

INDIAN RIVER STATE COLLEGE Annual Equity Update Report 2016-2017



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



THE *Florida*
COLLEGE SYSTEM

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INDIAN RIVER STATE COLLEGE Office of the President

April 7, 2017

Ms. Stephanie Leland
Florida Department of Education
325 West Gaines Street, Suite 1532B
Tallahassee, FL 32399-0400

Dear Ms. Leland:

Indian River State College has been recognized as one of the top three community colleges in the nation as a 2017 Finalist with Distinction for the Aspen Prize for Community College Excellence. The college was selected from more than 1,100 state and community colleges nationwide following a rigorous review of data, strategies, and outcomes related to student learning, degree and certificate completion, high rates of graduate employment, earnings for graduates, and exceptional access and success for minority and low-income students. In addition to this honor, IRSC has diligently increased the number of degrees and certificates awarded on an annual basis, finds more than 94 percent of its graduates continuing their education or earning employment, and maintains a ranking of 3rd Most Affordable College in the nation by the U.S. Department of Education.

IRSC continues to enhance its student success efforts, especially in closing achievement gaps among disproportionate student groups, through its partnership with the nationally prestigious Achieving the Dream (ATD) network of colleges. This evidenced-based reform organization is dedicated to the principles of equity and student completion, and current strategies for improving the performance results of our students are paying dividends. IRSC was recognized this past year as a 'Leader College' within the ATD framework, and this status only further strengthens our commitment to closing the attainment gap and to the college's overall equity mission.

In preparing the Annual Equity Update Report, we follow the lead of the Department of Education and Florida College System Equity Compliance Office and IRSC's Equity Officer. Our Equity Officer reviews and disseminates the data and requirements for formulating the report to the Deans and Directors responsible for College Degree and Certificate Programs as well as the following: Human Resources, Student Services, Athletics, Enrollment Management, and Research and Reports. Deans and Directors convene to analyze the data and discuss strategies to improve access and performance of students. Similarly, employment data is evaluated concerning representation of women and minorities in employment. Information is assimilated and submitted for review and

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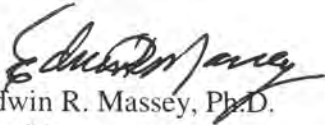
final approval to the District Board of Trustees before final submission to the FCS Equity Compliance Office.

IRSC is proud to report that we have an employee composition of 71.82% females and 29.82% minorities. Our equity statistics for students reveal a student composition of 60.39% females and 41.47% minorities.

In respect to this data, IRSC remains strongly focused on effectively serving all segments of our community and maintaining a firm and unwavering commitment to our equity mission. We also place a strong focus on those programs that will enhance **Student Success** and how we can improve our efforts to assist more students in becoming successful as evidenced in this Annual Equity Report. As a leader in education and innovation, IRSC continues to make a firm commitment to equity for all individuals who pursue educational or employment opportunities in the IRSC environment.

Please find enclosed the Indian River State College 2016-17 Annual Equity Update Report for review and approval by the Florida Department of Education Division of Florida Colleges. On behalf of our District Board of Trustees, Administration, Faculty, Staff, and Students, I am pleased to bring you this annual update on our commitment to our mission.

Sincerely,



Edwin R. Massey, Ph.D.
President

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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. 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 this annual update.

- Section (§) 1000.05, F.S., the “Florida Educational Equity Act”
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. The college equity plan submitted in April 2015 for 2014-2015 is considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

The DFC continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the DFC provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

By focusing on requirements within the statutory areas, the DFC encourages each college to devote its attention to the development of effective methods and strategies for any areas of improvements identified in their analysis of data. Where appropriate, the new reporting guidelines request a response such as new methods and strategies to increase the participation and/or employment of underrepresented minorities.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets at the end of these instructions. Additionally, excel tables have been created for setting goals and reflecting goal achievement. The college may choose to integrate these reports into the body of the report or include them as appendices.

The College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges (DFC) by May 1, 2017. The update should be submitted by email to the following email address: Stephanie.Ieland@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2016-2017 update should address the following six parts of your report.

Part I. Description of Plan Development

Are there any changes to the development of the college equity plan? No Yes

If yes, provide the following applicable updates:

- A. A list of persons, by title and organizational location, involved in the development of the plan
- B. A description of the participation of any advisory groups or persons

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. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No Yes If yes:
 - 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- B. 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? No Yes If yes, provide updated information.
- C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? Yes No
If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.
- D. Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No Yes If yes:
 - 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- 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. No 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. No Yes
 - 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No Yes
If any answers in "E" are "No," provide the college's plan for compliance.

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

1)	Title IX?	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
2)	Title II?	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
3)	Section 504?	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
4)	Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>
5)	Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>
6)	Other policies or procedures related to civil rights or nondiscrimination?	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>

Address the following for any policies or procedures in "F" marked "Yes"

- a) The name of the policy and/or procedure(s):
 1. **AIDS Policy**
 2. Annual-Equity-Review Policy
 3. Non-Discrimination and Non-Harassment Policy
 4. Admissions Policy
 5. Organizational Memberships Policy
 6. Equal Opportunity/Equal Access Policy

- b) The date of revision: November 15, 2016
- c) A description of the revision: AIDS policy- To be in compliance with 760.50 Discrimination on the basis of AIDS, AIDS-related complex, and HIV prohibited ; Policies 2-6- To be in compliance with Florida amended Chapter 760* of its Civil Rights statutes to include pregnant workers as a class protected from workplace discrimination.

- d) The web link(s) to document the revision:
 - [AIDS Policy 6Hx11-3.12](#)
 - [6.30-Annual Equity Review](#)
 - [3.13-Harassment Discrimination Policy](#)
 - [7.11-Admissions](#)
 - [7.81-Student Organizations](#)
 - [3.11-Equal Opportunity/Equal Access](#)

Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

Colleges will continue to examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for first-time-in-college (FTIC) and for overall enrollment. 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.

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2016-2017 in the excel table provided.

The college is achieving goals: Yes No If no, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups

Florida College System
 College: Indian River
 Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	285	2,704	10.54	2,617	22,839	11.46
	2014-15	251	2,760	9.09	2,605	23,087	11.28
	2015-16	218	2,358	9.25	2,537	23,524	10.78
Male	2013-14	285	2,704	10.54	1,536	22,839	6.73
	2014-15	237	2,760	8.59	1,450	23,087	6.28
	2015-16	227	2,358	9.63	1,515	23,524	6.44
Total	2013-14	570	2,704	21.08	4,153	22,839	18.18
	2014-15	488	2,760	17.68	4,055	23,087	17.56
	2015-16	445	2,358	18.87	4,052	23,524	17.22

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	273	2,704	10.10	2,264	22,839	9.91
	2014-15	340	2,760	12.32	2,536	23,087	10.98
	2015-16	298	2,358	12.64	2,775	23,524	11.80
Male	2013-14	284	2,704	10.50	1,527	22,839	6.69
	2014-15	303	2,760	10.98	1,712	23,087	7.42
	2015-16	289	2,358	12.26	1,857	23,524	7.89
Total	2013-14	557	2,704	20.60	3,791	22,839	16.60
	2014-15	643	2,760	23.30	4,248	23,087	18.40
	2015-16	587	2,358	24.89	4,632	23,524	19.69

