

Daytona State College



College Annual Equity Update 2020-2021

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 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:** Select one. If yes, provide the following applicable updates.

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

Response: Click here to enter text.

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

Response: Click here to enter text.

***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?	No		
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: Click here to enter text.

Description of the revision: Click here to enter text.

Web link(s) to document the revision: Click here to enter text.

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: Click here to enter text.

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: Click here to enter text.

Phone number: Click here to enter text.

Address: Click here to enter text.

Email address: Click here to enter text.

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

Make a selection: Select one.

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: Click here to enter text.

Description of the revision: Click here to enter text.

Web link(s) to document the revision: Click here to enter text.

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

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

Name of the policy and/or procedure(s): Click here to enter text.

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

Web link(s) to document the revision: Click here to enter text.

***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	Select one.		

Requirement	Response	Comments	Action
seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, 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	9.0%	6.9%	7.0%	3.4%	Yes	
Black Male	4.8%	5.2%	5.3%	2.3%	Yes	
Hispanic Female	11.4%	1.7%	1.8%	1.4%	Yes	
Hispanic Male	7.2%	5.2%	5.3%	2.1%	Yes	
Other Minorities Female	3.9%	0%	1.18%	1.4%	No	

	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
Other Minorities Male	2.7%	0%	0%	2.2%	No	
White Female	36.7%	37.9%	36.8%	38%	No	
White Male	24.4%	43.1%	42.1%	N/A	N/A	N/A
Total Female	60.9%	46.6%	47.4%	44.2%	Yes	
Total Male	39.1%	53.4%	52.6%	N/A	N/A	N/A

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: It is important to note, employees in all categories self-report their ethnicity and there is no requirement or validation to self-report. Beginning with the 2016 year’s annual report, the Division of Florida Colleges began asking all colleges to compare their employment date for EAM’s, Instructional and Instructional Continuing Contract employment population to the student population. Previous year comparisons were made between those employed at the college and the actual population within Volusia and Flagler counties with the degrees required for the employment of those positions. This is a substantial change in comparison as the employment numbers are being compared to those students who, in most cases, are seeking 2-year degrees and are not the current population available to fill these EAM, Instructional and/or Instructional Continuing Contract positions. The employment comparisons, are for jobs that require Master and Doctorate degrees. When comparing the student population with the EAM classification (which requires Master and Doctorate degrees), the above summary applies. When compared with the population in our service districts (the stated goals), DSC is meeting and exceeding representing the population who have the degrees to fill these jobs. The only underrepresented category is that of “other”, which is again completely self-reported. This reporting year, the College did not meet the goal for white females, but did meet the goal for females in total. In order for minority groups to grow as a percentage, other groups (primarily white females and males) have to decrease as a percentage of the whole. The decrease in white females represents a decrease in reporting white administrators, not in reporting overall female administrators.

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	9.0%	6.1%	6.3%	3.4%	Yes	
Black Male	4.8%	3.5%	3.6%	2.3%	Yes	

	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	11.4%	2.6%	3.2%	1.4%	Yes	
Hispanic Male	7.2%	3.9%	3.6%	2.1%	Yes	
Other Minorities Female	3.9%	.4%	.5%	1.4%	No	
Other Minorities Male	2.7%	3.5%	3.6%	2.2%	Yes	
White Female	36.7%	39.0%	38.3%	38%	Yes	
White Male	24.4%	41.1%	41.0%	N/A	N/A	N/A
Total Female	60.9%	48.1%	48.2%	44.2%	Yes	
Total Male	39.1%	51.9%	51.8%	N/A	N/A	N/A

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

Response: : As with the EAM category, employees in all categories self-report their ethnicity and there is no requirement or validation to self-report. Within the Full-Time Instructional Staff classification, DSC has identified that we have exceeded the 2020 annual goals for Black females and males. We are above the annual goal for both Hispanic females and males. Daytona State is well above the benchmark for all females within Full-Time Instructional Staff. Based on this, Daytona State College has attained, or is above the 2020 Annual Goals in all minority and female categories, with the exception of Other females, during this reporting period.

