



NORTHWEST FLORIDA STATE COLLEGE

2014-2015 Annual Equity Update

**Northwest Florida State College
Niceville, Florida**

April, 2015

An Equal Access/Equal Opportunity Institution

NWFSC is a Drug Free Workplace

**The Florida College System
Annual Equity Update Report
Guidelines for 2014-2015**

**For
Northwest Florida State College**

**The Division of Florida Colleges
Florida Department of Education**



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General Information and Applicable Laws for Reporting

The purpose of the Annual College Equity Update Report is to provide a current status report of the college's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. The following Florida Statutes and implementing State Board Rules in the Florida Administrative Code (F.A.C.) apply to this annual report.

- Section (§) 1000.05, Florida Statutes (F.S.) Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act."
- Implementing Rule 6A-19.010, Florida Administrative Code (F.A.C.), Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- 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
- Additional implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity.

The report may also reflect efforts by Florida College System institutions to meet federal laws related to civil rights and nondiscrimination in the treatment, admission and employment of students and applicants. Applicable federal laws and regulations enforced by the U.S. Department of Education, U.S. Department of Justice, and the Equal Employment Opportunity Commission include the following:

- Sections IV through VIII of The Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, and Handicap (referred hereafter as, "Guidelines")
- Title VI of the Civil Rights Act of 1964 and implementing regulations under 34 Code of Federal Regulations (C.F.R.) Part 100
- Title IX of the Education Amendments of 1972 and implementing regulations under 34 C.F.R. Part 106
- Section 504 of the Rehabilitation Act of 1973 and implementing regulations under 34 C.F.R. Part 104
- Age Discrimination Act of 1975
- Title II of the Americans with Disabilities Amendments Act of 2008 and implementing regulations under 28 C.F.R. Part 35
- Genetic Information Nondiscrimination Act of 2008

These Guidelines are organized according to the following parts.

- Part I. Description of Plan Development
- Part II. Policies and Procedures that Prohibit Discrimination
- Part III. Strategies to Overcome Underrepresentation of Students
- Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
- Part V. Gender Equity in Athletics
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Each part has instructions for completion along with appropriate legal citations. Colleges are encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines. One **bound** copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2015.

PART I

Description of Plan Development

The college should provide the following as required under State Board Rule 6A-19.010, F.A.C. Use space as needed.

Description of plan development:

The plan shall identify, by title and organizational location, the persons involved in the development of the plan; a description of the participation of any advisory groups or persons; and the date of adoption of the plan by the governing board.

- The persons involved in the development of the plan, by title and organizational location:

Dr. Sasha Jarrell – Vice President, Academic Affairs
Dr. Diane Hodgins – Director, Institutional Research
Mr. Chris Mizell – Chair, Mathematics
Ms. Liz Smith – Counselor for Students with Disabilities
Mr. Ramsey Ross – Athletic Director
Ms. Nancy Murphy –Director, Human Resources/Equity Coordinator

- The date of adoption of the plan by the governing board:

April 21, 2015

PART II

Policies and Procedures that Prohibit Discrimination

A. Policy and Procedure Review Process:

Describe the process used by the college's governing board to review policies and procedures used by the institution to assure compliance with the requirements of §1000.05, Florida Statutes, and Rules 6A-19.001-010, F.A.C. Use space as needed.

The President will recommend, in writing, policies to be considered by the Board. Policy recommendations initiating from any and all sources will be referred to the president for advice, counsel, and administrative recommendations prior to consideration by the Board. Policies that are direct State Board of Education Rules or Florida Statutes have previously been advertised; therefore, local advertisement is not necessary. These policies are taken to the Board for information and for Board acceptance as part of the Board Policy Manual. Policies that require changes in local language are presented for Board authorization to advertise for public response. The policies are advertised twenty-one days prior to the next regularly scheduled meeting at which the policies are considered for adoption by the Board. Policies will be authorized for advertisement and recommended for adoption only after the Board has had access to all reasonably available pertinent facts and has determined to its own satisfaction how the policy will operate and what its effect will be. Policies will be formally approved or disapproved by vote of the Board. Policy statements, upon adoption by the Board, will be recorded and incorporated in to the Board Policy Manual or its supplements, as appropriate. Policy revisions will follow these same guidelines.

