

Lake-Sumter State College

College Annual Equity Update

2018-2019

Submission 2 of 2

Submission Information

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for submission 2 of 2 of the annual update.

Section 1000.05, F.S., the “Florida Educational Equity Act;”

Section 1006.71, F.S., Gender equity in intercollegiate athletics; and

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 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 improvements identified in analyses.

Submission 2 of 2 of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by June 28, 2019. The update should be submitted by email to ChancellorFCS@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.

In addition to dividing the content into two submissions, DFC made other changes to the template to streamline processes and reduce redundancy. Specifically:

Equity report templates must be submitted in Word format. This will facilitate a more timely review process and eliminate duplication of information. Colleges may attach additional documents in PDF or Word format as appendices.

The goal setting tables are now embedded in the template instead of being included as a tab in the Excel file. This will eliminate colleges needing to input data in two places.

DFC embedded components of the review form into the submission template. In prior years, DFC used a separate form to complete reviews. For the 2018-2019 report, the factors DFC will identify as part of its review will be embedded after sections of the report, and DFC will use these sections to provide feedback to colleges. These will be marked "Completed by Division of Florida Colleges." Example:

***Review of Part I: Description of Plan Development
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Were there any changes to the development of the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

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 and activities. 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 certain areas where the college has achieved or exceeded its goals or where there is incomplete or missing information.

Part I. Description of Plan Development

Did the college change 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: Pamela Fletcher, Human Resources Director, Description of Plan Development;

Jennifer Kotowski, Director of Enrollment Management, Strategies to Overcome Students Underrepresentation; Michael Matulia, Director of Athletics, Gender Equity in Athletics

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

Response: Dr. Stanley Sidor, President; Dr. Claire Brady, Vice-President, Enrollment and Student

Affairs; Dr. Heather Bigard, Vice-President, Administration and Business Affairs; Thom Kieft,

Associate Vice-President of General Studies; Jenni Kotowski, Director of Enrollment Management; Mark Duslak, Director of Student Development; Carolyn Scott, Dean of Students;

Alicia Hall, Assistant Director of Student Development-Disability Services; Michael Matulia,

Director of Athletics; Tanya Harris-Rocker, Louis Stokes Alliances for Minority Participation Program Manager; Tammy Castello, Data and Process Improvement Analyst

Review of Part I: Description of Plan Development
 (Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Did the college change the development of 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: Yes If yes, provide the following applicable information for each updated contact.

Name/title: Rebecca Nathanson, Director of Campus Safety/Interim Title IX Coordinator

Phone number: 352-323-3615

Address: 9501 U.S. Highway 441, Leesburg, FL 34788

Email address: NathansR@lssc.edu

Is this contact's information available in the regular notice of nondiscrimination? Make a selection: Yes

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

E. Grievance procedures should address the following, at a minimum, as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements.

1. Notifications of these procedures are placed in prominent and common information sources. Make a selection: Yes
2. Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. Make a selection: Yes
3. Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. Make a selection: Yes

If no, provide the college's plan for compliance.

Response: Click here to enter text.

Have there been any revisions to nondiscrimination policies or procedures pertaining to:

Title IX?	No
Title II?	No
Section 504?	No

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

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

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

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

Description of the revision: [Click here to enter text.](#)

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

Review of Part II: Policies and Procedures that Prohibit Discriminationz
 (Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		

Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Requirement	Response	Comments	Action
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 seeking redress from other available sources.	Select one.		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, a plan for compliance provided?	Select one.		

Part III. 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 for overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved, and set goals for 2018-2019.

Enrollments	FTIC			Overall Enrollments		
	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	99	Yes	121	511	Yes	526
Hispanic	35	Yes	281	301	Yes	310
Other Minorities	102	No	76	390	No	401
White	747	No	533	3190	No	3222
Female	548	Yes	566	2686	Yes	2712
Male	418	Yes	445	1706	Yes	1723
LEP	60	Yes	54	201	Yes	207
DIS	34	Yes	29	201	No	203

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 goals: Yes If no, provide: *with some exceptions

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

Response: LSSC has met many of the enrollment goals set for 2018. Notable exceptions include decreases in other minorities and white students.