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	9.0%	4.9%	5.1%	3.4%	Yes	
Black Male	4.8%	4.4%	4.5%	2.3%	Yes	
Hispanic Female	11.4%	1.6%	1.7%	1.4%	Yes	
Hispanic Male	7.2%	2.7%	2.8%	2.1%	Yes	
Other Minorities Female	3.9%	.5%	.6%	1.4%	No	
Other Minorities Male	2.7%	4.4%	4.5%	2.2%	Yes	
White Female	36.7%	38.3%	37.6%	38%	Yes*	
White Male	24.4%	43.2%	43.3%	N/A	N/A	N/A
Total Female	60.9%	45.5%	44.9%	44.2%	Yes	

	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
Total Male	39.1%	54.6%	55.1%	N/A	N/A	N/A

*Note: 37.6% rounds up to 38%

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

Response: As with the EAM category, employees in all categories self-report their ethnicity and there is no requirement or validation to self-report. Within the Full-Time Instructional Staff classification, DSC has identified that we have exceeded the 2020 annual goals for Black females and males. We are above the annual goal for both Hispanic females and males. Daytona State is well above the benchmark for all females within Full-Time Instructional Staff on Continuing Contract. Based on this, Daytona State College has attained, or is above the 2020 Annual Goals in all minority and female categories, with the exception of Other females, during this reporting period.

New Barriers (Optional)

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

Response: : Outside of COVID-19, we have not identified new barriers affecting the successful recruitment or retention for 2020. We have previously discussed, as the College continues to manage through tight budget years, vacancies are often absorbed by other (existing for EAM) positions, which does not allow for new recruitment.

**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>	Yes	As discussed, goals were met	
Full-time instructional positions?	Yes	As discussed, goals were met	
Full-time with continuing contract instructional positions?	Yes	As discussed, goals were met	

Requirement	Response	Comments	Action
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	No	As discussed, outside of COVID-19, no new barriers were identified	

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: Daytona State College annually evaluates selected staff as part of the College evaluation process. For the 2020 year, Daytona State College recognized all staff as satisfactory in its continuing efforts to pursue equity goals in their individual areas. The President facilitates reports to the District Board of Trustees regarding the college’s progress with employment equity. If departments are deemed to be unbalanced and either have current or will have future vacancies, then monies are earmarked for additional minority recruitment in such media as Hispanic Outlook, Black Issues in Higher Ed, Women in Higher Ed, and other diversity sites and journals. New strategies are being added to the leadership development program to prepare female and minorities for executive management positions (such as career coaching, management skills for women, and mentor/mentee activities).

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: Each District Board of Trustee member completed a written evaluation of the College President in 2020 (April DBOT meeting, which was held virtually due to COVID-19). The evaluations indicated the President exceeded expectations in the area of inclusion. Overall, the President received scores indicating that he was meeting and in many instances, exceeding the DBOT expectations in most areas of his performance.

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

Response: April, 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?	Yes		

Requirement	Response	Comments	Action
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Yes		
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?	Yes		
Does the report include the date of the most recent presidential evaluation?	Yes		

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: We have a committee listing that must be approved prior to proceeding with meetings and interviews. A Human Resources Representative is assigned to every committee for overview and equity oversight. Committee make up is reviewed for balance in gender, race, age, etc .

- 2) Briefly describe the process used to grant continuing contracts.

Response: Faculty receiving an annual contract are required to work with a committee of mentors every year. Mentors are added each year, through a structured process, so that by the final year before application for tenure or promotion the faculty member is working with tenured faculty from within and outside his or her department. Chairs/Supervisors and Deans monitor these meetings and ensure that faculty are given appropriate guidance in pursuing professional development, service and scholarly opportunities for growth. The Tenure (Continuing Contract) and Promotion Process at Daytona State College is a flexible system that allows faculty applying for Continuing Contract or promotion in rank to provide documentation of competency in several areas including excellence and innovation in teaching, service to the department and college, professional development, and leadership and mentoring. This documentation is reviewed by the faculty member and mentors over a five- year period leading up to application for continuing contract or promotion (known as Advancement in Rank). Once faculty members have served the requisite number of years for Continuing Contract and/or for promotion, the summary of achievements is evaluated by the committee of mentors, the other tenured members of the

department, and the department chair, all of whom supply separate letters conveying support, or lack of support, for the award of continuing contract or promotion. These recommendations are reviewed by the College-wide Tenure and Promotion Committee, formed of 12 faculty members elected by the faculty members from within the various schools and academic areas of the college. That committee's recommendations are forwarded to an Administrators' Committee composed of administrators who have supervisory authority over faculty. Either of these review committees may ask for additional information or clarification from the applicant. Recommendations from the Administrators' Committee are sent to the Provost for Academic Affairs and then to the President for approval and submission to the Board. A final appeal is available for those who are not approved for tenure or promotion. This appeal is to a committee formed by the Provost of Academic Affairs.