B. Policy of Nondiscrimination:

Provide the college's policy/policies of nondiscrimination adopted by the college's governing board. This may be inserted as Appendix 1.

Please indicate the most recent date of revision: January, 2013

C. Regular Notification: Rule 6A-19.010(f), F.A.C.:

Describe procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units, and the general public of this policy. Use space as needed.

The notification statement is posted on every bulletin board throughout the campus and at all locations. It is on every document relating to recruitment and/or employment and on any general college information. The link is throughout our entire website. It is included in our "Annual Distribution" of specific policies and procedures designed to keep employees informed.

D. Equity Officer/Coordinator:

- a. Provide the name, title and contact information for the person(s) designated to coordinate the college's compliance with §1000.05, FS; Rule 6A-19.009-.010, F.A.C., Title IX, Section 504, and Title II. Use more space as needed.

- Name: Nancy Murphy
- Title: Director, Human Resources/Equity Coordinator
- Phone Number: 850-729-5365
- Address: 100 College Blvd. Niceville, FL 32578
- Email: murphyn@nwfsc.edu

- b. Does the regular notice of nondiscrimination include the name, address, and telephone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures? Yes

E. Grievance or Complaint Procedures: Provide as Appendix 2, a copy of the grievance or complaint procedures for use by students, applicants and employees who allege discrimination.

Please indicate the most recent date of revision(s): August 2014 (H.R. Procedure)

Under Rule 6A-19.010(h), F.A.C. Grievance or complaint procedures should address the following at a minimum.

1. Procedure(s) shall be available to all students and their parents, employees and applicants for admission or employment.
2. Notification of these procedures shall be placed in prominent and common information sources.
3. Procedure(s) shall be designed to encourage prompt and equitable resolution of student, employee and applicant complaints but shall not prohibit individuals from seeking redress from other available sources.
4. Procedures shall prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.

F. Revised Policies and Procedures

Submit as Appendix 3, any policies and procedures related to the following for which revisions have been made since submission of the college's last Annual Equity Update Report. You do not need to re-submit the college's policy on nondiscrimination or the college's grievance procedures.

1. Student and/or Employee Harassment Policy and Procedures for Reporting and Investigating Claims of Harassment (if different than the college's nondiscrimination grievance procedures.)
Revisions made: (yes) ____ (no) ☒
If yes, name of procedures(s):
Date of approval of revision:
2. Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease Policy/Procedures
Revisions made: (yes) ____ (no) ☒
If yes, name of policy:
Date of approval of revision:

Note: Revised policies and/or procedures may be submitted at any time in draft form for review and feedback from the DFC; however, revised policies should always be submitted in this report as approved and dated by the governing board and/or president of the college. Revised procedures should also be submitted as final and approved.

PART III

Strategies to Overcome Underrepresented Students

A. Student Enrollments

Colleges will continue to examine 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. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

Data reports reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System

College: Northwest FLA

Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2011-12	81	1,291	6.27	675	10,879	6.20
	2012-13	59	1,124	5.25	575	10,109	5.69
	2013-14	76	1,104	6.88	551	9,741	5.66
Male	2011-12	74	1,291	5.73	497	10,879	4.57
	2012-13	47	1,124	4.18	466	10,109	4.61
	2013-14	57	1,104	5.16	450	9,741	4.62
Total	2011-12	155	1,291	12.01	1,172	10,879	10.77
	2012-13	106	1,124	9.43	1,041	10,109	10.30
	2013-14	133	1,104	12.05	1,001	9,741	10.28

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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).

