	31%
Total Female	57%	58%	57%	57%	Yes	57%
Total Male	43%	43%	43%	43%	Yes	43%

(\* ) Goal adjustments reviewed and made due to shift in population demographics and consistency in reporting.

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

**Response:**

Eight (8) of ten (10) goals were met by HCC for the full-time instructional staff category. These goals will be reviewed for possible adjustment for Fall 2021. Targeted recruitment activities allow HCC 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 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) external industry 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.

In 2019, the College was awarded a Higher Education Excellence in Diversity (HEED Award). The HEED Award process consisted of completing and submitting a comprehensive and rigorous application process that included responding to questions on recruitment and retention of students and employees, best practices, continued leadership support for diversity, and other aspects of college inclusion. Further, the Office of Equity, Diversity and Special Programs will consider utilizing software to pinpoint availability data for enhanced decision-making relative to employment goals or 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.

	2018-19 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2018	INST-CONT Actuals (%) Fall 2019	INST-CONT Stated Goals (%) Fall 2019	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2020*
Black Female	13%	5%	5%	5%	Yes	5%
Black Male	8%	3%	3%	3%	Yes	3%
Hispanic Female	20%	6%	6%	6%	Yes	6%
Hispanic Male	15%	5%	5%	5%	Yes	5%
Other Minorities Female	4%	3%	3%	3%	Yes	3%
Other Minorities Male	3%	2%	2%	2%	Yes	2%
White Female	20%	44%	45%	44%	Yes	44%
White Male	17%	32%	32%	32%	Yes	32%
Total Female	57%	58%	58%	58%	Yes	58%
Total Male	43%	42%	42%	42%	Yes	42%

(\* ) Goal adjustments reviewed and made due to shift in population demographics and consistency in reporting.

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

**Response:**

All ten (10) goals were met by HCC for the full-time instructional staff with continuing contract category. Efforts to maintain these goals and get closer to the HCC student population will continue, which means the goals will likely increase for Fall 2021. Targeted recruitment activities allow HCC 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 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) external industry 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.

In 2019, the College was awarded a Higher Education Excellence in Diversity (HEED Award). The HEED Award process consisted of completing and submitting a comprehensive and rigorous application process that included responding to questions on recruitment and retention of students and employees, best practices, continued leadership support for diversity, and other aspects of college inclusion. Further, the Office of Equity, Diversity and Special Programs will consider utilizing software to pinpoint availability data for enhanced decision-making relative to employment goals or benchmarks.

**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 barriers in recruiting or retaining qualified individuals in any employment category other than calculating availability of persons with requisite skills.

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

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

Requirement	Response	Comments	Action
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting the 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:**

All HCC Administrative staff are annually evaluated by their supervisor concerning their success in achieving the accountability goals by August 1<sup>st</sup>. All HCC administrators met their goals and received at a minimum a satisfactory on their evaluation. Should an administrator not receive at a minimum a satisfactory in this area, the administrator would be required to work with the Chief Diversity Officer and Human Resources Department for guidance to make improvement in this area and to meet HCC goals.

Deans and other administrators are evaluated annually on how they value diversity using the following criteria: Openly expresses support for workplace diversity among his/her colleagues; ensures that all colleagues under her/his supervision receive equal developmental opportunities; works to ensure that all colleagues under his/her supervision receive equitable consideration for promotion, raises, and other rewards; when hiring from the outside, actively seeks out and considers candidates with broad representation from all demographic sectors; responds to behaviors in the workplace which are clearly contrary to diversity by carefully and judiciously reviewing the apparent facts and taking necessary follow-up steps. This is one of the performance measures in place to ensure that the performance evaluation identifies and provides guidelines for feedback and decision-making regarding any ensuing appropriate action. HCC gives employees every opportunity to correct behaviors that result in adverse performance by providing the needed resources to assist the employee in growing professionally and personally.

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

**Response:** The HCC Board of Trustees annually evaluates the College President in August followed by discussion at the September Board meeting which was delayed in 2019 until December. The Board approved as part of the president’s annual evaluation his performance in achieving the annual and long term goals and objectives of the HCC employment equity plan. Overall, the president received positive reviews by each member of the Board of Trustees, with ratings above average, and supportive comments regarding his performance. All information was codified in the BOT agenda and minutes.

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

**Response:** Wednesday, December 4, 2019

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
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.

- 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 committees 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 regards to gender, race and ethnicity. In the event a screening committee lacks the requisite diversity, the Chief Diversity Officer 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 monitors various stages of the recruitment and employment process and seeks changes when needed in collaboration with the Office of Human Resources..

- 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(3), 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 the 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 the attainment of employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

**Response:**

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. Faculty who participate or engage in diversity-related programs and activities will receive credit as allowable and appropriate for advancement opportunities such as promotions. All HCC employees have access to training and development either in-house, through webinars, and directly through professional organizations that serve to assist in advancement. 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 all unit administrators, department heads, and supervisors of the college support and seek to include diverse perspectives in line with the HCC's goals and objectives in line with its 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.



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

CLASS CODE	CLASS CODE DESC	# OF NEW HIRES	SALARY RANGE	NUMBER OF EXISTING EMPLOYEE	EXISTING EMPLOYEES SALARY RANGE
A0521	Chief Diversity Offic	1	\$63,975.44 - \$121,753.47	0	\$63,975.44 - \$121,753.47
E06001	Academic Advisor	5	\$38,200.24 - \$61,120.39	37	\$38,200.24 - \$61,120.39
E06007	Stdnt Svc Adv Gen	1	\$38,200.24 - \$61,120.39	19	\$38,200.24 - \$61,120.39
E08018	Accountant II	1	\$40,424.95 - \$64,679.92	6	\$40,424.95 - \$64,679.92
E08033	PSAV Trainer II	2	\$40,424.95 - \$64,679.92	5	\$40,424.95 - \$64,679.92
E12006	Assistant Dean	1	\$58,678.29 - \$93,885.10	18	\$58,678.29 - \$93,885.10
E12008	Business Info Analyst	1	\$58,678.29 - \$93,885.10	3	\$58,678.29 - \$93,885.10
F1000	Instructor, Basic Yr	1	\$44,248.00 - \$76,373.90	135	\$44,248.00 - \$76,373.90
F1000	Instructor, Basic Yr	2	\$46,514.00 - \$80,285.11	77	\$46,514.00 - \$80,285.11
F1000	Instructor, Basic Yr	2	\$48,781.00 - \$84,198.05	81	\$48,781.00 - \$84,198.05
F3000	Counselor, Basic Yr	1	\$46,514.00 - \$80,285.11	9	\$46,514.00 - \$80,285.11
N01004	Cashier Clerk Finance	1	\$21,409.72 - \$34,255.56	2	\$21,409.72 - \$34,255.56
N02001	Staff Assistant	1	\$25,858.97 - \$41,374.35	14	\$25,858.97 - \$41,374.35
N02002	Public Safety Offr	3	\$25,858.97 - \$41,374.35	21	\$25,858.97 - \$41,374.35
N02011	Child Devel Assoc	1	\$25,858.97 - \$41,374.35	7	\$25,858.97 - \$41,374.35
N03003	Staff Assistant II	8	\$27,159.19 - \$43,454.71	42	\$27,159.19 - \$43,454.71
N03004	Stdnt Svcs Spt Spec	2	\$27,159.19 - \$43,454.71	20	\$27,159.19 - \$43,454.71
N03005	Property Assistant	1	\$27,159.19 - \$43,454.71	2	\$27,159.19 - \$43,454.71
N03009	Tradesworker	1	\$27,159.19 - \$43,454.71	5	\$27,159.19 - \$43,454.71
N03011	HVAC Station Operato	1	\$27,159.19 - \$43,454.71	4	\$27,159.19 - \$43,454.71
N03013	Lrn Resrc Tech/Distr	1	\$27,159.19 - \$43,454.71	6	\$27,159.19 - \$43,454.71
N03016	Accounting Tech	1	\$27,159.19 - \$43,454.71	5	\$27,159.19 - \$43,454.71
N05001	Exec Staff Assist II	1	\$35,148.29 - \$56,237.27	8	\$35,148.29 - \$56,237.27
N06012	Info Technology Tech	1	\$38,200.24 - \$61,120.39	13	\$38,200.24 - \$61,120.39

