



HCC

Equity Report 2020-2021





HILLSBOROUGH COMMUNITY COLLEGE
Tampa, Florida

Annual Equity Update
2020-2021

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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 College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2021. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

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 2020-21 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.”

Example:

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

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

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection: No** If yes, provide the following applicable updates. **N/A**

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

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 • **Dr. David Ross**, Dean, Student Services, Ybor City • **Yaima Serrano**, Dean of Student Services, SouthShore • **Dr. Julie White**, Dean of Student Services, Brandon • **Caprice Thompkins**, Director, Talent Acquisition and Records • **Rebecca Todd**, Assistant Professor, Anthropology and Chair, First Encounter Faculty Program • **Dr. Alisa Zujovic**, Director, Institutional Research • **Sarah Summerfield**, Director of Athletics • **Dr. Kayla Charles**, Director of Enrollment Management and Technology Services • **Sheila McCants**, Director, TRIO Programs • **Shannon Olmstead**, Project Director and Campus Grants Officer • **LaTosha Williams**, Student Accessibility & Disabilities Officer • **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 • **Ana Tayeb**, Enrollment Development Coordinator, Brandon • **Patrick Sneed**, Program Analyst, Equity, Diversity and Special Programs • **Zepeda Marquela**, Project Manager & STEM Planning and Articulation Specialist

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

Response: HCC did not have an advisory group review the Equity Report; however, involved with the creation of this report included Cabinet members and direct reports who specifically are engaged with work associated with this Report's requirements.

**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: N/A

Description of the revision: N/A

Web link(s) to document the revision: N/A

- 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: N/A

- 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: N/A

Phone number: N/A

Address: N/A

Email address: N/A

Is this contact’s information available in the regular notice of nondiscrimination?

Make a selection: N/A

- 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: Refer to Section “F” regarding Non-Discrimination Policies and Procedures.

Description of the revision: Refer to Section “F” regarding Non-Discrimination Policies and Procedures.

Web link(s) to document the revision: Refer to Section “F” regarding Non-Discrimination Policies and Procedures.

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

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

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

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

Name of the policy and/or procedure(s): HCC Administrative Procedure 2.12 - Methods for Processing Sexual Harassment and Title IX Allegations

Date of revision: 10/14/2020

Description of the revision: Procedural guidelines added to address new Title IX Department of Education regulations.

Web link(s) to document the revision:

https://www.hccfl.edu/sites/default/files/docs/2020-10/2.12%20methods%20for%20processing%20sexual%20harassment%20%26%20title%20ix%20allegations_20201021.pdf

<https://www.hccfl.edu/about-us/equity-and-diversity/equity-hcc/equity-policies-procedures-and-forms>

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

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

Requirement	Response	Comments	Action
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.

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	(*) EAM Goals for Fall 2021
Black Female	12	16	16	13	Yes	12
Black Male	7	9	8	8	Yes	8
Hispanic Female	21	7	8	7	Yes	7
Hispanic Male	15	4	3	5	No	5
Other Minorities Female	5	0	3	2	Yes	6
Other Minorities Male	4	2	2	2	Yes	4
White Female	20	26	29	29	Yes	18
White Male	16	37	32	34	No	16
Total Female	58	49	56	49	Yes	53
Total Male	42	51	44	51	No	47

(*) Fall 2021 Goals are based on 2019, Five-Year American Community Survey, U.S. Census Bureau.

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response

Using the metrics to achieve parity for this category, seven (7) of 10 goals were met by HCC for the executive/administrative/managerial staff category. This is an improvement over the previous year when six (6) of 10 goals were met. HCC will continue to review and increase our recruitment strategies to meet and sustain our established goals for Fall 2021. Going forward, instead of comparing our workforce with our student population, HCC will utilize the Five-Year American Community Survey of the United States (U.S.) Census Bureau that reflects individuals who meet the educational requirements for employment based on national statistics.

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. The Office of Equity, Diversity and Special Programs began utilizing availability data for enhanced decision-making relative to employment goals or benchmarks. As mentioned, the data are from the American Community Survey (ACS), which is based on the U.S. Census.

For the second time, the College was awarded the prestigious Higher Education Excellence in Diversity (HEED) Award in 2020 by INSIGHT Into Diversity Magazine. The HEED Award evaluation process is comprehensive and rigorous. Questions must be responded to regarding recruitment and retention of students and employees, best practices, continued leadership support for diversity, and other aspects of college inclusion. Data submitted were reviewed by the Office of Institutional Planning, Research and Evaluation. A positive savings outcome of this process is the opportunity to post all job vacancies in a systematic manner at tremendous cost savings.

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.

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	(*) INST Goals for Fall 2021
Black Female	12	6	5	6	No	12
Black Male	7	4	4	4	Yes	8

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	(*) INST Goals for Fall 2021
Hispanic Female	21	5	5	5	Yes	7
Hispanic Male	15	4	3	5	No	5
Other Minorities Female	5	3	4	3	Yes	6
Other Minorities Male	4	2	2	2	Yes	4
White Female	20	43	43	44	No	18
White Male	16	33	34	31	Yes	31
Total Female	58	57	57	57	Yes	53
Total Male	42	43	43	43	Yes	47

(*) Fall 2021 Goals are based on 2019, Five-Year American Community Survey, U.S. Census Bureau

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

Response:

Using the metrics to achieve parity for this category, seven (7) of ten (10) goals were met by HCC for the full-time instructional staff category. This reflects no numerical change compared to the previous year. HCC will continue to review and increase our recruitment strategies to meet and sustain our established goals for Fall 2021. Going forward, instead of comparing our workforce with our student population, HCC will utilize the Five-Year American Community Survey of the United States Census Bureau that reflects individuals who meet the educational requirements for employment based on national statistics.

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. The Office of Equity, Diversity and Special Programs began utilizing availability data for enhanced decision-making relative to employment goals or benchmarks. As mentioned, the data are from the American Community Survey (ACS), which is based on the U.S. Census.

For the second time, the College was awarded the prestigious Higher Education Excellence in Diversity (HEED) Award in 2020 by INSIGHT Into Diversity Magazine. The HEED Award evaluation process is comprehensive and rigorous. Questions must be responded to regarding recruitment and retention of students and employees, best practices, continued leadership support for diversity, and other aspects of college inclusion. Data submitted were reviewed by the Office of Institutional Planning, Research and Evaluation. A positive savings outcome of this process is the opportunity to post all job vacancies in a systematic manner at tremendous cost savings.

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.

	2019-20 Report Year College Student Population (%)	INST- CONT Actuals (%) Fall 2019	INST- CONT Actuals (%) Fall 2020	INST- CONT Stated Goals (%) Fall 2020	INST- CONT Goal Met (Yes/No)	(*) INST- CONT Goals for Fall 2021
Black Female	12	5	4	5	No	12
Black Male	7	3	3	3	Yes	8
Hispanic Female	21	6	6	6	Yes	7
Hispanic Male	15	5	4	5	No	5
Other Minorities Female	5	3	4	3	Yes	6
Other Minorities Male	4	2	2	2	Yes	4
White Female	20	45	44	44	Yes	18
White Male	16	32	32	32	Yes	16
Total Female	58	58	58	58	Yes	53
Total Male	42	42	42	42	Yes	47

(*) Fall 2021 Goals are based on 2019, Five-Year American Community Survey, U.S. Census Bureau

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

Response: Eight (8) of ten (10) goals were met by HCC for the full-time instructional staff with continuing contract category although previously all goals were met. However, HCC will continue to review and increase our recruitment strategies to meet established goals for Fall 2021. Going forward, instead of comparing our workforce with our student population, HCC will utilize the Five-Year American Community Survey of the United States Census Bureau that reflects individuals who meet the educational requirements for employment based on national statistics.

