



*Office of the President*

Present to the Board: April 14, 2022

TO: Daytona State College  
District Board of Trustees

FROM: Thomas LoBasso  
President

A handwritten signature in black ink, appearing to read "Thomas LoBasso".

RE: 2021/2022 Annual Equity Report Update

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**OVERVIEW:**

Daytona State College is required, pursuant to Florida Statute 1000.05, to submit an Annual Equity Update.

**ANALYSIS:**

The College continues to provide educational and employment opportunities for underrepresented groups in 2021/2022. The College believes this report demonstrates a high level of commitment to identifying and implementing innovative ways to achieve the goal of college-wide equal educational opportunity, equal employment opportunity and cultural diversity.

The report consists of the Equity in Employment and Student Services sections. The report must be submitted before April 29, 2022.

A general synopsis of the 2021/2022 Equity Report will be presented to the Board of Trustees during the April 2022 Board Meeting.

**RECOMMENDATION:**

It is recommended that the District Board of Trustees authorize the College to submit the Annual Equity Report Update to the Florida Board of Education/Office of Equity and Access, as presented.

Daytona State College

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# Daytona State College



**2021-2022**

## **Submission Information**

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Date: **04/01/2022**



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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 29, 2022**. The update should be submitted by email to [FCSInfo@fldoe.org](mailto: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 2021-22 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:

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

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

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**Part I. Description of Plan Development**

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

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?	Select one.		
If yes, applicable updates provided?	Select one.		

**Part II. Policies and Procedures that Prohibit Discrimination**

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A) Has the governing board updated the college’s approved and adopted policy of nondiscrimination? **Make a selection: No** If yes, provide the following applicable updates.

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

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?			
If yes, applicable updates provided?			
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.

	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes/No)	EAM Goals for Fall 2022
Black Female	9.4	7.0	7.3	3.4	Yes	5.0
Black Male	4.4	5.3	3.6	2.3	Yes	5.0
Hispanic Female	12.4	1.8	1.8	1.4	Yes	1.8
Hispanic Male	7.2	5.3	3.6	2.1	Yes	3.0
Other Minorities Female	4.0	1.8	1.8	1.4	Yes	1.8

	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes/No)	EAM Goals for Fall 2022
Other Minorities Male	2.7	0	0	2.2	No	1.0
White Female	36.5	36.8	34.5	38.0	No	35.0
White Male	23.3	42.1	47.3	N/A	N/A	N/A
Total Female	62.3	47.4	45.5	44.2	Yes	45.0
Total Male	37.7	52.6	54.5	N/A	N/A	N/A

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** Employees in all categories self-report their ethnicity and there is no requirement or validation to self-report. This reporting year, the College did not meet the goal for white females EAM's, but did meet the goal for females in total. The white female EAM's are, however, representative of the white female student population. The College continues an aggressive recruitment effort to attract and retain women and minorities to EAM positions. We list our vacancies in multiple sources such as the College's website, HigherEd Jobs, Indeed, ZipRecruiter and many others. Additionally, we also advertise all EAM vacancies with sources such as DiversityJobs (which also includes LatinoJobs.org, African American Hires, VeteranJobs.net, AllHispanicJobs.com and LGBTJobs.com).

**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.

	2020-21 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2020	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2021	INST Goal Met (Yes/No)	INST Goals for Fall 2022
Black Female	9.4	6.3	5.8	3.4	Yes	5.0
Black Male	4.4	3.6	3.1	2.3	Yes	4.0
Hispanic Female	12.4	3.2	3.1	1.4	Yes	3.0
Hispanic Male	7.2	3.6	4.0	2.1	Yes	3.0
Other Minorities Female	4.0	.5	.4	1.4	No	1.0
Other Minorities Male	2.7	3.6	3.5	2.2	Yes	1.0
White Female	36.5	38.3	40.3	38.0	Yes	38.0
White Male	23.3	41.0	39.8	N/A	N/A	N/A
Total Female	62.3	48.2	49.6	44.2	Yes	44.0
Total Male	37.7	51.8	50.4	N/A	N/A	N/A

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

**Response:** Employees in all categories self-report their ethnicity and there is no requirement or validation to self-report. The only goal not met is that of Other Minority Females. The College continues an aggressive recruitment effort to attract and retain women and minorities to faculty positions. We list our vacancies in multiple sources such as the College’s website, HigherEd Jobs, Indeed, ZipRecruiter and many others. Additionally, we also advertise all faculty vacancies with sources such as DiversityJobs (which also includes LatinoJobs.org, African American Hires, VeteranJobs.net, AllHispanicJobs.com and LBGTJobs.com).

**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.

	2020-21 Reporting Year College Student Population (%)	INST-CONT Actuals (%) Fall 2020	INST-CONT Actuals (%) Fall 2021	INST-CONT Stated Goals (%) Fall 2021	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2022
Black Female	9.4	5.0	5.0	3.4	Yes	5.0
Black Male	4.4	5.0	4.0	2.3	Yes	4.0
Hispanic Female	12.4	2.0	2.0	1.4	Yes	3.0
Hispanic Male	7.2	3.0	3.0	2.1	Yes	3.0
Other Minorities Female	4.0	1.0	1.0	1.4	No	1.0
Other Minorities Male	2.7	5.0	5.0	2.2	Yes	1.0
White Female	36.5	38.3	39.0	38.0	Yes	38.0
White Male	23.3	43.0	42.0	N/A	N/A	N/A
Total Female	62.3	45.0	46.0	44.2	Yes	44.0
Total Male	37.7	55.0	54.0	N/A	N/A	N/A

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

**Response:** Employees in all categories self-report their ethnicity and there is no requirement or validation to self-report. The only category not met are Other Minority Females. The College continues an aggressive recruitment effort to attract and retain women and minorities to faculty positions. We list our vacancies in multiple sources such as the College’s website, HigherEd Jobs, Indeed, ZipRecruiter and many others. Additionally, we also advertise all faculty vacancies with sources such as DiversityJobs (which also includes LatinoJobs.org, African American Hires, VeteranJobs.net, AllHispanicJobs.com and LBGTJobs.com).

**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 College continues to manage through tight budget years and vacancies are often absorbed by other (existing for EAM) positions, which does not allow for new recruitment. With the shift in the employment market (shortages and movement to an “employee market”), it has been difficult to attract and retain minorities due to an increase in employment competition.

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

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Select one.		

**B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents**

1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

**Response:** 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 2022 (April DBOT meeting). 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 16, 2022](#)

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

**C. Additional Requirements**

The college should complete the following related to additional processes required by section 1012.86, F.S.

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection: Yes**  
Include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

**Response:** 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 underrepresentation. 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 underrepresentation.

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
Row 1	Director I	3	\$59,000 to \$125,000	8	\$59,000 to \$125,000
Row 2	Director II	5	\$63,000 to \$135,000	22	\$63,000 to \$135,000
Row 3	Executive Director / Dean	2	\$68,900 to \$150,000	7	\$68,900 to \$150,000
Row 4	Instructor	3	\$42,000 to \$47,000	9	\$42,000 to \$47,000
Row 5	Assistant Professor	6	\$51,200	32	\$51,200
Row 6	Associate Professor	4	\$54,500	10	\$54,500

*\*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2020, and October 31, 2021, 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, 2020.*

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		



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

#### Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2021-22 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	14.5%	Yes	14.5%	14.5%	No	13.8%
Hispanic	16.5%	Yes	25.7%	16.5%	Yes	19.6%
Other Minorities	6%	Yes	6.8%	6%	Yes	6.8%
White	63%	No	52.4%	63%	No	59.8%
Female	50%	Yes	57.6%	50%	Yes	62.3%
Male	50%	No	42.4%	50%	No	37.7%
LEP	200*	Yes	200	900*	Yes	900
DIS	25*	Yes	25	325*	Yes	325

\*Previous goals figures were corrected due to clerical error.

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 Discovery Days, Enrollment Days (Saturdays), 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 Discovery Days and enrollment events. Face to face outreach was impacted by the Covid-19 guidelines, so some annual recruitment activities were postponed or cancelled due to schools and businesses restricting access. Several hundred outreach activities were planned for overall recruitment and of those approximately 30% targeted underrepresented populations. Some of these events were: Volusia Hispanic Chamber, National Night Out, ESOL Cultural and Information Night, Financial Aid Night (in Spanish), UpSkill Now Open Houses, Heart of the Community Day, Men of Zion, Housing Authorities, Road to Success, Church Parish Church Ministries, Kingdom Community Outreach, Palmetto Park Spring Fling, Malcolm X Day, College Connect Night, FACT Fairs, and several church meetings, events, and presentations. DSC also participated in virtual events hosted by outside organizations such as the Take Stock in Children Virtual Fair, the United States Curriculum Internationalization Program, Florida Fund for Minority Teachers, and the Florida Hispanic AVID College Fair. The “Upskill Now!” Program offered 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. DSC actively publicized and awarded federal CARES Act funding to eligible students. In addition, the Title III grant made the DSC website more inclusive and informative.

New methods and strategies, if applicable.

**Response:** Daytona State College has joined the VCan Pathway to Prosperity Initiative. In collaboration with VCan, Food Brings Hope, Homes Bring Hope, and several other nonprofits, this initiative’s goal is to eradicate childhood and generational poverty in Volusia County’s most needy zip code by providing 360 degree support and mentorship including, but not limited to, education, food, and home ownership. DSC is also working with Halifax Health on the Halifax Health Education to Employment program, where students interested in health careers can receive scholarship assistance and be guaranteed employment with Halifax Health after they complete their degrees. The College has started Minority Success Seminars where prospective students and/or new applicants are invited for a campus tour, 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. Daytona State utilized the Florida Student Success Center grant to award the Falcon Fast Track Scholarship to 2020 and 2021 high school graduates who were first time in college in an associate degree program for summer 2021 or fall 2021. DSC is utilizing text messaging to notify students when they have outstanding residency paperwork or transcripts. When possible for Florida public colleges and schools, the transcript is requested electronically on behalf of the students. The Marketing office has increased its presence in digital and social media to reach new populations of students. The Admissions office is renewing alliances in 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. 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. A Collegiate Academy has been established with a local high school (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 transfer articulation agreement with New College of Florida. This articulation is in addition to existing articulations with Florida Agricultural and Mechanical University, University of Central Florida, Florida State University, and Stetson University, and Embry-Riddle Aeronautical University.

### **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 2021-22. 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	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	11.0%	Yes	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	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 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	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 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%	Yes	50.0%
Male	50.0%	Yes	50.0%
LEP	210	No	210
DIS	60	No	60
Baccalaureate Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	11.5%	No	11.5%
Hispanic	14.0%	Yes	14.0%
Other Minorities	6.5%	No	6.5%
White	68.0%	Yes	68.0%
Female	60%	Yes	60%
Male	40%	No	40%
LEP	100	No	100
DIS	30	No	30

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

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

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

**Response:** 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 this priority is to establish connections and engage students to close education attainment gaps. Daytona State’s student support departments and programs like TRIO, Student Life Skills, Writing Center, Academic Support Center, Mentoring and Supplemental Instructional reinforce this priority. “Enhance Student Success” is another priority that includes leveraging data and analytics to track students, identify barriers they might face, and provide resources to help overcome them. These strategies will directly impact underrepresented students at the College. The College was awarded a highly competitive \$2.1M Federal Title III Strengthening Institutions Grant in late 2019. The first strategy of the project was to “enhance the institutional environment for equity, inclusion and student success.” Since the grant was awarded, we have accomplished several of the initiatives that benefit our students. The College implemented several professional development initiatives including online training for faculty and staff. This training increases diversity awareness and helps build skills and capacity for advancing equity and inclusion, which will enrich the educational experience for students. Additionally, keynote speakers for our Fall and Spring Planning sessions have been chosen to help the college focus on how to best serve our underrepresented student populations. Attended by all College faculty and staff, these planning sessions allow DSC to explore new ideas and develop strategies and initiatives to promote student success.