3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

Response: The applicant's committee of three mentors, in addition to their department chair, advises the faculty member periodically through each year as they advance towards tenure or promotion. Written feedback is given to the faculty member annually, in addition to more informal meetings throughout the year. Summaries of faculty achievement are evaluated on a nondiscriminatory basis according to the guidelines for Appointment and Promotion to Academic Ranks and submitted for evaluation according to the Promotion Application Procedures.

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: : Each budget year, the College will provide funding to continue recruitment and retention activities to attain the College's annual and long-range goals for increasing the number of women and minorities in faculty and senior level administrative positions. Each unit or department can access these funds for approved activities related to attaining equity goals including recruiting, advertising, retention, and staff development. The unit will be advised of current equity composition of minorities and females within the department. Goals may be implemented to address any under representation. These goals will be reviewed and approved by the respective vice president and the Director of College Equity in conjunction with the Equity Committee. Progress toward these goals will be reviewed in the spring semester. Each unit or department will be evaluated based on achievement of unit goals and/or correcting existing under representation.

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

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Instructor	9 Month Faculty	1	\$40,200 to \$45,200	7	\$40,200 to \$45,200
Assistant Professor	9 Month Faculty	8	\$50,200 to \$75,200	22	\$50,200 to \$75,200
Director I	Administrator	2	\$55,700 to \$112,600	10	\$55,700 to \$112,600
Director II	Administrator	2	\$58,200 to \$121,000	24	\$58,200 to \$121,000

**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	Select one.		

Requirement	Response	Comments	Action
membership on selection and review committees?			
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	14.5%	Yes	14.5%	14.5%	No	14.5%
Hispanic	16.5%	Yes	16.5%	16.5%	Yes	16.5%
Other Minorities	6%	Yes	6%	6%	Yes	6%
White	63%	No	63%	63%	No	63%
Female	50%	Yes	50%	60%	Yes	50%
Male	50%	No	50%	40%	No	50%
LEP	400	No	400	3100	No	400
DIS	40	No	40	500	No	40

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 FTIC students, Daytona State met and exceeded its goals for black, Hispanic, and other minorities students. Overall enrollments goals were met and exceeded for Hispanic and other minorities students. The College employs a student service advisor/recruiter who specifically focuses on outreach for underrepresented groups by going out into the community to give presentations, conduct onsite admissions events, represent DSC at community events and to share general information. This position is part of a recruitment team who regularly visit high schools, community based organizations, businesses and special events. The recruitment team plans and/or participates in on campus events such as Open Houses, Enrollment Days (Saturdays), Express Enrollment Nights, Financial Aid information sessions, individual and group campus tours, AVID Days and College Experience Days. The College has a regular communications plan for all prospective and admitted students. Prospective students receive letters and emails that include information about DSC, invite them for campus tours, encourage them to apply and offer contact information to reach an admissions representative by phone, fax, email or mail. Applicants receive letters and emails that explain the steps to enrollment,

how to apply for financial aid, how to access support resources at DSC, missing information letters, registration announcements and academic advising nudge campaigns. Every applicant receives a “We are here for you” next day email that includes answers to frequently asked questions as well as contact information for all of the enrollment offices. Students from underrepresented populations also receive a personalized email and phone call by the recruiter for special populations. Prospects and applicants receive invitations to Open Houses and enrollment events. Face to face outreach was significantly impacted by the Covid-19 guidelines, so a significant portion of spring and summer recruitment activities were cancelled due to schools and businesses being closed or restricting access. The Admissions/Recruitment office transitioned to virtual communication where possible, but a majority of the high school Onsite Admissions were cancelled. Over 600 outreach activities were planned for overall recruitment and of those approximately 100 were completed that targeted underrepresented populations such as tours for Disability Solutions, the Men’s Health Expo, National Night Out, the TURN Festival, Delta Sigma Theta College Fair, ESOL Cultural and Information Night, FACT Fairs, Binational Education Week, Florida Classic Stompdown, AVID and TRiO events, Three Kings Festival and the HBCU Showcase.

New methods and strategies, if applicable.

Response: Daytona State developed a Future Falcons Webinar Series so students could still interact live with DSC representatives and faculty to learn about programs and services that Daytona State offers as well as resources to help students be successful. These webinars were live via Skype or Teams and were recorded so interested students could watch them from the DSC website at a later date. Topics included Welcome to DSC, Next Steps, Financial Aid, and academic areas such as Health Careers, Hospitality/Culinary, Photography, Cosmetology/Barbering and Education Careers. This was followed by a series of 100% Virtual Open Houses which provided a live and interactive opportunity for guests to meet and speak with a variety of academic and student support areas. The virtual open houses were also recorded so they could be viewed from the DSC website at any time. DSC also participated in virtual college/career fairs hosted by outside organizations such as high school AVID programs. The College received the Governor’s Emergency Education Relief (GEER) funding to run the “Upskill Now!” Program which offers high value, no or low cost training in rapid credentialing in areas such as AutoCAD Foundations, Office Support, Firefighter, EMT, CNC Milling, Lean Practitioner, HVAC Installer and Certified Production Technician to eligible students impacted by Covid-19. The College also continued implementing a Title III grant that in part will help make the DSC website more inclusive and informative and will also include a mobile application that will make the student experience better on mobile devices. The Admissions office is strengthening alliances in the minority communities by reaching out to centers of influence such as churches and community leaders to ensure they know about resources available to their constituents and to gain new venues for presentations or events. As the Covid-19 safety guidelines change and more areas can be opened up for visitors, the Admissions office is planning Minority Success Seminars by reservation only where prospective students or new applicants can get a tour of the campus and an individualized admissions advising session, as well as information about financial aid, the Center for Women and Men, TRiO Student Support Services and Career Services. DSC students were also informed and awarded federal funds as a result of the CARES Act funding. DSC is working to expand the dual enrollment program with local public and private high schools and has coordinated several virtual information sessions. Current high school seniors receive information and invitations to attend recruitment events and to continue their education at DSC. Also, new for the 2021-

2022 academic year, a Collegiate Academy has been established with Mainland High School that has a prescribed path for high school students to graduate with their AA when they are also completing their high school diploma. DSC has a new articulation agreement with the Florida Agricultural and Mechanical University (FAMU) Ignite program which will be promoted as a 2+2 opportunity for students who would like to transfer to FAMU. This articulation is in addition to existing articulations with the University of Central Florida, Florida State University, and Embry-Riddle Aeronautical University. DSC was very proud to also host the community for the rededication of the J. Griffen Greene Center in honor of the former Volusia County Community College (VCCC) president. VCCC was originally established as one of Florida's Black junior colleges and later merged with Daytona Beach Junior College which is now known as Daytona State College. A new timeline mural is on permanent display in the Center to commemorate the legacy of VCCC.

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).

A.A. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	11.0%	No	11.0%
Hispanic	14.5%	Yes	14.5%
Other Minorities	6.5%	Yes	6.5%
White	68.0%	*No	68.0%
Female	60%	Yes	60%
Male	40%	No	40%
LEP	280	No	280
DIS	70	No	70
A.S./A.A.S. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2019-20 Goals
Black	12.0%	No	12.0%
Hispanic	13.5%	Yes	13.5%
Other Minorities	4.0%	Yes	4.0%
White	70.5%	No	70.5%
Female	50.0%	Yes	50.0%
Male	50.0%	No	50.0%
LEP	210	No	210
DIS	60	No	60
Certificates	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2019-20 Goals
Black	12.0%	No	12.0%
Hispanic	15.0%	Yes	15.0%
Other Minorities	5.0%	Yes	5.0%
White	68.0%	No	68.0%
Female	50.0%	*No	50.0%
Male	50.0%	Yes	50.0%
LEP	210	No	210
DIS	60	No	60
Baccalaureate Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2019-20 Goals
Black	11.5%	Yes	11.5%
Hispanic	14.0%	*No	14.0%
Other Minorities	6.5%	Yes	6.5%
White	68.0%	Yes	68.0%
Female	60%	Yes	60%
Male	40%	No	40%
LEP	100	No	100
DIS	30	No	30

*** Asterisk = Value is within one percent of the desired goal.**

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: An evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups. **Response:** Black completions are within 1.5% of target. Outside of the AA degree category, the completion rates for Black males remain primarily flat, 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 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 person in this position is tasked 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 coordinator 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 coordinator 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 2021 semester in early Spring 2021, 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.

New methods and strategies, if applicable.

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

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:

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: Strategies remained the same for the 20 - 21 academic year.

***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	Select one.		

Requirement	Response	Comments	Action
students with limited English proficiencies?			
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	1	MAC 1101	MGF2107	Math
Orthopedic Impairment				
Speech/Language Impairment				
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 2019	1	1
Spring 2020	0	0
Summer 2020	0	0
Total	1	1

Daytona State College supports Students with Disabilities.

Counseling and Accessibility Services (CAS), supports Daytona State College's (DSC) 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.

DSC 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 700 students, with over 2800 contacts, during the 20/21 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. This year we held a virtual event to safely serve the community during COVID-19 conditions. 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.

*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: **Select one.** 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. Men's and Women's Cross Country 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. The college continues to support the intercollegiate athletic program while maintaining efforts to achieve gender equity.

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	78	92	170	Total Number of Athletes	76	98	174
Percent of Athletes by Gender	46%	54%	100%	Percent of Athletes by Gender	44%	56%	100%
Total Number of Enrollments	2139	2554	4693	Total Number of Enrollments	2152	2616	4768
Percent of Enrollments by Gender	46%	54%	100%	Percent of Enrollments by Gender	45%	55%	100%
Difference between the percent of athletes and the percent of students enrolled	0	0		Difference between the percent of athletes and the percent of students enrolled	1%	1%	

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? **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

**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.		

Diversity at Daytona State College

At Daytona State College (DSC), commitment to diverse student populations remains a top priority. DSC prepares students for a diverse world by offering cross cultural experiences and opportunities, which serve to increase understanding and respect for our differences. Through various organizations and activities, our students gain a broader respect for other cultures.

Also, in light of recent social events DSC has made it a point to increase its community outreach efforts. The College has embarked on a number of initiatives, to strengthen ties and support social justice and diversity in our community.

College President Dr. Thomas LoBasso is a standing member on the Daytona Beach Mayor's Diversity Committee. Dr. LoBasso also held college wide diversity forums, giving all employees the opportunity to come speak with him personally, about their experiences, concerns, and perspectives, pertaining to diversity and inclusion at the College. In addition, Dr. LoBasso held meetings with local Police Chiefs to discuss training and service options designed to foster positive relationships with all citizens in the community.

As a part of the College's Black History Month celebration, DSC held a ceremony honoring former Volusia County Community College President J. Griffen Greene, highlighting his legacy and the history of Volusia County Community College (VCCC). VCCC, established in 1957 as one of Florida's 12 Black junior colleges, opened its doors on September 2, 1958, and later merged with Daytona Beach Junior College in 1965 (Creating, Daytona Beach Community College/Daytona State College) as a result of the Civil Rights Act of 1964. During that time, James Griffen Greene served as VCCC's only president and oversaw the expansion of the College from 1,334 students in its first year, to a high of 5,600 in 1964.

To support employees, the College renewed its focus on the College Diversity Committee and diverse professional development, giving employees a platform of diverse communication, expression, exchange, sharing, learning, and growth.

In the community, the College has formed partnerships with several local churches and organizations to improve recruitment, networking, and outreach.

To support social justice the College is providing cultural sensitivity and community service training to all police academy cadets, to minimize the possibility of future social injustice concerns or incidents. At DSC we strive to make the future brighter and more inclusive.

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2020-21 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.

 4/20/21
EQUITY OFFICER DATE

 4/19/21
COLLEGE PRESIDENT DATE

 4-15-21
CHAIR OF DISTRICT BOARD OF TRUSTEES 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.