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	53	2,704	1.96	520	22,839	2.28
	2014-15	78	2,760	2.83	590	23,087	2.56
	2015-16	53	2,358	2.25	612	23,524	2.60
Male	2013-14	73	2,704	2.70	367	22,839	1.61
	2014-15	65	2,760	2.36	391	23,087	1.69
	2015-16	69	2,358	2.93	461	23,524	1.96
Total	2013-14	126	2,704	4.66	887	22,839	3.88
	2014-15	143	2,760	5.18	981	23,087	4.25
	2015-16	122	2,358	5.17	1,073	23,524	4.56

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2013-14	654	2,704	24.19	8,324	22,839	36.45
	2014-15	688	2,760	24.93	8,167	23,087	35.37
	2015-16	611	2,358	25.91	8,281	23,524	35.20
Male	2013-14	797	2,704	29.47	5,684	22,839	24.89
	2014-15	798	2,760	28.91	5,636	23,087	24.41
	2015-16	593	2,358	25.15	5,486	23,524	23.32
Total	2013-14	1,451	2,704	53.66	14,008	22,839	61.33
	2014-15	1,486	2,760	53.84	13,803	23,087	59.79
	2015-16	1,204	2,358	51.06	13,767	23,524	58.52

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. FI. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
	2013-14	1,265	2,704	46.78	13,725	22,839	60.09
	2014-15	1,357	2,760	49.17	13,898	23,087	60.20
Female	2015-16	1,180	2,358	50.04	14,205	23,524	60.39
	2013-14	1,439	2,704	53.22	9,114	22,839	39.91
	2014-15	1,403	2,760	50.83	9,189	23,087	39.80
Male	2015-16	1,178	2,358	49.96	9,319	23,524	39.61
	2013-14	2,704	2,704	100.00	22,839	22,839	100.00
	2014-15	2,760	2,760	100.00	23,087	23,087	100.00
Total	2015-16	2,358	2,358	100.00	23,524	23,524	100.00

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).



		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2013-14	19	16	184	203
	2014-15	26	19	177	223
	2015-16	8	21	182	261
Male	2013-14	13	18	107	202
	2014-15	12	20	96	214
	2015-16	8	28	86	244
Total (ALL)	Rpt Year				
	2013-14	32	34	291	405
	2014-15	38	39	273	437
	2015-16	16	49	268	505

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Source: Student Data Base (2013-14, 2014-15, AND 2015-16) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

2) New methods and strategies to target underrepresented students where goals have not been achieved

The percentage of Male and Female FTIC students has remained relatively unchanged for the past three (3) years for both FTIC and Total Enrollments. The unduplicated headcount of students for the periods: 2013-14, 2014-15, and 2015-16 has increased, from 22,839 in 2013-14 to 23,524 in 2015-16. This analysis will focus primarily on maintenance of proportions of students by race rather than the literal headcounts. The percentage of both Male and Female FTIC students show a drop of two (2) percentage points over the past three (3) years, down slightly in both Male and Female. The Black population continues to make up 18% on average over the last three years.

Hispanic FTIC numbers continued a gradual climb from 21% of all FTIC students to 25%, while increasing 3% in overall enrollment. The White FTIC numbers have decreased 3% and have also declined 2% in overall enrollment. The numbers for LEP students have declined both in FTIC and overall enrollment over the three (3) year period and represent a very small number of students as a portion of total enrollments.

IRSC utilizes numerous strategies and methods to increase enrollments and achieve goals. The following strategies have been particularly successful and we plan to continue them. The accountability agents for each of these strategies will be the Equity Officer and the appropriate Dean/Director. These strategies are evaluated, assessed and monitored on an ongoing basis.

- *New:* Provide bi-monthly Financial Aid workshops for current students who need financial assistance and additional help completing the financial aid processes.
- *New:* Provide Dual Enrollment Information Sessions for Spanish speaking individuals.
- *New:* Provide Career and Transfer Services to our TRIO Programs (Upward Bound Programs, Student Support Services, and Educational Talent Search.)
- *New:* An IRSC representative serves as VP on the Board of the Indiantown Education Coalition, which raises money to provide scholarships and financial assistance for underserved populations in Indiantown.
- *New:* Showcase IRSC programs at the Indiantown and Hobe Sound Libraries on a regular basis.
- Use FTIC student ambassadors at outreach activities in the community, at the high schools, and on-campus whenever possible.
- Provide opportunities for students to explore college careers and programs at an earlier age through exposure in summer youth programs (Expanding Horizons, Quest, and Health Science Academy).
- Bring high school students on campus providing information and hands-on engagement in career activities of their interest (Great Explorations and customized school tours).
- Provide transition services to students with disabilities by working with students, their families and high schools to assist in establishing eligibility, services and accommodations with IRSC.
- Participate in Individualized Education Plan (IEP) meetings with area high schools, students and families to facilitate academic planning for transition to college.
- Host a transition workshop for students with disabilities facilitating those students' matriculation to college and providing awareness of all aspects of disability services.

- Host an open laboratory for students and the community to come to visit the college and receive direct personal assistance in completing the on-line Free Application for Financial Aid (FAFSA).
- Provide bi-lingual advisors, counselors and staff to facilitate student communication and ease transition for the student and family to the college environment.
- Provide workshops and classes at our Indiantown Education Center targeting minority populations through partnerships with the school district, YMCA organization, Boys and Girls Club and Child Care agencies.
- Partner with Hobe Sound Community Trust and Indiantown Education Association to provide scholarships to residents of these communities.
- Provide an IRSC table at Multi-Cultural or minority sponsored community events (San Juan Festival, MLK Festival, etc.)
- Attend quarterly information sessions at the Okeechobee County School District for Hispanic Families.
- Provide career assessment to students who have not identified a career path.
- Partner with weekend morning talk show radio stations to advertise upcoming events and opportunities.
- Network with minority groups/communities to increase recruitment opportunities and to solicit scholarship and mentorship support.
- Provide Financial Aid presentations to area high schools in support of students who need financial assistance and direction on financial aid processes.
- Appeal to underrepresented populations by displaying minority and female recruits and officers on marketing materials and partnerships with agencies that send officers who are female or a minority to speak at recruitment events and career fairs.

Achievement of Goals: ENROLLMENTS

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved and set goals for 2015-2016. A table is provided to use as appropriate.

