

Polk State College



Annual Equity Update

2022-2023

Submission Information

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Part I. 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-19.001-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection:** No If yes, provide the following applicable information for each updated contact.

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

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

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

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

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

Make a selection: [Select one.](#)

D) Has the college updated the grievance or complaint procedures for use by the aggrieved person(s)? **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. 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
Any additional policies or procedures pertaining to nondiscrimination practices?	No
Implementation of HB 7? (If not previously addressed)	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 I: 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		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.001-.010, F.A.C.; Title IX; Section 504; or Title II?	No		
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?	No		
If yes, applicable updates provided?	Select one.		

Requirement	Response	Comments	Action
Grievance procedures should address the following at a minimum.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Yes		
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.	Yes		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Yes		
If no, is a plan for compliance provided?	Select one.		

Part II. 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 sex to be used as the benchmark for setting employment goals, as colleges continue to strive for alignment between student population and employment demographics.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the 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.

	2021-22 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2022	EAM Actuals (%) Fall 2022	EAM Goal Met (Yes/No)	EAM Goals for Fall 2023
Black Female	12.1	22.2	12.5	28.6	Yes	12.1
Black Male	5.8	14.8	5.7	14.3	Yes	5.8
Hispanic Female	19.5	3.7	18.5	3.6	No	19.5
Hispanic Male	9.4	3.7	8.6	7.1	No	9.4
Other Minorities Female	4.1	7.4	4.1	7.1	Yes	4.1
Other Minorities Male	2.5	-	2.5	-	No	2.5
White Female	29.7	18.5	31.3	14.3	N/A	29.7
White Male	17	29.6	16.9	25.0	N/A	17.0
Total Female	65.3	51.9	66.4	53.6	No	65.3
Total Male	34.7	48.1	33.6	46.4	N/A	34.7

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The College regularly advertises in a variety of publications for faculty and administrative positions. Polk State College has shifted its outreach and advertisement focus to using Circa to expand its reach to diverse populations. The College continues to advertise through the Employ Florida site to reach unemployed and underemployed populations. Polk State also continues to utilize Handshake to post jobs at various colleges and universities. Mentoring opportunities continue to be available for all personnel through the Polk State College President’s Leadership Institute. This program was developed to provide underrepresented faculty and staff with the tools to develop skillsets for potential leadership roles within higher education. Polk State promotes cultural events and educational activities to engage the College community and to foster retention. Events and activities are held throughout the year to celebrate our employees and community. Also, HR partners with the Office of Institutional Compliance and Engagement to analyze recruiting goals and monitor the progression of all qualified candidates. Polk State has expanded its attendance at various job fairs and campus recruiting events during the 2022-2023 academic year.

College Full-Time Instructional Staff

Informed by the INST 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.

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Black Female	12.1	5.6	12.5	6.7	No	12.1

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Black Male	5.8	5.6	5.7	5.3	No	5.8
Hispanic Female	19.5	2.8	18.5	3.3	No	19.5
Hispanic Male	9.4	2.1	8.6	4.0	No	9.4
Other Minorities Female	4.1	0.7	4.1	0.7	No	4.1
Other Minorities Male	2.5	2.1	2.5	1.3	No	2.5
White Female	29.7	46.9	31.3	44.7	N/A	29.7
White Male	17	34.3	16.9	34.0	N/A	17.0
Total Female	65.3	55.9	66.4	55.3	No	65.3
Total Male	34.7	44.1	33.6	44.7	N/A	34.7