*NOTE: The IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2018, and October 31, 2019, 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, 2018.*

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

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report 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.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

**Part IV. Strategies to Overcome Underrepresentation of Students**

### Student Enrollments

HCC continued to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (ELP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2019-20 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
<b>Black</b>	22%	Yes	22%	22%	No	21%
<b>Hispanic</b>	30%	Yes	39%	30%	Yes	34%
<b>Other Minorities</b>	8%	Yes	8%	8%	Yes	8%
<b>White</b>	40%	No	31%	40%	No	37%
<b>Female</b>	58%	No	54%	58%	No	57%
<b>Male</b>	42%	Yes	46%	42%	Yes	43%
<b>ELP</b>	n=342	Yes	n=379	n=1,212	Yes	n=1,359
<b>DIS</b>	n=226	No	n=219	n=1,102	Yes	n=1,124

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

The college is achieving all goals: **No**. If no, provide your college’s status:

An evaluation of HCC’s methods and strategies developed to increase student enrollments from underrepresented groups is provided in the responses below.

**Response: OUTREACH AND PARTNERSHIPS** were heavily relied upon college-wide.

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

**Career Quest and College/Career Connections:** The Hillsborough County School District (HCSD) and HCC work in partnership to conduct two (2) student based AS and certificate recruitment events and one HCSD counselor based event. The first event is the Career Quest. Career Quest is an event where approximately 600 District College and Technical Education (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 and student services staff from all the campuses. Special emphasis is placed on including students from disadvantaged backgrounds, minority students, Perkins grant “special populations,” 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 College and Career Connections where HCSD Counselors take a week to travel to all of the College’s campuses, to meet with AS and certificate

faculty and staff to learn about the advantages of students enrolling in the programs, and to tour the facilities.

**Pooled Perkins Funds:** HCC and the Hillsborough County School District (HCSD) have pooled Perkins funds to share the costs associated with hiring a Career Pathways Coordinator. The Career Pathways Coordinator developed an *information dissemination campaign and recruitment program* targeted to increasing the number of students taking advantage of Career Pathways and articulated credit between HCSD high school students and HCSD Career Colleges and HCC workforce programs. This would include local articulation agreements, statewide articulation agreements, and Gold Standard Certification articulation agreements. This coordinator also acts as a liaison and develops communication channels between HCSD CTE faculty, career counselors, parents, and students and HCC AS and college Career Pathways faculty, staff, and advisors.

**The WINGS Program:** The Special Services Coordinator for the WINGS Program is devoted to recruiting and supporting special populations of students in Career and Technical Education (CTE) programs through high school and campus visits, presentations, and providing them with student support services, and financial support for tuition, textbooks, and childcare. The WINGS program promotes financial self-sufficiency through training for high-wage careers. WINGS provides multiple activities and services.

**College Reach-Out Program (CROP):** CROP at HCC is entering its thirty-second year at HCC. The primary objective of CROP is to increase the number of low-socioeconomic educationally disadvantaged students in grades 6 through 12 who, upon high school graduation, are admitted to and successfully complete postsecondary education. Participants should be students who otherwise would be unlikely to seek admission to a community college, state college, state university, or independent postsecondary institution without special support, additional resources and recruitment efforts. HCC has offered two main components to CROP. They include but are not limited to the following: *Saturday Academic Enrichment Program* and the *Summer Academic Enrichment Program*. Certified Hillsborough County school teachers provide supplemental instruction to high school and middle school students during these two components. CROP students also benefit from campus visits and visits to state universities.

The HCC CROP currently serves 140 high school and middle school students and contributes to the College's student diversity presence. Although the CROP program does not specifically recruit for HCC, the majority of CROP students attend HCC upon graduation from high school due to their sustained involvement with the program.

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

The principal of Middleton High School provided seniors with needed services to graduate and continue at HCC upon graduation. The foundation for enrollment at HCC is provided by representatives from various HCC departments and programs providing seniors with the information and resources needed to succeed at the post-secondary level.

This program has resulted in a significant increase in the completion of HCC applications and FASFA applications. While the number of graduating seniors from Middleton High School who enrolled at HCC rose significantly from 2010-2011 to 2017-2018, there was a decline in 2018-2019. The Middleton High School student population is highly diverse and contributes to HCC's designation as a Hispanic- and minority-serving institution.

### **HCC SouthShore Campus**

The HCC SouthShore Campus is approximately 26 miles south of the HCC District Administration building. Initiatives designed specifically for that growing area of Hillsborough County include:

- Building strong partnerships with the surrounding community with the purpose of promoting the AA programs and support services available to underrepresented groups such as the YMCA, Ruskin Women's Club, Hispanic Council, Enterprising Latinas/Wimauma Opportunity Center, and Big Brothers Big Sisters in the southern portion of the county;
- Implementing hiring practices that reflect diversity, so that students of all backgrounds feel comfortable with our Student Services staff;
- Publishing a pocket guide and folders that include specific information the support services and programs available to women and minority students (i.e. Collegiate 100, Title IX, SGA clubs, the Ruskin Women's Club scholarship - to provide to students that visit our offices.
- We have added activities that highlight the minority groups celebrated the same months as Success Fest – Hispanic Heritage Month (September) and Black History Month (February).
- Conducted presentations and campus tour for Enterprising Latinas/Wimauma Opportunity Center for the Women in Transition Program, which serves to assist underserved women in our community with interests in potential careers in construction trades and to provide them with basic training tools, terminology, and workplace skills.
- Conducted workshops to highlight HCC Degree programs at Hispanic Council Office in Wimauma.
- Hosted SGA events to highlight diversity:
  1. Latin Night
  2. National Coming Out Day
  3. Veterans Day Event
  4. Sexual Assault Awareness
  5. Disability Awareness
  6. Mental Health Awareness featuring BayCare speaker
  7. Human Trafficking Awareness featuring C100 speaker