	2015- 2016 Goals for FTIC	2015- 2016 Goals Achieved FTIC Yes/No	2016 - 2017 Goals for FTIC	2015- 2016 Goals for Overall Enrollments	2015- 2016 Goals Achieved Overall Enrollments Yes/No	2016 - 2017 Goals for Overall Enrollments
Black	Maintain or increase current %	Yes	1.00%	maintain or increase current %	No	1.00%
Hispanic	Maintain or increase current %	Yes	*2.00%	maintain or increase current %	Yes	*2.00%
Other Minorities	Maintain or increase current %	Yes	Maintain or increase current %	maintain or increase current %	Yes	Maintain or increase current %
White	Maintain or increase current %	No	Maintain or increase current %	maintain or increase current %	No	Maintain or increase current %
Male	Maintain or increase current %	Yes	maintain or increase current %	maintain or increase current %	Yes	Maintain or increase current %
Female	Maintain or increase current %	Yes	maintain or increase current %	maintain or increase current %	Yes	Maintain or increase current %
DIS	Maintain or increase current %	Yes	maintain or increase current %	maintain or increase current %	Yes	Maintain or increase current %
LEP	Maintain or increase current %	No	maintain or increase current %	maintain or increase current %	No	Maintain or increase current %

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*2.00% increase enrollment of Hispanic students will enable IRSC to apply for status as a Hispanic serving institution.

B. Student Completions (college degree and certificate programs)

This year’s report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completion (Career Technology, PSAV). The data years are 2013-2014 to 2015-2016, and the categories for assessment are race, gender, disability (DIS) and limited English-language proficiency (LEP). Associate of Applied Science (AAS) Degrees are included in the data for AA Degrees.

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing any goals set in 2015-2016 that remain to be achieved. Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2016-2017 using the excel table provided.

The college is achieving goals: Yes X No If no, provide:

**Florida College System
 College: Indian River
 Student Participation/Completions**

Race: Black		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
	2013-14	172	1,646	10.45	66	700	9.43	78	959	8.13
Female	2014-15	185	1,621	11.41	61	594	10.27	116	1,273	9.11
	2015-16	207	2,007	10.31	68	675	10.07	138	1,450	9.52
	2013-14	96	1,646	5.83	25	700	3.57	69	959	7.19
Male	2014-15	84	1,621	5.18	36	594	6.06	82	1,273	6.44
	2015-16	105	2,007	5.23	33	675	4.89	88	1,450	6.07
	2013-14	268	1,646	16.28	91	700	13.00	147	959	15.33
Total	2014-15	269	1,621	16.59	97	594	16.33	198	1,273	15.55
	2015-16	312	2,007	15.55	101	675	14.96	226	1,450	15.59

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 DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the Spring. 2017 data is not available. LEP=Limited English Proficiency and DIS=Disabled

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	187	1,646	11.36	51	700	7.29	58	959	6.05
	2014-15	156	1,621	9.62	41	594	6.90	78	1,273	6.13
	2015-16	291	2,007	14.50	63	675	9.33	141	1,450	9.72
Male	2013-14	105	1,646	6.38	41	700	5.86	61	959	6.36
	2014-15	94	1,621	5.80	39	594	6.57	112	1,273	8.80
	2015-16	144	2,007	7.17	38	675	5.63	136	1,450	9.38
Total	2013-14	292	1,646	17.74	92	700	13.14	119	959	12.41
	2014-15	250	1,621	15.42	80	594	13.47	190	1,273	14.93
	2015-16	435	2,007	21.67	101	675	14.96	277	1,450	19.10

PERA = CCEE0192 11/17/2016 14:27:31 Source: AA1A2014, AA1A2015, AA1A2016

DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2017 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	35	1,646	2.13	14	700	2.00	11	959	1.15
	2014-15	50	1,621	3.08	11	594	1.85	19	1,273	1.49
	2015-16	58	2,007	2.89	15	675	2.22	27	1,450	1.86
Male	2013-14	31	1,646	1.88	8	700	1.14	12	959	1.25
	2014-15	23	1,621	1.42	13	594	2.19	22	1,273	1.73
	2015-16	34	2,007	1.69	14	675	2.07	36	1,450	2.48
Total	2013-14	66	1,646	4.01	22	700	3.14	23	959	2.40
	2014-15	73	1,621	4.50	24	594	4.04	41	1,273	3.22
	2015-16	92	2,007	4.58	29	675	4.30	63	1,450	4.34

PERA = CCEE0192 11/17/2016 14:27:31 Source: AA1A2014, AA1A2015, AA1A2016

DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2017 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	637	1,646	38.70	289	700	41.29	290	959	30.24
	2014-15	645	1,621	39.79	218	594	36.70	384	1,273	30.16
	2015-16	726	2,007	36.17	254	675	37.63	430	1,450	29.66
Male	2013-14	383	1,646	23.27	206	700	29.43	380	959	39.62
	2014-15	384	1,621	23.69	175	594	29.46	460	1,273	36.14
	2015-16	442	2,007	22.02	190	675	28.15	454	1,450	31.31
Total	2013-14	1,020	1,646	61.97	495	700	70.71	670	959	69.86
	2014-15	1,029	1,621	63.48	393	594	66.16	844	1,273	66.30
	2015-16	1,168	2,007	58.20	444	675	65.78	884	1,450	60.97

PERA = CCEE0192 11/17/2016 14:27:31 Source: AA1A2014, AA1A2015, AA1A2016

DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2017 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2013-14	1,031	1,646	62.64	420	700	60.00	437	959	45.57
	2014-15	1,036	1,621	63.91	331	594	55.72	597	1,273	46.90
	2015-16	1,282	2,007	63.88	400	675	59.26	736	1,450	50.76
Male	2013-14	615	1,646	37.36	280	700	40.00	522	959	54.43
	2014-15	585	1,621	36.09	263	594	44.28	676	1,273	53.10
	2015-16	725	2,007	36.12	275	675	40.74	714	1,450	49.24
Total	2013-14	1,646	1,646	100.00	700	700	100.00	959	959	100.00
	2014-15	1,621	1,621	100.00	594	594	100.00	1,273	1,273	100.00
	2015-16	2,007	2,007	100.00	675	675	100.00	1,450	1,450	100.00

PERA = CCEE0192 11/17/2016 14:27:31 Source: AA1A2014, AA1A2015, AA1A2016

DOE collection years begin with the summer term. (Ex. 2014-15 includes Summer and Fall of 2014, Winter/Spring of 2015).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2017 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Indian River State College has seen a significant increase in the completion of the AA degree among Hispanics, both male and female, over three years, moving from a completion rate of 17.74% of all AA degrees awarded in 2013-14 to 21.67% in 2015-16. In terms of the number of students, this was a jump from 292 students in 2013-14 to 435 in 2015-16. There was an increase in the number of AS degrees awarded to Hispanic students during the same period, jumping from 13.14% of the total degrees awarded in 2013-14 to 14.96% in 2015-16. The largest increase, however, was in the area of Certificates, which saw a jump from 12.41% in 2013-14 to 19.1% in 2015-16.

For our Black students, the numbers held firm over a three year period, with a slight dip in AA degrees awarded (16.28% in 2013-14 to 15.55% in 2015-16), a modest increase in AS Degrees (a jump from 13% to 14.96 % during the same period – as a percentage of overall degrees awarded), and Certificates remaining nearly the same (15.33% in 2013-14 to 15.59% in 2015-16).

