



NORTHWEST FLORIDA STATE COLLEGE

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April 18, 2017

Ms. Stephanie Leland
Florida Department of Education
Division of Florida Colleges
325 West Gaines Street, Suite 1544
Tallahassee, Florida 32399

Dear Ms. Leland:

In over 50 years of service to its communities, NWF State College has impacted the lives of more than 380,311 students in various credit and non-credit programs. Additionally, more than 38,744 individuals have earned degrees or certificates from the college and countless other students have received a great start before they transferred to another college or university to complete their degree. Please find the Northwest Florida State College Equity report enclosed in this packet which includes further details of these successes.

This year, NWF State College has impacted **HIGHER EDUCATION** in our communities by:

- NWF State College was named as one of the **Top 150 community colleges** in the country by the **Aspen Institute**.
- The college is ranked No. 27 among the nation's best two-year colleges for adult learners (non-traditional students age 25+) in the **2016 Washington Monthly College Guide**.
- The college's Nursing Program was recently ranked as one of the **top 20** associate of science (A.S.) in nursing programs in Florida by **RegisteredNursing.org**.
- NWF State College students earned medals in multiple categories in the Florida Region 1 **SkillsUSA competition** held March 1 at Pensacola State College. The SkillsUSA Championships showcase the best career and technical students in the nation. At this year's regional competition, two teams represented NWF in Career Pathways: Education and Training Services division. Both teams excelled, bringing home both first and second place. The first place team consisted of Heather Bryson, Stefanie Fontaine and Susan Sirois. The second place team consisted of Tawanda Brown, Mary Swisher and Maria Gibson. A team of radiography students competed and placed first in Career Pathways: Health Science division. This team consisted of Megan Campbell, Kelsie Jacobs and Kathleen Tully. Additionally, several students placed individually. For Dental Assisting, Tara Rex placed first, Iryna Slyusar placed second and Brittany Robertson placed third. For Early Childhood Education, Maria Gibson placed first and Destiny Leggett placed second. The students who won or placed in their respective categories will advance to the state competition in Lakeland, April 23-26.
- NWF State College Director of Business and Computer Technology, **Wanjiku Jackson**, was awarded the 2017 **Advisor of the Year for SkillsUSA Florida Region 1**.
- **Scottie Smith**, instructor for the college's Allied Welding Technologies day-class program, received the national **Howard E. Adkins Memorial Instructor Membership Award**, presented by the American Welding Society to recognize outstanding welding instructors for their accomplishments.
- **Amy Krafcik**, English Instructor at the Collegiate High School at NWF State College, was recently selected as a **high impact teacher** by the Florida Department of Education.

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HIGHER EDUCATION, continued from page 1.

- Nine Northwest Florida State College students are among 127 students from throughout the state named to the **2017 All-Florida Academic Team**, which recognizes outstanding students for their academic achievement, leadership and service to their communities. Representing NWF State College on this year's team are Macayla Abercrombie, Ashley Archer, Harrison Blount, Bradley Cochrane, Joanna Lara, Morgan Masek, Emily Summers, Paul Swanson and Cameron Wakeland.
- In 2015-2016, four students from Collegiate High School were named **National Merit Finalist** and four students advanced to **National Merit Semifinalist**. **Cailey Ness**, a senior at Collegiate High at NWF State College and Crestview resident, was selected as a **2017 National Merit** finalist to be considered for a Merit Scholarship award.

This year, NWF State College has impacted our **MILITARY AND VETERANS** communities by:

- NWF State College continues its designation as a **Purple Heart College** from The Military Order of the Purple Heart, having the honor of being the **first college in Florida** to receive this designation.
- In January, the first class of graduates from the new **Solar Ready Vets program** received their certificates of completion at Northwest Florida State College. The seven graduates included veterans, dependents and transitioning military members who are looking for jobs in the growing solar energy field.