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. The Office of Equity, Diversity and Special Programs began utilizing availability data for enhanced decision-making relative to employment goals or benchmarks. As mentioned, the data are from the American Community Survey (ACS), which is based on the U.S. Census.

For the second time, the College was awarded the prestigious Higher Education Excellence in Diversity (HEED) Award in 2020 by INSIGHT Into Diversity Magazine. The HEED Award evaluation process is comprehensive and rigorous. Questions must be responded to regarding recruitment and retention of students and employees, best practices, continued leadership support for diversity, and other aspects of college inclusion. Data submitted were reviewed by the Office of Institutional Planning, Research and Evaluation. A positive savings outcome of this process is the opportunity to post all job vacancies in a systematic manner at tremendous cost savings.

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 affecting the successful recruitment or retention of females and/or minorities in any employment category.

**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.		
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 Administrators are annually evaluated by their supervisor concerning their success in achieving the accountability goals by a designated date, usually August 1. 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 College President is evaluated each year by the HCC District Board of Trustees (BOT). 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 was included in the evaluation. The president received positive reviews by each Board member, with ratings above average. The President's evaluation was recorded in the Board meeting minutes.

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

Response: October 28, 2020

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the 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 Chief Diversity Officer (CDO) or designee of 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 CDO 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 District Board of Trustees. HCC Administrative Rule 6HX-10-3.02 and the CBA 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 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 5th year of service to the College. As outlined in the CBA, faculty must notify the College by May 1 of the 4th year of their intent to apply for tenure, with the Application for Tenure due by October 1 of the 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/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.

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

CLASS CODE	CLASS CODE DESC	# OF NEW HIRES	SALARY RANGE	# OF EXISTING EMPLOYEES	EXISTING EMPLOYEES SALARY RANGES
A03002	Dean of Academic Affairs	1	\$94,498.75 - \$150,086.25	3	\$94,498.75 - \$150,086.25

CLASS CODE	CLASS CODE DESC	# OF NEW HIRES	SALARY RANGE	# OF EXISTING EMPLOYEES	EXISTING EMPLOYEES SALARY RANGES
A03010	Director, Systems Administration	1	\$94,498.75 - \$150,086.25	0	\$94,498.75 - \$150,086.25
E06001	Academic Advisor	1	\$38,200.24 - \$61,120.39	38	\$38,200.24 - \$61,120.39
E06002	Accountant	1	\$38,200.24 - \$61,120.39	6	\$38,200.24 - \$61,120.39
E06007	Student Services Advising Generalist	3	\$38,200.24 - \$61,120.39	23	\$38,200.24 - \$61,120.39
E06010	Maintenance Supervisor	1	\$38,200.24 - \$61,120.39	3	\$38,200.24 - \$61,120.39
E06014	Financial Aid Counselor	1	\$38,200.24 - \$61,120.39	17	\$38,200.24 - \$61,120.39
E0660	Marketing / Communications Specialist	1	\$38,200.24 - \$61,120.39	0	\$38,200.24 - \$61,120.39
E08010	Human Resources Analyst	1	\$40,424.95 - \$64,679.92	5	\$40,424.95 - \$64,679.92
E08012	PSAV Coordinator	2	\$40,424.95 - \$64,679.92	9	\$40,424.95 - \$64,679.92
E08020	Dental Assistant Program Coordinator	1	\$40,424.95 - \$64,679.92	1	\$40,424.95 - \$64,679.92
E08038	Marketing & Communications Coordinator	1	\$40,424.95 - \$64,679.92	0	\$40,424.95 - \$64,679.92
E10001	Academic Support Services Manager	1	\$49,336.81 - \$78,938.90	2	\$49,336.81 - \$78,938.90
E10014	Foundation Manager	1	\$49,336.81 - \$78,938.90	2	\$49,336.81 - \$78,938.90
E10035	Grants Manager	1	\$49,336.81 - \$78,938.90	1	\$49,336.81 - \$78,938.90
E10038	Instructional Designer	1	\$49,336.81 - \$78,938.90	6	\$49,336.81 - \$78,938.90
E12006	Assistant Dean	1	\$58,678.19 - \$93,885.10	19	\$58,678.19 - \$93,885.10
E12015	Institutional Research Officer	1	\$58,678.19 - \$93,885.10	1	\$58,678.19 - \$93,885.10
E12022	Server Systems Engineer	1	\$58,678.19 - \$93,885.10	3	\$58,678.19 - \$93,885.10
F1000	Instructor, Basic Yr	1	\$42,187.00 - \$72,816.53	4	\$42,187.00 - \$72,816.53
F1000	Instructor, Basic Yr	3	\$44,248.00 - \$76,373.90	312	\$44,248.00 - \$76,373.90
F1000	Instructor, Basic Yr	3	\$48,781.00 - \$84,198.05	26	\$48,781.00 - \$84,198.05
N01004	Cashier Clerk / Finance	1	\$21,409.64 - \$34,255.65	4	\$21,409.64 - \$34,255.65
N01005	Campus Facilities Worker	1	\$21,409.64 - \$34,255.65	4	\$21,409.64 - \$34,255.65
N02002	Public Safety Officer	2	\$25,858.95 - \$41,374.32	26	\$25,858.95 - \$41,374.32
N03004	Student Services Support Specialist	1	\$27,159.21 - \$43,454.78	23	\$27,159.21 - \$43,454.78
N03005	Property Assistant	2	\$27,159.21 - \$43,454.78	2	\$27,159.21 - \$43,454.78
N03007	Learning Resources Technician / Library	1	\$27,159.21 - \$43,454.78	3	\$27,159.21 - \$43,454.78
N03009	Tradesworker	2	\$27,159.21 - \$43,454.78	8	\$27,159.21 - \$43,454.78
N03017	Financial Services Support Technician	1	\$27,159.21 - \$43,454.78	1	\$27,159.21 - \$43,454.78
N04003	Lab Assistant	1	\$32,096.42 - \$51,354.23	30	\$32,096.42 - \$51,354.23
N04012	Tradesworker II	1	\$32,096.42 - \$51,354.23	10	\$32,096.42 - \$51,354.23
N04019	Academic Records Associate	1	\$32,096.42 - \$51,354.23	4	\$32,096.42 - \$51,354.23
N06012	Information Technology Technician	4	\$38,200.31 - \$61,120.41	15	\$38,200.31 - \$61,120.41

Note: Salary information is requested only for new hires. New hire information was found in HCC's Fall Staff Survey IPEDS report. Race and gender information are not required.

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2019, and October 31, 2020, 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, 2019.*

**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

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and 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		
	2019-20 Goals %	2019-20 Goals Achieved (Yes/No)	(*)2020-21 Goals	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	(*)2020-21 Goals
Black	22%	Yes	22%	21%	(20%) No	21%
Hispanic	39%	Yes	39%	34%	Yes	34%
Other Minorities	8%	(7%) No	8%	8%	Yes	8%
White	31%	(29%) No	31%	37%	(36%) No	37%
Female	54%	Yes	54%	57%	Yes	57%
Male	46%	Yes	46%	43%	(42%) No	43%
LEP	N=379	(N=270) No	N=379	N=1359	(N=1318) No	N=1359
DIS	N=219	Yes	N=219	N=1124	Yes	N=1124

*HCC is an open and accessible college and provides requested auxiliary services and accommodations.

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

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

Response: While all goals were not achieved, HCC continues to make improvements. An evaluation of each of the methods and strategies developed to increase student enrollments from under-represented groups are reported in the Response with each of the five campuses providing programs and strategies used. Information as reported is below:

PLANT CITY CAMPUS

HCC Plant City campus is approximately 26 miles from the District Administrative Offices. Initiatives designed for the Plant City campus community include:

1. Provided SGA (Student Government Association) Trainings to highlight diversity:
 - Safe Space Training - Training for faculty/staff and student “Ally” training to create for the LGBTIQA community
2. Student Club Events that highlight diversity:
 - SPARK Club (**S**tudents **P**romoting **A**wareness, **R**ecognition and **K**nowledge of **d**is**A**bilities):
 - Disabilities Awareness Day & Goose Chase
 - SPARK: Lunch & Learn: Shriners Hospital
 - Phi Theta Kappa: Veterans Day

3. Clubs that focus on women/minority students
 - SPARK Club
4. Student Government Association (SGA) events to highlight diversity:
 - Juneteenth (Virtual)
 - Voter Suppression
 - Hispanic Heritage
 - LGBTIQA Pride Week, Goose Chase & Paint Night
 - Food Insecurities
 - Black Lives Matter (Virtual & Event)
 - Mental Health Awareness (Active, grab and go, and virtual)
 - Born a Crime Book Read (Co-sponsorship)
 - Sexual Assault Awareness
 - Black History Month Weeklong Activities & Goose Chase
 - Community Service (Retirement/Nursing Community, Veterans, Relay for Life, etc.)

SOUTHSHORE CAMPUS

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

- Pasos al Futuro (*Hillsborough County Public Schools*) is an event to assist students and their families in preparing for College after High School graduation. Virtual 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, English for Academic Purposes (EAP) classes, and credit/workforce programs.
- Parent Engagement with Hispanic Families (virtual workshops).
- Application Virtual Day Spanish Session (application and program information).
- Enrollment Development Coordinator collaborates with Farmworker Career Development Program to help migrant and seasonal farmworkers who want to leave agriculture.
- Virtual presentations for Enterprising Latinas/Wimauma Opportunity Center for the Women in Transition Program, which serves the purpose of assisting underserved women in our community to potential careers in construction trades and providing them with essential training tools and workplace skills.
- Rising Freshmen: A virtual orientation for migrant students who are embarking on their high school journey. Enrollment Development Coordinator provides these students with information on Dual Enrollment and Lennard Academy.

SGA events to highlight diversity:

1. Black History Month Speaker C100 speaker
2. Black History movie night
3. Women's History Movie night
4. Women's Empowerment panel
5. Japanese Trivia night
6. Perceptions of Immigration
7. Sexual Assault Awareness

8. Disability Awareness
9. Mental Health Awareness panel
10. Human Trafficking Awareness featuring C100 speaker

HCC BRANDON CAMPUS

The Brandon Campus is approximately 11 miles east of the HCC District Administration Center. The Brandon Campus has capitalized on the virtual accessibility of 2020. Recruitment and enrollment initiatives for 2020-2021 include:

Virtual Sessions - Sessions open to the public

- Eventbrite sponsored: May – July 2020
 - Information sessions - Presented general HCC information and offered a Q&A
 - Application sessions - Assisted students with completing the HCC application
 - Registration sessions - Assisted students with registration by walk-through demonstration
- Appointments: August 2020 – present
 - Prospective students schedule one-on-one time for assistance/questions with enrollment steps, the application, residency requirements, and payment options.
 - Assist with registration during ADD/DROP - assisted advising and admissions with registering students for courses.

Outreach and On-Campus Initiatives

- Student Call list:
 - Informed each student who had previously been registered at the Brandon campus their classes were dropped.
 - Assisted students with re-registering.
 - Recommended TIPs if necessary.
- Spring Call Campaign:
 - Follow-up with students who have scheduled and met with a(n): academic advisor, financial aid counselor, VA counselor and/or counselor but have not registered for Spring 2021.
 - Assisted with registration.
- Continue to ENC1102 and MAC1105:
 - Reached out to students who successfully completed ENC1101 and MAT 1033 and did not register for ENC 1102 and MAC 1105.
 - Assisted with registration.
- **Virtual Open House:** Attendees viewed presentations from Academic Advising, Admissions, Career Resource Center, Disabilities Services, Student Government, Financial Aid, and Career Pathways.
- **Virtual Financial Aid Workshop:** Enrollment Development Coordinators work closely with financial aid department and provided prospective students information on priority deadline; types of aid available; (TIPs) benefits; how to check Campus Logic; and various scholarship opportunities available.

- **Virtual HOPE Scholars Summit:** Summit presentation on Brandon Campus highlights, programs, how to apply and important dates.

Collaborations

- **Service schools included:** Bloomingdale; Newsome; Brandon; Spoto; Bell Creek Academy; Kid's Community College-Preparatory High School; and Missionary Christian School. Service schools continue to receive monthly virtual visit to effectively recruit high school seniors and juniors. Students and staff continue to feel an HCC presence on campus, even at a virtual event. Service schools receive Financial Aid day/nights, application days and Virtual Open house services.
- Ongoing assistance with supporting homeless, unaccompanied minors and GED students by providing recourses in collaboration with Hillsborough County Public Schools staff.
- **Career Pathways Coordinator/Career Quest:** In conjunction with Hillsborough County Public Schools.
- **Take Stock in Children (TSIC) Virtual Session:** Students enrolled in TSIC received general information on all five HCC campuses, as well as highlights on the FUSE program. FUSE is the program that guarantees admission to University of South Florida (USF) selected academic majors for HCC students who meet the admission requirements and earn an Associate in Arts (AA) degree.
- **Workforce Innovative Opportunity Act (WIOA):** Enrollment Development Coordinators (EDC) work closely with WIOA outreach specialists to learn about identifiers of eligibility used while assisting students. WIOA provides funds for classes, career assessments, and many other resources.
- **AVID Presentations:** The EDC presented information about HCC to Advancement Via Individual Determination (AVID) classes. AVID is a program provided to high school juniors and seniors to assist them in getting ready for college. While the presentation is geared towards HCC information, students are given general advice on being a college freshman or searching for a college. Students, even if they did not indicate HCC as their college of choice, know that they can ask an HCC representative for advice even if they are not planning on attending in the fall.

DALE MABRY CAMPUS

The Dale Mabry Campus is approximately six miles north of the HCC District Administration Center. Initiatives used to improve enrollment include:

- Conducted HCC Hawk Talks for community resources including social service agencies that support under-represented populations.
- Collaborated with Career Pathways Coordinator to promote high school articulation agreements by presenting in AVID and Career Technical Education classes.
- Established contact with non-profit Science Technology Engineering and Math (STEM) exposure and introduced to the Louis Stokes Alliances for Minority Participation (LSAMP). Bridge to Baccalaureate (B2B) Program Coordinator to extend reach to under-served middle school students interested in STEM.

