

St. Petersburg College

**College Annual Equity Update
2020-2021
Template for Submission**

Deadline: April 30, 2021

Submission Information

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Date: **4/30/2021**



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Contents

General Information and Applicable Laws for Reporting	2
Part I. Description of Plan Development	4
Part II. Policies and Procedures that Prohibit Discrimination	6
Part III. College Employment Equity Accountability Plan.....	9
Part IV. Strategies to Overcome Underrepresentation of Students	18
Part V. Substitution Waivers for Admissions and.....	28
Course Substitutions for Eligible Students with Disabilities.....	28
Part VI. Gender Equity in Athletics.....	30
Part VII. Signature Page.....	36

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: Yes** If yes, provide the following applicable updates.

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

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

Name	Title	Department	Location
Barbara Hubbard	Dean, Humanities & Fine Arts	Academic Affairs	Clearwater Campus
Cynthia Grey	Associate Dean Veterinary Technology	Veterinary Technology	Vet Tech Center
Deanna Stentiford	Dean College of Health Sciences	Academic Affairs	HEC
Davanh Sengphrachanh	HR Manager, Employment	Human Resources	District Office
Davie Gill	Athletics Director	Student Life & Leadership	St. Pete Gibbs Campus
Devona F. Pierre	Equity, Diversity & Inclusion Director	President's Office	Downtown
Djuan Fox	Director, Academic Services	Institutional Research & Effectiveness	EpiTech
Dorothy Hopkins	Director, Business Data Management	Administration, Finance & Technology	EpiTech
Edin Jakupovic	Research Analyst, Institutional Research	Research Analyst	Epi Services
Fawzi Al Nassir	Director, Institutional Research	Institutional Research & Effectiveness	Epi Services
Harrison Aquino	Assistant Director, Marketing & Strategic Communications	Marketing	Epi Services
George Carbart	Coordinator, Student Support Services TRIO	Student Affairs	
Jackie Skyrd	Chief of Staff	President's Office	Downtown
Jimmy Chang	Dean, Mathematics	Mathematics	St. Pete Gibbs Campus
John Flemming	Program Director Radiography	Radiography	HEC
Joseph Leopold	Dean of Communications	Academic Affairs	Clearwater Campus
Joseph Smiley	Dean, Social Behavioral Sciences	Social & Behavioral Science	Tarpon Springs Campus
Kelliann Ganoo	B2B Alliance Project Manager	Student Affairs	EpiTech

Kellie Ziemak	Director, Student Support	Student Affairs	EpiTech
Kimberly Hartman	Dean College of Education	Academic Affairs	Tarpon Springs Campus
Lise Fisher	Assistant Director Strategic Communications	Marketing	Epi Services
Louisana Louis	Dean College of Nursing	Academic Affairs	HEC
Marta Przyborowski	Dean College of Business	Academic Affairs	EpiTech
Matthew Bodie	Executive Director, Learning Resources	Learning Resources	Epi Services
Matthew Liao-Troth	VP Academic Affairs	Academic Affairs	EpiTech
Misty Kemp	Executive Director, Retention Services	Retention Services	EpiTech
Natavia Middleton	Dean, Natural Sciences	Natural Science & Engineering	Seminole Campus
Pamela Smith	Legal Services Coordinator & EA/EO Director	General Counsel's Office	Downtown
Patrick Rinard	AVP, Enrollment Services	Student Affairs	EpiTech
Raynier Mohammed	Analyst/Programmer, Institutional Research	Institutional Research & Effectiveness	EpiTech
Reginald Reed	Director, Recruitment Services	Enrollment Services	EpiTech
Rita Farlow	Director, Marketing & Strategic Communications	Marketing	Epi Services
Sabrina Crawford	AVP, Institutional Effectiveness & Academic Services	Enrollment Services	EpiTech
Steven Hardt	Program Director Respiratory Care	Respiratory Care	HEC
Susan Demers	Acting VP, Academic Affairs	Academic Affairs	EpiTech
Tara Allen	Student Support Advisor WOW	WOW	Clearwater Campus
Theresa Dimmer	Coordinator, Institutional Research & Reporting	Institutional Research & Effectiveness	Epi Services
Thomas Kelley	Compliance Officer	General Counsel's Office	Downtown

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

Response: The preparation of the 2020-2021 Annual Equity Update Report is a collaborative process with input from individuals from multiple areas within the college. Completion of the report is dependent upon the participation of knowledgeable staff in each area related to the report and the expertise of advisory personnel

from departments including: Institutional Research & Effectiveness, Institutional Effectiveness & Academic Services, Instruction and Academic Programs, Student Services, Finance & Business Affairs, Human Resources, Athletics, Accessibility Services, Retention Services, Information Technology, the President’s Office, Program Deans, the General Counsel’s Office and the Office of Equity, Diversity, & Inclusion.

**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?	Yes	St. Petersburg College identified the name of persons involved in plan development.	No further action is required at this time.
If yes, applicable updates provided?	Yes	St. Petersburg College provided the updates as requested.	No further action is required at this time.

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: Yes** If yes, provide the following applicable information for each updated contact.

Name/title: Dr. Devona F. Pierre/Equity, Diversity and Inclusion Director

Phone number: 727-341-3261

Address: PO Box 13489, St. Petersburg, FL 33733-3489

Email address: eaeo_director@spcollege.edu

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

Make a selection: Yes

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

Date of revision: [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?	No	The college made no updates.	No further action is required at this time.
If yes, applicable updates provided?	N/A	N/A	N/A
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?	No	The college made no updates.	No further action is required at this time.
If yes, applicable updates provided?	N/A	N/A	N/A
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?	Yes	N/A	No further action is required at this time.
If yes, applicable updates provided?	Yes	The college made updates and provided them in the report.	No further action is required at this time.
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	No	The college made no updates.	No further action is required at this time.
If yes, applicable updates provided?	N/A	N/A	N/A
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.	No	The college made no updates.	No further action is required at this time.
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee	N/A	N/A	N/A

Requirement	Response	Comments	Action
and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	No	The college made no updates.	No further action is required at this time.
If no, is a plan for compliance provided?	N/A	N/A	N/A

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	10.4%	13.8%	12.0%	N/A	N/A	N/A
Black Male	4.8%	3.4%	3.6%	5%	No	4%
Hispanic Female	10.6%	1.1%	1.2%	5%	No	2%
Hispanic Male	6.0%	3.4%	3.6	5%	No	4.5%
Other Minorities Female	5.0%	1.1%	1.2%	2.5%	No	2%

	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	3.1%	3.4%	2.4%	3.2%	No	3%
White Female	36.2%	40.0%	40.2%	38%	Yes	N/A
White Male	24.0%	33.3%	37.3%	N/A	N/A	N/A
Total Female	62.1%	56.3%	53.0%	N/A	N/A	N/A
Total Male	37.9%	43.7%	47.0%	N/A	N/A	N/A

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: There is a slight increase in the EAM Staff for Total Females. For 2020-2021 the College improved in the area of EAM hiring and retention of Staff for Black Females, Black Males, Hispanic Males, Other Minority Males, and White Females. Goals for 2020 will focus on increasing diversity of the Exec/Administrative/Managerial Staff in minority and minority male representation. HR currently monitors each hiring candidate pool and only releases this pool to the hiring manager when a minimum diversity level is reached. HR will focus on efforts to increase the minimum diversity levels for specified candidate pools in line with our EAM Goals. HR will also begin developing a robust recruiting initiative working with individual locations with an increased advertising budget. This will assist in identifying more diverse qualified candidates from our candidate pool. In addition, the College has embarked on a College Employee Engagement and Supervisor Training initiatives with a goal of improved employee retention. Finally, the College hired an Equity, Diversity and Inclusion Director to assist in meeting our gender and ethnicity goals as well as diversity training for all leaders.

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	10.4%	6.8%	7.3%	8%	No	8%
Black Male	4.8%	4.1%	4.3%	4.9%	No	4.8%
Hispanic Female	10.6%	4.1%	5.2%	4.5%	Yes	6%
Hispanic Male	6.0%	2.4%	2.4%	3%	No	3%
Other Minorities Female	5.0%	2.1%	2.1%	2.5%	No	2.5%
Other Minorities Male	3.1%	2.6%	2.7%	3%	No	3%
White Female	36.2%	44.7%	43.3%	N/A	N/A	N/A
White Male	24.0%	33.2%	32.6%	N/A	N/A	N/A
Total Female	62.1%	57.6%	57.9%	N/A	N/A	N/A
Total Male	37.9%	42.4%	42.1%	N/A	N/A	N/A

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

Response: The College was steady with Instructional hiring and retention in most areas and improved in the area of full-time Instructional Staff hiring and retention for Black Females, Hispanic Females, Hispanic Males, Other Minorities Females and Other Minorities Males. Goals for 2021 will focus on increasing diversity of the Instructional Staff representing Black Females, Hispanic Males, and Other Minorities Female. HR currently monitors each hiring candidate pool and only releases this pool to the hiring manager when a minimum diversity level is reached. HR will focus on efforts to increase the minimum diversity levels for specified candidate pools in line with our EAM Goals. HR will actively work with the Equity, Diversity & Inclusion Director to expand our diverse recruiting efforts and assist with in our retention efforts.

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	10.4%	4.9%	5.0%	5%	Yes	6%
Black Male	4.8%	4.5%	5.0%	5%	Yes	N/A
Hispanic Female	10.6%	4.1%	5.0%	4%	Yes	N/A
Hispanic Male	6.0%	1.5%	1.9%	2%	Yes	2%
Other Minorities Female	5.0%	2.3%	2.3%	2.5%	No	2.5%
Other Minorities Male	3.1%	2.6%	2.7%	2.5%	Yes	N/A
White Female	36.2%	43.2%	41.4%	42%	Yes	N/A
White Male	24.0%	36.8%	36.8%	N/A	N/A	N/A
Total Female	62.1%	54.5%	53.6%	N/A	N/A	N/A
Total Male	37.9%	45.5%	46.4%	N/A	N/A	N/A

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

Response: The College improved in the area of hiring and retention of Black Female, Black Male, Hispanic Females, Hispanic Males, Other Minorities Males, and White Females in full-time Instructional Staff with Continuing Contract. Goals for 2021 will focus on increasing diversity of the Instructional with Continuing Contract Staff in Black Female, Hispanic Male, and Other Minorities Females. Because Continuing Contracts require existing instructional staff to meet the identified criteria, we will begin to see a steady increase in our minority representation as we increase the diversity of the pool of candidates eligible for Continuing Contract. The College will work closer with diverse instructors and focus on retention and eligibility throughout the five-year period for a Continuing Contract.

New Barriers (Optional)

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

Response: The current COVID-19 pandemic will create an unknown disruption in the workforce at the College, especially in our recruiting and hiring efforts as well as our retention of existing employees. The increased costs of implementing 100% online learning, paid leave requirements of the Family First Coronavirus Response Act, unknown state funding impact, and unknown student enrollment/retention may require the College to delay implementation of some of the initiatives outlined above.