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

Response: The College regularly advertises in a variety of publications for faculty and administrative positions. Polk State College has shifted its outreach and advertisement focus to using Circa to expand its reach to diverse populations. The College continues to advertise through the Employ Florida site to reach unemployed and underemployed populations. Polk State also continues to utilize Handshake to post jobs at various universities. Mentoring opportunities continue to be available for all personnel through the Polk State College President’s Leadership Institute. This program was developed to provide underrepresented faculty and staff with the tools to develop skillsets for potential leadership roles within higher education. Polk State promotes cultural events and educational activities to engage the College community and to foster retention. Events and activities are held throughout the year to celebrate our employees and community. HR partners with the Office of Institutional Compliance and Engagement to analyze recruiting goals and monitor the progression of all qualified candidates. Polk State has increased its attendance at various job fairs and campus recruiting events during the 2022-2023 academic year. Also, when full-time faculty are evaluated for recommendations on contract renewals, and tenure, HR partners with the Office of Institutional Compliance and Engagement to ensure the consideration of all constituencies.

College Full-Time Instructional Staff with Continuing Contract

Informed by the CONT 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.

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Black Female	12.1	4.5	12.5	4.7	No	12.1

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Black Male	5.8	5.5	5.7	5.6	No	5.8
Hispanic Female	19.5	2.7	18.5	2.8	No	19.5
Hispanic Male	9.4	1.8	8.6	1.9	No	9.4
Other Minorities Female	4.1	-	4.1	-	No	4.1
Other Minorities Male	2.5	1.8	2.5	1.9	No	2.5
White Female	29.7	44.5	31.3	45.8	N/A	29.7
White Male	17	39.1	16.9	37.4	N/A	17
Total Female	65.3	51.8	66.4	53.3	No	65.3
Total Male	34.7	48.2	33.6	46.7	N/A	34.7

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

Response: The College regularly advertises in a variety of publications for faculty and administrative positions. Polk State College has shifted its outreach and advertisement focus to using Circa to expand its reach to diverse populations. The College continues to advertise through the Employ Florida site to reach unemployed and underemployed populations. Polk State also continues to utilize Handshake to post jobs at various universities. Mentoring opportunities continue to be available for all personnel through the Polk State College President’s Leadership Institute. This program was developed to provide underrepresented faculty and staff with the tools to develop skillsets for potential leadership roles within higher education. Polk State promotes cultural events and educational activities to engage the College community and to foster retention. Events and activities are held throughout the year to celebrate our employees and community. HR partners with the Office of Institutional Compliance and Engagement to analyze recruiting goals and monitor the progression of all qualified candidates. Polk State has increased its attendance at various job fairs and campus recruiting events during the 2022-2023 academic year. Also, when full-time faculty are evaluated for recommendations on contract renewals, and tenure, HR partners with the Office of Institutional Compliance and Engagement to ensure the consideration of all constituencies.

New Barriers (Optional)

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

Response: Polk State continues to face the challenges of losing applicants to higher-paying entities. These institutions/organizations generally offer higher starting pay and more advancement opportunities due to their size and location. The College is also experiencing a lower retention rate, as competition from higher-paying competitors is impacting the existing administrative and instructional population. There is also a limited pool of talent in the “Other Race” category within the surrounding geographical location (i.e., Winter Haven and Lakeland, and Polk County in general).

**Review of Part II (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:	-	-	-
EAM positions?	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		

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

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 College's District Board of Trustees annually evaluates the President on her overall performance, including meeting long-term goals and objectives that relate to the Polk State College Equity Plan. In her last evaluation (Academic Year 2021-2022), President Angela Garcia Falconetti received "Achieves Expectations" in every category of her performance evaluation, including in her support of the Annual Equity Plan.

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

Response: May 23, 2022

**Review of Part II (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 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 sex 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: Each member of the screening committee is reviewed and approved by the College's Chief of Institutional Compliance and Engagement. Every attempt is made to ensure diverse participation on committees. Screening committee members receive training to educate them on their role on the committee, on adhering to the law, and equity guidelines. Per Polk State College Procedure 6068: Screening Committees: 'Polk State College uses screening committees because they reflect an open participatory process that is important to making selection recommendations to the hiring administrator. The committees are representative of the College's population and are comprised of faculty and staff members who are willing to commit the time necessary to serve throughout the screening and selection process.' The College's Chief of Institutional Compliance and Engagement reviews the overall pool, the qualified applicant pool, and the candidates selected for interview, this is done prior to issuing the job offer to the successful candidate.