- An evaluation of each of the methods and strategies developed to increase completion rates from underrepresented groups.

IRSC utilizes numerous strategies and methods to increase completion rates of our students. The following strategies have been particularly successful and we plan to continue them. The appropriate Dean/Director is the accountability agent for each of the strategies which are evaluated, assessed and monitored on an ongoing basis.

- *New:* Developed blended Automotive and Air Conditioning Certificate Programs which allows working students to have time at home for homework, worksheets, reading assignments etc., to give students more time for hands-on lab activities under the instructor's guidance.
- Formed a Student Achievement Gap Committee to monitor and provide ongoing strategies and programs to close the achievement gaps within the at-risk student population.
- Send email with link to degree audit to those with 75% completion encouraging them to register for their remaining courses leading to graduation.
- Allow those with 75% completion an opportunity to enroll a week earlier than the remaining student population in order to get first pick of classes and better chance of completion.
- Encourage Black males to participate in the African American Male Leadership Institute.
- Increase student awareness of support services that provide academic, financial and counseling assistance through course syllabi and course companion websites.
- Provide peer tutoring support for targeted students.
- Provide faculty mentoring and early intervention counseling to assist targeted student populations.
- Follow-up annually through call-projects and email blasts to A.A. and A.S. students stopping-out, encouraging them to return, and assisting with available resources needed to overcome any perceived barriers to completion.
- Provide in depth orientations to specialized programs.
- Assign FTIC students to faculty mentors.

- Personalize visits to childcare agencies in minority communities and do degree audits and advising for employees to provide advice and encouragement for degree completion.
- Provide intense financial aid counseling to students who are identified as at risk of losing financial aid eligibility.
- Provide job shadowing opportunities imbedded in Certificate Air Conditioning and Welding programs.
- Stronger use of Blackboard by instructors in all courses to include lecture notes, simulations, videos, worksheets, test review, etc. which provides greater access to students to review materials from class.

Achievement of Goals: COMPLETIONS

Based on the data, modify goals as necessary. Report goals below:

	2015- 2016 AA Degrees	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 - 2017
Black		0.50%	No	Increase by 1%
Hispanic		0.50%	No	Increase by 1.5%
Other Minorities		0.50%	No	Increase by .5%
White		No modification	Yes	No Modification
Male		0.50%	No	Increase by 1%
Female		0.50%	Yes	Increase by 1%
DIS		0.50%	Yes	Increase by 1%
LEP		0.50%	Yes	Increase by .5%

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	2015- 2016 AS Degrees	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 – 2017
Black		Increase by 1%	Yes	Increase by 1%
Hispanic		Increase by 1%	No	Increase by 1.5%
Other Minorities		Increase by 1%	Yes	Increase by .5%
White		No Modification	No	No Modification
Male		Increase by 1%	No	Increase by 1%
Female		Increase by 1%	No	Increase by 1%
DIS		Increase by 1%	No	Increase by .5%
LEP		Increase by 1%	No	0.50%

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	2015- 2016 Certificate	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 – 2017
Black		Increase by 1%	Yes	Increase by 1%
Hispanic		Increase by 1%	Yes	Increase 1.5%
Other Minorities		Increase by 1%	Yes	Increase .5%
White		No Modification	No	No Modification
Male		Increase by 1%	No	Increase by 1%
Female		Increase by 1%	Yes	Increase by .5%

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C. Student Success in Targeted Programs

The college's plan for 2015-2016 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 §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

The college is providing updates: Yes X No ___ If yes, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.
- 2) New methods and strategies, if applicable.

The methods and strategies IRSC employs to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses they have been traditionally underrepresented include but are not limited to:

- *New:* The Division of Communications, Humanities, and Social Sciences increased the number of applied learning courses in order to promote better retention and completion for at-risk students.
- *New:* Co-requisite for ENC 1101 will assign a tutor from the Academic Support Center to each ENC 1101 class, and struggling students will be given the opportunity to meet one-on-one with their tutor to keep up in the class. Additionally, writing and grammar assistance through online resources will be provided.
- Implement a "Men of Color Shadow Day". A pilot initiative targeting 100 high school junior and senior males of color with a GPA of at least 2.3. High school males will attend at least one class with a male college student to experience college life first hand.
- Provide students an opportunity to choose their gateway math courses (MAT1100 Quantitative Reasoning vs. MAT1033 Intermediate Algebra) depending on their career choice.
- Through a grant from the Nuclear Regulatory Commission, students who have been traditionally underrepresented are actively recruited to participate in the Engineering Technology Program.
- Bring high school students on campus providing information and hands-on engagement in career activities of their interest (Great Exploration and customized school tours)
- Participate in Individualized Education Plan (IEP) meetings with area high schools, students and families to facilitate academic planning for transition to college.
- Host a transition workshop for students with disabilities facilitating those students' matriculation to college and provide awareness of all aspects of disability services.

- Promote and facilitate the annual Disability Awareness Expo and the Annual National Disability Employment Awareness Month Disability Celebration, both during the month of October.
- Utilize members of the African American Male Leadership Institute (AAMLII) club to assist in the identification and recruitment of high school black males.
- Use First Time In College (FTIC) student ambassadors at outreach activities in the community, at the high schools and on campus whenever possible.
- Participate in community awareness forums to highlight underrepresented targeted programs.
- Utilize IRSC faculty and programs coordinators to showcase Career and Technical programs to students and the community

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

Course Substitution Report, Form CSR01

List the number of students with reported and eligible disabilities who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability				
Orthopedic Impairment	1	MGF2106	CGS1100	Mathematics
		MAC1105	PHI1103	Mathematics
Speech Impairment				
Emotional or Behavioral Disability	2	MAC1105	CGS1060	Mathematics
		MGF2106	PHI1103	Mathematics

Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

How many requests for course substitutions were received and how many substitutions were granted during the preceding academic year? (List the number of requests per semester starting with the fall semester.)

Semester	Number of substitutions requested	Number of substitutions granted
Fall	0	0
Spring	8	6
Summer	0	0
Total	8	6

Part V. Gender Equity in Athletics
(Include and address only if athletic programs are offered by the college)

A. Assessment of Athletic Programs

§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 §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.

B. Data Assessment

§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.

C. 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, 2014 through June 30, 2015 and July 1, 2015 through June 30, 2016

	2014-2015			2015-2016			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	60	67	127	Total Number of Athletes	67	71	138
Percent of Athletes by Gender	47%	53%	100%	Percent of Athletes by Gender	48%	52%	100%
Total Number of Enrollments	2506	2703	5209	Total Number of Enrollments	2321	2568	4889
Percent of Enrollments by Gender	48%	52%	100%	Percent of Enrollments by Gender	48%	52%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	+1%	-1%		Record the difference between the percent of athletes and the percent of students enrolled:	0%	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?

2014-2015: Yes No

2015-2016: Yes No

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 that it is in compliance with Title IX, Gender Equity in Athletics:

- Accommodation of interests and abilities
- Substantial proportionality
- History and practice of expansion of sports

D. 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	Time Lines
	<p>NO CORRECTIVE ACTION NEEDED</p>		

Part VI. College Employment Equity Accountability Plan

§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.

