



Office of the President

Present to the Board: June 22, 2023

TO: Daytona State College
District Board of Trustees

FROM: Thomas LoBasso
President 

RE: 2022/2023 Annual Equity Report Update

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 2022/2023. 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 and equal employment opportunity.

The Division of Florida Colleges has asked that colleges submit their 2022/2023 Equity Report in two sections. The first was the Employment Equity Accountability section that was approved by the District Board of Trustees at the April 13, 2023 meeting. All sections of the report must be submitted before July 3, 2023.

RECOMMENDATION:

It is recommended that the District Board of Trustees authorize the College to submit the Annual Equity Report Update to the Division of Florida Colleges, as presented.

Daytona State College

**College Annual Equity Update
2022-2023
Template for Submission**

Deadlines:

**Part II. College Employment Equity Accountability
Plan – May 1, 2023**

Entire College Annual Equity Update – July 3, 2023

Submission Information

Equity Officer: **Tanika Clemons**

Email: **Tanika.Clemons@daytonastate.edu**

Phone: **386-506-4431**

Date: **5/26/2023**

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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 inputting data, setting goals, and reflecting on goal achievement. Please use the data supplied by the DFC to complete the tables.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **the deadlines**. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this 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.

For the 2022-23 report, the factors DFC will review for completeness will be embedded after sections of the report and DFC will use these sections to notify colleges of any omitted required information. These will be marked “Completed by Division of Florida Colleges.” Example:

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

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

Compliance with House Bill 7

During the 2022 legislative session, House Bill (HB) 7 amended multiple Florida Statutes related to non-discrimination in the Florida Civil Rights Act (FCRA) and Florida Education Code. At the time of the bill’s passage, the Florida Department of Education advised colleges to take the necessary action to ensure compliance. When completing the 2022-2023 College Annual Equity Update, colleges are expected to include all updates to board and administrative policies and procedures to conform with the provisions of HB 7.

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

Name/title: [Tanika Clemons/Director II, Human Resources](#)

Phone number: [386-506-4431](#)

Address: [1200 W. International Speedway Blvd. Daytona Beach, FL 32114](#)

Email address: Tanika.Clemons@daytonastate.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 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?	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-19.001-.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.		

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.	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, 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	9.6	7.3	3.4	13.8	Yes	5.0
Black Male	4.5	3.6	2.3	1.7	No	3.5
Hispanic Female	13.2	1.8	1.4	-	No	1.8
Hispanic Male	8.4	3.6	2.1	5.2	Yes	3.0
Other Minorities Female	4.4	1.8	1.4	1.7	Yes	1.8
Other Minorities Male	2.9	-	2.2	1.7	No	2.2
White Female	34.3	34.5	38.0	34.5	No	35.0
White Male	22.7	47.3	N/A	41.4	N/A	N/A
Total Female	61.5	45.5	44.2	50.0	Yes	45.0
Total Male	38.5	54.5	N/A	50.0	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 (3.5 short), 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 a recruitment effort to attract and retain women and minorities to EAM positions. It is clear, in some areas, this effort is having an impact. The current percentage of EAM Black Females exceeds the goal by over 10%, while we continue our efforts in the areas of Black Male and Hispanic Females. 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.

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	9.6	5.8	3.4	5.0	Yes	4.5
Black Male	4.5	3.1	2.3	2.7	Yes	3.0
Hispanic Female	13.2	3.1	1.4	3.2	Yes	1.5
Hispanic Male	8.4	4.0	2.1	4.5	Yes	3.0
Other Minorities Female	4.4	0.4	1.4	0.5	No	1.0

	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
Other Minorities Male	2.9	3.5	2.2	3.6	Yes	1.0
White Female	34.3	40.3	38.0	40.5	Yes	38.0
White Male	22.7	39.8	N/A	40.1	N/A	N/A
Total Female	61.5	49.6	44.2	49.1	Yes	44.0
Total Male	38.5	50.4	N/A	50.9	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 efforts 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.