### **Dale Mabry Campus**

National Science Foundation Grant - Louis Stokes Alliances for Minority Participation (LSAMP)

The LSAMP Grant is directed at under-represented minority (URM) students who are focused on STEM career tracks, with a desire to continue working towards a Baccalaureate degree. The HCC LSAMP New

Student Program Coordinator continually works with and presents program benefits with the Student Services Enrollment Development Coordinators (EDCs). These presentations to recruit High School STEM focused students have occurred face-to-face and most recently virtually. The LSAMP grant enhances student desire to register and attend HCC. The support structure that the LSAMP grant offers increases student retention. A major goal of the grant is for students to obtain a 4-year Baccalaureate degree and advance further. Please see below.

LSAMP – student services:

1. Help with coursework & provide social support
2. Offer Math Tutoring services
3. Promote familiarity with STEM professions and workplace expectations
4. Assist in identifying scholarship, internship, and research opportunities
5. Identify and assist in course selection and educational pathways to seamlessly transfer to upper division universities.
6. Opportunities to develop personally and professionally in STEM fields through internships, STEM Learning Communities, undergraduate research, STEM conference participation and travel, and cohort engagement.

**STEM Transfer Center:** The STEM Transfer Center employs several strategies in its contribution to AA student enrollment and retention for women and minority students at HCC.

- Our center engages with Enrollment Development Coordinators' efforts to visit high schools and connect with Pasos Al Futuro.
- The Center's project manager directly collaborates with Leto High School's Collegiate Academy by meeting with administrators, providing classroom presentations, and becoming a member of the NAF Mechatronics Academy Advisory Board.
- The project manager has also served as senior personnel for a National Science Foundation Louis Stokes Alliances for Minority Participation (LSAMP) grant, which has a focus on serving incoming students or those who have recently begun their college experience.
- Additionally, the STEM Transfer Center has provided the University of Florida IFAS Extension campus in Plant City with letters of support for a USDA grant proposal that would provide financial and academic support to minority students who decide earn their AA at HCC and transfer to a UF Plant City program.

Partnerships are crucial in the development of the Latino population. It is important to note; while working with our students at local High Schools, this is another way to establish and build stronger bonds as with potential students.. It is a cultural expectation to embrace and work with the entire student family at all of these events.

Education fairs and meetings are set to discuss our Educational Programs specifically targeting the Hispanic Adult Learner. We will continue to network with local businesses, churches and social services agencies to support our Hispanic Adult Learners.

- ***Hillsborough Technical College (HTC) partnerships*** work closely with Adult Learners and presents HCC information. Participation at Annual Education Fairs at Leto High and classroom visits focuses on Hispanic adult learners.

- ***Pasos al Futuro*** (*Hillsborough County Public Schools*) is an event aimed at assisting students and their families to prepare for College after High School graduation. Meetings were conducted in Spanish to inform participants about the steps needed to enroll and attend College. Discussions detailed HCC programs, grade requirements, perspectives on the ACT/SAT and the overarching college admissions process, EAP classes, and credit/workforce programs.
- ***Latinos in Action*** empowers Latino youth to become college and career ready through culture, service, leadership and excellence in education. Monthly activities for students and their families provide resources and education on HCC programs.
- ***The Hispanic Professional Women's Association (HPWA)*** is dedicated to nurturing relationships and creating new connections through professional development opportunities, monthly events, and mentoring programs. HCC students received scholarships at the HPWA Annual Dinner in 2019.
- ***The Foundation of Healthy Hispanic Families*** supports the wellbeing of Hispanics in the community by raising their awareness of significant health issues that are negatively affecting the quality of life of low-income Hispanic families.
- ***Miss Latina Tampa 2020*** is a foundation that supports Tampa Bay area female Latin community members who are 5- to 25-years of age, with a focus on programs to reinforce their self-esteem and confidence to help lay the foundation for a better future in school or daily life.
- The mission of the ***Latino Coalition of Tampa Bay*** is to improve the quality of life of the Latino community by working together through community empowerment, advocacy and/or access to community services. Its *Education Committee* identifies issues affecting the Latino Community and works on improving education, all driven by data and statistics collected from Hillsborough County government.
- ***Champions for Children*** builds stronger families in the Tampa Bay area through its educational programs and family programs. The partnership comprises and disseminates HCC program information and assists adult learners regarding the enrollment process.
- ***Unaccompanied Immigrant Children Committee*** of the 13<sup>th</sup> Judicial Circuit Community Alliance informs its members regarding resources available to immigrant children, changes in the law or any matters that may impact the immigrant community in general.

HCC serves several Hillsborough County public high schools, charter, and private schools. Programs included classroom presentations, information sessions/tabling and meetings with students onsite and at College nights, Financial Aid workshops, Senior Nights, and other district-sponsored special events. An update on some select programs follow:

- The HCC Dale Mabry Campus signature HCC Days/Nights event brings Student Services and other HCC resources to high school seniors and their families. It has evolved over the years as one of our most popular and effective recruitment activities. Staff provides one-on-one

assistance with application and FAFSA process, and connects attendees with Academic Advising, program managers, and other students.

- HCC Days/Nights are open to all high school seniors; however, first-generation prospects tend to benefit most.
- HCC collaborates with LSAMP to market Summer Bridge opportunities to under-represented minority students interested in STEM majors, as well as Dual Enrollment and AVID seniors to continue their education at HCC.
- Chamberlain High School (CHS)/HCC Night features *Honors* instant decisions and awards a presidential scholarship to one recipient during the event. Minorities comprise nearly 73% of CHS's enrollment of which 44% are Hispanic, and 29% are Black. Further, HCC Night with Inaugural Signing Day celebrates all HCC-bound seniors and helps them learn about next steps leading up to registration.

Staff members work closely with School District staff supporting GED, homeless, and unaccompanied minors. HCC staff members also participate in *Gateway to Your Future Community Resource Fairs* at service-area high schools, with evening GED programs and host campus visits for HELP counselors and participants, namely homeless and unaccompanied youths.