General information for completing this plan

A. Data, Analysis and Benchmarks

Beginning with this year's annual equity update report, colleges will be provided employment data for the last three years, rather than the last five years. This change is for purposes of maintaining a three-year plan as described in §1012.86(1), F.S. Data 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 are from the Independent Postsecondary Education Data System (IPEDS) Fall Staff Criteria Used for Data Categorization as they have been in the past (previously identified as the EEO-6 Federal Report).

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2015 with Fall 2016.

NEW! National benchmarks have changed, beginning with this year's report. Previously, data was collected from the American FactFinder Educational Attainment Census Data and reflected persons by race and gender over the age of 25 who had attained a bachelor's degree and master's degree or higher.

Colleges have also been provided with their own student enrollment percentages by race and gender since the 2008-2009 equity update reports. This additional benchmark was added based on feedback that colleges should strive to reflect their student demographics in their employment. The student enrollment data will be used as the benchmark for setting employment goals.

This may require a closer look and evaluation of methods and strategies to attract more minorities and these should be included in your plan.

**Florida College System
 College: Indian River
 Historical Track Of College Full-Time Exec/Administrative/Managerial Staff
 Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

		Employment								
		Fall								
		Stu Pop.	2014		2015		2016			
		%	#	% of total	#	% of total	#	% of total	# DIF Fall 2015 Fall 2016	% DIF Fall 2015 Fall 2016
Black	Female	10.49%	1	2.9	0	0.0	0	0.0	0	0.0%
	Male	6.62%	3	8.8	4	11.4	3	9.1	-1	(25.0%)
	Total	17.12%	4	11.8	4	11.4	3	9.1	-1	(25.0%)
Hispanic	Female	13.44%	1	2.9	1	2.9	1	3.0	0	0.0%
	Male	9.30%	1	2.9	1	2.9	1	3.0	0	0.0%
	Total	22.74%	2	5.9	2	5.7	2	6.1	0	0.0%
Other	Female	4.12%	1	2.9	1	2.9	1	3.0	0	0.0%
	Male	3.05%	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	7.18%	1	2.9	1	2.9	1	3.0	0	0.0%
White	Female	30.76%	13	38.2	13	37.1	13	39.4	0	0.0%
	Male	20.75%	14	41.2	15	42.9	14	42.4	-1	(6.7%)
	Total	51.51%	27	79.4	28	80.0	27	81.8	-1	(3.6%)
Total	Female	59.62%	16	47.1	15	42.9	15	45.5	0	0.0%
	Male	40.38%	18	52.9	20	57.1	18	54.5	-2	(10.0%)
	Total	100.00%	34	100.0	35	100.0	33	100.0	-2	(5.7%)

PERA = CCEE0192 11/17/2016 14:27:31 Source: APR2015 - APR2017, SDB2016

Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

1. College Full-Time Exec/Administrative/Managerial Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions. Include and evaluate strategies for addressing underrepresentation.

Employment of Black, Hispanic, and Other Minority Executive/Administrative/Managerial (EAM) Staff at IRSC has decreased by 5.7 % due to retirements and normal turnover. Employment of Female EAM staff at IRSC has decreased by 3.6% due to retirements. With our new benchmarks based on student enrollment data, we will continue to focus on our strategies for increasing the number of women and minorities in EAM positions as part of our long-range goals. In addition to continuing the strategies that we have previously pursued, a new strategy that we will be able to more fully utilize this year is the Talent Management feature available in our new ERP system, Workday. In Workday, employees have the ability to document their education, experience, knowledge, skills abilities, and career interests, which will be searchable by our hiring managers and administration. This will enable us to better follow the career interests and skill sets of our employees and to engage them – providing career guidance, training, and professional development to better prepare them to advance in our organization. We also plan to expand our recruitment efforts by posting job vacancies on the job boards of minority colleges and universities nationwide, NCORE (National Conference on Race and Ethnicity), utilize minority job fairs, and advertising sources.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

A continued barrier for IRSC is that our campuses are not located near major metropolitan areas, thereby limiting the number of qualified applicants/candidates for our positions. Economic factors are also a consideration as the economy improves and job opportunities increase creating greater competition for qualified candidates. High retention rates of IRSC employees have also resulted in low turnover, which limits available job opportunities.

EAM - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	0	0	10.49	To continue to exceed benchmark	No	Make progress toward new benchmark
Black Male	11.4	9.1	6.62	To continue to exceed benchmark	Yes	Make progress toward new benchmark
Hispanic Female	2.9	3.0	13.44	To continue to exceed benchmark	No	Make progress toward new benchmark
Hispanic Male	2.9	3.0	9.30	To continue to exceed benchmark	No	Make progress toward new benchmark
White Female	37.1	39.4	30.76	To continue to exceed benchmark	Yes	Make progress toward new benchmark
White Male	42.9	42.4	20.75	N/A	N/A	N/A
Other Minorities Female	2.9	3.0	3.05	To continue to exceed benchmark	No	Make progress toward new benchmark
Other Minorities Male	0.0	0.0	3.05	To continue to exceed benchmark	No	Make progress toward new benchmark
Total Female	42.9	45.5	59.62	To continue to exceed benchmark	No	Make progress toward new benchmark
Total Male	57.1	54.5	40.38	To continue to exceed benchmark	Yes	Make progress toward new benchmark

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**Florida College System
 College: Indian River
 Historical Track Of College Full-Time Instructional Staff
 Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

		Employment									
		Fall									
		Stu Pop. %	2014		2015		2016		# DIF Fall 2015 Fall 2016	% DIF Fall 2015 Fall 2016	
			#	% of total	#	% of total	#	% of total			
Black	Female	10.49%	12	5.7	13	6.3	14	5.8	1	7.7%	
	Male	6.62%	10	4.8	9	4.3	12	4.9	3	33.3%	
	Total	17.12%	22	10.5	22	10.6	26	10.7	4	18.2%	
Hispanic	Female	13.44%	7	3.3	6	2.9	8	3.3	2	33.3%	
	Male	9.30%	4	1.9	4	1.9	4	1.6	0	0.0%	
	Total	22.74%	11	5.3	10	4.8	12	4.9	2	20.0%	
Other	Female	4.12%	9	4.3	9	4.3	9	3.7	0	0.0%	
	Male	3.05%	6	2.9	5	2.4	5	2.1	0	0.0%	
	Total	7.18%	15	7.2	14	6.8	14	5.8	0	0.0%	
White	Female	30.76%	83	39.7	83	40.1	97	39.9	14	16.9%	
	Male	20.75%	77	36.8	78	37.7	94	38.7	16	20.5%	
	Total	51.51%	160	76.6	161	77.8	191	78.6	30	18.6%	
Total	Female	59.62%	111	53.1	111	53.6	128	52.7	17	15.3%	
	Male	40.38%	99	47.4	96	46.4	115	47.3	19	19.8%	
	Total	100.00%	210	100.5	207	100.0	243	100.0	36	17.4%	

PERA = CCEE0192 11/17/2016 14:27:31 Source: APR2015 - APR2017, SDB2016

Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

2. College Full-Time Instructional Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions. Include and evaluate strategies for addressing underrepresentation.