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	9.6	5.1	3.4	4.8	Yes	4.5
Black Male	4.5	4.0	2.3	3.0	Yes	3.5
Hispanic Female	13.2	1.7	1.4	2.4	Yes	1.5
Hispanic Male	8.4	2.9	2.1	3.0	Yes	2.5
Other Minorities Female	4.4	0.6	1.4	-	No	1.0
Other Minorities Male	2.9	4.6	2.2	4.8	Yes	1.0
White Female	34.3	38.9	38.0	40.4	Yes	38.0
White Male	22.7	42.3	N/A	41.6	N/A	N/A
Total Female	61.5	46.3	44.2	47.6	Yes	44.0
Total Male	38.5	53.7	N/A	52.4	N/A	N/A

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

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 efforts 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.

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 EAM positions, which does not allow for new recruitment. With the shift in the employment market (shortages and movement to an “employee market”) as well as COVID-19, it has been difficult to attract and retain minorities due to an increase in employment competition.

**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: Daytona State College annually evaluates all staff as part of the College evaluation process. For the 2022 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. New strategies are being developed to prepare female and minorities for executive management positions, including encouraging employees to engage in professional development and continuing education opportunities. Examples include Daytona State College’s LEAD Academy, designed to develop employee competence in effective leadership, and the Graduate Tuition Reimbursement Program, which provides funding to support the obtainment of advanced degrees. Through these programs members of the college community will be both better informed of the leadership needs and opportunities of the college and better positioned for advancement as these opportunities become available. Members of the college leadership have been challenged to reflect on their recruitment, hiring, and promotion practices and asked to develop

solutions aimed to increase representation and narrow achievement gaps at the division, department, and course-level.

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

Response: 4/13/2023

**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: Search committee member lists must be reviewed and approved by the equity representative in Human Resources prior to proceeding with meetings and interviews. Committee make up is reviewed for balance in gender, race, age, etc. A Human Resources Representative is assigned to every committee for overview and equity oversight.

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 continuing contract or promotion the faculty member is working with continuing contract faculty from within and outside their 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 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. 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 continuing contract 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 Continuing Contract 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 and then to the President for approval and submission to the Board. A final appeal is available for those who are not approved for continuing contract or promotion. This appeal is to a committee formed by the Provost.

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: 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 continuing contract or promotion. 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 provides funding for 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.

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	Director I	7	\$61,500- \$125,000	5	\$61,500- \$125,000
Row 2	Director II	5	\$65,500 - \$135,000	19	\$65,500 - \$135,000
Row 3	General Counsel	1	\$98,900- \$185,000	0	\$98,900- \$185,000
Row 4	Instructor	4	\$42,700- \$47,800	3	\$42,700- \$47,800
Row 5	Assistant Professor	12	\$52,000	18	\$52,000
Row 6	Associate Professor	2	\$57,900	6	\$57,900
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.		
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.		

Requirement	Response	Comments	Action
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	14.50%	16.10%	Yes	14.50%	13.80%	14.10%	Yes	13.80%
Hispanic	25.70%	26.20%	Yes	25.70%	19.60%	21.70%	Yes	19.60%
Other Minorities	6.80%	7.40%	Yes	6.80%	6.80%	7.20%	Yes	6.80%
White	52.40%	50.20%	No	52.40%	59.80%	57.00%	No	59.80%
Female	57.60%	54.20%	No	57.60%	62.30%	61.50%	No	62.30%
Male	42.40%	45.80%	Yes	42.40%	37.70%	38.50%	Yes	37.70%
LEP	200	193	No	200	900	1397	Yes	900
DIS	25	24	No	25	325	321	No	325