This year, NWF State College has impacted **ARTS** in our community by:

- **The Mattie Kelly Arts Center** at NWF State College sponsors at least four school shows per year which are coordinated with all schools within the college's service district - Okaloosa and Walton Counties.
- **The Northwest Florida Symphony Orchestra** conducts a 5th grade concert and a 4th grade concert where students are allowed to participate in each performance as guest musicians.
- **Mattie Kelly Arts Center** rents its main stage theater to local production companies including our local Northwest Florida Ballet which holds performances for school age children - kindergarten through 12th grade.
- Fiction writer and Memoirist **Andre Dubus III** will take center stage at the main event for this year's **NWF READS**, the college's annual literacy celebration in April 2017.

This year, NWF State College has impacted **ECONOMIC DEVELOPMENT** by:

- **NWF State College has joined forces with the Okaloosa County School District** to launch an integrated career and technical education effort to develop programs and curriculum for the future's high-tech, high-skilled workforce. This collaborative effort is driven by local industry partners who will utilize the graduates of the programs being developed. A committee of community and business leaders are serving on the advisory board, and four planning subcommittees have been formed in the areas of manufacturing, tourism, building industry, and health care.
- NWF State College continues to expand its **Welding** and **Machining program offerings**, now offering a dual enrollment program for students in Okaloosa County School District.

This year, NWF State College has impacted our **COMMUNITY** by:

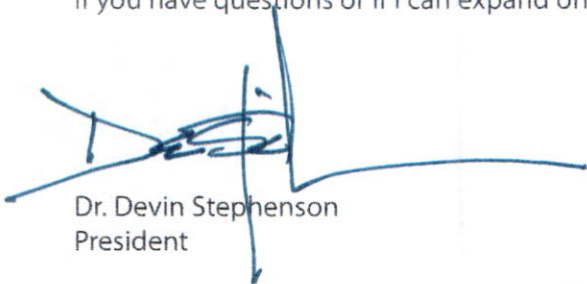
- Implementing an innovative energy conservation program, Northwest Florida State College has significantly cut energy use — **saving \$2,037,621** in only three years. The focus on conservation reflects NWF State College's partnership with **Cenergistic**, a national firm that helps clients to plan and implement a comprehensive energy program focusing on the best practices for using energy.

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COMMUNITY, continued from page 2.

- Lifelong champion of education, philanthropist and community activist, Mrs. Susan Pryor Sloat Myers will connect her name to the Northwest Florida State College's Learning Resources Center with a **\$1 million dollar bequest**, updating the name of the center to the **Susan Myers Learning Resource Center**. In addition to naming the Susan Myers Learning Resources Center and as a way to memorialize her loved ones, Susan Pryor Sloat Myers intends to create, through a planned gift, **six scholarship endowments** honoring her family.
- NWF Men's Basketball secured the **Panhandle Champions title** for 2016-2017. The team is currently participating in the NJCAA Elite Eight Championship Tournament.
- Northwest Florida State College's new **Police Department** became fully operational in February 2016. The department is responsible for providing law enforcement and security services on the Niceville and Fort Walton Beach campuses.
- NWF State College has been designated as a **Law Enforcement Selection Center**. Selection centers assess and provide additional training for police, corrections and federal law enforcement officers that come from out-of-state to gain employment in Florida. As a selection center, NWF will begin to offer three new programs: Selection Center assessments, a High Liabilities Proficiency course and a State Exam Preparation course. Enrollment numbers are expected to be significant due to local agencies hiring military law enforcement personnel.
- On February 1, 2017, Dale E. Peterson, owner of Dale E. Peterson Vacations and Dale E. Peterson Realty, Inc., gave \$25,000 to the **NWF State College Foundation** to establish the **Dale E. Peterson Hospitality Scholarship Endowment**. This merit-based scholarship will be used to provide scholarship support to student(s) majoring in the college's new hospitality program.
- The **NWF Career Center** is now hosting seasonal job fairs that will be a great opportunity for applicants to gain insight into local career fields and employment needs while boosting their visibility with employers.

If you have questions or if I can expand on any of these topics for you, please feel free to contact me.