**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	St. Petersburg College did not meet all of its targeted goals for this measure.	St. Petersburg College should develop, enhance or reassess strategies to meet intended goals.
Full-time instructional positions?	Yes	St. Petersburg College did not meet all of its targeted goals for this measure.	St. Petersburg College should develop, enhance or reassess strategies to meet intended goals.
Full-time with continuing contract instructional positions?	Yes	St. Petersburg College did not meet all of its targeted goals for this measure.	St. Petersburg College should develop, enhance or reassess strategies to meet intended goals.
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Yes	The college identified new barriers.	St. Petersburg College should continue to make the best efforts to combat identified barriers.

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: College Administrative staff are evaluated using the approved performance review processes applicable to their respective employee classifications. These performance evaluations are for the purposes of (1) discussing and documenting employee accomplishments through the evaluations period; (2) discussing and documenting employee development opportunities and the quality of employee performance; and (3) discussing and documenting ways employees can sustain satisfactory job performance or improve job performance, as needed.

Supervisors review the employee’s information, assess the employee’s performance, and together they develop goals for the upcoming year to either enhance their performance or mitigate any areas for improvement. In addition to the Administrative/Professional Performance Evaluation, academic Deans receive feedback from their direct reports. By seeking input from a wider variety of employees, the Deans are able to gain a deeper perspective on their ability to lead continuous improvement and support of the staff within their department.

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 President provides leadership to assure the College addresses equity issues required by the State and in bringing forth a report to the Board of Trustees communicating goals and performance in this area. The Board of Trustees rated the President’s attainment in achieving equity goals very high and recommended new goals for the coming year to include a focus on the success of African American male student success and the hiring of a new Equity, Diversity and Inclusion Director who oversees diversity initiatives in address creating diversity in employment among our administrators, faculty and staff.

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

Response: The most recent performance evaluation of Dr. Tonjua Williams is dated June 1, 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	The report included a summary of the evaluation results concerning achieving employment accountability goals.	No further action is required at this time.

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	St. Petersburg College provided the remedial steps they will take when staff evaluations yield unsatisfactory progress toward meeting intended goals.	No further action is required at this time.
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	St. Petersburg College provided a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives.	No further action is required at this time.
Does the report include the date of the most recent presidential evaluation?	Yes	The college provided the most recent presidential evaluation, dated June 1, 2020.	No further action is required at this time.

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: St. Petersburg College (SPC) publishes policies regarding appointment, employment, and evaluation of all personnel through its Human Resources Department. Consistent with its mission, values, and goals, SPC is committed to the recruitment of a diverse faculty, staff and student body, fostering a climate that treasures differences and provides rich opportunities for continuous growth. The staff of the Human Resources Department strive to provide the environment, resources and encouragement for employees to have the opportunity to develop professionally and personally as well as deliver compensation, benefits, recognition, and a work environment that helps attract, retain and motivate high-quality employees. Committee membership shall be composed of College Staff in budgeted positions and, in some cases, appropriate persons from the community. The committee must include an appropriate representation of race and gender. The committee membership may be representative of the College's service area. Finally, the Equity,

Diversity & Inclusion Director has been reviewing and will assist in additional training of both hiring managers and committee members.

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

Response: After five years, full-time Faculty members can be offered continuing contract (SPC's version of tenure) if recommended by their Academic Chair/Program Director or Dean and if the Faculty member has completed the required professional development. Each recommending Dean, Chair or Program Director is asked to submit a summary of five years' worth of evaluations within the Annual and Continuing Contract Review form to the Vice President of Academic Affairs each year for review. The names of those full-time faculty ready to receive Continuing Contract status are brought before the Board of Trustee. In order to be eligible for a continuing contract, full-time faculty shall meet the following requirements: a) Complete the minimum years of satisfactory service, based on the criteria set forth herein, and as provided for in the Board of Trustees' Rule 6Hx23-2.21. In all cases, such service shall be continuous except for leave duly authorized and granted. b) Receive the recommendation of the President and the approval of the Board based on successful performance of duties and demonstration of professional competence as developed by the Collaborative Committee on Faculty Evaluation and adopted by the Faculty Governance Organization and College administration, and utilizing the following criteria: 1) Quantifiable measured effectiveness in the performance of faculty duties; 2) Continuing professional development; 3) Currency and scope of subject matter knowledge; 4) Relevant feedback from students, faculty and employers of students; 5) Service to the department, college, and community; and, 6) Demonstrated and measurable contribution to student success. c) Additional criteria developed by Collaborative Committee on Faculty Evaluation and adopted by the Faculty Governance Organization and College administration may include: 1) Educational qualifications and efficiency; 2) Capacity to meet the educational needs of the community; and 3) The length of time the duties and responsibility of this position are anticipated to be needed.

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

Response: All faculty members (full and part-time) at St. Petersburg College participate in annual evaluations. Data is gathered in the new e-Portfolio tool, Faculty 180. The evaluation process is automated with faculty submissions sending emails to Deans/Academic Chairs to notify them of the submission. Faculty meet with their Dean/Academic Chair to review the submission, discuss goals, and professional development intentions. Final Dean/Academic Chair feedback is recorded within the system, and faculty are given time to provide a response to feedback. All evaluations are stored within the system, with multiple college-wide and department level reporting available.

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 College has an advertising budget used to nationally recruit executive administrators and faculty in departments where minorities are underrepresented. There are also Staff and Program Development budgets for Staff and Program development initiatives related to onboarding and retention and enhancing teaching performance. SPC's Center of Excellence for Teaching and Learning (CETL) spearheads faculty professional development that aligns with the College's priority for equity. CETL has also partnered with the Equity, Diversity and Inclusion Director to provide professional development for faculty centered on equity, diversity, and inclusion. The College utilizes Staff and Program Development funds to conduct comprehensive faculty in-service training conferences each year. The conferences cover

a wide range of topics relative to faculty teaching and learning strategies for improved performance. These sessions are applicable to all faculty including those eligible for continuing contract.