### Ybor City Campus

A series of external and internal collaborations and event support are the hallmark of the HCC Ybor Campus efforts to increase student enrollment. Select efforts are briefly described below:

- **Mexican American Legal Defense and Educational Fund (MALDEF) Parent School Partnership (PSP) Program:** Each year the MALDEF PSP Program, through Hillsborough County Public Schools, supports families who are predominately of Hispanic descent. The families become familiar with and learn how to navigate the U.S. education system through workshops throughout the school year, which culminates in a graduation ceremony. This year HCC, by opening the door to campus tours and hosting their graduation ceremony, expanded their reach to include HCC.
- **Faith in Florida:** Faith in Florida is a nonprofit organization that helps build a powerful multicultural nonpartisan network of congregation community organizations in Florida that address systemic racial and economic issues that cause poverty for our families. The purpose of this collaboration is to aid the enrollment process for this unique student population. Affordability is a big factor for these students, which makes HCC a viable option for them.
- **Latino Coalition of Tampa Bay:** The mission of the Latino Coalition of Tampa Bay is to improve the quality of life of the Latino community by working together through community empowerment, advocacy and/or access to community services. They also offer an annual conference to its members on topics pertaining to the Hispanic community. It is an opportunity for the Ybor City Campus' Enrollment Development to disseminate information and updates about HCC and stay up to date with the latest resources available that helps aid the recruitment and retention efforts of Hispanic students at HCC.
- **Miss Latina Tampa:** Miss Latina Tampa is a foundation that supports the female Latin community between five (5) and twenty-five (25) years of age in the Tampa Bay area. The HCC role in Miss Latina Tampa is to offer five (5) sessions on different topics ranging from a general overview of HCC, career exploration and resources that HCC offers for success in college. This enhances the foundation's mission and makes HCC a postsecondary option for its' participants.



- **HCC Hispanic and Latino Advisory Council (HCCHLAC):** HCCHLAC's mission serves as a liaison between HCC and the Hispanic and Latino students, employees, staff, and community. Ybor City Campus' Enrollment Development commits to Hispanic student retention in support and as a part of the HCCHLAC.
- **Tampa Pride and Diversity Parade and Festival:** Annually during the spring, Ybor City's streets are filled with a celebration of the LGBTQ+ and diverse community. Ybor City Campus Enrollment Development joins the celebration and finds opportunities to invite the LGBTQ+ community to consider HCC as a safe place of expression and continuous celebration, while expanding their career options and offering information on the enrollment process.

### **Expanded College and At-Large Community Engagement**

Regular contact was maintained with over 100 churches, employers, professional organizations, schools, and social service agencies to promote open houses, registration and special events:

- Most notable for this report are the following: Big Brothers Big Sisters Tampa Bay, Guardian Ad Litem, Helen G. Davis Centre for Women, PACE Center for Girls, Tampa Bay Dress for Success, Tampa Bay Women's Business Centre, Tampa Housing Authority Youth Build, Tampa Urban Young Life, University Area CDC, and WIOA Adult and Youth Programs.

Staff members annually participate in more than forty-five (45) employer education fairs throughout the Tampa Bay Higher Education Alliance (TBHEA). Events are held onsite at local private businesses offering tuition benefits, specifically for adult learners, including women and minority students.

- TBHEA collaborates with FCAN, LEAP Tampa Bay and Tampa Hillsborough Hotel Motel Association to encourage post-secondary credentials.

Other activities:

- Career Quest in conjunction with SDHC,
- Great American Teach-In College and Career Fairs,
- Campus Fall Open House and Spring Enrollment Day,
- Big Brothers Big Sisters Tampa Bay FAFSA Completion Night,
- HOPE Scholars Summit, held every fall at Dale Mabry Campus with the Office of Equity, Diversity and Special Programs, and
- Senator Janet Cruz Job Fair; Senator Cruz's annual summer event highlights her predominantly Hispanic West Tampa district.

### **New methods and strategies, if applicable.**

#### **Response:**

HCC is strengthening its efforts to attract students with student success as a primary driver according to its strategic plan. Equity, diversity and inclusion are among the values of the college as part of its overall mission. Therefore, ongoing assessment of existing programs to strengthen them are at the helm of this effort, which included closing any new found gaps.

- The Special Services Coordinator is also responsible for disseminating information on available support services and HCC's non-discrimination policies and processes to both prospective and current CTE students of special populations and non-traditional students.

- The Special Services Coordinator will work with the HCSD Pathways Coordinator to ensure that students interested in non-traditional fields will receive this information and inform them concerning what they need to do to prepare for admission into the programs, while also ensuring the students are receiving all available HCSD support needed.
- HCC is also partnering with the HCSD 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, participate in 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.

### **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, as documented in the COMPLETION tab. 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 goals for 2019-20 were set. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

Data are provided by category as follows:

<b>AA Degrees</b>	<b>2018-19 Goals</b>	<b>2018-19 Goals Achieved (Yes/No)</b>	<b>2019-20 Goals</b>
Black	17%	No	17%
Hispanic	32%	Yes	33%
Other Minorities	8%	Yes	9%
White	43%	No	41%
Female	61%	No	59%
Male	39%	Yes	41%
ELP	n=52	No	n=52
DIS	n=57	Yes	n=100
<b>AS/AAS Degrees</b>	<b>2018-19 Goals</b>	<b>2018-19 Goals Achieved (Yes/No)</b>	<b>2019-20 Goals</b>
Black	17%	Yes	17%
Hispanic	25%	Yes	28%
Other Minorities	6%	Yes	7%
White	53%	No	48%
Female	66%	Yes	67%
Male	34%	No	33%
ELP	n=19	Yes	n=20
DIS	n=29	Yes	n=30
<b>Certificates</b>	<b>2018-19 Goals</b>	<b>2018-19 Goals Achieved (Yes/No)</b>	<b>2019-20 Goals</b>
Black	15%	No	15%
Hispanic	24%	Yes	25%
Other Minorities	6%	No	6%
White	55%	Yes	54%
Female	29%	Yes	36%
Male	71%	Yes	64%
ELP	n=31	No	n=20
DIS	n=21	Yes	n=31
<b>Baccalaureate Degrees</b>	<b>2018-19 Goals</b>	<b>2018-19 Goals Achieved (Yes/No)</b>	<b>2019-20 Goals</b>
Black	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other Minorities	N/A	N/A	N/A
White	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
ELP	N/A	N/A	N/A
DIS	N/A	N/A	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.

**HCC TRIO Student Support Services**

TRIO Student Support Services at HCC is a federally funded program serving 200 students per year. It is designed to serve low income, first generation (neither parent received a bachelor's degree) and disabled students.

The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their post-secondary education. The goal of TRIO Student Support Services is to increase the college retention and graduation rates of participants and help students make the transition from one level of higher education to the next.

The TRIO program provides a wide range of individual services and opportunities including:

- Academic advising, tutoring, career exploration and assistance with technology.
- Assistance with the financial aspects of college, including applying for Financial Aid, the TRIO scholarship, and additional scholarships.
- Cultural diversity and enrichment activities, such as theatrical and musical performances, visits to museums and historical sites, community forums, and campus events.
- Educational experiences that provide the skills to become a more successful student.
- 

Plans are ongoing to strengthen this initiative at HCC to assist with retention and completion efforts.