Dr. Devin Stephenson
President

Division of Florida Colleges Instructions for 2016-2017 College Annual Equity Update

January 3, 2017



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



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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 list of persons, by title and organizational location, involved in the development of the plan

- Dr. Sasha Jarrell, Vice President – Academic Affairs
- Dr. Anne Southard, Dean of General Education and Grants
- Dr. Aimee Watts, Dean of Students
- Mr. Ramsey Ross – Athletic Director
- Ms. Nancy Murphy – Equity Coordinator/Human Resources Director
- Ms. Tanya Fernandes – Disability Support Services, Coordinator

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

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

- The name of the policy and/or procedure(s):
- The date of revision:
- A description of the revision:
- The web link(s) to document the revision:

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 ☒

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 2016-2017. A table is provided to use as appropriate.

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	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	Comparative to our service area (student population)	Yes	Comparative to our service area (student population)	Comparative to our service area (student population)	Yes	Comparative to our service area (student population)
Hispanic	Comparative to our service area (student population)	Yes	Comparative to our service area (student population)	Comparative to our service area (student population)	Yes	Comparative to our service area (student population)
Other Minorities	Comparative to our service area (student population)	Yes	Comparative to our service area (student population)	Comparative to our service area (student population)	Yes	Comparative to our service area (student population)
DIS	Improve enrollment	Yes	Improve enrollment	Improve enrollment	No	Improve enrollment
LEP	Improve enrollment	Yes	Improve enrollment	Improve enrollment	No	Improve enrollment

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

- The following is an evaluation and a plan to increase student enrollment for underrepresented groups:
- Continue to publicize scholarship opportunities targeting minorities, DIS, and LEP poputions. This practice will continue and should lead to increases in overall enrollment.

- Modifications to marketing practices in relation to webpages and advertising has increased FTIC underrepresented student populations. However, the College experienced an overall 10% decline in enrollment (FTE) which correlates to the designated groups not meeting equity goals.
- The Financial Aid (FA) Office provides information sessions at the district high schools and in the community. Working with the Recruiting Office, FA communicates the FAFSA process, available grants, and scholarship opportunities. This practice will continue.
- The College annually hosts “Cash 4 College” with one-on-one assistance for completing the FAFSA. This practice will continue in modified form.
 - Saturday or Sunday “Cash 4 College” events were not attended by the community. This strategy will be modified to include “Cash 4 College” during regular business hours. Any community member, regardless of school choice, may receive assistance completing the FAFSA.
- The FA Office continues to counsel students on default prevention through formal and informal sessions; the college has a default rate of 17.1%, which is down from 17.6%. This practice will continue.
- Continue the English for Speakers of Other Languages (ESOL) program for LEP students, which uses the state-approved curriculum. The purpose of the ESOL program is to provide English language instruction to adult learners who are able to read and write in at least one language other than English. LEP students learn to use English for entering career and technical (CTE) or other postsecondary education, or employment. For the 2015-2016 academic year, there was a 200% increase in LEP FTIC enrollment and a decrease of 4.6% in overall enrollment. This practice will continue.
- Continue to provide a transition program for LEP students from ESOL courses to college level work. Transition advisors help guide and assist students with transitioning into post-secondary opportunities based on their identified future career pathway. Transition advisors arrange college tours twice a year and assist LEP students with admissions requirements prior to enrollment. This practice will continue.
- Track dual enrollment students’ gender and ethnicity to provide data for minority recruitment, and any underrepresented student population. NWF State College’s Director of Dual Enrollment is also the Principal of the Collegiate High School. Under this leadership, dual enrollment has increased 13.9%
- The Pacesetters Scholarship Program has been established at NWF State College to assist African-American males who graduated from an Okaloosa or Walton county high school and who will be an FTIC student during the upcoming fall term. This scholarship awards each student a yearly \$1000 award and provides monthly mentoring and cohort benefits. This practice will continue.
- The Coordinator of Recruitment routinely visits the local Boys and Girls Club, places emphasis on the Pacesetter and minority scholarship opportunities in high schools, and hosts tours for ABE/GED/LEP programs. This practice will continue.

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

- NWF State College is currently hiring a Director of Grant Development who will apply for grants to assist minorities, DIS, and LEP populations.
- The College has hired additional recruiting staff to further enhance the recruiting plan of underrepresented students.
- The Pacesetter's Scholarship program will expand its mentoring and cohort benefits to males who have not earned a scholarship. This opportunity will allow males to become role models for classroom success.

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 ___ No ☒ If no, provide:

Achievement of Goals: COMPLETIONS

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

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	2015- 2016 AA Degrees	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 - 2017
Black	55	> 55	N	In 2015-2016, 7.54% of AA completers were Black. 2016-2017 Goal: > 7.54%
Hispanic	84	> 84	N	In 2015-2016, 8.78% of AA completers were Hispanic. 2016-2017 Goal: > 8.78%
Other Minorities	87	> 87	N	In 2015-2016, 7.82% of AA completers were Other Minorities. 2016-2017 Goal: > 7.82%
DIS	38	> 32	Y	The 2017 A1A State Report indicates that 28.89% of DIS students who were enrolled in the AA program completed the AA. 2016-2017 goal: > 28.89%
LEP	3	> 4	N	The 2017 A1A State Report indicates that 18.75% of LEP students who were enrolled in an AA program completed the AA. 2016-2017 goal: > 18.75%

	2015- 2016 AS Degrees	2015- 2016 Goal	Achieved Yes/No	
Black	64	> 64	N	In 2015-2016, 10.26% of AS and AAS completers were Black. 2016-2017 Goal: > 10.26%
Hispanic	7	> 7	N	In 2015-2016, 4.49% of AS and AAS completers were Hispanic. 2016-2017 Goal: > 4.49%
Other Minorities	18	> 18	N	In 2015-2016, 11.54% of AS and AAS completers were Other Minorities. 2016-2017 Goal: > 11.54%
DIS	6	> 11	N	The 2017 A1A State Report indicates that 9.52% of DIS students who were enrolled in an AA/AAS program completed the AS/AAS. 2016-2017 goal: > 9.52%
LEP	1	> 2	N	The 2017 A1A State Report indicates that 11.11% of LEP students who were enrolled in an AA/AAS program completed the AS/AAS. 2016-2017 goal: > 11.11%

	2015- 2016 Certificate	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 - 2017
Black	19	> 19	N	In 2015-2016, 6.55% of Certificate completers were Black. 2016-2017 Goal: > 6.55%
Hispanic	22	> 22	Y	In 2015-2016, 7.59% of Certificate completers were Hispanic. 2016-2017 Goal: > 7.59%
Other Minorities	17	> 17	N	In 2015-2016, 5.86% of Certificate completers were Other Minorities. 2016-2017 Goal: > 5.86%
DIS	8	> 9	N	The 2017 A1A State Report indicates that 38.10% of DIS students who were enrolled in a Certificate program completed the Certificate. 2016-2017 goal: > 38.10%
LEP	1	> 1	N	The 2017 A1A State Report indicates that 33.33% of LEP students who were enrolled in a Certificate program completed the Certificate. 2016-2017 goal: > 33.33%

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

NWF State College is committed to students' completion of their academic goals. Specialized student support services are highlighted below and will be continued:

- The College is pursuing the military GEM (General Education Mobile) designation, making general education courses available to service members pursuing their CCAF Associate of Applied Science degree. In addition, we are exploring ways to transition these students smoothly, without additional credit requirements, into a bachelor's program.
- The Pacesetters Scholarship Program helps African-American males complete higher education goals. The students receive \$1,000 per academic year and participate in service learning activities and are mentored by community role models.
- The College continues the six-level ESOL program for LEP students. The program uses the state-approved curriculum in addition to a grant-funded Civics Education component, which serves as a pathway to citizenship
- The College continues to provide a transition program for LEP students from ESOL courses to college-level work.
- In the certificate levels of Career Pathway programs, the College is increasing students' awareness of associate degree(s) in that Pathway both through academic advising and degree plans in the College Catalog.
- The Disability Support Coordinator presented information on strategies for disabled students' success to local high school guidance counselors as well as participated in a statewide conference. The Coordinator created a relationship with the county transition specialists.

The College hosted Technology and Manufacturing Day. Local high school students toured and viewed advanced technology and design classrooms as well as the welding labs.

2) **New methods and strategies, if applicable.**

The College's Kid on Campus program will offer a Girls Learning Industrial Trades to Empower & Redefine (GLITTER) camp the summer of 2017. The camp will offer an engaging curriculum to introduce female high school students to the industrial trades. The program is a 4-day hands-on immersive experience where participants work with computer aided drafting (CAD), use CNC machining equipment, and weld together a sculpture (dragon fly). In addition, girls will participate in leadership training and tours of local manufacturing companies and will hear guest speakers from the Northwest Florida Manufacturers Council.

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 ☒ No ☐ If yes, provide:

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

NWF State College is committed to continuing the specialized services described below as each service is believed to increase the engagement and therefore the success of students in programs and courses in which students have been traditionally underrepresented in the STEM area:

- The College's focus on the achievement of African American and economically disadvantaged students in developmental math courses has yielded results: 54.8% to 65.0%, depending on delivery method, of African American students passed developmental math. We surmise that the implementation of the research-based Transparency Project, which assists instructors in making expectations clear and accessible helped these students succeed. The launch of the Sankofa project was also helpful, although participation rates were lower than anticipated. The College will increase student awareness of the Sankofa Project in the coming year.
- The African-American Student Association (AASA) continues to add to its roster of events designed to engage students and increase their success. A Summer Retreat, another Open Mic Night, and a "Pathways to Success" Student Symposium with featured speaker Sherman Williams, who played for the University of Alabama and the Dallas Cowboys, were all popular. AASA continues to facilitate the peer math tutoring program Sankofa.
- The Career Center provides opportunities for non-traditional students, with education and training to enable them to reenter the workforce with marketable skills. The program provides a textbook loan program, skills assessment, career information, internships, and campus work study.
- The Disability Support Services 505 Initiative (DSS-505) is a proactive outreach system to monitor the success and support of students registered with a disability. The program provides personal contact twice a month. This initiative assists with retention efforts to promote self-advocacy and communication. In addition, the Diane Avillion Scholarship was designed to assist disabled students with books, auxiliary aids, and equipment.
- The Academic Success Center (ASC) provides free learning support services for all College students at all college locations. Services include writing assistance, one-on-one tutoring in general education subjects for all students.
- The College continues to support the professors who serve as sponsors for the African-American Student Association.
- The Student Government Association approved the creation of the Spanish Club. The club was created for Hispanic students and modeled on the increasingly active and successful African-American Student Association.

- The College's Coordinator for Disability Support Services continued working with faculty to raise awareness of disability legislation and universal design pedagogies.
- The College continues to encourage faculty in A.S. and certificate programs to refer students to the Academic Success Center and Math Lab and support the Center's hiring of tutors in subject areas relevant to A.S. and certificate programs. Perkins funds are used to provide tutors in these areas.
- The College continues to encourage faculty to refer students to Smarthinking, an online tutorial service.
- The College offered Kids on Campus, a summer program incorporating science, technology and math courses aimed at elementary and middle grade students.
- The Veterans Success Center (VSOC) provides on-campus support to veterans transitioning from military service to civilian life. VA counselors are located on NWF campuses to help veterans achieve educational and career goals. The College's service area includes the largest military installation in the nation.
- The College continues to support the NonTrad2Grad Club. This club benefits non-traditional students by offering academic and social support for non-traditional students. The club recently joined the Association for Non-Traditional Students in Higher Education (ANTSHE).
- The College continues to commit to the Black, Brown, and College Bound initiative. One staff member and several students attended the Conference to learn the importance of being a minority leader on campus. The College will participate annually in this event.

2) New methods and strategies, if applicable.

- Following completion of its initial one-year National Science Foundation (NSF) Robert Noyce Teacher Scholarship partnership with the University of West Florida (UWF), the College and UWF have partnered in a second Noyce application to implement the plan developed to recruit and retain highly qualified STEM teachers.
- The Women of Eminence student organization was established in August 2016. It is comprised of African American students, or "protégés," and the African American female faculty and staff, or "Mentors." This organization will collaborate with other minority student groups on campus. It provides opportunities for academic, professional, and personal growth, including community service.

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	5	Gen Ed Math	ACG2001 Accounting I ECO2013 Economics I ECO2023 Economics II CGS1100 Microcomputer Science	Mathematics
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
Traumatic Brain Injury	1	Gen Ed Math	GEB2430 Business Ethics	Mathematics

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	7	4
Spring	1	1
Summer	1	1
Total	9	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	38	32	70	Total Number of Athletes	38	32	70
Percent of Athletes by Gender	54	46	100%	Percent of Athletes by Gender	54	46	100%
Total Number of Enrollments	1062	1262	2324	Total Number of Enrollments	884	1113	2526
Percent of Enrollments by Gender	46	54	100%	Percent of Enrollments by Gender	44	56	100%
Record the difference between the percent of athletes and the percent of students enrolled:	8	-8		Record the difference between the percent of athletes and the percent of students enrolled:	10	-10	

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?

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
#2 Substantial proportionality	The college hired a new President, January, 2017. There are discussions between the president and the Athletic Director to bring the college in compliance with substantial proportionality.	Ramsey Ross	FY 2018-19

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.

National benchmarks have changed. 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.

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.

EAM - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	<u>College Student Population Percent</u>	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black	7.7%	8.3%	8.56%	To meet or exceed the student population	No	To meet or exceed the student population
Hispanic	7.7%	8.3%	10.26%	To meet or exceed the student population	No	To meet or exceed the student population
Other Minorities	0%	0%	13.37%	To meet or exceed the student population	No	To meet or exceed the student population
Female	53.8%	58.3%	56.18%	To meet or exceed the student population	No	To meet or exceed the student population

The following data reflects employment by the AmericanFactFinder Educational Attainment Census Data:.

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	<u>Census Data by Race Gender over 25 with degree</u>	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black	7.7%	8.3%	2.4%	To meet or exceed census data	Yes	To meet or exceed census data
Hispanic	7.7%	8.3%	3.4%	To meet or exceed the student population	Yes	To meet or exceed the census data
Other Minorities	0%	0%	3.5%	To meet or exceed the student population	No	To meet or exceed the census data
Female	53.8%	58.3%	60.6%	To meet or exceed the student population	Yes	To meet or exceed the census data

Efforts will be made to increase employment in the Other minority category as vacancies occur.

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

- No

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.

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	5.19%	5.5%	8.56%	To meet or exceed the student population	No	To meet or exceed the student population
Hispanic	2.0%	2.2%	10.26%	To meet or exceed the student population	No	To meet or exceed the student population
Other Minorities	9.2%	8.8%	13.37%	To meet or exceed the student population	No	To meet or exceed the student population
Female	56.1%	53.8%	56.18%	To meet or exceed the student population	No	To meet or exceed the student population

The following data reflects employment by the AmericanFactFinder Educational Attainment Census Data:

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	<u>Census Data by Race Gender over 25 with degree</u>	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black	5.19%	5.5%	2.4%	To meet or exceed the census data	Yes	To meet or exceed the census data
Hispanic	2.0%	2.2%	3.41%	To meet or exceed the census data	Yes	To meet or exceed the census data
Other Minorities	9.2%	8.8%	3.5%	To meet or exceed the census data	Yes	To meet or exceed the census data
Female	56.1%	53.8%	60.6%	To meet or exceed the census data	Yes	To meet or exceed the census data

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

No.