Employment of Black, Hispanic, and Other Minorities in Full-Time Instructional positions at IRSC increased by 17.4% this year due to promotions, retirements, and normal turnover. The percentage of females in Full-Time Instructional positions also increased by 15.3%. Continuing to utilize our Workday Talent Management feature (described in 1a above) as well as expanding our efforts to post job vacancies on the job boards and internet sources of minority colleges and universities nationwide will be added to our strategic initiatives this year to continue to increase our Minority and Female recruitment efforts in this area.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

Please see 1b above.

Instructional - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	6.3	5.8	10.49	To continue to exceed benchmark	No	Make progress toward new benchmark
Black Male	4.3	4.9	6.62	To continue to exceed benchmark	No	Make progress toward new benchmark
Hispanic Female	2.9	3.3	13.44	To continue to exceed benchmark	No	Make progress toward new benchmark
Hispanic Male	1.9	1.6	9.30	To continue to exceed benchmark	No	Make progress toward new benchmark
White Female	40.1	39.9	30.76	To continue to exceed benchmark	Yes	Make progress toward new benchmark
White Male	37.7	38.7	20.75	N/A	N/A	N/A
Other Minorities Female	4.3	3.7	4.12	To continue to exceed benchmark	No	Make progress toward new benchmark
Other Minorities Male	2.4	2.1	3.05	To continue to exceed benchmark	No	Make progress toward new benchmark
Total Female	53.6	52.7	59.62	To continue to exceed benchmark	No	Make progress toward new benchmark
Total Male	46.4	47.3	40.38	To continue to exceed benchmark	Yes	Make progress toward new benchmark

**Florida College System
 College: Indian River
 Historical Track Of College Full-Time Continuing Contract Instructional Staff
 Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

		Employment								
		Fall								
		Stu Pop.	2014		2015		2016			
		%	#	% of total	#	% of total	#	% of total	# DIF Fall 2015 Fall 2016	% DIF Fall 2015 Fall 2016
Black	Female	10.49%	8	4.9	9	5.4	8	5.2	-1	(11.1%)
	Male	6.62%	9	5.5	8	4.8	8	5.2	0	0.0%
	Total	17.12%	17	10.4	17	10.2	16	10.4	-1	(5.9%)
Hispanic	Female	13.44%	6	3.7	5	3.0	5	3.2	0	0.0%
	Male	9.30%	3	1.8	3	1.8	2	1.3	-1	(33.3%)
	Total	22.74%	9	5.5	8	4.8	7	4.5	-1	(12.5%)
Other	Female	4.12%	7	4.3	7	4.2	6	3.9	-1	(14.3%)
	Male	3.05%	5	3.0	3	1.8	3	1.9	0	0.0%
	Total	7.18%	12	7.3	10	6.0	9	5.8	-1	(10.0%)
White	Female	30.76%	65	39.6	68	41.0	63	40.9	-5	(7.4%)
	Male	20.75%	60	36.6	63	38.0	59	38.3	-4	(6.3%)
	Total	51.51%	125	76.2	131	78.9	122	79.2	-9	(6.9%)
Total	Female	59.62%	86	52.4	89	53.6	82	53.2	-7	(7.9%)
	Male	40.38%	79	48.2	77	46.4	72	46.8	-5	(6.5%)
	Total	100.00%	165	100.6	166	100.0	154	100.0	-12	(7.2%)

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

3. College Full-Time Instructional Staff with Continuing Contract

- a. Use the excel table provided to reflect an analysis and assessment of 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. Include and evaluate strategies for addressing underrepresentation.

Employment of Black, Hispanic, and Other Minority Continuing Contract Instructional Staff at IRSC fell by 7.2% this year due to promotions, retirements, and normal turnover. The percentage of females in Full-Time Continuing Contract Instructional positions also decreased by 7.9%. Continuing to utilize our Workday Talent Management feature (described in 1a above) as well as expanding our efforts to post job vacancies on the job boards and internet sources of minority colleges and universities nationwide will be added to our strategic initiatives this year to increase our Minority and Female recruitment efforts in this area.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

Please see 1b above.

Instructional with Continuing Contract - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	5.4	5.2	10.49	To continue to exceed benchmark	No	Make progress toward new benchmark
Black Male	4.8	5.2	6.62	To continue to exceed benchmark	No	Make progress toward new benchmark
Hispanic Female	3.0	3.2	13.44	To continue to exceed benchmark	No	Make progress toward new benchmark
Hispanic Male	1.8	1.3	9.30	To continue to exceed benchmark	No	Make progress toward new benchmark
White Female	41.0	40.9	30.76	To continue to exceed benchmark	Yes	Make progress toward new benchmark
White Male	38.0	38.3	20.75	N/A	N/A	N/A
Other Minorities Female	4.2	3.9	4.12	To continue to exceed benchmark	No	Make progress toward new benchmark
Other Minorities Male	1.8	1.9	3.05	To continue to exceed benchmark	No	Make progress toward new benchmark
Total Female	53.6	53.2	59.62	To continue to exceed benchmark	No	Make progress toward new benchmark
Total Male	46.4	46.8	40.38	To continue to exceed benchmark	Yes	Make progress toward new benchmark

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

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

Department Chairpersons are instructional/faculty staff and are evaluated in accordance with Florida Statute and IRSC Board Policy 6.22. Deans, Provosts, and Vice Presidents are consistently evaluated in accordance with Florida Statute as well as the IRSC Board Policy 6.22. When administrative staff evaluations yield unsatisfactory progress toward meeting intended goals, remedial/corrective action steps are taken such as follow-up evaluations as determined by the supervisor, corrective action plans including Memorandums of Understanding, training as needed, and mentoring. All steps are taken to ensure positive progress toward meeting intended goals.

- 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.

On June 28, 2016, as part of its annual evaluation of the performance of the President, the Indian River State College District Board of Trustees reviewed the progress of the College in implementing strategies to achieve the goals established in its Employment Equity Accountability Plan. Analysis of the Employment Equity Accountability Plan showed that Full-Time Instructional positions at IRSC increased by 17.4% this year as well as an increase of 15.3% to females in Full-Time Instructional positions. However, our long term goal is to exceed the IRSC student population percentages for females and minorities. We will continue to strive to reflect our student demographics in our employment equity plan.

C. Additional Requirements

The college should complete the following related to additional processes required by §1012.86, F.S. The Signature Page of this report will suffice as certification of each. Use space as needed.

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Yes X No ___
Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

The IRSC Human Resources Department continues to maintain selection committee guidelines and works diligently toward ensuring diversity and balance in the gender and ethnic composition of selection committees. The candidate selection committees are to include a department representative(s), a supervisory/administrative representative, the Equity Officer or designee, and the appropriate Vice President or designee. This process ensures that the applicant/candidate is interviewed by a diverse committee.

