

Pensacola State College
2018-2019 Florida Educational Equity Act Report

SUMMARY

PURPOSE

Each year, Florida colleges are required to submit annual equity report updates to the Florida Department of Education. The report documents the college’s compliance with state and federal civil rights rules and regulations. The report also highlights Pensacola State College’s effort and commitment toward increasing the number of women and minorities in executive/administrative/managerial positions, full-time faculty, and continuing contract positions as required by statute. For 2018-2019, the *Annual Equity Update* will be submitted to the Florida Department of Education in two parts. The second submission addressed the following Florida Statutes (F.S.) and State Board of Education rules in the Florida Administrative Code (F.A.C.)

- 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.

RULES & REGULATIONS GOVERNING CIVIL RIGHTS COMPLIANCE

1. Section 1000.05, Florida Statutes
2. Rule 6A-19.010 – Strategies to overcome underrepresentation, Florida Administrative Code, F.A.C.
3. 1006.71, F.S. – Gender Equity in Athletics
4. Rule 6A-19.004, F.A.C. – Intercollegiate Intramural Athletics
5. 1007.264, F.S. – Persons with Disabilities, Substitution Requirements
6. 1007.265, F.S. – Persons with Disabilities, Admission and Upper Division Rules & Regulations
7. 1012.86, F.S. – Employment Equity Accountability
8. Americans with Disabilities Act (1990), ADA amendments (2008)
9. Civil Rights Act of 1964
10. Title IX of the Educational Amendments Act of 1973
11. Age Discrimination in Employment Act of 1967
12. Genetic Information Nondiscrimination Act (GINA 2008)
13. S.B. 982, FCRA Florida Civil Rights Act 2015

The second submission of the Annual Equity Report (due June 28th) is divided into four sections:

- Part I – Description of Plan Development
- Part II – Policies and Procedures that Prohibit Discrimination
- Part III – Strategies to Overcome Underrepresentation of Students
- Part IV – Gender Equity in Athletics

I. DESCRIPTION OF PLAN DEVELOPMENT (pg. 3)

This section lists the various individuals and departments involved in the development of the plan.

II. POLICIES & PROCEDURES THAT PROHIBIT DISCRIMINATION (pgs. 4-6)

This section provides an overview and checklist of the policies and procedures that prohibit discrimination and ensures the policies and procedures are in compliance and available to students, employees, and applicants as required by the statute.

There have been no updates to the policies and procedures this academic year, however, this is something the District Board of Trustees should expect to see during the next academic year. The College did change the person designated to coordinate the College’s compliance and provided this information in the report. At this time, the College is in compliance with policy and procedure requirements.

III. STRATEGIES TO OVERCOME UNDERREPRESENTATION OF STUDENTS (pgs. 7-12)

This section examines over a three-year period (2015-2018), the College’s effort to increase enrollments in underrepresented student populations at both the First Time in College (FTIC) and overall enrollment levels.

A. Student Enrollment Data

The following table shows student enrollment as of March 2019. Data was provided by the Florida Department of Education based on data submission from the College.

	FTIC Student Population 2017-2018	FTIC Student Population (%) 2017-2018	Overall Enrollment 2017-2018	Overall Enrollment (%) 2017-2018
Black	339	22.75%	2,029	18.65%
Hispanic	122	8.19%	820	7.54%
Other Minorities	167	11.21%	1,118	10.27%
White	862	57.85%	6,914	63.54%
Total Female	866	58.12%	6,754	62.07%
Total Male	624	41.88%	4,127	37.93%
Total LEP*	4	<1%	49	<1%
Total DIS**	57	<1%	658	6.05%

**LEP refers to Limited English Proficiency **DIS refers to disabled*

Enrollment Achievement Analysis

Black Students

The Black student FTIC population represents 22.75% which is both an increase in the number of Black FTIC students (339) and the percentage of students. The overall enrollment of Black students also increased in both the number of students (2,029) and the percentage, 18.65%.

Hispanic Students

The Hispanic student FTIC population represents 8.19% which is a decrease from the previous academic year. The overall enrollment of Hispanic students was at 7.54% which is an increase from the previous academic year.