- Established contact with Think Big for Kids, a non-profit for 6th through 12th graders involved in Boys and Girls Clubs, to host HCC information and Financial Aid workshops in clubs once COVID restrictions are lifted.
- Re-established contact with the CareerSource Tampa Bay Workforce Innovation and Opportunity Act (WIOA) Youth Services initiative. This program funds post-secondary education, up to \$5,000 a year, for Hillsborough County residents 16 to 24 years of age. Recipients are foster, homeless or unaccompanied youth; teen parent; Exceptional Student Education (ESE) or have documented special needs; English Language Limited/English Speaker of Other Languages; low income; live in a high poverty area; receive free or reduced lunch at school; or, an ex-offender.
- Presentations to School District transition specialists to help facilitate HCC enrollment for graduating seniors in need of accommodations.
- Planned but rescheduled due to post COVID restrictions – Hillsborough County School District College; Financial Aid and Senior Nights; Career Quest; College and Career Connections; Gateway to the Future (evening GED programs); and West Tampa Job Fair.

YBOR CITY CAMPUS

The Ybor City Campus is approximately three miles west of the HCC District Administration Center. A series of external and internal collaborations and event support are the hallmark of the Ybor Campus efforts to increase student enrollment which include such efforts the following:

- **AVID Hillsborough High School:** AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The Ybor City Campus EDC served as a panel member in the Preparing Students for Life series.
- **Higher Agency, Inc.:** Higher Agency's mission is to foster the autonomous decision-making of young people from foster care who are striving to achieve post-secondary access. Through mentorship and education, it is the intention of Higher Agency to facilitate the college selection, admissions, and transition processes. The Ybor City Campus EDC participated in the College Admissions Panel.
- **HCC Hispanic and Latino Advisory Council (HCCHLAC):** HCCHLAC's mission is to serve 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. The Ybor City Campus EDC presented information sessions in Spanish.

STEM Focused – National Science Foundation Grant: Louis Stokes Alliances for Minority Participation (LSAMP)

The LSAMP Grant is directed at under-represented minority 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 EDCs to recruit high school STEM-focused students which have occurred face-to-face and virtually. The LSAMP benefits enhance the students 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 Baccalaureate degree and advance further.

LSAMP – Student Services:

- Help with coursework and provide social support;
- Offer Math tutoring services;
- Promote familiarity with STEM professions and workplace expectations;
- Assist in identifying scholarship, internship and research opportunities;
- Identify and assist in course selection and educational pathways to seamlessly transfer to upper division Universities; and
- Provides opportunities to develop personally and professionally in STEM fields through internships; STEM Learning Communities; undergraduate research; STEM conference participation and travel; and cohort engagement.

The LSAMP-B2B grant completed the first, three-year cycle on January 31, 2021, and has been renewed for a second three-year cycle. The new cycle began on February 1, 2021, and will end on January 31, 2024. The National Science Foundation grant uses B2B to identify and assist HCC's underrepresented minority students continue to upper-level institutions intending to graduate with a STEM Baccalaureate degree at a minimum.

New methods and strategies:

Collaboration Programs – Collaboration occurred with many educators in the Hillsborough County Public Schools to deliver presentations to ESE students, and Senior Survival, Advancement Via Individual Determination (AVID), and Career Technical Education (CTE) classes. HCC also has a Spanish landing page, launched in October 2020. It provides information about the HCC recruitment and application processes in Spanish. For more information, refer to: [Pasos para unirse a HCC | Hillsborough Community College \(hccfl.edu\)](https://www.hccfl.edu/pasos-para-unirse-a-hcc).

New programs that that were presented virtually are outlined below:

- **Hillsborough County Public Schools – Family and Community Engagement Department (FACE):** FACE is a lead resource for promoting the development of strong, innovative and collaborative partnerships to offer a variety of approaches to engage in education. The Mission is to meaningfully engage families and the community, and empower them to become partners, leaders and advocates, in support of our public schools.
- **Tampa Bay Women's Works:** The Helen Gordon Davis Centre for Women has launched their own league of extraordinary women, a powerful network of influential and accomplished women who are combining their efforts and resources to help women succeed. Counselors at the center help participants develop their career plans, address emotional issues that may influence employment, build problem-solving skills to help overcome obstacles and prepare for work.
- **Practical Academic Cultural Education (PACE) Hillsborough:** A comprehensive vocational and education program dedicated to influencing, employability, vocational training and educational success of all girls enrolled in the PACE Center for Girls, Hillsborough program. The goal in this program is to provide the girls with the necessary tools to afford a high schools diploma or GED, long-term employability skills and successful transitions to the workforce, vocational trade or higher education in order to secure a brighter future.

- **Higher Agency:** This is a not-for-profit organization that provides free college admissions and transition support to youth and young adults in and from foster care. Higher Agency's services strive to help students make informed decisions about their post-secondary goals. The agency educates and support students through services such as peer and professional mentorship, campus tours, college application assistance and private access to a virtual support network of like-minded peers.
- **Leto Adult Education:** This program helps adults get the basic adult skills needed to be productive workers, family members and citizens. The program areas include Adult Basic Education (ABE), Adult General Education (GED), Adult High School Credit, Co-enrolled Credit Recovery, and English for Speakers of Other Languages (ESOL) enrolled in Adult High School completion courses can earn a high school diploma or equivalent by successfully gaining their high school credits and benchmarks or passing through the standard GED.
- **College Reach-Out Program (CROP):** Hillsborough Community College's CROP is entering its 38th year at HCC. The primary objective of this program is to increase the number of low-income educationally disadvantaged students in grades six 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 will also benefit from campus visits to state universities.

CROP currently serves 150 high school and middle school students. 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 CROP program and the wrap-around services offered by HCC i.e. TRiO Student Support Services Program, Collegiate 100, Hope Scholars and the Honors College.

Approximate Proportion of Racial/Ethnic Groups Served:

85% African-American
15% Hispanic
0% Asian-American/ Pacific Islander
0% Caucasian
0% Native American
0% Resident Alien

Gender of Student Participants: (percentage)

45% Male
55% Female

For more information: <https://www.hccfl.edu/support-services/college-reach-out-program/growing-crop>

- **College Board Florida Partnership Grant (CROP CARES):** The College Board and the Florida Department of Education have forged a partnership to help children from middle school through senior high school improve their academic performance and prepare for a college education or a rewarding career. Using many successful models already in place at the state and national levels, the partnership works with teachers, schools, districts, community organizations, and colleges throughout Florida to improve curriculum and teaching methods. Public school students in Florida benefit from the Florida Partnership and its commitment to educational excellence and equity for all. The Goal Our goal is simple: to promote educational excellence and equity for all public-school students in Florida. The project at HCC is designed to supplement the existing CROP program through the purchase of supplies, supporting teachers, sponsoring college visits.

Through the partnership we intend to address the following:

- Preparing students with an opportunity to demonstrate their best work on a College Exam Entrance Examination through a variety of means.
- Improve college readiness by reaching out to middle schools to start early college preparation, improve academic skills, and familiarize students with college admissions tests such as the SAT Suite of Assessments
- Raise student academic achievement in middle school and high school with a focus on underrepresented students.
- Continue college preparation into high school by building rigorous academic curricula, including access for all students to AP classes and other challenging, advanced courses.
- Provide training in concept knowledge and instructional skills to teachers and administrators, so that the overall quality of education is improved.
- Increase parental involvement to support families and inspire more students to challenge themselves academically and prepare for college and careers.
- Measure and evaluate the results, encouraging feedback and dialogue among educators to continue improving the quality of education for all students in Florida schools.
- Empower students to own their future through a variety of means

The mission of The Florida Partnership for Minority and Underrepresented Student Achievement is to provide expanded opportunity to Florida's public-school students to attend and succeed in college. Programs to provide support to students will be designed through leadership provided by Florida organizations having vast contact with underrepresented and minority students. These institutions will cooperate and collaborate with Florida public school leaders. Support programs funded through the FLP CARES Program must be designed to target middle and/or high school students who are determined to be at risk or are traditionally underrepresented in postsecondary education.