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

In order to be eligible for a continuing contract, full-time faculty must meet the following minimum qualifications:

- (a) Complete at least five (5) years of satisfactory service, based on the criteria indicated in section (d) below, during a period not to exceed seven (7) years at IRSC. Such service shall be continuous, except for leave duly authorized and granted.
- (b) In exceptional cases, upon approval of the President, the College may apply documented satisfactory service in other institutions of higher learning for purposes of fulfilling the requirement above.
- (c) Be recommended by the President and approved by the Board of Trustees for a continuing contract based on successful performance of duties, demonstration of professional competence pursuant to the criteria outlined in (d) below, and the needs of the College.
- (d) The professional competence of the faculty member shall be evaluated by the President's Cabinet prior to recommendation and approval of a faculty member for continuing contract, based on the following criteria:
 1. Quantifiable, measured effectiveness in the performance of faculty duties:
 - a. Continuing professional development;
 - b. Currency and scope of subject matter knowledge;
 - c. Demonstrated proficiency in the use of appropriate educational technologies;
 - d. Relevant feedback from students, faculty, and employers of students;
 - e. Service to the department, college and community;
 - f. Documented contributions to student success, including student learning outcomes, course completion rates, graduation and/or certification and job placement rates as appropriate for the particular field of learning and individual faculty member;
 - g. Educational qualifications and capacity to meet the needs of the community;
 2. Efficiency, organization and delivery of educational content;
 3. Character, professionalism, compatibility and collegiality;
 4. Length of time the duties and responsibilities of this position are expected to be needed.
- (e) All full-time faculty who become eligible to be considered for continuing contract on or after July 1, 2015 are subject to the provisions above. In order to provide a transition period, faculty members who are currently employed by IRSC and become eligible for the award of a continuing contract during the 2012-13, 2013-14 and 2014-15 academic years must complete three (3) years of satisfactory service in an instructional position at the College during a period not to exceed five (5) successive years with such service being continuous except for leave duly authorized and granted; and must be recommended by the President for continuing contract based on successful performance of duties and demonstration of professional competence.

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

Faculty members hired for an initial appointment beginning on the designated New Faculty Report Date as stated in the Academic Calendar for the upcoming academic year shall be placed on an annual contract. Such faculty members must receive a non-renewal letter by March 1st of that academic year if their contract is not to be renewed. If no non-renewal letter is issued, the faculty member shall be considered continuing their initial contract status the next academic year. In addition, faculty members who have completed their contract status but do not meet the required standards for a continuing contract or that the required duties and responsibilities of that position have been restricted or will be needed for a limited time, shall receive written notification of non-renewal by December 1st. Among the criteria to be considered by Administration in making this determination shall be educational qualifications, efficiency, capability and the capacity to meet the educational requirements of the College and community, or the length of time the duties and responsibilities of this position are expected to be needed. Recommendations to issue annual contracts or award continuing contracts shall be made by the President and submitted to the District Board of Trustees for approval.

- 4) Briefly describe the college's budgetary incentive plan to support and ensure attainment of the 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.

IRSC has implemented strategies and increased marketing and advertising programs to ensure we meet and attain our equity goals. IRSC has maintained funds specifically allocated for attainment of our College's goals for employment of women and minorities. In an effort to attract and retain females and minorities in Full-Time Instructional and Continuing Contract positions, IRSC continues to provide mentors, training and professional development programs, and financial assistance to enhance higher education. Resources are allocated to support attendance at diverse minority job fairs as well as continuing to support recruitment and advertising through national and statewide minority and women advertising sources.

- 5) Salary Information: 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 §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information is not required; however, the college may choose to include additional information for purposes of diversity analysis.

Note: Full time instructional and staff employees at Indian River State College are compensated based on a pay grade and step progression system. Compensation for all new instructional and staff employees start at the beginning step and have the potential to progress forward each year based on time in service/time in grade on Board approval.

Salary Information

NEW HIRES

Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report.

Race and gender information is not required; however, the college may choose to include additional information for purposes of diversity analysis.

	Job Classification (the IPEDS Fall Staff Survey Job Classifications may be used as appropriate)	Number of New Hires*	New Hires*Salary Range	Number of Existing Employee(s) with Comparable Experience	Existing*Salary Range
Row 1	Computer, Engineering, and Science	1	\$71,010	3	\$71,010
Row 2	Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media	4	\$39,130	11	\$39,130 - \$44,960
Row 3	Instruction	16	\$55,080 - \$64,810	108	\$55,080 - \$90,508
Row 4	Service Occupations	3	\$27,930	21	\$27,930 - \$33,760
Row 5	Natural Resources, Construction, and Maintenance Occupations	1	\$36,340	20	\$36,340 - \$41,740
Row 6	Office and Administrative Support Occupations	2	\$30,600 - \$44,960	4	\$30,600 - \$52,410
Row 7	Business and Financial Operations	1	\$36,340	1	\$36,340 - \$37,460
Row 8	Healthcare Practitioners and Technical Occupations	1	\$36,340	0	0

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2016 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, 2016.”

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2016/2017 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

Indian River State College
(NAME OF INSTITUTION)

The college ensures that §1000.05, F.S. and §1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by §1007.264 and §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, §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 §1012.86, F.S.

Name (Equity Officer)

Date

Name (College President)

Date

Name (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2016/2017. Please enclose appropriate appendices.

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APPENDIX 1

EADA SURVEY FEDERAL REPORT

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Equity in Athletics 2016

Institution: Indian River State College (134608)
User ID: E1346081

Screening Questions

Please answer these questions carefully as your responses will determine which subsequent data entry screens are appropriate for your institution.

1. How will you report Operating (Game-day) Expenses?

By Team

Per Participant

2. Select the type of varsity sports teams at your institution.

Men's Teams

Women's Teams

Coed Teams

3. Do any of your teams have assistant coaches?

Yes

Men's Teams

Women's Teams

Coed Teams

No

- If you save the data on this screen, then return to the screen to make changes, note the following:
- 1) If you select an additional type of team remember to include associated data for that type of team on subsequent screens;
- 2) If you delete a type of team but have already entered associated data on other screens, all associated data for that type of team will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.					
Sport	Men's	Women's	Sport	Men's	Women's
Archery	<input type="checkbox"/>		<input type="checkbox"/> Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>		<input type="checkbox"/> Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>		<input type="checkbox"/> Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>		<input type="checkbox"/> Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>		<input type="checkbox"/> Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey			<input type="checkbox"/> Football	<input type="checkbox"/>	
Golf	<input type="checkbox"/>		<input type="checkbox"/> Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>		<input type="checkbox"/> Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>		<input type="checkbox"/> Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>		<input type="checkbox"/> Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>		<input type="checkbox"/> Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball			<input checked="" type="checkbox"/> Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>		<input type="checkbox"/> Swimming and Diving (combined)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Synchronized Swimming			<input type="checkbox"/> Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>		<input type="checkbox"/> Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>		<input type="checkbox"/> Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input type="checkbox"/>		<input type="checkbox"/> Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water Polo	<input type="checkbox"/>		<input type="checkbox"/> Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>		<input type="checkbox"/> Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

CAVEAT

* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please also specify in the caveat box that your institution has a letter from the Office for Civil Rights confirming that the OCR has determined that Dancing and/or Cheerleading are varsity sports at your institution.