New methods and strategies, if applicable.

Response: Continued partnership with the MLK Jr Commemorative Committee, hosting special events, sponsoring the K12 MLK Jr Literary Contest, and lending support to events and programs. Hosted ongoing events and activities, inviting special committees, community groups, and organizations on campus to increase awareness of the College and the variety of programs and services available to help students find academic success. LSSC houses the New Vision for Independence organization on the Leesburg campus for persons with visual impairments. Designed print pieces that feature and attract diverse students. Increase recruiting efforts and events in areas with large Black populations (Leesburg & Clermont) Increase recruiting events in areas with large Hispanic populations (Clermont, Mascotte, Minneola, Groveland). Achieved data reporting that demonstrate the overall first-year academic performance and end-of-year status of YOD high school graduates (Talent Search & Upward Bound (TRiO)) as well as other underrepresented minorities and low-income FTIC students. TRiO served 677 students in Lake and Sumter counties and their families. Primarily first generation, low-income, academically at risk students. 99.3% of LSSC TRiO students received a high school diploma this year (2018) (Florida average high school graduation rate 78%). In the last five years, 75% of LSSC TRiO students went on to post-secondary education (Florida's average 59%). In 2016, a Talent Search student broke a record by being accepted to 23 institutions. He chose to attend LSSC. Some institutions TRiO students have recently enrolled in include: LSSC, UCF, Stetson, USF, the University of Miami, UF, Bethune-Cookman University, FSU, Florida A&M, UNF, St. Thomas University, Emory University, St. Leo, FIU, FAMU, and Yale. Both grants were renewed for a new five year-grant cycle within the past two years and both grants recently received a 4.25% annual budget increase. As part of LSSC strategic plan goals, collaborate with LSSC Diversity and Inclusion Work Group to identify additional methods for the recruitment and retention of minority students.

Student Completions

This year’s report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved, and set goals for 2018-2019.

AA Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	44	Yes	52
Hispanic	40	Yes	100
Other Minorities	65	No	55
White	368	Yes	380
Female	344	Yes	355
Male	173	Yes	200
LEP	16	Yes	25
DIS	35	No	30
AS/AAS Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	9	No	7
Hispanic	12	Yes	13
Other Minorities	12	No	8
White	87	No	83
Female	74	No	70
Male	45	No	43
LEP	2	Yes	4
DIS	4	Yes	4
Certificates	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals

Black	3	No	2
Hispanic	1	Yes	5
Other Minorities	2	No	1
White	34	Yes	36
Female	10	Yes	18
Male	29	No	24
LEP	1	No	0
DIS	1	Yes	2
	2017-2018 Goals	2017-2018 Goals	2018-2019 Goals
Baccalaureate Degrees		Achieved (Yes/No)	
Black	4	No	2
Hispanic	1	Yes	5
Other Minorities	1	Yes	1
White	25	No	23
Female	19	No	18
Male	10	Yes	13
LEP	2	Yes	2
DIS	2	Yes	3

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 goals: Yes If no, provide: *with some exceptions

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

Response: LSSC has met many of the participation/completion goals set for 2018.

Notable exceptions include a decrease in other minorities and students with disabilities as AA completers, LSSC awarded less AS/AAS degree which resulted not meeting the

goals for several of the categories. We also saw a decrease in Black, other minorities, Male, and Limited English for students completing with a certificate. Finally, we saw a decrease in students completing a baccalaureate degree from black, white, and female demographics.

New methods and strategies, if applicable.

Response: Launched a new Bachelor in Nursing program. Promoted multi-cultural programming and events to retain current students. Increased faculty participation in the LSSC “early alert” system. Increased awareness of AS/AAS program offerings. Continued to utilize Hobson's Starfish Retention Solutions Platform for intrusive early alert outreach. Promoted student participation in honor societies, clubs, on-campus employment, service learning, and experiential learning. Continued to utilize an on-line form and process for OSD students to take their class exams in the OSD Testing Lab and request faculty notification letters. Enhance the social and academic integration of underrepresented minorities and low- income students into the LSSC culture through specialized success skills workshops (internal/external presenters), retreats, recognition ceremonies and conferences on and off campus. Finalized implementation of online student orientation (SOAR) to the Canvas Learning management system (LMS) thereby providing more experience with the LMS prior to the start of classes.