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 black,

Hispanic and other minorities students. The College employs a team of student service advisors/recruiters who specifically focuses on community outreach by going out into the community to give presentations , conduct onsite admissions events, represent DSC at community events and to share general information. This team regularly visit high schools, community-based organizations, businesses and special events. The recruitment team plans and/or participates in on campus events such as Open Houses, Discovery Days, Enrollment Days (Saturdays), Financial Aid information sessions, individual and group campus tours, CTE Expos and Health Career Expos. 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. Prospects and applicants receive invitations to Open Houses, Discovery Days and enrollment events. Several hundred outreach activities were planned for overall recruitment and, of those , approximately 16% targeted underrepresented populations. Some of these events were: Don’t Drop Your Plate, VCAN Pathway to Prosperity, EducationUSA, Food Brings Hope, Back2School Jam, Migrant Parent Advisory Council, Juneteenth, Alternative Education, Florida Literacy Coalition, Mr. and Ms. Mentoring, CROP, Soft Skills Workshop, Take Stock in Children, Sisters Build Network for Girls, New Haven Development Center, Head Start, Volusia Hispanic Chamber, National Night Out, ESOL Presentations, Housing Authorities, Road to Success, FACT Fairs, and several church meetings, events, and presentations. DSC also participated in virtual events hosted by outside organizations such as the Farmworkers Association.

New methods and strategies, if applicable.

Response: DSC is implementing a new constituent relationship management system that will provide a new, more user-friendly online admissions application. It will also allow for better targeted communication to students from prospect, applicant, registrant, to graduate. Recruitment has expanded utilization of texting and emails to notify students when they have outstanding residency paperwork or transcripts. DSC is working with Florida Shines to streamline the online transient process. The Marketing office has increased its presence in digital and social media to reach new populations of students. The Admissions office is working with prominent members of the community to help share information about programs and services available. 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. DSC has expanded its transfer articulation agreements to include Florida Agricultural and Mechanical University, Bethune Cookman University, New College of Florida, University of Central Florida, Florida State University, 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 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	11.00%	9.80%	No	11.0%
Hispanic	14.50%	20.80%	Yes	14.5%
Other Minorities	6.50%	6.90%	Yes	6.5%
White	68.00%	62.50%	No	68.0%
Female	60.00%	65.40%	Yes	60.0%
Male	40.00%	34.60%	No	40.0%
LEP	280	134	No	280
DIS	70	28	No	70
A.S./A.A.S. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	12.00%	11.50%	No	12.0%
Hispanic	13.50%	17.80%	Yes	13.5%
Other Minorities	4.00%	6.10%	Yes	4.0%
White	70.50%	64.60%	No	70.5%
Female	50.00%	70.50%	Yes	50.0%
Male	50.00%	29.50%	No	50.0%
LEP	210	73	N/A	210
DIS	60	28	N/A	60
Certificates	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	12.00%	11.70%	No	12.0%
Hispanic	15.00%	21.60%	Yes	15.0%
Other Minorities	5.00%	5.30%	Yes	5.0%
White	68.00%	61.40%	No	68.0%
Female	50.00%	47.20%	No	50.0%
Male	50.00%	52.80%	Yes	50.0%
LEP	210	91	No	210
DIS	60	12	No	60
Baccalaureate Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	11.50%	9.70%	No	11.5%
Hispanic	14.00%	18.50%	Yes	14.0%
Other Minorities	6.50%	5.10%	No	6.5%
White	68.00%	66.70%	No	68.0%
Female	60.00%	67.10%	Yes	60.0%
Male	40.00%	32.90%	No	40.0%
LEP	100	69	No	100
DIS	30	13	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, the Writing Center, Academic Support Center, Mentoring and Supplemental Instruction 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 also awarded a highly competitive \$2.1M Federal Title III Strengthening Institutions Grant in late 2019. The first strategy of this project was to enhance the institutional environment to increase student success for underrepresented students. Since the grant was awarded, we have accomplished several of the initiatives, including online training for faculty and staff. This training increases awareness of underrepresented students and helps build skills and capacity for advancing students, which will enrich their educational experiences. Daytona State 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 have continued to partner, offering targeted support and resources. During the COVID-19 pandemic, all interventions were conducted in either small groups, virtually or by appointment. While we have moved beyond the pandemic, we are still utilizing the practices and support strategies that have yielded the most positive results. These include an array of support strategies including math faculty volunteers in the ASC, holding review sessions, offering supplemental instruction, creating video lectures, allowing students to retake assessments, and calling and reminding students of upcoming quiz and examinations. 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 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 MAT 1033 (Intermediate Algebra) and MAC 1105 (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 MAT 1033 (Intermediate Algebra). During the workshop, a math faculty member and ASC learning specialist review key concepts and provide study skill strategies. Math faculty also offer virtual office hours for those who cannot make it to campus to see their instructor in person. Finally, 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 MAT00S6L (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 MOCI program continues to provide academic and holistic support to underserved students. The goal of MOCI is to increase the retention and graduation of those students who have the largest achievement gaps. To meet this expectation, MOCI staff members have collected environmental data using Civitas Software and student feedback surveys, enhanced student campus life experiences, enhance retention and academic success, 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 2022, the college also adopted the ACUE faculty training program. This nationally recognized, intensive 8-week program allows faculty who complete it to earn a micro-credential. This program is designed to train faculty with evidence based, best practices, shown to increase student retention, strengthen belonging and achievement and close educational attainment gaps. There have been many faculty who have already completed the program and more who are currently enrolled in the program. The benefits of this program will allow faculty to become even more attuned to the needs of the students in their classes and allow them to be responsive, through their lectures, classroom management, and individualized methods for the goal of student success. Daytona State College has dedicated faculty who strive for student achievement. The college is also implementing a new customer relationship management (CRM) system, as part of our student retention efforts that will allow us to institute a variety of communication plans and strategies to better communicate with students and track their journeys through their educational experiences. This will ensure that we are continuing to deliver timely messaging, but also be able to track students' engagements with those communications to determine if additional follow up is needed with the students. Finally, the college will be implementing, as part of our Quality Enhancement Program, two more initiatives, Academic Coaching and Mentoring. The goal of the Academic Coaching program is to work with first time in college students to help them identify achievement barriers, both inside and outside of the college experience, and help to devise strategies to overcome those barriers so students