Daytona State has also developed a number of math strategies to assist underserved students with the rigors of college math. Studies have shown that math proficiency is a primary indicator of college readiness and is critical to college retention and completion. Strategies being used include a partnership between the School of Mathematics (SOM) and the Academic Support Center (ASC). The SOM and ASC will continue to partner, offering targeted support and resources. Due to COVID-19, all the interventions were conducted either in small groups, virtually, or by appointment. Nonetheless, the SOM faculty and the ASC staff provide an array of support strategies including math faculty volunteers in the ASC, holding review sessions, offering supplemental instruction, offering virtual office hours, creating video lectures, allowing students to retake assessments, and calling and emailing students with exam and quiz reminders. In addition, the SOM has partnered with the ASC to add an “Ask a Tutor” widget to all gateway math online course shells. The widget allows students to ask course specific questions, which are then sent to a group of learning specialists who take turns answering math questions online, providing a real-time support structure for all students.

In addition, the ASC hosts a “Math Up” session for MAT1033 (Intermediate Algebra) and MAC1105 (College Algebra) for students prior to the start of every semester. “Math Up” is designed for students who passed or opted not to take Foundation courses, but are still unsure of their abilities, as well as students who failed MAT1033 (Intermediate Algebra). During the workshop, a math faculty member and ASC learning specialist review key mathematical concepts and provide study skill strategies. Math faculty also offer virtual office hours for students who cannot make it to campus to see their instructor in person. In addition, math

faculty have created a series of videos covering topics and concepts taught in the classroom. Students can access these videos in the Academic Support Center and the Library.

The SOM provides a Mathematics Pathway Guide to limit the possibility of students taking unnecessary courses or taking courses out of the program. The strategy is also designed to increase graduation rates. The School of Mathematics redesigned Mathematics for Liberal Arts, MGF2106 coursework, which led to developing a STEM and non-STEM pathway of courses. With two pathways to choose from, the decision about which math classes to take won't start with a student's math ability or preparedness. Instead, advisors can clearly articulate the connection between a student's educational goals and the math classes that are required. Students on the STEM pathway begin their coursework with MAT1033 (Intermediate Algebra). Three developmental math courses MAT0018 (Pre-Algebra), MAT0028 (Elementary Algebra) and MAT0056L (Developmental Mathematics Lab) are available for students who need additional preparation before taking MAT1033 (Intermediate Algebra). Students on the non-STEM pathway start their coursework with a college-level gateway class, MGF2106 (Survey in Mathematics). This course is designed to illustrate the relevance of mathematics in everyday life. The objective of this course is to focus on the understanding and interpretation of real-world applications instead of algebraic manipulation. In addition, faculty use innovative and engaging teaching strategies like flipped classrooms, offering differentiated instruction when needed. The contextualized math content in MGF2106 (Survey in Mathematics) provides a great opportunity to show students that math isn't just an abstract subject studied in higher level courses. It's relevant to the work they're doing in their classes and chosen fields of study.

Finally, the Men of Character Initiative (MOCI) continues to provide academic and holistic support to underserved students. The goal of MOCI is to increase the retention and graduation of first-time enrolled African American and Hispanic males. To meet this expectation, MOCI staff members have collected environmental data using Civitas Software and student feedback surveys, enhanced student campus life experiences, enhanced the equity and inclusion of first-time enrolled African American and Hispanic male students, increased community outreach activities, strengthened relationships with community partners, encouraged faculty/staff mentorship and celebrated academic excellence.

New methods and strategies, if applicable.

**Response:** In 2021 the College began promoting a message of "belonging," both physically and digitally. The "You Belong Here" campaign has been emphasized in all of the College's communications and publications. Another component of the strategy was to launch a new College website. The current website was reviewed, redesigned, and revised with messaging to promote cultural inclusion, social acceptance and community connection. The redesign project also included ensuring that the site was "mobile responsive" for greater ease of finding information. The website was only one facet of the redesign of DSC's digital presence for students. The College implemented an upgraded student portal interface that was clearer and easier to navigate than our previous student portal. The goal was that the design and structure will provide students an enhanced level of comfort as they navigate through their transactions. Moving forward, the College is in the final stages of installing course scheduling software. The

course scheduling software, with built-in degree maps that limit students to courses in their selected program, is an important element in the adoption of career pathways. Use of career pathways has been shown to improve both retention and completion among community college students, especially our underrepresented and first-generation students. Due to the popularity and usage of live chat, we will expand this function to increase engagement with at-risk and underserved students by assisting students with navigation and support. The Academic Advising Office has added two-way texting communication with students to increase our communication with students as well. This has provided another method for students to reach out to their advisor to help them with access to get questions answered