**The Collegiate 100® Program**

The Collegiate 100® program is an auxiliary of the 100 Black Men of America, Inc. in conjunction with the local chapter of the 100 Black Men of the Tampa Bay. It began at HCC to implement leadership development, encourage college completion, and foster mentorship, which extends to all five campuses.

**Collegiate 100 Program Highlights**

<b>TOTAL # OF STUDENTS</b>	33
<b>DEMOGRAPHICS BY RACE/ETHNICITY</b>	<ul style="list-style-type: none"> <li>• Black/African American – 18</li> <li>• Hispanic - 12</li> <li>• Other - 3</li> </ul>
<b>DEMOGRAPHICS BY GENDER</b>	<ul style="list-style-type: none"> <li>• Female – 70%</li> <li>• Male – 30%</li> </ul>
<b>ACADEMIC ACHIEVEMENT BY GPA</b>	Mean: 3.00 Median: 3.1
<b># NEWLY RECRUITED FALL 2019</b>	24
<b>TRANSFER TO 4-YEAR COLLEGE (Tentatively by the end of Summer 2020)</b>	5
<b># GRADUATES MAY 2019</b>	16
<b># ANTICIPATED TO COMPLETE AA DEGREE before TRANSFER MAY 2020</b>	5

Over the past several years, the program has advanced student members' engagement on campuses, enabling their roles as leaders throughout the Student Government Associations and other leading

platforms. Each year an annual Leadership Retreat is held to engage student leaders in an exceeding style of team-building and leadership skill development activities. To date, thirteen (13) students have assumed executive positions within the Student Government Association, the top-ranking student organization at the college level, as well as, Phi Theta Kappa Honor Society. Collegiate 100 students have logged over 275 hours of community service and mentoring. Mentoring occurred publicly in schools, community youth programs, and literacy programs during the 2019-2020 year.

During the academic year, the HCC Collegiate 100 completed a Dr. Martin Luther King, Jr. Day of Service project with attention on affordable housing within the Tampa/Hillsborough County area. They partnered with Habitat for Humanity and their partnering program "The HOPE Scholars" in volunteering at the ReStore, participating in an exceedingly home build, and adopting a Habitat client for completion and dedication of her new home. In an attempt to boost 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 plans, dining etiquette, resumes, networking, and professional image. In addition to these opportunities, Collegiate 100 students annually attend the Black, Brown & College Bound Conference held by HCC Office of Equity, Diversity, and Special Programs to engage students in informational sessions through peer relations, networking, and to increase their overall leadership effectiveness. Graduation rates for Collegiate 100 still hold steady as it relates to previous years.

**District HOPE Scholars Program**

The HOPE Scholars Program, founded as a pilot program from 2009-2011, is a cohort program to connect Black and Hispanic male students with faculty mentors and scholarships.

**District HOPE Scholars Program Highlights**

TOTAL STUDENTS	46
DEMOGRAPHICS BY RACE/ETHNICITY	<ul style="list-style-type: none"> <li>• Black/African American – 25</li> <li>• Hispanic – 20</li> <li>• Other (Two or More) – 1</li> </ul>
ACADEMIC ACHIEVEMENT BY GPA	Mean: 3.04 Median: 2.99
# NEWLY RECRUITED FALL 2019	31
TRANSFER TO 4-YEAR COLLEGE (Tentatively by the end of Summer 2020)	10
# GRADUATES MAY 2019	18
# ANTICIPATED TO COMPLETE AA DEGREE before TRANSFER MAY 2020	10

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 (10) years of institutional support, 438 Black and Hispanic men have

participated in the program, with 88% completing an AA degree and of those students, 86% transferred to a 4-year college or university as of May 2019.

### **STEM Transfer Center Enhances Retention**

Once a student at HCC, the STEM Transfer Center focuses on retention of women and minority students through strategic communication regarding our services. Outreach consists of e-mails to staff, faculty, and students; social media; presentations; and use Google Voice for texting.

The Center's dynamic methods of meeting student needs include the following:

- Student sessions cover prerequisites for transfer and how to integrate AA requirements with those of our students' overall academic goals. Sessions with staff at the center also include topics about how to transfer, how to connect with relevant HCC services such as the Academic Success Centers (ASC), Math Resource Centers (MRC), and Career Resource Centers (CRC), and how to build a competitive academic profile.
  1. We have transitioned to all virtual meetings since COVID-19 closures.
  2. Prior to the pandemic, the center offered both in-person and virtual sessions in order to serve students from any one of our HCC campuses.
- Connecting students with universities and industry
  1. Our university connections include University of South Florida (USF), University of Florida (UF), University of Central Florida (UCF), University of Tampa (UT), and others.
  2. Our industry connections include Amazon, NASA, Emerson, Nielsen, Sourcetoad, and Moffitt Cancer Center. We collaborate with these companies to provide our students with guest speakers, mentors, and tours.

### **First Encounter Faculty (FEF)**

The FEF initiative aims to enhance the first-year experience of HCC students by promoting individual student success through humanization of faculty, inclusivity of student experiences, and establishing connections to campus resources while maintaining a growth mindset because of the close correlation between first semester performance and long-term retention rates. General education courses taught by FEF-trained faculty members prioritize the individual needs of students. FEF courses are designed and delivered with the goal of helping each student build the meaningful and sustainable connections to academic content and the HCC community that encourage college success.

### **Food Education Depot (FED)**

[f.e.d.@DM](mailto:f.e.d.@DM) (FED) is the Food Education Depot at the Dale Mabry Campus of HCC. FED's mission is to eradicate food insecurity and hunger as a barrier to the educational success of students, faculty, and staff on the Dale Mabry campus and the institutional success of the college. Food insecurity is not having reliable access to nutritious foods on a regular basis – a significant and immediate barrier to educational success. FED is committed to addressing the issue of food insecurity and hunger on the Dale Mabry campus of HCC. As a food pantry, FED provides food resources designed to address individual short-term needs and referrals to services which aim to find long-term solutions for those in need. As a resource to the broader community, FEF provides educational resources and services to students, faculty, and staff across the HCC community.

***Title III (HSI) – Math Success Grant Project at Dale Mabry Campus***

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. Thus, addressing the issue of poor math performance among students became a top priority for HCC-Dale Mabry.

In October 2016, HCC-Dale Mabry was awarded a five-year grant from the U.S. Department of Education (USDOE), Office of Postsecondary Education, HSI STEM and Articulation Program (Title III, Part F). The Project (Math Success) aims to improve instruction and support services to increase student success and fill current gaps in student support. Through implementation of Math Success, HCC-Dale Mabry focused on math engagement for students and provided pathways for students to graduate and transfer to four-year STEM programs.

**Institutional Measures (GPRA Indicators)**

Grant Year Collection Year	Pre-Grant (2015-16)	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Total Fall Enrollment	2,833	2,999	2,910	2,719	2,733	0
Fall-to-Fall Retention %	52	50	49	53	0	0
2-Year Graduation Rate (2-Year)	25	27	26	0	0	0
4-Year Graduation Rate (2- & 4-Year)	39	0	0	0	0	0

The grant project has various key activities that support the overall project, as detailed below:

- 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 and a Math Resource Center);
- Installation of interactive instructional resources in math classrooms and 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 quasi-experimental study (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.

**Select Program Objectives and Milestones (Annual Performance Reporting)**

<b>Year 3 Objectives</b>	
<b>Objectives</b>	<b>Progress Made / Results</b>
<p>11. By Fall 2019, at least 76% of Hispanic/low-income participants will earn grades of C+ in pilots of <i>Introduction to Statistics</i>.</p>	<p>The following data related to <i>Introduction to Statistics</i> (also called <i>Elementary Statistics</i>), STA 2023, was provided to the external evaluator: for pilots in Fall 2018 and Spring 2019, 138 out of 174 Hispanic/low-income students earned grades of C or better, for a pass rate of 79%.</p> <p><i>Based on review of data provided, this objective was attained.</i></p> <p>Additional data provided related to the pilot phase of STA 2023:</p> <ul style="list-style-type: none"> <li>▪ Fall 2018 enrollment – 275</li> <li>▪ Spring 2019 enrollment – 205</li> <li>▪ 77% of students expressed satisfaction with the course</li> </ul>
<p>12. By Fall 2019, at least 82% of Hispanic/low-income participants will earn grades of C+ in pilots of <i>Business Calculus</i>.</p>	<p>The following data related to <i>Business Calculus</i>, MAC 2233, was provided to the external evaluator: for pilots in Fall 2018 and Spring 2019, 79 out of 89 Hispanic/low-income students earned grades of C or better, for a pass rate of 89%.</p> <p><i>Based on review of data provided, this objective was attained.</i></p> <p>Additional data provided related to the pilot phase of MAC 2233:</p> <ul style="list-style-type: none"> <li>▪ Fall 2018 enrollment – 168</li> <li>▪ Spring 2019 enrollment – 159</li> <li>▪ 78% of students expressed satisfaction with the course</li> </ul>
<p>13. By Fall 2019, at least 53% of Hispanic/low-income participants in pilots of Academic Alert/ Intervention and Non-Cognitive Skill Development will re-enroll, 5.3 percentage points more than 47.7% baseline in 2015.</p>	<p>The following data was provided to the external evaluator: 97 out of 127 Hispanic/low-income students who participated in pilots of Academic Alert/Intervention and Non-Cognitive Skill Development activities in Fall 2018 and Spring 2019 re-enrolled (76%). (<i>Pilots of Academic Alert/Intervention began in Spring 2019.</i>)</p> <p><i>Based on review of data provided, this objective was attained.</i></p> <p>Additional data provided related to the pilot phase of Academic Alert/Intervention and Non-Cognitive Skill Development:</p> <ul style="list-style-type: none"> <li>▪ 314 students participated in the pilot phase</li> <li>▪ 93% of students expressed satisfaction with the services</li> </ul>



Provided below are data objectives/milestones (Annual Performance Reporting) process:

**Student Services**

7. Has the retention rate of students who participated in other student services programs changed?  
Yes

Initial %	Final %	Goal %
50	76	53

**I would like to provide a supporting statement:**

An unduplicated count of 97 out of 127 Hispanic/low-income participants re-enrolled in Fall 2019 for a re-enrollment rate of 76%.

13. Has the average GPA of students who participated in other student services programs changed?  
Yes

Initial GPA	Final GPA	Goal GPA
2.93	2.98	2.95

**I would like to provide a supporting statement:**

In year 3, the MRC staffed and subsequently students were made aware of the student services available student services (i.e., E-advising, workshops and in-person advising/transfer). A total of 297 unduplicated students participated in other student services. For these students, their average cumulative GPA was 2.93 and by the end of the academic year it was 2.98.

**Brandon Campus**

As Vincent Tinto, educational philosopher said, “Students who engage on campus are more likely to graduate on time and with a higher GPA.” The Office of Student Activities believes that engaged students are retained students. Therefore, HCC Brandon’s Student Activities department provides space for students to enjoy their student life in the process of receiving their education --with the ultimate goal of retaining the student through their academic career until graduation.

The HCC Brandon’s Office of Student Activities, in conjunction with the Brandon Student Government Association, and different departments around our campus, teamed up to host our longest event campaign to date: “30-in-30.” During this event campaign SGA, Academic Departments, Support Services, and Club joined together to host a minimum of one on-campus activity between August 19 - October 9, 2019. Together 20 groups formed a plan and hosted 30 events aimed to help educate students about resources, entertain students with engaging activities, and enlighten students about possibilities they have through HCC. Program results and evaluations will be reported in the following year.

### **Plant City Campus**

Faculty and staff regularly support and engage with students at the Plant City campus. Among the several programs, the following efforts are noted.

This campus hosted:

- SGA trainings to highlight diversity, which included Safe Space training for faculty and staff in support of students;
- Club events that highlighted diversity awareness day through training and lunch and learn activities; and
- SGA events to that focused on diversity and inclusion through Hispanic Heritage Day, LGBT Pride Day, Mental Health Awareness, Veterans' Day, Sexual Assault Awareness, and a mobile display of the Black History – Sankofa Museum.

Clubs and programs that focus on women/ minority students are continually supported. These include SPARK, an acronym for Students Promoting Awareness, Recognition and Knowledge of disabilities, and C100 that focuses on black males with diverse participation by race/ethnicity and gender as a component of the HCC college-wide efforts.

### **Ybor City Campus**

The HCC Ybor City Campus' efforts to enhance student retention and graduation. Select efforts are briefly described below:

- ***Black, Brown and College Bound Summit:*** HCC's Black, Brown & College Bound Summit addresses the national problem of a lack of student success in the areas of persistence, retention, and graduation for all students and in particular African American and Latino males. It is the Ybor City Campus' Enrollment Development task to support the BBCB Summit mission through volunteer work. This support comes from the understanding that the BBCB Summit, though HCC sponsored, advances the college's work at the national level by taking the lead in supporting minority students – a reflection of Ybor City's student population. In addition, Student Ambassadors participate in the conference as a professional development opportunity and become aware of the issue at hand with the hopes to recruit their efforts to be part of the solution.
- ***Pepin Academy Ybor City Campus Tour:*** Pepin Academies is a local charter school that empowers students with learning disabilities to maximize their potential in a positive therapeutic educational environment. Ybor City Campus' Enrollment Development invites high school level students from Pepin Academies for a day at our campus where they get to connect with the Office of Services for Students with Disabilities and experience some of the Ybor City Campus' academic and technical programs.