can focus on their academic success. The college already had two academic coaches who started in 2022, but we will be adding three more to help meet the increased demand. The Mentoring program will be designed to help students by having them be assigned to a mentor who can also help support their efforts. Having someone who can help guide a student through a process is valuable to student success. This program will be launched in the summer of 2023.

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: Click here to enter text.

New methods and strategies, if applicable.

Response: Click here to enter text.

***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?	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, sex, 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	Select one.		

Requirement	Response	Comments	Action
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?	Select one.		

**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	0			
Visual Impairment	1	Spanish I (SPN 1120)	Principles of Computer Programming (COP1000)	World Language
		Spanish II (SPN 1121)	Principles of Computer Programming (COP 2360)	World Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Specific Learning Disability	1	Elementary Spanish II Concentrated (SPN 1121)	Diversity, Culture and Communication (SLS2281)	World Language
Orthopedic Impairment	0			
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 2021	2	2
Spring 2022	0	0
Summer 2022	0	0
Total	2	2

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.

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 providing and maintaining 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.

A brand new on campus residence hall opened this past Fall of 2022. This beautiful new facility houses approximately 160 student-athletes as well as general population students. Our on-campus dining services vendor is open on nights and weekends to accommodate the residents. Additional athletic scholarship funding will help support the 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 has recently announced the addition of Esports for 2023-2024 and Women’s Flag Football for 2024-2025. 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, 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	78	85	163	Total Number of Athletes	81	93	174
Percent of Athletes by Gender	48%	52%	100%	Percent of Athletes by Gender	47%	53%	100%
Total Number of Enrollments	1887	2349	4236	Total Number of Enrollments	1779	2139	3918
Percent of Enrollments by Gender	44%	56%	100%	Percent of Enrollments by Gender	45%	55%	100%
Percentage difference between athletes and students enrolled	4%	4%		Percentage difference between athletes and students enrolled	2%	2%	

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: Yes 2021-22: 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 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.		

Requirement	Response	Comments	Action
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

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, 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

DATE

COLLEGE PRESIDENT

DATE

CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE

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