Each program must be designed around goals focusing on three or more of the following: College Readiness and Access Strategies and Tools for Success; College Campus Visits; College Campus Program (i.e. CROP); College Admissions Presentations (students and/or parents); Financial Aid Workshops FAFSA/CSS Profile (students and parents).

College Board Opportunity Scholarships; Tutoring and focused skill work based on diagnostic feedback from the SAT Suite of Assessments, including SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9 using Khan Academy; Mentoring, Internship or Shadowing Programs; Preparation

for the FSA and/or End-of-Course exam in ELA/Algebra etc.; Pre and Post-college placement testing (i.e., Accuplacer, PERT); Advanced Coursework support (ex: AP Boot Camp, STEM activities/camps); Life Skills programs (i.e. resume writing, interviewing and organizational skills, character development); College and Career planning using programs like BigFuture™ by College Board to develop College Lists and determine “best fit”; and Habits of Mind/Growth Mindset academic strategies.

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Please see the following page for the required information.***

HCC Student Completion Data

A.A. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals *
Black	17%	(15%) No	47%
Hispanic	33%	(36%) Yes	47%
Other Minorities	9%	(11%) Yes	47%
White	41%	(39%) No	47%
Female	59%	(60%) Yes	47%
Male	41%	(40%) No	47%
LEP	N=52	(N=54) Yes	47%
DIS	N=100	(N=120) Yes	47%
A.S./A.A.S. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	17%	(17%) Yes	47%
Hispanic	28%	(29%) Yes	47%
Other Minorities	7%	(9%) Yes	47%
White	48%	(46%) No	47%
Female	67%	(65%) No	47%
Male	33%	(35%) Yes	47%
LEP	N=20	N=23 Yes	47%
DIS	N=30	N=28 No	47%
Certificates	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	15%	(16%) Yes	47%
Hispanic	25%	(26%) Yes	47%
Other Minorities	6%	(7%) Yes	47%
White	54%	(51%) No	47%
Female	36%	(40%) Yes	47%
Male	64%	(61%) No	47%
LEP	N=20	(N=32) Yes	47%
DIS	N=31	(N=50) Yes	47%
Baccalaureate Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
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
LEP	N/A	N/A	N/A
DIS	N/A	N/A	N/A

HCC continues 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.

* Based on Student Success Goal of the HCC Strategic Plan for 2021-2023.

Student Completions: This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and Baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. 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).

HCC continues 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:

Response: An evaluation of each of the methods and strategies developed to increase student completions from under-represented groups. Information regarding this response is below:

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) @ Dale Mabry Campus: FED@DM is the Food Education Depot at the Dale Mabry Campus. 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. 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, FED provides educational resources and services to students, faculty, and staff across the HCC community. During the COVID-19 pandemic, FED partnered with USF's Center for the Advancement of Food Security and Healthy Communities to conduct the Food Insecurity among Community College Students research study, which aims to better understand and meet the food security needs of HCC students and is the first of its kind to look at food insecurity issues within community colleges. The HCC Foundation coordinates efforts in same area through a partnership with Feed Tampa Bay which also provides food assistance to HCC students.

In 2017, the HCC Foundation, in partnership with faculty and staff, identified a significant need for support of our students beyond the classroom. Students often state that trouble with transportation, the need to care for children and aging parents, hunger, and even homelessness keep them from completing of their degree or certificate. The Foundation made the issue of hunger a top priority, and helped implement faculty and staff solutions. The end result was Food 2 Finish, a comprehensive program to fight hunger and promote wellness. In the first year of the program, Food 2 Finish resources included the formation of food pantries as well as nutrition

education; promotion of mental health resources; the opportunity to learn about and sign up for SNAP (Supplemental Nutrition Assistance Program) benefits; the integration of food insecurity information; and research into our courses of study.

Because the pandemic made us unable to open our pantries, our current ways to fight student hunger are COVID-safe Pop-Up Pantries and emergency snack packs available in our libraries. This spring, we added monthly visits by the Feeding Tampa Bay mobile food pantry to our resources for students at the Dale Mabry and Ybor City campuses. Mobile food pantries have fresh food options and produce. This fall, although we could not open our pantries, we still served more than 1,000 people.

In addition to these efforts specifically for HCC students, faculty, and staff, the Dale Mabry and SouthShore campuses host Feeding Tampa Bay's Mega Pantry events. The Dale Mabry Campus was the first location for Mega Pantry events in Hillsborough County and since the pandemic began in March 2020, more than 150,000 guests have been served with more than 5.8 million pounds of food at this site. We are proud to have been part of helping so many of our fellow community members.

Black Brown and College Bound Summit (BBCB): HCC's Black Brown & College Bound Summit addresses the national problem of a lack of student success in the areas of recruitment, persistence, retention, and graduation for all students and in particular African American and Latino males. The BBCB Summit, though HCC sponsors, advances the college's work at the national level by taking the lead in supporting minority students – a reflection of HCC's student population. During the series of theme-based workshops on contemporary issues, Student Ambassadors participate in the Summit as a form of professional development where students learn first-hand about issues that impact them in their higher education pursuits. They also provide insight and perspectives on viable solutions. Everyone engages in dialogue about critical issues, shares successful strategies and explain how to implement best practices.

Click here to learn more: <https://www.hccfl.edu/about-us/equity-and-diversity/black-brown-and-college-bound-summit>

YBOR CITY CAMPUS

Efforts of the HCC Ybor City Campus efforts to enhance student retention and graduation are briefly described below:

Early Alert: Faculty submit the names of students who are at risk in their courses for follow-up and intervention by Faculty Counselors.

Retention Outreach: The Dean of Student Services Office sends notices to students who are close to graduation alerting them to the remaining courses in their programs as well as students who are not graduation who have not enrolled for an upcoming term. These reminders were sent twice during each registration cycle.

(NOTE: While reported by the Ybor City Campus, the entire Collee engages in early alert and retention outreach programs, initiatives, and processes.)

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 to assist with retention and completion efforts. The current HCC’s TRiO Student Support Service grant was renewed for the next five-year cycle based on its past performance.

TRIO Data 2019-2020

Students by Ethnicity		
	#	%
Asian	2	1
Black	119	57
Hispanic	65	31
White	21	10
	207	100
Disabled Students		
	#	
Disabled	7	
Disabled/Low Income	6	
Graduation Rate		
Based on 2019-2020		42.5%

To learn more, go to: <https://www.hccfl.edu/support-services/trio-student-support-services/trio-activities>

Collegiate 100 Program Highlights: The Collegiate 100® (C100) program provides an avenue for 100 Black Men of America, Inc. chapters to continue their one-on-one and group mentoring to students as they matriculate from high school to college; thereby supporting the Mentoring The 100 Way Across a Lifetime initiative. The HCC Chapter of C100 program is supervised by the Office of Equity, Diversity, and Special Programs in partnership with the 100 Black Men of Tampa Bay chapter.

The mission of C100 is to prepare and guide college students to transition into leadership roles in their community. The chapter leads mentorship programs for young African Americans and received mentorship from the members of the 100 Black Men of Tampa Chapter.