Student Success in Targeted Programs

The college’s plan for 2017-2018 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: Continued implementation of the Louis Stokes Alliance Minority Participation (LSAMP) Science Technology Engineering Math (STEM) Bridges to the Baccalaureate (B2B) ENGAGE grant projects and activities for underrepresented minorities in STEM. This is a National Science Foundation (NSF) grant designed to increase the number of underrepresented minority (URM) students transferring from Valencia College, LSSC, and Polk State College into STEM bachelor's programs. The B2B grant is under the administration of the Central Florida STEM Alliance, which has two goals aligned to the NSF LSAMP B2B Grant: (1) Increase the successful transfer of URM students into STEM baccalaureate degree majors through recruitment activities; faculty, staff, and LSAMP referrals/recommendations; internal and external program marketing/advertisement; and relationship building and networking and (2) Enhance the STEM educational experiences of URM student through conferences and college tours; learning support; STEM Club participation; STEM-related activities and learning support; LSAMP Scholars Program; faculty mentoring; and summer STEM Institute for graduating seniors (pre-college). Hosted low cost or no cost youth Robotics and STEM summer programs. Promoted collaborations with CareerSource Central Florida and Career Development Services. Offered Peer Tutoring focused on STEM-related courses through the NSF STEM Grant. Enhanced the social and academic integration of underrepresented minorities and low- income students into the LSSC culture through specialized success skills workshops (internal/external presenters), retreats, recognition ceremonies and conferences on and off campus. Develop roadmaps/transfer plans for all degree programs for part-time and full-time students. For the period covering 2017/2018, there was a 25% increase in number of URM students declaring a STEM major; 58% persistence rate for FTIC students (fall-fall retention); 43% 5-year graduation rates for FTIC URM, baseline 16% (2006-2011).

New methods and strategies, if applicable.

Response: Continue promotion of previously successful efforts highlighted above.
 Increase the number of College publications in Spanish.

Review of Part III: Strategies to Overcome Underrepresentation of Students
 (Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Is the college achieving its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?			
If no, evaluation of current methods and strategies and new methods and strategies provided.	Select one.		
Is the college achieving 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.	Select one.		

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?	Select one.		

Part IV. Gender Equity in Athletics

The college offers athletic programs: Yes If no, move to 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 in Part D of this report.

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, 2016 through June 30, 2017 and July 1, 2017 through June 30, 2018

	2016-2017			2017-2018			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	26	33	59	Total Number of Athletes	24	38	62
Percent of Athletes by Gender	44.1	55.9	100	Percent of Athletes by Gender	38.7	61.3	100
Total Number of Enrollments	559	673	1232	Total Number of Enrollments	566	731	1297
Percent of Enrollments by Gender	45.4	54.6	100	Percent of Enrollments by Gender	43.6	56.4	100
	2016-2017			2017-2018			
Difference between the percent of athletes and the percent of students enrolled	-1.3	+1.3	0	Difference between the percent of athletes and the percent of students enrolled	-4.9	+4.9	0

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? 2016-2017: Yes 2017-2018: 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 IV: 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 2018?	Select one.		
Does the equity report reflect updates or new information related to: sports	Select one.		
Requirement	Response	Comments	Action
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?			
Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part V. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2018-2019 ANNUAL EQUITY UPDATE REPORT
Signature Page
LAKE-SUMTER STATE COLLEGE

The college ensures that section 1000.05, F.S., and section 1012.86, F.S., and implementing Rules 6A19.001-.010, F.A.C., referenced in submission 1 of 2 and submission 2 of 2 of this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

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

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

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

EQUITY OFFICER

DATE

COLLEGE PRESIDENT

DATE

CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE