

Daytona State College College Annual Equity Update

2019-20

Student Section



Submission Information

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment 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 May 1, 2020. 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. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees’ approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for its next district board of trustees meeting.

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

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

For the 2019-20 report, the factors DFC will identify as part of its review 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 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 2018-19 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	14.5	Y	14.5	14.5	N	14.5
Hispanic	16.5	Y	16.5	16.5	Y	16.5
Other Minorities	6.0	Y	6.0	6.0	Y	6.0
White	63	N	63	63	N	63
Female	50	Y	50	60	Y	60
Male	50	N	50	40	N	40
LEP	400	N	400	3100	N	3100
DIS	40	Y	40	500	N	500

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:

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

Response: Among Black FTIC students, the College met its goal. Our data suggest that the College's strategies are positively affecting this population. Our enrollment reflects the proportion of Black /African American individuals aged 18-54 living in our service area. Hispanic student enrollment goals were met for both FTIC students and overall. They were exceeded by nearly 2% in both cases. The College's Hispanic enrollment reflects our service area for Hispanic students aged 18-54.

New methods and strategies, if applicable.

Response: College Admissions Advisors and Recruiters have continued efforts to provide opportunities to introduce the community to postsecondary education. This is accomplished through a variety of on campus and off campus events. On Campus, the college offers an Open House event at every campus each semester, Enrollment Days on Saturdays when the College would normally be closed and campus visits and tours. Off campus the college regularly visits each high school within its service

district for Onsite Admissions events, where recruiters go to local high schools to admit students to the college on the spot and provide guidance on enrollment. The College has a professional staff person who is dedicated to building recruitment and advisement strategies to assist underrepresented populations within the community. This past year the college sent representatives to participate in 118 events within the surrounding community focused on recruiting and enrolling students from underrepresented populations. Some examples of these events include: The Take Stock in Children College Expo, focused on at-risk, low income students; the Men's Health Expo, located at the Daytona Beach Police Department, focusing on helping underrepresented teens males with college and career readiness; PACE Center for Girls Visits; Volusia Hispanic Chamber of Commerce Job and Career Fairs; Bi-National Education week at the Mexican Consulate; HEAD Start Presentations.

Through the efforts of the Marketing Department, there has been a focus to ensure that all publications are representative of the entire student body. Publications were also produced in Spanish, for the large population of Spanish speaking individuals within our service district. In addition, the TRIO programs (Talent Search) continue to expose more individuals to postsecondary opportunities and help them to make a successful transition into the institution. The Talent Search program identifies and assists high school students from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program works with over 530 students annually throughout Volusia and Flagler Counties. This year, 68% of the participants in the program are either Black or Hispanic and over 80% of the graduates enrolled at Daytona State College.

Recognizing that financial barriers can disproportionately affect underrepresented populations, the college continues to participate in programs to promote financial aid opportunities, including Financial Aid nights at local high schools. Also, the College provides scholarships for underrepresented populations. Please note that due to the COVID-19 concern, the College will review, and revise strategies based on outcomes and circumstances.

Student Completions

This year's report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2019-20. 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).

An asterisk (*) denotes that the actual percentage is within one percent of the goal.

AA Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	11.0%	N*	11.0%
Hispanic	14.5%	Y	14.5%
Other Minorities	6.5%	N*	6.5%
White	68.0%	N*	68.0%
Female	60%	Y	60%
Male	40%	N	40%
LEP	280	N	280
DIS	70	N	70
AS/AAS Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	12.0%	N*	12.0%
Hispanic	13.5%	Y	13.5%
Other Minorities	4.0%	Y	4.0%
White	70.5%	Y	70.5%
Female	50.0%	Y	50.0%
Male	50.0%	N	50.0%
LEP	210	N	210
DIS	60	N	60
Certificates	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	12.0%	N	12.0%
Hispanic	15.0%	Y	15.0%
Other Minorities	5.0%	Y	5.0%
White	68.0%	N	68.0%
Female	50.0%	N*	50.0%
Male	50.0%	Y	50.0%
LEP	210	N	210
DIS	60	N	60
Baccalaureate Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	11.5%	Y	11.5%
Hispanic	14.0%	N*	14.0%
Other Minorities	6.5%	N	6.5%
White	68.0%	Y	68.0%
Female	60%	Y	60%
Male	40%	N	40%
LEP	100	N	100
DIS	30	N	30

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:

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

Response: The completion rate for Black students is within 1.0% of target. Outside of the AA degree category, the completion rates for Black males increased and, the overall numbers are stable and in line with state averages. We are continuing to pursue our goals for this population. The College's strategies are positively affecting this population. Our goals reflect the proportion of Black /African American individuals aged 18-54 living in our service area. Completion goals for Hispanic students were met. The College's Hispanic goals reflect our service area for Hispanic students aged 18-54.

New methods and strategies, if applicable.

Response: On July 1, 2020 the College began begins its 3-year Strategic Plan, "Building on Excellence." One of the strategic priorities is "Ensure Academic Excellence." The focus of the priority is to establish connections and engage students to close the education attainment gaps through our College student support departments and programs like our TRIO, Student Life Skills course, Writing Center, Academic Support Center, Mentoring and Supplemental Instructional models, to name a few. Another priority within the strategic plan, entitled, Enhance Student Success has key component to leverage data and analytics, to track students and identify barriers students might face and provide resources to help overcome them. These strategies will directly impact underrepresented students at the College.

Additionally, late in 2019, the College was awarded a highly competitive, \$2.1M Federal Title III, Strengthening Institutions Grant. The first strategy of the project is to "enhance the institutional environment for equity, inclusion and student success." This will be accomplished in a number of different ways. The College will be implementing professional development training for faculty and staff to increase diversity awareness and to help build skills and capacity for advancing equity and inclusion throughout the institution to enrich the educational experience for students. Another component of the strategy will be to review and revise the current website and messaging to promote cultural inclusion, social acceptance and community connection and also include a live chat function to assist students with navigation and support to increase engagement with at-risk and underserved students.

Daytona State has a Minority/Underserved Populations Retention Specialist focused solely on underserved populations. The Retention Specialist is charged with helping students maintain their momentum toward graduation and developed outreach and communication initiatives throughout the academic year. These initiatives included adding a service indicator to a student's account that will prompt the student to meet with the Retention Specialist prior to dropping or withdrawing from their courses. The Retention Specialist also developed a

communication plan for increasing touchpoints for underrepresented students, this included building an Information Guide for students to access through their student portal outlining their resources available to them at the college; sending early alerts to students during the semester, reminders of when to schedule appointments for advisement, register for classes, complete Financial Aid documentation, etc. Finally, in order to help build a sense of community, the Retention Specialist worked in conjunction with the Student Life Department, creating educational and social activities to enhance the student experience while also building a sense of community. These events included the Black, Brown and College Bound Summit, Gaming Tournaments, and a Welcome Back event for the start of the school year.

Recognizing that financial barriers can disproportionately affect underrepresented populations, the College continues to participate in programs to promote financial aid opportunities. The College is offering Financial Aid awards for the Fall 2020 semester in early Spring 2020, in order to allow students to make academic decisions for the Fall semester based on their funding. The College also provides scholarships for underrepresented populations. This process gives the student peace of mind and the ability to plan. This initiative should increase student enrollment, efficiency, and improve retention and completion rates. The enrollment and retention of underserved populations, especially Black and Hispanic males, remains a prominent focus through inclusion on the institutional dashboard and targets. Making this an explicit priority will help to keep awareness high.

Student Success in Targeted Programs

The college's plan for 2018-19 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:

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

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

New methods and strategies, if applicable.

Response: Faculty are trained to recognize student challenges that reach beyond the science classroom or laboratory, and focus on recruiting, and retaining, students in STEM fields. Faculty recognize different learning styles and create new strategies to recognize and support the development of science talent, knowing this will likely benefit all students. They also, develop holistic initiatives that support students in and outside of STEM disciplines. For example, DSC is lead investigator on a \$999,000 National Science Foundation S-STARS grant which supports over 100 low income students in STEM programs. Faculty realize that they can redefine science norms and identify the next generation of scientists. The College garners faculty collaboration and support of existing and new initiatives to promote inclusion within STEM related disciplines.

The College also provides traditional services such as, personal advising, tutoring, accessible study areas, instructional mentoring, Student Success courses, Learning Resource Center assets, the College Writing Center, computer access, and web-based resources.

***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				
Visual Impairment				
Specific Learning Disability				
Orthopedic Impairment				
Speech/Language Impairment	1	SPN 1121	LIT 2110	Foreign Language
Emotional or Behavioral Disability				

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

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	1	1
Spring		
Summer		
Total		

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

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

Daytona State College supports Students with Disabilities.

The Office of Counseling and Accessibility Services (CAS), works to ensure compliance with the College's commitment to Student Success, Diversity, Equity, and Inclusion by providing individual counseling, support, and accommodations, for students with disabilities. CAS collaborates with students, faculty, and staff to create an accessible educational environment for all.

CAS provides academic accommodations, adaptive equipment, specialized workstations, counseling, mentoring, interpretive services, notetaking options, specialized software/technology, and a myriad of other services to ensure that all students have the opportunity and ability to be successful. CAS served over 800 students, with over 3,200 contacts, during the 2018/2019 school year.

CAS also does invaluable work in the community via workshops, presentations, and collaborations, with community agencies. One of our flagship events is the CAS Abilities Awareness day. The Abilities Awareness Day celebration brings together people of all abilities, educators, businesses, and students, in a day that offers fun, information, education, and understanding. The event is one of the largest of its kind in the state.

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.

Response: Daytona State College continues to support Men's & Women's Athletics in an equitable manner. Facilities are available, upgraded and maintained equitably. Budgets, salaries, and promotion of our programs are reviewed annually and continue to provide equal opportunities for our programs and student-athletes. The college continues to support the intercollegiate athletic program while successfully maintaining efforts to achieve gender equity. Men's and Women's Cross Country teams were added and began their first season during the 2018-2019 academic year. Both teams are allotted the same number of scholarships and opportunities for competition. Community Outreach efforts by the Intercollegiate Athletic program also includes a variety of sports camps and clinics that are offered annually which, in part, are designed to cultivate interest and participation in underrepresented populations of local youth within the College's service district. These camp and clinic activities are offered in men's and women's soccer, men's and women's cross country, baseball, softball, men's and women's basketball and volleyball. Some activities are hosted on campus while other activities are hosted out in the community as requested by various community partners. These activities are a combination of activities within specific sports offerings, while other non-physical activity examples are students and staff engaging in academic reading and mentoring programs to connect with our local youth. These programs have been largely successful and received very well by the community.

Compliance with Title IX

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

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2017, through June 30, 2018, and July 1, 2018, through June 30, 2019

	2017-18			2018-19			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	65	80	145	Total Number of Athletes	78	92	170
Percent of Athletes by Gender	45%	55%	100%	Percent of Athletes by Gender	46%	54%	100%
Total Number of Enrollments	2110	2495	4605	Total Number of Enrollments	2139	2554	4693
Percent of Enrollments by Gender	46%	54%	100	Percent of Enrollments by Gender	46%	54%	100%
Difference between the percent of athletes and the percent of students enrolled	1%	1%		Difference between the percent of athletes and the percent of students enrolled	0	0	

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2017-18: Yes 2018-19: Yes**

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

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

Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines

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**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 2019?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part VII. Signature Page

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

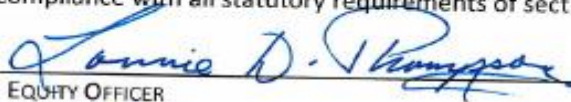
Daytona State College

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

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, section 1006.71, F.S., Gender equity in intercollegiate athletics and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs.)

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



EQUITY OFFICER

7-1-2020

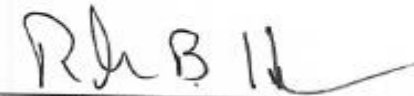
DATE



COLLEGE PRESIDENT

7-1-2020

DATE



CHAIR OF DISTRICT BOARD OF TRUSTEES

24 JUN 2020

DATE

This concludes the 2019-20 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by May 1, 2020. Colleges may attach additional files (PDF or Word) as appendices. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees' approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for the next district board of trustees meeting.