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
MANAGEMENT OCCUPATIONS	8	45,000 To Above 75,000	101	45,000 To Above 75,000
BUSINESS AND FINANCIAL OPERATIONS	5	30,000 To 55,000	37	30,000 To Above 75,000
COMPUTER ENGINEERING AND SCIENCE	6	30,000 To 45,000	98	30,000 To Above 75,000
COMMUNITY SERVICE, LEGAL, ARTS, AND MEDIA	5	40,000 To 65,000	62	30,000 To Above 75,000
INSTRUCTION	15	40,000 To Above 75,000	314	40,000 To Above 75,000
LIBRARIANS	1	45,000 To 55,000	12	45,000 To 75,000
NON-POSTSECONDARY TEACHING	9	30,000 To 55,000	82	30,000 To Above 75,000
SERVICE OCCUPATIONS	11	Below 25,000 To 30,000	119	Below 25,000 To 65,000
OFFICE AND ADMINISTRATIVE SUPPORT	27	25,000 To 55,000	249	25,000 To Above 75,000
NATURAL RESOURCES, CONSTRUCTION AND MAINTENANCE	3	25,000 To 30,000	51	25,000 To 65,000
PRODUCTION, TRANSPORTATION AND MATERIAL	1	25,000 To 30,001	18	25,000 To 55,000

**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 membership on selection and review committees?	Yes	The report included a description of the guidelines.	No further action is required.

Requirement	Response	Comments	Action
Does the report include a description of the process used to grant continuing contracts?	Yes	The report included a description of the process.	No further action is required.
Does the report include a description of the process used to annually appraise each eligible faculty member of progress toward attainment of continuing contract status?	Yes	The report included a description of the process.	No further action is required.
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Yes	St. Petersburg College developed a detailed budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.	No further action is required.
Did the college include a summary of the incentive plan?	Yes	The college provided a summary of the incentive plan for the 2020-2021 fiscal year.	No further action is required.
Did the summary include strategic resource allocation?	Yes	The summary included strategic resource allocation.	No further action is required.
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Yes	The report included a description of the guidelines.	No further action is required.

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.

Overall Analysis:

Comparison of current St. Petersburg College enrollment trends in Table 1 and 2 (both FTIC and overall) to county forecasts and potential high school graduates (2019-20 compared in Table 4 below), shows that SPC aligns with or exceeds the county population race/ethnicity percentages of eligible students.

Regarding Limited English Proficiency and Students with Disabilities (Table 3), overall participation rates have remained consistent year over year in both categories. The same is true for gender participation rates for both FTIC and Overall Enrollment.

Table 1: Enrollment Trends by Race

Race	Rpt Year	FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Black	2017-18	711	4,378	16.2%	4,608	30,829	14.9%
	2018-19	727	4,237	17.2%	4,655	30,620	15.2%
	2019-20	690	4,071	16.9%	4,506	29,778	15.1%
Hispanic	2017-18	803	4,378	18.3%	4,619	30,829	15.0%
	2018-19	809	4,237	19.1%	4,898	30,620	16.0%
	2019-20	780	4,071	19.2%	4,936	29,778	16.6%
Other	2017-18	365	4,378	8.3%	2,253	30,829	7.3%
	2018-19	362	4,237	8.5%	2,362	30,620	7.7%
	2019-20	376	4,071	9.2%	2,410	29,778	8.1%
White	2017-18	2,499	4,378	57.1%	19,349	30,829	62.8%
	2018-19	2,339	4,237	55.2%	18,705	30,620	61.1%
	2019-20	2,225	4,071	54.7%	17,926	29,778	60.2%

Source: Student Data Base (SDB) 2017-18, 2018-19, 2019-20 annual unduplicated headcounts. PERA 1722E; 1/27/2021

Table 2: Enrollment Trends by Gender

Gender	FTIC			Total Enrollments		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Female	55.3%	54.2%	56.7%	61.1%	61.5%	62.1%
Male	44.7%	45.8%	43.3%	38.9%	38.5%	37.9%

Source: Student Data Base (SDB) 2017-18, 2018-19, 2019-20 annual unduplicated headcounts. PERA 1722E; 1/27/2021

Table 3: Enrollment Trends by Students with Limited English Proficiency and Disabilities

Report Year	Limited English Proficiency (LEP)				Student With Disabilities (DIS)			
	FTIC		Total		FTIC		Total	
	N	%	N	%	N	%	N	%
2017-18	117	2.7%	641	3.3%	175	4.0%	1,701	5.5%
2018-19	106	2.5%	642	3.4%	182	4.3%	1,756	5.7%
2019-20	90	2.2%	606	3.4%	169	4.2%	1,720	5.8%

Source: Student Data Base (SDB) 2017-18, 2018-19, 2019-20 annual unduplicated headcounts. PERA 1722E; 1/27/2021

Table 4: SPC Enrollment Participation compared to Pinellas County Benchmarks – Race/Ethnicity