Select Data on Student Participants 2019-2020

Total # of Students	28
Demographics by Race/Ethnicity	22 – Black/African American 6 – Hispanic 0 – Other
Demographics by Gender	65% Female 35% Male
Academic Achievement by GPA	2.99 Mean 3.00 Median
No. of Newley Recruited Fall 2019	9
Transfer to a Four-Year College	7
No. of Graduates May 2020	12

C100 is not for male students only. The organization is diverse with membership across the entire college. Over the past several years, the program has advanced student member 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, 13 students have assumed executive positions within the Student Government Association, the top-ranking student organization at the college level, and the Phi Theta Kappa Honor Society. C100 students have logged over 275 hours of community service and mentoring other students as they are mentored by HCC faculty. Mentoring occurred publicly in schools, community youth programs, and literacy programs during the 2019-2020 year.

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 to complete a four-year degree. The 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 faculty mentoring, academic and personal support services, cultural activities, motivational seminars, and a \$1,000 annual scholarship stipend for two consecutive years. After 10 years of institutional support, 438 Black and Hispanic male students have participated in the program. Eighty-eight percent (88%) of the students identified as First-Generation, and 86% percent transferred to a four-year university as of May 2019.

Total Students	54
Demographics by Race/Ethnicity	32 – Black/African American 21 – Hispanic 1 – Other (two or more)
Academic Achievement by GPA	3.00 Mean 3.04 Median
No. of Newly Recruited Fall 2019	36
Transfer to Four-Year College	7
No. of Graduates May 2020	10

To learn more: <https://www.hccfl.edu/about-us/equity-and-diversity/hope-scholars>

Title III (HSI) – Math Success Grant Project: One of the barriers to academic success among students at the Dale Mabry Campus 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. Addressing the issue of poor math performance among students became a top priority for the Dale Mabry Campus.

In October 2016, the Dale Mabry Campus was awarded a five-year grant from the U.S. Department of Education, Office of Post-secondary 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, the Dale Mabry Campus proposes to make the study of math engaging for students and provide pathways for students to graduate and transfer to four-year STEM programs.

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total Enrolled on Dale Mabry in the specified math courses	2,833	2,999	2,910	2,719	2,732	1,056
Total enrolled that are Hispanic	993	1,115	1,179	1,124	1,204	429
Total Retained the following Fall (any campus)	1,461	1,510	1,424	1,436	1,344	n/a
% Retained	51.6%	50.4%	48.9%	52.8%	49.2%	n/a
Total Retained that are Hispanic	550	589	616	634	631	n/a
% Hispanic Retained	55.4%	52.8%	52.3%	56.4%	52.4%	n/a
Total Graduated within 2 years	700	809	754	721	n/a	n/a
% Graduated within 2 years	24.5%	26.7%	25.9%	26.5%	n/a	n/a
Total Hispanics Graduated within 2 years	247	293	286	287	n/a	n/a
% Hispanics Graduated within 2 years	24.7%	26.1%	24.3%	25.5%	n/a	n/a
Total Graduated within 4 years	1,091	1,232	n/a	n/a	n/a	n/a
% Graduated within 4 years	38.5%	41.1%	n/a	n/a	n/a	n/a
Total Hispanics Graduated within 4 years	395	470	n/a	n/a	n/a	n/a
% Hispanics Graduated within 4 years	39.8%	42.2%	n/a	n/a	n/a	n/a

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 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.

This section intentionally left blank

The following reflects data objectives/milestones (Annual Performance Reporting Year 4):

Year 4 Objectives	
Objectives	Progress Made / Results
14. By Fall 2020, at least 63% of Hispanic/ low income participants will earn grades of C/+ in pilots of Pre-Calculus, 10 percentage points more than 53% in baseline Fall 2015.	<p>The following data related to Pre-Calculus (MAC-1140) was provided to the external evaluator: for pilots in Fall 2019 and Spring 2020, 140 out of 233 Hispanic/low-income students earned grades of C or better, for a pass rate of 60%.</p> <p><i>Based on review of data provided, this objective was not attained.</i></p> <p>Additional data provided related to the pilot phase of MAC-1140:</p> <ul style="list-style-type: none"> ▪ Fall 2019 enrollment – 185 ▪ Spring 2020 enrollment – 149 ▪ 71% of students expressed satisfaction with the course
15. By Fall 2020, at least 70% of Hispanic/ low-income participants will earn grades of C/+ in pilots of Trigonometry, 10 percentage points more than 60% in baseline Fall 2015.	<p>The following data related to Trigonometry (MAC-1114) was provided to the external evaluator: for pilots in Fall 2019 and Spring 2020, 155 out of 216 Hispanic/low-income students earned grades of C or better, for a pass rate of 72%.</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-1114:</p> <ul style="list-style-type: none"> ▪ Fall 2019 enrollment – 154 ▪ Spring 2020 enrollment – 164 ▪ 84% of students expressed satisfaction with the course
16. By Fall 2020, at least 53% of Hispanic/ low-income participants in pilots of Online Exam Review and STEM Success course will re-enroll, 5.3 percentage points more than 47.7% in baseline 2015.	<p>The following data was provided to the external evaluator: 264 out of 402 Hispanic/low-income students who participated in pilots of Online Exam Review and STEM Success course in Fall 2019 and Spring 2020 re-enrolled (66%).</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 Online Exam Review and STEM Success course:</p> <ul style="list-style-type: none"> ▪ Fall 2019 – 287 students participated in the pilot phase ▪ Spring 2020 – 513 students participated in the pilot phase ▪ 77% of students expressed satisfaction with the services

Provided below are data objectives/milestones (Annual Performance Reporting Year 4):
Student Services:

1. Has the retention rate of students who participated in other student services program changed?

Initial %: 50%

Final %: 74%

Goal %: 53%

Supporting Statement: *In Year 4, an unduplicated count of 61 out of 87 students who participated in other student services programs re-enrolled in Fall 2020 for a re-enrollment rate of 70%. From the 61 returning students, 45 were Hispanic/low-income for a re-enrollment rate of 74%.*

2. Has the average GPA of students who received tutoring services changed?
Initial: 2.95 **Final: 3.09** **Goal: 2.95**

Supporting Statement:

In Year 4, the Math Resource Center supported an unduplicated count of 172 for tutoring services available (i.e. supplemental instruction (SI)). Their average cumulative GPA at the start of Fall 2019 term was 2.95 and by the end of the Spring 2020 term was 3.09.

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

Initial: 2.94 **Final: 3.13** **Goal: 2.95**

Supporting Statement:

In Year 4, for the students who participated in other student services (i.e. E-Advising, Workshops and In-Person advising/transfer), their initial average cumulative GPA was 2.94 and by the end of the academic year it was 3.13.

New methods and strategies, if applicable.

Response: HCC is pleased to report on its newest system wide initiatives to enhance student retention and completion:

Student Success in Targeted Programs

The college's plan for 2019-20 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

Response: HCC provides an evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses. HCC is student-centered, and all programs lead to completion of their degree or specialized program.

New methods and strategies, if applicable.

Response: Three (3) goals were adopted on May 27, 2020, by the District Board of Trustees in line with the College's mission. They are: GOAL I: Student Success, GOAL II: Talent Development, and GOAL III: Continuous Improvement. Relevant in this instance is GOAL I: Student Success, to advance achievement of learning outcomes and educational goals for all students. Associated strategies are: Implement a college wide early alert system to increase student retention and graduation. Increase the fall to fall retention rate of college credit students to 55%. Increase the college completion rate to 47%. Increase the percentage of transfers holding an HCC associate degree to 25%. Equal or exceed the grade point average of native Florida public university students by associate in arts transfers. Achieve or exceed an 85% first-time pass rate for any individual

licensure or certification exam. Exceed 90% of all workforce graduates that are employed or continuing their education within one year of completion.