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.

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	4.8%	4.8%	8.56%	To meet or exceed the student population	No	To meet or exceed the student population
Hispanic	1.6%	1.6%	10.26%	To meet or exceed the student population	No	To meet or exceed the student population
Other Minorities	8.1%	8.1%	13.37%	To meet or exceed the student population	No	To meet or exceed the student population
Female	50%	53.2%	56.18%	To meet or exceed the student population	No	To meet or exceed the student population

The following data reflects employment by the AmericanFactFinder Educational Attainment Census Data:

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	Census Data by Race Gender over 25 with degree	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black	4.8%	4.8%	2.4%	To meet or exceed the census data	Yes	To meet or exceed the census data
Hispanic	1.6%	1.6%	3.4%	To meet or exceed the census data	No	To meet or exceed the census data
Other Minorities	8.1%	8.1%	3.5%	To meet or exceed the census data	Yes	To meet or exceed the census data
Female	50%	53.2%	60.6%	To meet or exceed census data	Yes	To meet or exceed the census data

Efforts will be made to increase employment in the Hispanic category as vacancies occur.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)
- No

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.
 - Evaluations of selected staff are conducted each October either the President or designee. All selected staff were rated satisfactory in achieving employment accountability 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.

- NWFSC conducted a national search for a new president during the 2016 year. No evaluation was given to the interim President.

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 ☒ No ☐

Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

- Search committees are approved by the appropriate administrator and the Equity Coordinator. Committee members consist of faculty, support staff, and administrators. The Equity Coordinator meets with the search committees.

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

- At the end of each academic year during the initial five-year service period, a review of the faculty member's performance will occur. This review is conducted by the Department Chair or Program Director and approved by the appropriate Dean.
- Full-time faculty members in continuing contract-track appointments become eligible for consideration for a continuing contract award during their fifth year of service after successfully completing four annual reviews.
- During the fifth year of service, after successful completion of four yearly reviews, a faculty member applies for the award of continuing contract. Upon receipt of this application, the Department Chair or Program director will coordinate with the appropriate Dean and the vice president of Academic Affairs to form a continuing contract evaluation committee.
- If the evaluation committee concurs that the faculty member has shown excellent progress and performance in the yearly reviews and in the continuing contract evaluation, a recommendation to award continuing contract will be made to the President.
- If the President concurs with the recommendation, he or she will recommend to the board of Trustees that a continuing contract be awarded.
- If the Board of Trustees concurs, the board and president will formally notify the faculty member that the award has been made.
- Each employee issued a continuing contract shall be entitled to continue in his or her respective full-time faculty position at the college without the necessity for annual nomination or reappointment until the individual resigns from employment, unless the employee is dismissed or returned to annual contract status as described in Section F. (Dismissal or return to annual contract status)

- 3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.
 - At the end of each academic year, full-time faculty members in a continuing–contract track appointment will participate in a review of their performance conducted by their Department Chair or Program Chair.
- 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.
 - Each year, college staff meets to discuss the college budget for the next fiscal year. Funding is provided to Human Resources for recruitment to increase the employment of underrepresented females and/or minorities. Funding is provided through Staff and Program Development for employees to attend professional seminars and workshops. Part of the board policy to award continuing contracts requires faculty members to participate in activities that advance their knowledge and skills in ways that enhance student learning. These may include research, participation in conferences and other continuing education opportunities. Funding will be provided to ensure faculty success to meet this criteria.
- 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.