- If you save the data on this screen, then return to the screen to make changes, note the following:
- 1) If you select an additional team remember to include associated data for that sport on subsequent screens;
- 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams	Men's Teams	Women's Teams
Baseball	27	
Basketball	14	14
Softball		21
Swimming and Diving (combined)	24	21
Swimming	21	19
Diving	3	2
Volleyball		15
Total Participants Men's and Women's Teams	65	71
Unduplicated Count of Participants <i>(This is a head count. If an individual participates on more than one team, count that individual only once on this line.)</i>	65	71

CAVEAT

(For each men's or women's team that includes opposite sex participants, specify the number of male and the number of female students on that team in this caveat box. This does not apply for coed teams. Additionally, provide any other clarifying information here.)

If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

Head Coaches - Men's Teams

For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field. The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	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
Swimming and Diving (combined)		1	1						1
Coaching Position Totals	0	3	3	0	0	0	0	0	3

CAVEAT

Head Coaches - Women's Teams

For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field. The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	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	
Basketball						1	1		1
Softball		1	1						1
Swimming and Diving (combined)		1	1						1
Volleyball						1	1		1
Coaching Position Totals	0	2	2	0	0	2	2	0	4

CAVEAT

Head Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.
Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.
For help calculating the FTE total click on the Instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coaching Position (for coaching duties only)	4,145	4,145
Number of Head Coaching Positions Used to Calculate the Average	3	4
Number of Volunteer Head Coaching Positions (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	41,450	41,450
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	0.30	0.40

CAVEAT

Assistant Coaches - Men's Teams

For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	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
Swimming and Diving (combined)		2	2						2
Coaching Position Totals	0	4	2	2	0	0	0	0	4
CAVEAT									

Assistant Coaches - Women's Teams

For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	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	
Basketball							1		1
Softball		1		1					1
Swimming and Diving (combined)		2	2						2
Volleyball						1		1	1
Coaching Position Totals	0	3	2	1	0	2	0	2	5

CAVEAT

Assistant Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays assistant coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the Instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coaching Position (for coaching duties only)	2,720	2,720
Number of Assistant Coaching Positions Used to Calculate the Average	4	5
Number of Volunteer Assistant Coaching Positions (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	27,200	27,200
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	0.40	0.50

CAVEAT

Athletically Related Student Aid - Men's and Women's Teams

Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Amount of Aid	406,203	531,834	938,037
Ratio (percent)	43	57	100%

CAVEAT

Recruiting Expenses - Men's and Women's Teams

Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	1,035	2,656	3,691
CAVEAT			

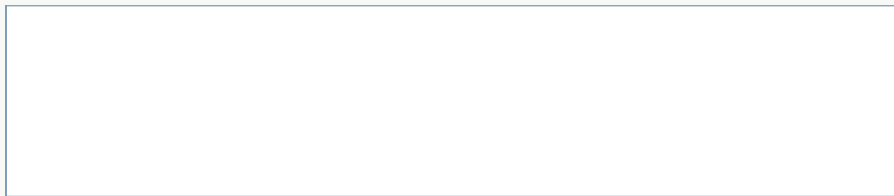
Operating (Game-Day) Expenses - Men's and Women's Teams by Team

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.

For a sport with a men's team and a women's team that have a combined budget, click here for special instructions. Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Participants	Men's Teams		Women's Teams		Total Operating Expenses	
		Operating Expenses per Participant	By Team	Operating Expenses per Participant	By Team		
Basketball	14	2,090	29,265	14	2,403	33,644	62,909
Baseball	27	1,646	44,436				44,436
Softball				21	1,636	34,361	34,361
Swimming and Diving (combined)	24	747	17,922	21	851	17,866	35,788
Volleyball				15	2,794	41,916	41,916
Total Operating Expenses Men's and Women's Teams	65		91,623	71		127,787	219,410

CAVEAT



Note: This screen is for game-day expenses only.

Total Expenses - Men's and Women's Teams

Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	197,898	158,326	356,224
Baseball	285,444		285,444
Softball		226,134	226,134
Swimming and Diving (combined)	157,692	156,288	313,980
Volleyball		217,948	217,948
Total Expenses of all Sports, Except Football and Basketball, Combined	443,136	600,370	1,043,506
Total Expenses Men's and Women's Teams	641,034	758,696	1,399,730
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			374,219
Grand Total Expenses			1,773,949
CAVEAT			

Total Revenues - Men's and Women's Teams


Your total revenues must cover your total expenses.
 Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.
Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	197,898	158,326	356,224
Baseball	285,444		285,444
Softball		226,134	226,134
Swimming and Diving (combined)	157,692	156,288	313,980
Volleyball		217,948	217,948
Total Revenues of all Sports, Except Football and Basketball, Combined	443,136	600,370	1,043,506
Total Revenues Men's and Women's Teams	641,034	758,696	1,399,730
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			374,219
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,773,949

CAVEAT

Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

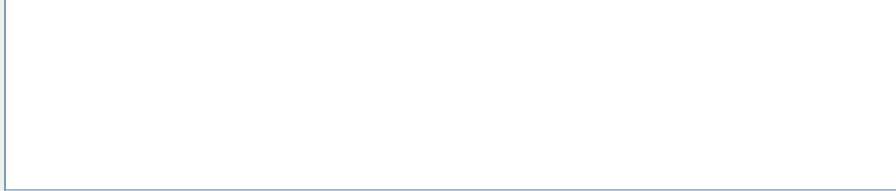
	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	12,435	16,580	29,015
2 Total of Assistant Coaches' Salaries	10,880	13,600	24,480
3 Total Salaries (Lines 1+2)	23,315	30,180	53,495
4 Athletically Related Student Aid	406,203	 531,834	938,037
5 Recruiting Expenses	1,035	2,656	3,691
6 Operating (Game-Day) Expenses	91,623	127,787	219,410
7 Summary of Subset Expenses (Lines 3+4+5+6)	522,176	692,457	1,214,633
8 Total Expenses for Teams	641,034	758,696	1,399,730
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	118,858	66,239	185,097
10 Not Allocated Expenses			374,219
11 Grand Total Expenses (Lines 8+10)			1,773,949
12 Total Revenues for Teams	641,034	758,696	1,399,730
13 Not Allocated Revenues			374,219
14 Grand Total Revenues (Lines 12+13)			1,773,949
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

To return to a data entry screen, click on the link in the [Navigation Menu](#).

To proceed to the Supplemental Information screen, click on the link in the [Navigation Menu](#) or click on the "Next" button on this screen.

Supplemental Information (optional)

This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program. This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk. To explain specific data entered on a previous screen, please use the caveat box on that screen.

A large, empty rectangular box with a thin blue border, intended for supplemental information. It is centered horizontally and occupies a significant portion of the page width.