Race / Ethnicity	2019-20 SPC FTIC Enrollment		2019-20 SPC Overall Enrollment		2020 ¹ Pinellas County Age (15-64) Forecast		2019-20 Pinellas County Public Senior HS Enrollment		2019-20 Pinellas County HS Graduates	
	N	%	N	%	N	%	N	%	N	%
	White	2,225	54.7%	17,926	60.2%	466,245	70.1%	4,017	58.6%	3,967
Black	690	16.9%	4,506	15.1%	69,971	10.5%	1,052	15.3%	1,058	15.6%
Hispanic	780	19.2%	4,936	16.6%	69,009	10.4%	1,181	17.2%	1,160	17.1%
Other	376	9.2%	2,410	8.1%	60,100	9.0%	610	8.9%	608	9.0%
Total Minorities	1,846	45.3%	11,852	39.8%	199,080	29.9%	2,843	41.4%	2,826	41.6%

Source: College Annual Equity Update 2020-2021, U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2020, PK-12 Portal (<https://edstats.fldoe.org/>)

Table 5: Enrollment Goals

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	n/a	n/a		Increase population by 0.2% to 15.4%	No (15.1%)	
Hispanic	n/a	n/a		n/a	n/a	Increase population by 0.5% to 17.1%
Other Minorities	n/a	n/a		Increase population by 0.4% to 8.1%	Yes (8.1%)	Increase population by 0.1% to 8.2%
White	n/a	n/a		n/a	n/a	
Female	n/a	n/a		n/a	n/a	
Male	n/a	n/a		n/a	n/a	
LEP	n/a	n/a		n/a	n/a	
DIS	n/a	n/a		n/a	n/a	

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

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

Having met its goals last year, SPC set two new goals for 2019-20 aligned to its strategic priorities of increasing minority enrollment overall, and Black student enrollment in particular. Of the two goals for the college, SPC did not meet its enrollment goal for Black student participation during the 2019-20 academic year. Overall new Black student enrollment has continued to increase each year for the past four years. Even 2019-20 showed an overall 1.6% increase in new Black student enrollment over the prior year. Therefore, the issue with participation lies in retention. The 2019-20 year had a -4.2% decrease in Black student retention, with a larger drop during the Spring of 2020 when the pandemic hit.

During 2019-20, the college developed a series of initiatives intentionally focused on supporting Black male student retention in an effort to support overall participation growth. The college assembled a group of leaders to take a deep dive on student success by socioeconomic status and diverse populations. One of our foundational principles is “Academic Excellence” which includes closing the achievement gap of our vulnerable populations. A notable inequity related to Black male student success and persistence rates was determined as compared to other ethnicities. Born out of this charge began the work that would ultimately lead to a comprehensive report, based on existing research and faculty/staff input. The findings and recommendations of this report outlines recommendations to improve how we serve Black males. Furthermore, the committee concluded there was a need for a summer bridge program for incoming Black males, out of class support, the resurrection of the Brother to Brother program, but lastly, and perhaps most importantly, create a position whose sole focus would be equity, diversity, and inclusion.

The findings and recommendations were presented to and approved by the Board of Trustees at the November 2019 board meeting. These strategies include a series of onboarding events designed to assist Black males in acclimating to the college, including a Summer Bridge Program, implementing a Brother-to-Brother wrap-around program, a specific onboarding program for First Time in College Black males, and assigning all First Time in College Black male to a faculty or staff mentor. These strategies were piloted during the Spring and Summer of 2020 and approved for scaling during the 2020-21 academic year.

- Learning Resources Outreach and Points of Contact Program

Under the auspices of the African American Male Student Success Taskforce, the Learning Resources Outreach Initiative and the Points of Contact program work in tandem to form a cycle of support surrounding a cohort of Black males with a cumulative GPA, ranging from 0 to 2.49. In this cycle, Learning Resources provides frequent outreach to faculty concerning this cohort. This communication includes reminders to faculty about how to identify this cohort in MyCourses, where to find information on available support resources, and, more recently, how to communicate with the points of contact assigned to this cohort. During the Summer of 2020, about 20 male faculty and staff members agreed to serve as mentors to this group, making up the Points of Contact program, and contacted their mentees frequently throughout the semester to offer encouragement, advice, and resources on how to enhance their success at St. Petersburg College.

As a result of these efforts, Learning Resources has vigilantly monitored and supported nearly 2,200 Black males—a number of whom have some of the lowest GPAs at the College—since spring 2018 when a few staff informally met to start

spearheading work toward closing achievement gaps and distributing more widely SPC’s dedication to equity and inclusion. This work has directly impacted course completion rates (i.e., grades of A, B, or C) as shown in the table below.

Black Male < 2.49 GPA Course Completion Rates			
Year	Spring	Summer	Fall
2018	35%	34%	35%
2019	36%	56%	54%
2020	53%	55%	54%

- **The PITCH program (Providing Instructions for Tomorrow's Collegians and Hires)**

This program is designed to help at-risk Black men gain work readiness skills, obtain workplace certifications and enroll in postsecondary education. At the start of the pandemic various components of this program were switched to online/remote access. Students struggled with access to computers/internet and had to overcome limited technical experience which had an impact on the completion of Smart Start Orientation and Computer Literacy Course. Despite these challenges, thirty-one students were recruited with all completing an individualized learning plan and enrolling in a program or certification track. In addition, 8 students completed a credential and 13 students were placed in an internship or permanent position.

PITCH Third Year (2019-20) Milestones

Milestones	Goal	Actual
Recruitment	30	31
Smart Start Orientation	24	16
Completed an Individualized Learning Plan	30	31
Computer Literacy Course	23	14
Program or Certification Enrollment (Credit/Non-Credit)	28	31
Program or Certification Completion (Credit/Non-Credit)	9	8
Job Placement	6	13

New methods and strategies, if applicable.

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

In addition, a few new initiatives have been started during the 2020-21 academic year.

- Brother to Brother

Brother to Brother Program was designed to support and improve the retention, progression, and degree/completion rates of Black males at St. Petersburg College. This program seeks to provide a wraparound set of academic, social and professional supports that identify and remove barriers to student success and completion.

Since the program was re-established and staffed in the **Fall of 2020** – there has been a significant increase in membership, outreach and involvement across the SPC community. With now having 37 members in the program across all of SPC’s learning sites, ranging from ages 17 – 60; the program is working to create individual plans for student success, while fostering a collective sense of community and support.

Additionally, the Brother to Brother Program has been fortunate to provide unique opportunities to support the growth of our members and the initiative. Some which include:

- The development of office/lounge spaces for program members at both the Gibbs and Downtown campuses.

- The development of a laptop and graphing calculator lending program.
- Staple programs that connect program members to various campus champions, Black male industry professionals and community leaders.
- In-house tutoring/academic counseling and coaching.
- Scholarship Opportunities for continued involvement.
- Alternative Break opportunities.
- Helios Education Foundation Grant

In response to a planning grant from Helios Education Foundation, the SPC Foundation and SPC are working with Pinellas County Schools, One USF, FAMU and UCF to develop an academic pipeline proposal for Black males. The planning proposal will be presented in May 2021 with the hope of classing up the first cohort in August 2021.

The overarching goal is to create a multiyear strategic plan which will be used to develop and execute the Helios- Titans Achievement Program (H-TAP). H-TAP will improve economic self-sufficiency for Black males through successful completion of their educational pathways from K-12 through post-secondary education. The objective of the strategic planning phase includes:

- Identifying gaps and potential synergies amongst current systems related to the target population within the community and partners;
- Examining best practices and program models that have been shown to impact the target population and their success in post-secondary education;
- Collecting data in order to make informed decisions on the services to be provided, related to enrollment, retention, persistence, and graduation of Black males;
- Developing and aligning targeted and feasible solutions to support Pinellas County Black males from middle school through student completion at SPC, USF, FAMU or UCF.
- Marketing campaign

The college's Marketing department is working on concentrated outreach to underserved, prospective students with a goal of growing enrollment of minority populations. The goal is to leverage the college's unique value propositions and expand our marketing outreach efforts in a data-driven, culturally responsive manner to ensure we are reaching our underserved communities.

Beginning with the Spring 2020 Term, the college launched its enrollment campaign geared toward approximately 50,000 prospective Hispanic students ages 18-54, bilingual and English-preferred, in Pinellas County. This campaign is continuing throughout 2021. The college used various platforms including:

- Exclusive Television Interviews with SPC Spanish-speaking advisors on "Despierta Tampa Bay" Univision Morning Show
- Spanish ads on Connected (cable) and OTT (streaming) television
- Spanish promotion videos on YouTube, and
- Email marketing campaigns

Beginning April 2021, for Summer and Fall 2021 terms, the college is expanding its targeted outreach with a new campaign geared toward Black males and females age 18-54 throughout Pinellas County. The college will zero in on students by using zip codes in predominantly Black areas to deliver timely, relevant and personalized information to Black prospects via ads on Connected (cable) and OTT (streaming) television. Additional vehicles for communication will include:

- Radio ads (streaming and OTA – over the air)

- Email marketing campaigns
- Digital display and retargeted advertising
- Social media
- Increased PR outreach through targeted media outlets
- Program Specific Marketing strategies – COE

Recruitment Services works closely with the Deans to identify professions with a low representation of people of color or gender in their prospective fields. Once identified, they promote potential job opportunities to this population strategically.

For example, the College of Education has begun working on a strategy to combat the lack of representation for Black males in teaching. The goal is to target Black males both in high school and within the current workforce to show them the many job opportunities that exist in the Education field upon obtaining a degree and thus get more Black males enrolled in one of our education programs and ultimately more working in the education field.

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).

Overall Analysis:

SPC’s Strategic Plan has several completion goals, including increasing FTIC student completion within 150% of time by 50%. To meet these goals, the college has focused on closing the achievement gap of our larger minority populations, both Black and Hispanic students.

Having met its prior completion goals in regards to our Black student population in prior years, but not those for our Hispanic students, the 2019-20 goals focused solely on that population. Of the three goals, SPC met the two new goals for AA and Baccalaureate degrees, but still not the three-year goal for AS degrees.

Table 6: Completion Trends by Race

Race	Rpt Year	AA Degrees			AS-AAS Degrees			Certificates			Baccalaureate		
		Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Black	2017-18	326	3,485	9.4%	119	1,044	11.4%	142	1,185	12.0%	126	1,267	9.9%
	2018-19	319	2,800	11.4%	122	1,051	11.6%	136	1,179	11.5%	134	1,158	11.6%
	2019-20	268	2,989	9.0%	118	871	13.5%	147	1,286	11.4%	112	1,135	9.9%
Hispanic	2017-18	452	3,485	13.0%	120	1,044	11.5%	146	1,185	12.3%	149	1,267	11.8%
	2018-19	416	2,800	14.9%	136	1,051	12.9%	148	1,179	12.6%	139	1,158	12.0%
	2019-20	476	2,989	15.9%	102	871	11.7%	162	1,286	12.6%	153	1,135	13.5%
Other	2017-18	287	3,485	8.2%	66	1,044	6.3%	71	1,185	6.0%	66	1,267	5.2%
	2018-19	222	2,800	7.9%	82	1,051	7.8%	71	1,179	6.0%	67	1,158	5.8%
	2019-20	267	2,989	8.9%	57	871	6.5%	86	1,286	6.7%	72	1,135	6.3%
White	2017-18	2,420	3,485	69.4%	739	1,044	70.8%	826	1,185	69.7%	926	1,267	73.1%
	2018-19	1,843	2,800	65.8%	711	1,051	67.6%	824	1,179	69.9%	818	1,158	70.6%
	2019-20	1,978	2,989	66.2%	594	871	68.2%	891	1,286	69.3%	798	1,135	70.3%

Source: Student Data Base (SDB) 2017-18, 2018-19, 2019-20 annual unduplicated headcounts. PERA 1722E; 1/27/2021

In regards to Gender completions, there was a slight shift towards Male student completions for AS degrees in 2019-20 and a slight shift towards Female students in Baccalaureate attainment.

Table 7: Completion Trends by Gender

Gender	AA Degrees			AS-AAS Degrees		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Female	63.7%	61.9%	61.6%	64.5%	64.8%	62.5%
Male	36.3%	38.1%	38.4%	35.5%	35.2%	37.5%
Gender	Certificates			Baccalaureate		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Female	46.7%	46.6%	47.0%	67.6%	66.3%	69.2%
Male	53.3%	53.4%	53.0%	32.4%	33.7%	30.8%

Source: Student Data Base (SDB) 2017-18, 2018-19, 2019-20 annual unduplicated headcounts. PERA 1722E; 1/27/2021

In regards to Limited English Proficiency and Disability students, the largest gains in 2019-10 were in AA and Certificate attainment for Disability students and AA attainment for LEP students.

Table 8: Completion Trends by Students with Limited English Proficiency and Disabilities

Reporting Year	AA Degrees		AS - AAS Degrees		Certificates		Baccalaureate	
	LEP	DIS	LEP	DIS	LEP	DIS	LEP	DIS
2017-18	45	174	19	67	17	55	21	52
2018-19	39	168	20	76	14	54	18	65
2019-20	46	200	15	66	23	64	20	58

Source: Student Data Base (SDB) 2017-18, 2018-19, 2019-20 annual unduplicated headcounts. PERA 1722E; 1/27/2021

Table 9: Completion Goals

A.A. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	n/a	n/a	n/a
Hispanic	Increase overall participation by 0.5% to 15.4%	Yes (15.9%)	Increase overall participation by 0.5% to 16.5%
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
A.S./A.A.S. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	n/a	n/a	n/a
Hispanic	Increase participation by 2.0% within three years to 13.5%	No (11.7%)	Increase participation by 2.0% within three years to 13.5%
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
Certificates	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
Baccalaureate Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	n/a	n/a	Increase overall participation by 1.0% to 10.9%
Hispanic	Increase overall participation by 0.5% to 12.5%	Yes (13.5%)	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

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).

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: Despite prior gains in Hispanic student AS completions, the 2019-20 completions for this student population showed significant declines. Following a deep dive into the data for these students, it was determined that COVID-19 was a significant factor in two ways. First Spring of 2020 showed an unusual increase in the number of students taking part-time classes. Second, completion decreases were mainly focused on Health programs.

Part-Time Enrollment Shift Spring 2020

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Part-Time Percentages All	78.2%	77.2%	77.1%	77.5%	76.3%	79.1%
Part-Time Percentages AS	80.9%	80.1%	81.6%	81.8%	80.5%	83.5%

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

**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?	No	St. Petersburg College was not successful in meeting all of its intended goals.	St. Petersburg College should develop, enhance or reassess strategies to meet intended goals.
If no, evaluation of current methods and strategies and new methods and strategies provided?	Yes	St. Petersburg College provided information supporting this response as required.	
Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	No	St. Petersburg College was not successful in meeting all of its intended goals.	St. Petersburg College should develop, enhance or reassess strategies to meet intended goals.
If no, evaluation of current methods and strategies and new methods and strategies provided?	Yes	St. Petersburg College provided information supporting this response as required.	
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?	Yes	St. Petersburg College provided updates concerning its goals.	No further action is required at this time.

Requirement	Response	Comments	Action
If no, evaluation of current methods and strategies and new methods and strategies provided?	N/A	N/A	N/A

**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	0			
Specific Learning Disability	0			
Orthopedic Impairment	0			
	0			

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Speech/Language Impairment				
Emotional or Behavioral Disability	0			
Autism Spectrum Disorder	0			
Traumatic Brain Injury	0			
Other Health Impairment	0			

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	0	0
Spring 2020	0	0
Summer 2020	0	0
Total	0	0

We have not received waivers or course substitutions related to eligible students with disabilities. A number of students registered through the students with disabilities office took on-line options that did not require modifications or waivers;

students with disabilities who enroll in on-line courses tend to perform better than when they are in face to face courses. Couple that with the above and beyond faculty and the AS team were able to accomplish with Otter.ai (live captioning), increased amounts of notes/handouts from faculty for all students (interprets to increased access), recorded courses and genuine time staff and faculty were providing for all students this past year went very well for our students receiving accommodations.

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

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	n/a	N/A	N/A

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.

1. SPC still has a total of 4 women's teams and 2 men's teams. Women's Volleyball, Tennis, Basketball and Softball along with Men's Baseball and Basketball
2. Participation rates, substantially proportionate to the enrollment of males and females: Yes, which is detailed further in the enrollment and athletic participation spreadsheet (noted below).
3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities:
St. Petersburg College's indoor sport teams all have dedicated locker rooms and storage space. Women's tennis participates at Treasure Bay, a complex owed by the municipality of Treasure Island, Florida. Men's baseball and women's softball are housed at the Clearwater Campus and both teams have designated locker room space. In 2018 St. Petersburg College entered into a contractual agreement with the City of Clearwater for women's softball to play and practice at the Eddie C. Moore Sports Complex and for the men's baseball team to practice and play at Jack Russel Stadium. That agreement will be renewed this year (2021)
4. Scholarship offerings for athletes: Total # of scholarships that are available for women by sport: Volleyball-14, Basketball-15, Softball-18 and Tennis-9. Total # of scholarships that are available for men by sport: Basketball-15 and Baseball-24. Funds allocated for the athletic program overall: \$1,548,632.
5. Administration: The Athletic Director reports to the Senior Vice President of Student Affairs, who in turn reports to the President.
6. Recruitment: Recruitment is at the discretion of the coach with periodic involvement from the athletic director. They (Head Coaches) all have budgets that they can draw from to pay for recruitment, equipment, travel, etc. A complete breakdown of expenses can be seen in the EADA report that's included in this submission.
7. Comparable coaching: SPC has 3 full-time head coaches (Men's Baseball, Women's Softball & Women's Volleyball) and 3 part-time head coaches (Men's Basketball, Women's Basketball, and Women's tennis).
8. Publicity and promotion: St. Petersburg College Athletics is promoted through multiple channels such as the website (on the athletic page and events calendar), electronic signage that posts game dates/times for our sports, and sandwich boards on campus. Additionally, there are Media Guides printed with information on all sports and schedule cards (per sport) that are created and handed out in the community. Athletics staff and coaches use blogs, Twitter, Facebook, and other social media outlets as a way to promote athletics at the college. We also were able to continue to live stream all home games for Men and Women's sport that increase exposure.
9. Other support costs: The Foundation Department houses the college related donations, including athletic monetary support. Additionally, when an athletic team qualifies for state or national tournaments, a separate budget is provided by the Senior Vice President of Student Affairs.
10. Travel and per diem allowances: Allowances are permitted for each team when traveling and payment for travel comes from each team's operations budget. Per Diem costs are also allowable when teams travel overnight. Oversight of per diem allotments come via a sign in sheet, where the student verifies receiving money.
11. Provision of equipment and supplies: (Head Coaches) all have budgets that they can draw from to pay for recruitment, equipment, travel, etc. A complete breakdown of expenses can be seen in the EADA report that's included in this submission.

12. Scheduling of games and practice times: Men’s and Women’s basketball split time in the gym with women’s volleyball. Volleyball begins in early August and therefore, there are no issues with scheduling between the court sports. Whereas, women’s tennis, women’s softball, and men’s baseball practice and play games off campus with very little interruption to their practice or game schedules. Baseball and softball are given priority usage with the facilities owned and operated by the City of Clearwater.

13. Opportunities to receive tutoring: Each and every student athlete has access to free tutoring on all campuses, Monday-Thursday 8:00 am-8:00 pm, Friday 8:00 am-3:00 pm, periodic Saturday hours (varies by campus), and closed on Sundays. SPC also has 24-hour online tutoring that is accessible for all students. Each head coach requires a specific number of hours to be spent in study hall (on a weekly basis) throughout the academic semesters.

14. Compensation of coaches and tutors: The athletic department funds salaries for all coaches with the exception of the Men’s and Women’s Basketball and Volleyball coaches-who are partially paid from the other departments in which they are assigned to.

15. Medical and training services: The Athletic Department at SPC has a Certified Athletic Trainer at all home contests. SPC has also provided CPR, First Aid, and AED training for all Head and Assistant coaches. As for medical services, all student athletes are provided a secondary insurance through SPC and if a student athlete is not covered by their parents or guardians insurance, they are covered by SPC’s secondary insurance plan.

16. Housing and dining facilities and services: Student athletes who receive full scholarships (tuition, book stipend, food allowance and housing supplement) have the ability to select and live in housing of their choice. The college does not sign lease agreements for housing. St. Pete/Gibbs and Clearwater Campuses both have college approved food vendors where student athlete may dine if that’s their desire.

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.

Each athletic team has designated locker room space in the vicinity of playing location. In addition, each team has workout facilities, training rooms, and tutoring labs at the various campus locations.

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	39	48	87	Total Number of Athletes	39	53	92

	2018-19			2019-20			
Percent of Athletes by Gender	45%	55%	100%	Percent of Athletes by Gender	42%	58%	100%
Total Number of Enrollments	11,782	18,838	30,620	Total Number of Enrollments	11,276	18,502	29,778
Percent of Enrollments by Gender	39%	61%	100%	Percent of Enrollments by Gender	38%	62%	100%
Difference between the percent of athletes and the percent of students enrolled	6%	-6%	0	Difference between the percent of athletes and the percent of students enrolled	-4	4	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? **2018-19: No 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?	Yes	St. Petersburg College provided the 2020 EADA Survey Federal Report.	No further action is required at this time.
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?	Yes	The equity report included updates and new information to achieve gender equity.	No further action is required at this time.
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Yes	According to the data that St. Petersburg College submitted, the percentage of female athletes is greater than (or at least within five percentage points of) the percent of female students enrolled.	No further action is required at this time.
Does the report include any of the following to ensure compliance with Title IX?	Yes	N/A	N/A
Accommodation of interests and abilities	n/a	N/A	N/A
Substantial proportionality	Yes	The report included substantial proportionality for ensuring the	No further action is required at this time.

Requirement	Response	Comments	Action
		institution complies with Title IX, Gender Equity in Athletics.	
History and practice of expansion of sports	Yes	The report included history and practice of expansion of sports for ensuring the institution complies with Title IX, Gender Equity in Athletics.	No further action is required at this time.
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?	No	N/A	N/A

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2020-21 Annual EQUITY UPDATE REPORT
Signature Page

St. Petersburg 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 _____ DATE _____

COLLEGE PRESIDENT _____ DATE _____

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.