### **New methods and strategies, as applicable follow:**

The college is achieving many of its goals and continues to strive forward. While 100 percent of its programs and initiatives are taking place, not all goals in each of the specified categories were met.

In totality, the College is achieving goals: **No**. If no, provide an evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups.

**Response:**

- Excluding the ELP and DIS categories, goals were achieved in three of six categories for AA Degrees (*decrease of one over the previous year*); four of six categories for AS/AAS Degrees (*increase of two over the previous year*); and four of six categories for Certificates (*increase of one over the previous year*). In areas where goals were not achieved, we appear to be within two standard deviations of acceptability for having achieved equity.
- HCC continues to evaluate identified strategies to increase traditionally underrepresented groups by monitoring stratified enrollment data. HCC is a large complex organization that has numerous divisions in both the academic and the student services departments that consistently strive to serve and support underrepresented populations. The examples that follow represent a sampling 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, the *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.

**Student Success in Targeted Programs**

The college's plan for 2018-19 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. HCC has provided updates to previously reported methods and strategies in this regard.

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

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

**Response:**

The HCC Equity Report provides an update on methods and strategies to increase the participation of students as required and no further information is needed.

**New methods and strategies, if applicable.**

**Response:** [Click here to enter text.](#)

- One of our biggest moves towards increased retention and graduation is the implementation of Hawk GPS. Evidence (see Davis Jenkins data) supports the fact that retention and graduation rates improve when students are provided structured pathways. The Student Success Committee endorsed this concept many years ago, and we hope to see evidence of increased retention and success rates now that the AA transfer tracks became available in Spring 2020.
- The adoption of SLS 1501 as a requirement for all FTIC AA degree seekers is intended to increase retention and graduation rates. This course in conjunction with the implementation of Hawk GPS seems to already have a positive impact.
- Based on an analysis of statewide student performance in developmental education, we recommended expanding the offerings of ENC 0027, which combines reading and writing in the single course. COVID-19 has affected the implementation of this recommendation, but I'd like to see movement on it once we return to a more normal environment.
- When HCC's rating related to performance-based funding dropped to the bronze level, Dr. Atwater convened a Student Success Task Force to recommend strategies to improve retention of FTIC students. One strategy was to provide faculty with rosters indicating which students were FTICs on their rosters, with the intention of providing faculty with the opportunity to give special attention to FTIC students.
- The Student Success Committee has asked for an updated report on the impact of students adding courses during drop/add week and subsequent success/failure rates. A previous report suggested that no significant difference occurred (note that the data were collected from volunteers); however, for certain courses, particularly math courses, students do fall behind when they add the course late during drop/add week, and this could have a negative impact on their success in the course.
- Our faculty development offerings have always included strategies for successful teaching. With the increase in online teaching, CITT is offering multiple synchronous and asynchronous programs intended to improve teaching and learning in the online format (and improved teaching/learning overall).

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Is the college achieving all 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.		

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

**Part V. Substitution Waivers for Admissions and  
Course Substitutions for Eligible Students with Disabilities  
Course Substitution Report, Form CSR01**

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

**Response:** The data reflects that (10) students were granted (9) course substitutions beginning Fall 2018 through Summer 2019. Three (3) 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	--	--	--
		--	--	--

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		--	--	--
Visual Impairment	<b>0</b>	--	--	--
		--	--	--
		--	--	--
Specific Learning Disability	<b>3</b>	<b>TABE Test</b>	<b>Waived</b>	<b>PSAV</b>
		<b>MAC 1105</b>	<b>ESC 1000/ESC 1000L</b>	<b>Mathematics</b>
		<b>MAC 1105</b>	<b>PHY 1020C</b>	<b>Mathematics</b>
		<b>MAC 1105</b>	<b>PHY 1020C</b>	<b>Mathematics</b>
		<b>ENC 1102</b>	<b>Waived</b>	<b>English</b>
		<b>CGS 1107</b>	<b>CGS 1000</b>	<b>Computer Sciences</b>
		--	--	--
Orthopedic Impairment	<b>0</b>	--	--	--
		--	--	--
		--	--	--
Speech/Language Impairment	<b>0</b>	--	--	--
		--	--	--
		--	--	--
Emotional or Behavioral Disability	<b>6</b>	<b>MGF 1106</b>	<b>MAC 1105</b>	<b>Mathematics</b>
		<b>SPC 1608</b>	<b>SPC 1022</b>	<b>Speech</b>
		<b>OST 2854 C</b>	<b>CIS 1931</b>	<b>Computer Sciences</b>
		<b>COP 1332</b>	<b>COP 2344</b>	<b>Computer Sciences</b>

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		CGS 1000	CGS 1100	Computer Sciences
		HUM 1020	ENC 201	Humanities
		--	--	--
		--	--	--
		--	--	--
		--	--	--
Autism Spectrum Disorder	0	--	--	--
		--	--	--
		--	--	--
Traumatic Brain Injury	0	--	--	--
		--	--	--
		--	--	--
Other Health Impairment	4	BSC 1092 L	BSC 1085L	Biological Sciences
		CGS 1107	CGS 1000	Computer Sciences
		MCB 1060	MCB 1000	Biological Sciences
		MCB 1060 L	MCB 1000L	Biological Sciences
		SPC 1006	SPC 1608	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	6	6
Spring	2	2

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Summer	5	5
<b>Total</b>	13	13

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

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

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**Part VI. Gender Equity in Athletics**

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

**Assessment of Athletic Programs**

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

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

**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. If the college is not in compliance with Title IX, updates must be included in the college’s Corrective Action Plan of this report.

The HCC EADA report is the most recent update regarding athletics. HCC is in compliance with Title IX. Of special note, all athletics related personnel (administrators, coaches) and student athletes received Title IX training during Fall 2019.

**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, 2017, through June 30, 2018, and July 1, 2018, through June 30, 2019**

	2017-18			2018-19			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	38	46	84	Total Number of Athletes	41	51	92
Percent of Athletes by Gender	45%	55%	1,005	Percent of Athletes by Gender	45%	55%	100%
Total Number of Enrollments	12,693	16,618	29,311	Total Number of Enrollments	12,556	16,852	29,408
Percent of Enrollments by Gender	43%	57%	100%	Percent of Enrollments by Gender	43%	57%	100%
Difference between the percent of athletes and the percent of students enrolled	+2	-2		Difference between the percent of athletes and the percent of students enrolled	+2	-2	

**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? **2017-18: Yes. 2018-19: 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.

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

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2019?	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.		



Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT  
2019-20 Annual EQUITY UPDATE REPORT  
*Signature Page*

HILLSBOROUGH COMMUNITY COLLEGE

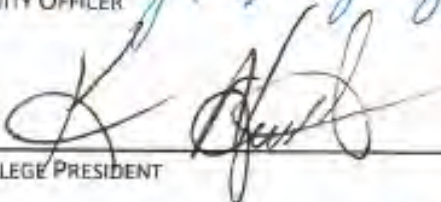
The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 6A-19.001-.010, F.A.C., referenced in this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, 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 June 30, 2020  
DATE

  
\_\_\_\_\_  
COLLEGE PRESIDENT 6/30/20  
DATE

  
\_\_\_\_\_  
CHAIR OF DISTRICT BOARD OF TRUSTEES 6/30/20  
DATE

**This concludes the 2019-20 Annual Equity Update Report, which must be submitted, as a Word document, to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org) by June 30, 2020. Colleges may attach additional files (PDF or Word) as appendices.**

**APPENDIX A - Equity in Athletics Disclosure Act (EADA) Survey Federal Report**

## Hillsborough Community College OPE ID: 00787000

### GENERAL INFORMATION

Location: 39 Columbia Drive Tampa, FL 33606  
Phone: (813) 253-7000  
Number of Full-time Undergraduates: 10,608  
Men: 5,188  
Women: 5,420

### ATHLETIC DEPARTMENT INFORMATION

Director: Sarah Summerfield  
Address:  
4001 West Tampa Bay Blvd Tampa, FL 33614-7820  
Reporting Year: 07/01/2018 - 06/30/2019  
Reporting Official: Sarah Summerfield  
Title: Athletic Director  
Phone: (813) 253-7304  
Sanction Body: NJCAA Division I

## Participants

### Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	<b>Men's Teams</b>	<b>Women's Teams</b>
Baseball	26	N/A
Basketball	15	15
Softball	N/A	17
Tennis		7
Volleyball		12
Total Participants Men's and Women's Teams	41	51
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	41	51

## Coaching Staff and Salaries

### Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	<b>Assigned to Team on a Full-Time Basis</b>	<b>Assigned to Team on a Part-Time Basis</b>	<b>Full-Time Institution Employee</b>	<b>Part-Time Institution Employee or Volunteer</b>	<b>Assigned to Team on a Full-Time Basis</b>	<b>Assigned to Team on a Part-Time Basis</b>	<b>Full-Time Institution Employee</b>	<b>Part-Time Institution Employee or Volunteer</b>	
Baseball		1		1					1
Basketball		1		1					1
Coaching Position Totals	0	2	0	2	0	0	0	0	2



### Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	<b>Assigned to Team on a Full- Time Basis</b>	<b>Assigned to Team on a Part- Time Basis</b>	<b>Full-Time Institution Employee</b>	<b>Part-Time Institution Employee or Volunteer</b>	<b>Assigned to Team on a Full- Time Basis</b>	<b>Assigned to Team on a Part- Time Basis</b>	<b>Full-Time Institution Employee</b>	<b>Part-Time Institution Employee or Volunteer</b>	
Basketball		1		1					1
Softball						1		1	1
Tennis						1	1		1
Volleyball		1	1						1
Coaching Position Totals	0	2	1	1	0	2	1	1	4

### Head Coaches' Salaries

	<b>Men's Teams</b>	<b>Women's Teams</b>
Average Annual Institutional Salary per Head Coach	\$16,286	\$16,812
Number of Head Coaches Included in Average	2	4
Average Annual Institutional Salary per FTE	\$50,894	\$53,371
Number of FTEs Included in Average	0.64	1.26

### Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	<u>Assigned to Team on a Full- Time Basis</u>	<u>Assigned to Team on a Part- Time Basis</u>	<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>	<u>Assigned to Team on a Full- Time Basis</u>	<u>Assigned to Team on a Part- Time Basis</u>	<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>	
Basketball					2			2	2
Softball					1			1	1
Tennis					1	1			1
Volleyball					2			2	2
Coaching Position Totals	0	0	0	0	0	6	1	5	6

### Assistant Coaches' Salaries

	<b>Women's Teams</b>
Average Annual Institutional Salary per Assistant Coach	\$9,798
Number of Assistant Coaches Included in Average	6
Average Annual Institutional Salary per FTE	\$54,942
Number of FTEs Included in Average	1.07

## Revenues and Expenses

### Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$237,452	\$279,102	\$516,554
Ratio (percent)	46	54	100%

### Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$4,283	\$3,775	\$8,058

### Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	
Basketball	15	\$228	\$3,422	15	\$951	\$14,270	\$17,692
Baseball	26	\$618	\$16,076	N/A	N/A	N/A	\$16,076
Softball	N/A	N/A	N/A	17	\$702	\$11,934	\$11,934
Tennis				7	\$1,145	\$8,014	\$8,014
Volleyball				12	\$1,012	\$12,149	\$12,149
Total Operating Expenses Men's and Women's Teams	41	N/A	\$19,498	51	N/A	\$46,367	\$65,865

### Total Expenses by Team

	<b>Varsity Teams</b>	<b>Men's Teams</b>	<b>Women's Teams</b>	<b>Total</b>
Basketball		\$141,490	\$130,372	\$271,862
Total Expenses of all Sports, Except Football and Basketball, Combined		\$262,252	\$384,689	\$646,941
Total Expenses Men's and Women's Teams		\$403,742	\$515,061	\$918,803
Not Allocated by Gender/Sport		N/A	N/A	\$71,069
Grand Total Expenses		N/A	N/A	\$989,872

### Total Revenues by Team

	<b>Varsity Teams</b>	<b>Men's Teams</b>	<b>Women's Teams</b>	<b>Total</b>
Basketball		\$141,003	\$133,201	\$274,204
Total Revenues of all Sports, Except Football and Basketball, Combined		\$280,935	\$388,326	\$669,261
Total Revenues Men's and Women's Teams		\$421,938	\$521,527	\$943,465
Not Allocated by Gender/Sport		N/A	N/A	\$75,426
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$1,018,891

## Revenues & Expenses Summary

Revenues and Expenses Summary		Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$32,572	\$67,248	\$99,820
2	Total of Assistant Coaches' Salaries	\$0	\$58,788	\$58,788
3	Total Salaries (Lines 1+2)	\$32,572	\$126,036	\$158,608
4	Athletically Related Student Aid	\$237,452	\$279,102	\$516,554
5	Recruiting Expenses	\$4,283	\$3,775	\$8,058
6	Operating (Game-Day) Expenses	\$19,498	\$46,367	\$65,865
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$293,805	\$455,280	\$749,085
8	Total Expenses for Teams	\$403,742	\$515,061	\$918,803
9	Total Expenses for Teams Minus Subset Expenses (Line 8 - Line 7)	\$109,937	\$59,781	\$169,718
10	Not Allocated Expenses			\$71,069
11	Grand Total Expenses (Lines 8+10)			\$989,872
12	Total Revenues for Teams	\$421,938	\$521,527	\$943,465
13	Not Allocated Revenues			\$75,426
14	Grand Total Revenues (Lines 12+13)			\$1,018,891
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$18,196	\$6,466	\$24,662
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$29,019

### Supplemental Info

#### Supplemental Information

No Supplemental Information was provided.