Salary Information

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires*	Salary Range	Number of Existing Employee(s) with Comparable Experience	Salary Range
Instructional	2	\$38,116-\$52,568	91	\$38,116-\$80,567
Community Social Service, Sports	4	\$30,000-\$43,500	30	\$30,000-\$57,000
Service Occupations	6	\$19,003-\$25,069	40	\$19,003-\$33,676
Office and Administrative Support	8	\$22,060-\$31,937	62	\$22,060-\$51,482
Natural Resources, Maintenance	3	\$22,930-\$31,937	22	\$22,903-\$40,971
Library and Other Teaching	1	\$30,000-\$43,500	28	\$30,000-\$57,000

* 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

Northwest Florida State College

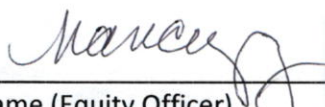
(name of institution)

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)

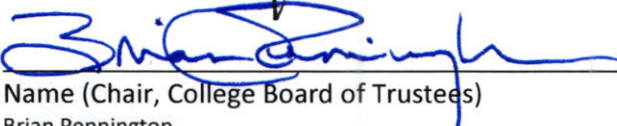
The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of §1012.86, F.S.

 4-18-17

Name (Equity Officer) Date
NANCY MURPHY

 4-18-17

Name (College President) Date
G. DEVIN STEPHENSON

 4-18-17

Name (Chair, College Board of Trustees) Date
Brian Pennington

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

Appendix

GENERAL INFORMATION

Location: 100 College Blvd Niceville, FL 32578-1295
 Phone: (850) 678-5111
 Number of Full-time Undergraduates: 1,997
 Men: 884
 Women: 1,113



ATHLETIC DEPARTMENT INFORMATION

Director: Ramsey Ross
 Address:
 100 COLLEGE BLVD NICEVILLE, FL 32578
 Reporting Year: 07/01/2015 - 06/30/2016
 Reporting Official: Ramsey Ross
 Title: Athletic Director
 Phone: (850) 729-5358
 Sanction Body: NJCAA Division I



PARTICIPANTS

COACHING STAFF AND SALARIES

REVENUES AND EXPENSES

SUPPLEMENTAL INFO

Athletics Participation

Varsity Teams	Number of participants as of the day of the first scheduled contest	
	Men's Teams	Women's Teams
Baseball	25	null
Basketball	13	12
Softball	null	20
Total Participants Men's and Women's Teams	38	32
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	38	32

PARTICIPANTS

COACHING STAFF AND SALARIES

REVENUES AND EXPENSES

SUPPLEMENTAL INFO

– Head Coaches - Men's Teams

Varsity Men's 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
Coaching Position Totals	2	0	2	0	0	0	0	0	2

– Head Coaches - Women's Teams

Varsity Women's 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
Coaching Position Totals	1	0	1	0	1	0	1	0	2

PARTICIPANTS	COACHING STAFF AND SALARIES	REVENUES AND EXPENSES	SUPPLEMENTAL INFO
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— Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$365,701	\$390,534	\$756,235
Ratio (percent)	48	52	100%

— Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$28,204	\$25,046	\$53,250

— Operating (Game-Day) Expenses by Team

Varsity Teams	Men's Teams			Women's Teams			TOTAL OPERATING EXPENSES
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	13	\$5,712	\$74,254	12	\$5,999	\$71,987	\$146,241
Baseball	25	\$2,537	\$63,428	null	null	null	\$63,428
Softball	null	null	null	20	\$2,223	\$44,450	\$44,450
Total Operating Expenses Men's and Women's Teams	38	null	\$137,682	32	null	\$116,437	\$254,119

— Total Expenses by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$328,524	\$376,328	\$704,852
Total Expenses of all Sports, Except Football and Basketball, Combined	\$416,186	\$374,800	\$790,986
Total Expenses Men's and Women's Teams	\$744,710	\$751,128	\$1,495,838
Not Allocated by Gender/Sport	null	null	\$293,117
Grand Total Expenses	null	null	\$1,788,955

— Total Revenues by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$350,624	\$389,280	\$739,904
Total Revenues of all Sports, Except Football and Basketball, Combined	\$401,069	\$380,354	\$781,423
Total Revenues Men's and Women's Teams	\$751,693	\$769,634	\$1,521,327
Not Allocated by Gender/Sport	null	null	\$271,336
Grand Total for all Teams (includes by team and not allocated by gender/sport)	null	null	\$1,792,663