Click here to learn more: <https://www.hccfl.edu/about-us/facts-and-information/strategic-plan>

HCC Graduate Planning System (HawkGPS): HawkGPS was launched at HCC in 2020. HawkGPS guides students' degree planning to help them stay on track and graduate on time. Powered by EduNav, the HawkGPS collaboration is designed to help students to plan, register, and enhance communication with their Academic Advisor, all in one place, for optimal success on students' academic pathways while at HCC.

In addition to these benefits, students can visualize their path to graduation term by term, see their estimated graduation date and understand how any changes to their plan may affect their graduation timeline in real time; and develop a semester schedule using individual preferences and circumstances.

Click here to learn more: <https://www.hccfl.edu/support-services/academic-advising/hawkgps>

FUSE

The FUSE program guarantees admission to USF selected academic majors for HCC students who meet the admission requirements and earn an Associate in Arts (AA) degree. Beyond guaranteed transfer to USF for students meeting the requirements, benefits include personalized advising from HCC and USF advisors, priority course registration, opportunities to participate in campus and athletic events at both HCC and USF, and assistance with transferring to USF.

Click here to learn more: <https://www.hccfl.edu/academics/fuse-hcc>

IGNITE @ HCC: IGNITE is a new program between Florida Agricultural and Mechanical University (FAMU) and several Florida College System institutions, including HCC. It is designed to provide seamless pathways to get both an AA degree at HCC and a Bachelor's Degree from FAMU. Students who meet the criteria of the program are identified, co-advised and tracked as IGNITE students. Successful completion of the IGNITE program guarantees admission into a specified major at FAMU upon completion of the AA Degree.

Click here to learn more: <https://www.hccfl.edu/academics/ignite-hcc>

HCCFL.JoinKnack.com (KNACK): The KNACK platform is made available to students in FUSE, Near Grads as presented by the Gwen artificial intelligence used by HCC, and for the STEM grant, *Math Success*. With the basic platform in place it can be expanded to other student cohorts. At present, either through the HCC Foundation or through the grant, arrangements were made for free tutoring to students in the groups named above while funds last. It would require a steady revenue stream for greater scale. Knack won the Lumina Foundation, Excellence in Education Award and is headquartered right in downtown Tampa.

Click here to learn more: <https://www.joinknack.com/school/hillsborough-community-college>

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

Requirement	Response	Comments	Action
Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving 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.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0	-	-	-
Visual Impairment	1	CIS-1931 Microcomputer Concepts	OST-2854C Office Apps for Business	Business
Specific Learning Disability	9	SPC-1006 Speech Improvement	SPC-1608 Public Speaking	Communication
		CGS-1107 Intro to Computers	CGS-1000 Intro to Computers & Tech	Information Technology
		MNA-1320 HR Recruit, Interview, and Select	MAN-2300 Intro to Human Resources Mgmt.	Office Administration
		OST-1813 Desktop Publishing	CGS-2821 Graphic Design	Visual Arts and Design
		HUN-2203 Culinary Nutrition	HUN-2201 Fundamentals & Human Nutrition	Hospitality and Culinary
		CGS-2108 Advanced Computer Applications	CGS-2091 Information Tech Ethical & Legal Issues	Information Technology
		COP-1332 Visual Basic, Beginning	CGS-1103 Project Mgmt.	Information Technology
Orthopedic Impairment	2	CGS-1000 Intro to Computers & Tech	CGS-1100 Intro to Computers & Tech	Information Technology
		CGS-1107 Intro to Computers	CGS-1000 Intro to Computers & Tech	Information Technology
Speech/Language Impairment	4	HUN-2203 Culinary Nutrition	HUN-2201 Fundamentals & Human Nutrition	Hospitality and Culinary

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		OST-1813 Desktop Publishing	CGS-2821 Graphic Design	Visual Arts and Design
		MNA-1320 HR Recruit, Interview, and Select	MAN-2300 Intro to Human Resources Mgmt.	Office Administration
Emotional or Behavioral Disability	7	CGS-1000 Intro to Computers & Tech	CGS-1100 Intro to Computers & Tech	Information Technology
		HUN-2203 Culinary Nutrition	HUN-2201 Fundamentals & Human Nutrition	Hospitality and Culinary
		CGS-1107 Intro to Computers	CGS-1000 Intro to Computers & Tech	Information Technology
		MCB-2000L Microbiology Lab	MCB-2010L General Microbiology Lab	Science
		MCB-2000 Microbiology	MCB-2010 General Microbiology	Science
		HIM-2273 Billing Software	HIM-1000 Intro to Health Mgmt.	Health and Medical
		HSC-1641 Legal and Ethical Aspects of Health	HIM-1000 Intro to Health Mgmt.	Health and Medical
Autism Spectrum Disorder	0	--	--	--
Traumatic Brain Injury	0	--	--	--
Other Health Impairment	4	CCJ-2940/2949 Criminal Justice Internship	CJE-2004 Career Choices in Criminal Justice	Law, Public Safety, and Security
		MCB-2000L Microbiology Lab	MCB-2010L General Microbiology Lab	Science
		CGS-1107 Intro to Computers	CGS-1000 Intro to Computers & Tech	Information Technology
		HUN-2203 Culinary Nutrition	HUN-2201 Fundamentals & Human Nutrition	Hospitality and Culinary

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2019	16	16
Spring 2020	5	5
Summer 2020	--	--
Total	21	21

**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.		

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

Data Assessment

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

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

Compliance with Title IX

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

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2018, through June 30, 2019, and July 1, 2019, through June 30, 2020

	2018-19			2019-20			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	41	51	92	Total Number of Athletes	41	58	99
Percent of Athletes by Gender	45%	55%	100%	Percent of Athletes by Gender	41%	58%	100%
Total Number of Enrollments	12,556	16,852	29,408	Total Number of Enrollments	19,512	27,505	47,017
Percent of Enrollments by Gender	43%	57%	100%	Percent of Enrollments by Gender	41.5%	58.5%	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	-.5	-.5	

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within five percentage points of the percent of female students enrolled)? **2018-19: Yes 2019-20: Yes**

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

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

Corrective Action Plan

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

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

Submitted by Sarah Summerfield, Assistant Dean of Students and Athletics Director, Dale Mabry

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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2020?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
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
2020-21 Annual EQUITY UPDATE REPORT
Signature Page

HILLSBOROUGH COMMUNITY COLLEGE

The College ensures that section 1000.05, F.S., section 1008.71, 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 4/29/2021
DATE



COLLEGE PRESIDENT 4/28/21
DATE



CHAIR OF DISTRICT BOARD OF TRUSTEES 4/28/21
DATE

This concludes the 2020-21 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by April 30, 2021. Colleges may attach additional files (PDF or Word) as appendices.

Appendix A – Equity in Athletics Disclosure Act (EADA) Survey Federal Report

2020 EADA Survey

Institution: Hillsborough Community College (134495)

User ID: E1344951

Screening Questions

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

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

- By Team Per Participant
-

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

- Men's Teams
 Women's Teams
 Coed Teams
-

3. Do any of your teams have assistant coaches?

- Yes
 Men's Teams
 Women's Teams
 Coed Teams
 No
-

<https://surveys.ope.ed.gov/athletics/>

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

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

Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.

Sport	Men's	Women's	Sport	Men's	Women's
Archery	<input type="checkbox"/>	<input type="checkbox"/>	Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>		Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input type="checkbox"/>	Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey		<input type="checkbox"/>	Football	<input type="checkbox"/>	
Golf	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>	Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball		<input checked="" type="checkbox"/>	Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Swimming and Diving (combined)	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming		<input type="checkbox"/>	Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>

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Track and Field and Cross Country (combined)	<input type="checkbox"/>	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

Caveat:

The caveat on this screen is for internal use and does not appear on the EADA Dissemination Website (public site). If you want information to appear on the public site, enter it on the Athletic Participation screen.

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

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

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

<https://surveys.ope.ed.gov/athletics/>

Athletics Participation - Men's and Women's Teams

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

Varsity Teams	Men's Teams	Women's Teams
Baseball	<input type="text" value="26"/>	
Basketball	<input type="text" value="15"/>	<input type="text" value="15"/>
Softball		<input type="text" value="20"/>
Tennis		<input type="text" value="9"/>
Volleyball		<input type="text" value="14"/>
Total Participants Men's and Women's Teams	<input type="text" value="41"/>	<input type="text" value="58"/>
Unduplicated Count of Participants (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	<input type="text" value="41"/>	<input type="text" value="58"/>

CAVEAT

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

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

Head Coaches - Men's Teams

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

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

Male Head Coaches

Female Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches			
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Employee or Volunteer	Part-Time Institution	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Employee or Volunteer	Part-Time Institution

Baseball	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Basketball	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Coaching Position Totals	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

CAVEAT

Head Coaches - Women's Teams

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

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

Male Head Coaches

Female Head Coaches

Varsity Teams	Assigned to Team on a Full-Time Basis			Part-Time Employee or Volunteer		Assigned to Team on a Part-Time Basis			Total Employee/Coach
	Full-Time	Part-Time	Volunteer	Full-Time	Part-Time	Full-Time	Part-Time	Volunteer	

Basketball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Coaching Position Totals	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="4"/>

CAVEAT

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

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

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coaching Position (for coaching duties only)	20,358	18,129
Number of Head Coaching Positions Used to Calculate the Average	2	4
Number of Volunteer Head Coaching Positions (Do not include these coaches in your salary or FTE calculations.)		
Average Annual Institutional Salary per Full-time equivalent (FTE)	40,716	36,258
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.00	2.00

CAVEAT

Assistant Coaches - Men's Teams

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

Male Assistant Coaches Female Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	Full-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	Full-Time Institution Employee or Volunteer	

Baseball	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>
Basketball	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Coaching Position Totals	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>

CAVEAT

Assistant Coaches - Women's Teams

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

Male Assistant Coaches Female Assistant Coaches

Varsity Teams	Male Assistant Coaches			Female Assistant Coaches			Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	
Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Coaching Position Totals	0	1	1	0	0	6	7

CAVEAT

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

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

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coaching Position (for coaching duties only)	9,798	9,798
Number of Assistant Coaching Positions Used to Calculate the Average	5	7
Number of Volunteer Assistant Coaching Positions (Do not include these coaches in your salary or FTE calculations.)		
Average Annual Institutional Salary per Full-time equivalent (FTE)	19,596	19,596
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	2.50	3.50

CAVEAT

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

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

	Men's Teams	Women's Teams	Total
Amount of Aid	245,450	317,654	563,104
Ratio (percent)	44	56	100%

CAVEAT

Recruiting Expenses - Men's and Women's Teams

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

	Men's Teams	Women's Teams	Total
Total	1,205	1,756	2,961

CAVEAT

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

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.
 For a sport with a men's team and a women's team that have a combined budget, click here for special instructions.
 Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams			Women's Teams			Total Operating Expenses
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	15	297	4,457	15	958	14,375	18,832
Baseball	26	588	15,286				15,286
Softball				20	597	11,935	11,935
Tennis				9	892	8,025	8,025
Volleyball				14	969	13,569	13,569
Total Operating Expenses Men's and Women's Teams	41		19,743	58		47,904	67,647

CAVEAT

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

Total Expenses - Men's and Women's Teams

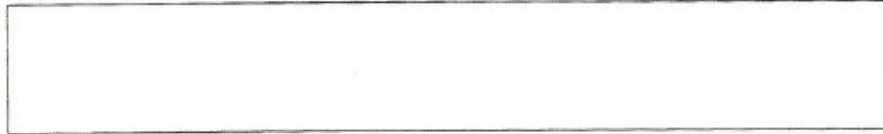
Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies,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

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

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	140,654	130,654	271,308
Baseball	262,654		262,654
Softball		170,654	170,654
Tennis		101,654	101,654
Volleyball		112,654	112,654
Total Expenses of all Sports, Except Football and Basketball, Combined	262,654	384,962	647,616
Total Expenses Men's and Women's Teams	403,308	515,616	918,924
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			97,654
Grand Total Expenses			1,016,578

CAVEAT

<https://surveys.ope.ed.gov/athletics/>



Total Revenues - Men's and Women's Teams

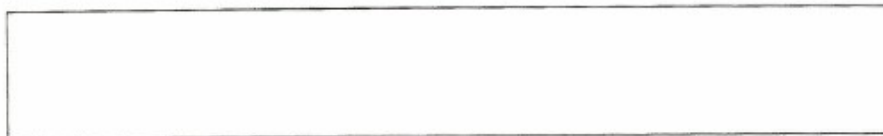
Your total revenues must cover your total expenses.

Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities. Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	151,654	133,987	285,641
Baseball	280,168		280,168
Softball		167,561	167,561
Tennis		100,236	100,236
Volleyball		117,569	117,569
Total Revenues of all Sports, Except Football and Basketball, Combined	280,168	385,366	665,534
Total Revenues Men's and Women's Teams	431,822	519,353	951,175
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			80,023
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,031,198

CAVEAT

<https://surveys.opc.ed.gov/athletics/>



Summary - Men's and Women's Teams

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

	Men's Teams	Women's Teams	Total
1 <u>Total of Head Coaches' Salaries</u>	40,716	72,516	113,232
2 <u>Total of Assistant Coaches' Salaries</u>	48,990	68,586	117,576
3 <u>Total Salaries (Lines 1+2)</u>	89,706	141,102	230,808
4 <u>Athletically Related Student Aid</u>	245,450	317,654	563,104
5 <u>Recruiting Expenses</u>	1,205	1,756	2,961
6 <u>Operating (Game-Day) Expenses</u>	19,743	47,904	67,647
7 <u>Summary of Subset Expenses (Lines 3+4+5+6)</u>	356,104	508,416	864,520
8 <u>Total Expenses for Teams</u>	403,308	515,616	918,924
9 <u>Total Expenses for Teams Minus Subset Expenses (Line 8 - Line 7)</u>	47,204	7,200	54,404
10 <u>Not Allocated Expenses</u>			97,654
11 <u>Grand Total Expenses (Lines 8+10)</u>			1,016,578
12 <u>Total Revenues for Teams</u>	431,822	519,353	951,175

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13	<u>Not Allocated Revenues</u>			80,023
14	<u>Grand Total Revenues (Lines 12+13)</u>			1,031,198
15	<u>Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)</u>	28,514	3,737	32,251
16	<u>Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)</u>			14,620

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

Supplemental Information (optional)

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