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

Response: The College adheres to State Board of Education Rule 6A-14.0411 in the awarding of continuing contracts.

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

Response: With oversight by the Provost, Academic Affairs and Workforce Education, the campus deans of academic affairs evaluate all full-time faculty members. Each instructor is evaluated annually in order to address concerns and issues associated with attaining a Continuing Contract. Action plans are utilized (when necessary) to support improvements that later could provide evidence for Continuing Contract recommendations. Each recommendation for a Continuing Contract is formally approved by the Provost, Academic Affairs and Workforce Education and is followed by final approval through the District Board of Trustees.

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: Polk State College annually evaluates its recruitment advertising budget to support various recruitment methods for vacant faculty and administrative positions. Vacancies are published through several sites, including publications through Circa. The College has begun to provide funding for

professional development training (e.g., conferences, seminars, workshops) for all employees. The College continues to budget annually for online compliance and soft-skill training that is accessible to all employees.

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 sex 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	ALPHA	9	\$53,261.72 - \$57,661.21	65	\$53,261.72 - \$79,205.96
Row 2	BETA	5	\$47,657.23 - \$52,419.27	34	\$47,657.23 - \$72,005.41
Row 3	DELTA	1	\$49,793.02	5	\$49,793.02 - \$60,683.23
Row 4	GAMMA	6	\$44,959.64 - \$56,555.04	69	\$44,959.64 - \$72,095.21
Row 5	EAM	4	\$70,227.73 - \$90,826.83	30	\$68,293.35 - \$283,611.00
Row 6					
Row 7					

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2021, and October 31, 2022, 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, 2022.*

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

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report provide a summary of the process utilized to grant continuing contracts?	Select one.		

Requirement	Response	Comments	Action
Does the report include a description of the process used to annually appraise eligible faculty of their progress towards attaining 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 III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENTS tab, in the representation of students by race, ethnicity, sex, 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 2022-2023 reporting year.

Enrollments	FTIC				Total Enrollments			
	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	350	240	No	250	1850	1739	No	1745
Hispanic	150	432	Yes	450	825	2807	Yes	2850
Other Minorities	155	77	No	70	1000	640	No	630
White	N/A	447	N/A	N/A	N/A	4542	N/A	N/A
Female	875	688	No	700	6400	6354	No	6200
Male	N/A	508	N/A	N/A	N/A	3374	N/A	N/A
LEP	N/A	4	N/A	N/A	N/A	67	N/A	N/A
DIS	N/A	34	N/A	N/A	N/A	308	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: *Select one.* If no, provide:

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

Response: The College's Black enrollment continues to be impacted adversely, particularly among the male subpopulation. This directly accounts for missing the FTIC and overall goals for this population. The College has, however, made strides in our male enrollment, adversely impacting our female enrollment. Additionally, our Other population continues to vary from year to year without much of a consistent pattern.

New methods and strategies, if applicable.

Response: As evidenced by our overall progress in meeting most targets, the College is confident that it continues to demonstrate effective strategies. The College continues to work to advocate culturally aware and sensitive teaching and advising practices, to engage with minority students on-campus, to engage with minority groups and thought leaders throughout the County, and to pursue new avenues for our students through local, federal, and state grant opportunities.

In addition, the College has also implemented onboarding coaches which will help all students to navigate the admission/enrollment process directly.

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 COMPLETIONS 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	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	140	188	Yes	150
Hispanic	90	328	Yes	300
Other Minorities	115	92	No	90
White	N/A	572	N/A	N/A
Female	695	770	Yes	720
Male	N/A	410	N/A	N/A
LEP	N/A	7	N/A	N/A
DIS	N/A	36	N/A	N/A
A.S./A.A.S. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	65	43	No	40
Hispanic	35	89	Yes	75
Other Minorities	50	25	No	25
White	N/A	226	N/A	N/A
Female	375	251	No	225
Male	N/A	132	N/A	N/A
LEP	N/A	7	N/A	N/A
DIS	N/A	11	N/A	N/A
Certificates	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	125	76	No	70
Hispanic	25	80	Yes	70
Other Minorities	60	10	No	10
White	N/A	225	N/A	N/A
Female	300	204	No	200
Male	N/A	187	N/A	N/A
LEP	N/A	7	N/A	N/A
DIS	N/A	6	N/A	N/A
Baccalaureate Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	25	61	Yes	30
Hispanic	20	91	Yes	50
Other Minorities	25	24	No	20
White	N/A	254	N/A	N/A
Female	170	307	Yes	225
Male	N/A	123	N/A	N/A
LEP	N/A	6	N/A	N/A
DIS	N/A	12	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: **Select one.** If no, provide:

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

Response: For all categories this College is making significant progress. Missed goals are most pervasive in the extremely variable Other category, whereas other missed goals are within close distance to the goal itself. The College will continue to support and enhance efforts to increase URM completions.

New methods and strategies, if applicable.

Response: The College continues implementation of its caseload-based advising model. Additionally, we have implemented a new student advising and retention software (Aviso Retention by Watermark) which will allow our team to provide just-in-time resources to support student success and leverage predictive analytics to help provide students personalized resources and attention.

In addition, the College continues efforts to streamline support of all students in all programs and create natural linkages from certificate to associate to baccalaureate which will help to bolster completion numbers.

Student Success in Targeted Programs

The college's plan for 2021-22 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(5), 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: As the College continues implementation of Strategic Enrollment Management (SEM) Plan and caseload-based advising model, we are directly addressing and bolstering the overall student experience. The College's QEP, Explore to Complete, also continues implementation, which will eventually reach all students in the next year.

New methods and strategies, if applicable.

Response: In addition to continuing strategies, the College is also launching an onboarding project. This project will assign all new FTIC students to success coach who will serve as a

conciere and help to guide them through the entire onboarding process (admissions, advising, financial aid, etc.).

**Review of Part III: 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, sex, students with disabilities and students with limited English proficiencies?			
If no, evaluation of current methods and strategies and new methods and strategies provided?			
Is the college achieving all its goals in terms of student completions by race, sex, students with disabilities and students with limited English proficiencies?			
If no, evaluation of current methods and strategies and new methods and strategies provided?			
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?			
If no, evaluation of current methods and strategies and new methods and strategies provided?			

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

Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided and discipline area (e.g., mathematics) by disability type beginning with the fall

semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary. Please indicate “0” for the number of students if no substitutions were granted.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	6	MGF 1106 Topics in Mathematics	CGS 1061 Introduction to Computers and Information Systems	Mathematics
		MGF 1107 Explorations in Mathematics	CGS 1100 Computer Applications for Business	Mathematics
Orthopedic Impairment				
Speech/Language Impairment				
Emotional or Behavioral Disability	2	MGF 1106 Topics in Mathematics	CGS 1061 Introduction to Computers and Information Systems	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		MGF 1107 <i>Explorations in Mathematics</i>	CGS 1100 <i>Computer Applications for Business</i>	Mathematics
Autism Spectrum Disorder	2	MGF 1106 <i>Topics in Mathematics</i>	CGS 1061 <i>Introduction to Computers and Information Systems</i>	Mathematics
		MGF 1107 <i>Explorations in Mathematics</i>	CGS 1100 <i>Computer Applications for Business</i>	Mathematics
Traumatic Brain Injury				
Other Health Impairment				

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2021	1	1
Spring 2022	7	7
Summer 2022	2	2
Total	10	10

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

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

Part V. 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.