### **Student Success in Targeted Programs**

The college's plan for 2020-21 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)***

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		



**Part V. Substitution Waivers for Admissions and  
Course Substitutions for Eligible Students with Disabilities**

**Course Substitution Report, Form CSR01**

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

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	2	SPN1120 Elementary Spanish I	COP1000 Introduction to Programming	World Languages
		SPN1120 Elementary Spanish I	COP1000 Introduction to Programming	World Languages
Specific Learning Disability	0			
Orthopedic Impairment	1	CET2154 A+ Computer Repair	CTS2302 Microsoft Windows Active Directory Services	Network Systems Technology

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Speech/Language Impairment	0			
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 2020	0	0
Spring 2021	2	2
Summer 2021	1	1
<b>Total</b>	3	3

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

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

**Part VI. Gender Equity in Athletics**

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

**Assessment of Athletic Programs**

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

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

**Data Assessment**

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

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

Daytona State College continues to support Men’s & Women’s Athletics in an equitable manner. Our men’s program offerings include Basketball, Baseball, Soccer, and Cross Country. Our women’s program offerings include Basketball, Softball, Volleyball, Golf, Soccer and Cross Country. The college is committed to provide and maintain high quality playing facilities, locker rooms and athletic training facilities for both Men’s and Women’s programs equitably. Budgets, salaries, personnel evaluations and promotion of our programs are reviewed annually and continue to provide equal opportunities for our programs and student-athletes. Scholarship funding for our men’s and women’s programs are proportionately equitable and continue to provide substantial opportunities for our student-athletes to earn a degree while competing in their sport.

The athletic department provides an orientation and training annually for staff and students. Several of the topics included in the orientation and training are related to Title IX including Equity, Diversity, Inclusion, Dating Violence and Sexual Assault. Several of our athletic department staff members serve on a Department of Justice/ Office on Violence Against Women campus program grant committee, called CARE. This committee includes college staff and community partners whose objectives are to develop and implement campus events and training for awareness and prevention education for students, staff and faculty. Our student-athletes piloted the Sexual Misconduct Prevention online training for students this past fall.

A brand new on campus residence hall is under construction and scheduled to open Fall of 2022. This beautiful new facility will house the vast majority of student-athletes as well as general population students. Our on-campus dining services vendor will now be open on nights and weekends to accommodate the residents. Additional athletic scholarship funding will help support the scholarship student-athletes living in the residence hall.

The college administration continues to look for opportunities to increase enrollment through athletics. Men’s and Women’s Cross-Country teams were added during the 2018-2019 academic year and the college is currently looking at additional opportunities for growth.

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, 2019, through June 30, 2020, and July 1, 2020, through June 30, 2021**

	2019-20			2020-21			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	76	98	174	Total Number of Athletes	78	85	163
Percent of Athletes by Gender	44%	56%	100%	Percent of Athletes by Gender	48%	52%	100%
Total Number of Enrollments	2152	2616	4768	Total Number of Enrollments	1887	2349	4236
Percent of Enrollments by Gender	45%	55%	100%	Percent of Enrollments by Gender	44%	56%	100%
Difference between the percent of athletes and the percent of students enrolled	1%	1%		Difference between the percent of athletes and the percent of students enrolled	4%	4%	

**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? **2019-20: Yes 2020-21: 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 2021?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT  
2021-22 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.

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EQUITY OFFICER

DATE

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COLLEGE PRESIDENT

DATE

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CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE

This concludes the **2021-22** Annual Equity Update Report, which must be submitted, as a Word document, to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org) by **April 29, 2022**. Colleges may attach additional files (PDF or Word) as appendices.