Other Minority Students

The Other Minority student FTIC population represents 11.21%. This is an increase in the percentage of FTIC but is a decrease in the number (167) of Other Minority FTIC students. The overall enrollment of Other Minority students increased in 2017-2018 to 10.27%.

White Students

The White student FTIC population represents 57.85% which is a decrease from the previous academic year. The overall White student population also decreased to 63.54%.

All Students

Based on the reported data, the College saw a slight decrease in the FTIC enrollment for the 2017-2018 academic year and an increase in the overall student population.

Female Students

The Female student FTIC population represents 58.12% which is an increase in the percentage of Female FTIC students. The number of Female FTIC students decreased during the 2017-2018 academic year. The overall enrollment of Female students represents 62.07% which is an increase from previous years.

LEP and Disabled Students

The LEP FTIC population increased in 2017-2018 while the overall enrollment decreased. The Disabled student FTIC population decreased in 2017-2018 while the overall enrollment increased.

B. Student Completions

This section provides an overview of the number and percentage of students who have completed AA, AS-AAS, Bachelor degrees, and certificate programs over a three-year period (2015-2018).

	AA Degrees #	AA Degrees %	AS-AAS #	AS-AAS %	Bachelor #	Bachelor %	Certificate #	Certificate %
Black	137	12.53%	50	11.71%	31	20.67%	82	17.48%
Hispanic	90	8.23%	26	6.09%	9	6.00%	34	7.25%
Other Minorities	117	10.70%	49	11.48%	9	6.00%	51	10.87%
White	749	68.53%	302	70.73%	101	67.33%	302	64.39%
Total Female	671	61.39%	296	69.32%	104	69.33%	280	59.70%
Total Male	422	38.61%	131	30.68%	46	30.67%	189	40.30%
Total LEP	3	<1%	4	<1%	1	<1%	3	<1%
Total DIS	67	6.13%	29	6.79%	6	4.00%	30	6.40%

Completion Achievement Analysis

Black Students

The Black student completion rate for AA and Bachelor degrees increased in 2017-2018. The completion rate for AS-AAS degrees and Certificate programs decreased in 2017-2018 from 2016-2017.

Hispanic Students

This Hispanic student completion rate increased in all degree categories except Bachelor's degrees for the 2017-2018 academic year.

Other Minority Students

The Other Minority student completion rate increased in all degree categories except Bachelor's degrees for the 2017-2018 academic year. While the AS-AAS degrees percentage for this population increased, the number of degrees awarded decreased from the 2016-2017 academic year.

White Students

The White student completion rate increased in AS-AAS and Bachelor degrees for the 2017-2018 academic year. The completion rate in AA degrees and Certificate programs decreased for this population in 2017-2018. While the Certificate programs percentage decreased, the number of degrees awarded increased in 2017-2018 from the previous academic year.

All Students

Based on the reported data, for all students, the number of AA degrees and Certificate programs awarded in 2017-2018 increased from 2016-2017. AS-AAS and Bachelor degrees awarded decreased from 2016-2017.

Female Students

The Female student completion rate increased in AS-AAS and Bachelor degrees in 2017-2018. While the percentage of Bachelor degrees increased, the number of degrees awarded decreased. AA degrees and Certificate programs completion rate for female students decreased from 2016-2017. While Certificate programs decreased, the number of Certificates awarded increased.

LEP and Disabled Students

The LEP completion rate in AA degrees stayed the same; in AS-AAS increased; and in Certificate programs and Bachelor degrees, decreased. The Disabled students' completion rate in AA degrees and Certificate programs increased while AS-AAS and Bachelor degrees remained the same.

C. Targeted Programs

This section provides a brief summary of students who have been traditionally underrepresented in specific targeted programs such as math, science, computer technology, electronics, communications technology, engineering and career education.

IV. GENDER EQUITY IN ATHLETICS (pgs. 13-17)

This section provides an overview of Pensacola State College's compliance with all the components of 1006.71 F.S. (Gender Equity in Athletics). PSC is in full compliance.

APPENDICES

Appendix 1 – Change of Designated Person for Notice of Nondiscrimination Statement

Appendix 2 – 2018 EADA Survey Federal Report