Polk State College continues to support men's & women's athletics in an equitable manner. Our men's program offerings include basketball and baseball. Our women's program offerings include Softball, Volleyball, and Soccer. The College is committed to providing and maintaining high quality playing facilities, locker rooms, and athletic training facilities for both men's and women's programs equitably.

The Athletics Director manages the Polk State intercollegiate athletics program in accordance with federal and state laws, as well as the responsibilities outlined in his job description. These responsibilities include preparation of the annual athletics department budget, supervision of athletics event scheduling, oversight of scheduling of officials for home contests, and managing events sponsored by the athletics department. Polk State adheres to all regulations set forth by the Florida College System Activities Association and the National Junior College Athletics Association and is a member in good standing of both organizations. The Athletics Director reports to the Vice President for Student Services, who reports to the College President.

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 Athletics Department provides 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.

The College's athletics programs have enjoyed success both academically and athletically. The Polk State women's volleyball team has won the district tournament and qualified for the national tournament for the past seven seasons. The Polk State baseball team has qualified for the state tournament six out of the past ten years, winning the state tournament in 2012. Polk State's softball, soccer (W), and basketball (M) teams have garnered several honors and are widely recognized as top programs in the Florida State College system.

Additionally, this year's FCSAA All-Academic Team consists of 31 Polk State student-athletes. That's greater than a 19% increase from last year. To qualify, a student-athlete must have been an active member of a team for the entire season and must have a cumulative grade-point average (GPA) of at least 3.3 through accumulation of all credits over multiple academic years, or accumulation of credits for the current academic year. The student must have taken a minimum of 18 semester hours during the current academic year.

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. No corrective actions, updates, or changes to report for 2023 – 2024.

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, 2020, through June 30, 2021, and July 1, 2021, through June 30, 2022

	2020-21			2021-22			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	41	47	88	Total Number of Athletes	41	47	88
Percent of Athletes by Gender	47	53	100	Percent of Athletes by Gender	47	53	100
Total Number of Enrollments	1099	1856	2955	Total Number of Enrollments	910	1539	2449
Percent of Enrollments by Gender	37	63	100	Percent of Enrollments by Gender	37	63	100
Percentage difference between athletes and students enrolled	10	10		Percentage difference between athletes and students enrolled	10	10	

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? **2020-21:** Select one. **2021-22:** Select one.

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 V: 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 2022?	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 VI. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2022-23 ANNUAL EQUITY UPDATE REPORT
Signature Page

Polk 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, sex, 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 1007.265, 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.)

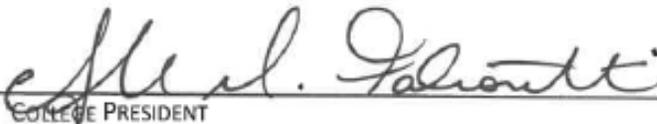
The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of section 1012.86, F.S.



EQUITY OFFICER

6/27/2023

DATE



COLLEGE PRESIDENT

6/27/2023

DATE



CHAIR OF DISTRICT BOARD OF TRUSTEES

6/27/23

DATE

This concludes the 2022-23 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by **July 1, 2023. Colleges may attach additional files (PDF or Word) as appendices.**

Appendix

Polk State College EADA Report

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Polk State College OPE ID: 00151400

GENERAL INFORMATION

Location: 999 Avenue H NE Winter Haven, FL 33881-4299
Phone: (863) 297-1000
Number of Full-time Undergraduates: 2,449
Men: 910
Women: 1,539

ATHLETIC DEPARTMENT INFORMATION

Director: Stanley Cromartie
Address:
999 AVE H NE WINTER HAVEN, FL 33881-4299
Reporting Year: 07/01/2021 - 06/30/2022
Reporting Official: Stanley Cromartie
Title: Director of Athletics
Phone: (863) 297-1010
Sanction Body: NJCAA Division I

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Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	27	N/A
Basketball	14	
Soccer		21
Softball	N/A	14
Volleyball		12
Total Participants Men's and Women's Teams	41	47
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	41	47

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Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
Coaching Position	2	0	2	0	0	0	0	0	2
Totals									

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Soccer					1		1		1
Softball					1		1		1
Volleyball	1		1						1
Coaching Position	1	0	1	0	2	0	2	0	3
Totals									

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$53,551	\$48,994
Number of Head Coaches Included in Average	2	3
Average Annual Institutional Salary per FTE	\$53,551	\$48,994

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Number of FTEs Included in Average 2.00 3.00

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	0	3	0	3	0	0	0	0	3
Basketball	0	2	0	2	0	0	0	0	2
Coaching Position	0	5	0	5	0	0	0	0	5
Totals									

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Soccer	0	2	0	2	0	1	0	1	3
Softball	0	1	0	1	0	1	0	1	2
Volleyball	0	0	0	0	0	1	0	1	1
Coaching Position	0	3	0	3	0	3	0	3	6
Totals									

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$5,000	\$5,000
Number of Assistant Coaches Included in Average	2	3
Average Annual Institutional Salary per FTE	\$32,258	\$48,387
Number of FTEs Included in Average	0.31	0.31

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Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$156,118	\$182,708	\$338,826
Ratio (percent)	46	54	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$957	\$956	\$1,913

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	
Basketball	14	\$8,645	\$121,027				\$121,027
Baseball	27	\$5,070	\$136,898	N/A	N/A	N/A	\$136,898
Soccer				21	\$4,632	\$97,266	\$97,266
Softball	N/A	N/A	N/A	14	\$7,335	\$102,695	\$102,695
Volleyball				12	\$10,598	\$127,172	\$127,172
Total Operating Expenses Men's and Women's Teams	41	N/A	\$257,925	47	N/A	\$327,133	\$585,058

Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$280,196		\$280,196

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Total Expenses of all Sports, Except Football and Basketball, Combined	\$288,938	\$722,580	\$1,011,518
Total Expenses Men's and Women's Teams	\$569,134	\$722,580	\$1,291,714
Not Allocated by Gender/Sport	N/A	N/A	\$221,395
Grand Total Expenses	N/A	N/A	\$1,513,109

Total Revenues by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$280,196		\$280,196
Total Revenues of all Sports, Except Football and Basketball, Combined	\$288,938	\$722,580	\$1,011,518
Total Revenues Men's and Women's Teams	\$569,134	\$722,580	\$1,291,714
Not Allocated by Gender/Sport	N/A	N/A	\$221,395
Grand Total for all Teams (includes by team and not allocated by gender/sport)	N/A	N/A	\$1,513,109

Revenues & Expenses Summary

Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	\$107,102	\$146,982	\$254,084
2 Total of Assistant Coaches' Salaries	\$10,000	\$15,000	\$25,000
3 Total Salaries (Lines 1+2)	\$117,102	\$161,982	\$279,084
4 Athletically Related Student Aid	\$156,118	\$182,708	\$338,826
5 Recruiting Expenses	\$957	\$956	\$1,913
6 Operating (Game-Day) Expenses	\$257,925	\$327,133	\$585,058
7 Summary of Subset Expenses (Lines 3+4+5+6)	\$532,102	\$672,779	\$1,204,881
8 Total Expenses for Teams	\$569,134	\$722,580	\$1,291,714
9 Total Expenses for Teams Minus Subset Expenses (Line 8 - Line 7)	\$37,032	\$49,801	\$86,833
10 Not Allocated Expenses			\$221,395
11 Grand Total Expenses (Lines 8+10)			\$1,513,109
12 Total Revenues for Teams	\$569,134	\$722,580	\$1,291,714

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13	Not Allocated Revenues				\$221,395
14	Grand Total Revenues (Lines 12+13)				\$1,513,109
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$0	\$0	\$0	
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)				\$0