Florida College System

College: Northwest FLA

Student Participation-Enrollments

Race: Hispanic		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2011-12	53	1,291	4.11	420	10,879	3.86
	2012-13	65	1,124	5.78	413	10,109	4.09
	2013-14	56	1,104	5.07	424	9,741	4.35
Male	2011-12	53	1,291	4.11	320	10,879	2.94
	2012-13	37	1,124	3.29	309	10,109	3.06
	2013-14	49	1,104	4.44	320	9,741	3.29
Total	2011-12	106	1,291	8.21	740	10,879	6.80
	2012-13	102	1,124	9.07	722	10,109	7.14
	2013-14	105	1,104	9.51	744	9,741	7.64

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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).

Florida College System

College: Northwest FLA

Student Participation-Enrollments

Race: Other		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2011-12	61	1,291	4.73	417	10,879	3.83
	2012-13	50	1,124	4.45	432	10,109	4.27
	2013-14	55	1,104	4.98	427	9,741	4.38
Male	2011-12	47	1,291	3.64	278	10,879	2.56
	2012-13	49	1,124	4.36	296	10,109	2.93
	2013-14	41	1,104	3.71	286	9,741	2.94
Total	2011-12	108	1,291	8.37	695	10,879	6.39
	2012-13	99	1,124	8.81	728	10,109	7.20
	2013-14	96	1,104	8.70	713	9,741	7.32

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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).

Florida College System

College: Northwest FLA

Student Participation-Enrollments

Race: White		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2011-12	484	1,291	37.49	4,758	10,879	43.74
	2012-13	428	1,124	38.08	4,439	10,109	43.91
	2013-14	389	1,104	35.24	4,212	9,741	43.24
Male	2011-12	438	1,291	33.93	3,514	10,879	32.30
	2012-13	389	1,124	34.61	3,179	10,109	31.45
	2013-14	381	1,104	34.51	3,071	9,741	31.53
Total	2011-12	922	1,291	71.42	8,272	10,879	76.04
	2012-13	817	1,124	72.69	7,618	10,109	75.36
	2013-14	770	1,104	69.75	7,283	9,741	74.77

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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).

Florida College System

College: Northwest FLA

Student Participation-Enrollments

Race: All		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2011-12	679	1,291	52.59	6,270	10,879	57.63
	2012-13	602	1,124	53.56	5,859	10,109	57.96
	2013-14	576	1,104	52.17	5,614	9,741	57.63
Male	2011-12	612	1,291	47.41	4,609	10,879	42.37
	2012-13	522	1,124	46.44	4,250	10,109	42.04
	2013-14	528	1,104	47.83	4,127	9,741	42.37
Total	2011-12	1,291	1,291	100.00	10,879	10,879	100.00
	2012-13	1,124	1,124	100.00	10,109	10,109	100.00
	2013-14	1,104	1,104	100.00	9,741	9,741	100.00

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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).

Florida College System

College: Northwest FLA

Student Participation-Enrollments

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2011-12	11	23	44	174
	2012-13	5	18	40	164
	2013-14	5	20	40	149
Male	2011-12	5	13	9	124
	2012-13	2	16	9	124
	2013-14	2	16	9	124
Total (ALL)	Rpt Year				
	2011-12	16	36	53	298
	2012-13	7	34	49	288
	2013-14	7	36	49	273

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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).

1. Program Analysis:

Provide a summary of the results of your three-year analyses of student enrollments by race, gender, DIS and LEP. Use space as needed.

Blacks: Based on the data provided in Figure 1.1, FTIC total enrollments increased by 27 students from 106 in 2012-13 to 133 in 2013-14 with percentages for FTIC overall enrollment increasing from 9.43% to 12.05%. This increase is dispersed by gender in the following way: we had 17 more enrolled black females (1.63% increase) and 10 more (.98 increase) enrolled black males. We gained significantly more black female FTIC students than black male. This percentage increase in FTIC is not reflective of the percentage decrease for total enrollment. Total enrollments decreased numerically from 1,041 to 1,001; in addition, the percentages to overall population decreased from 10.30% in 2012-13 to 10.28% in 2013-14.

Hispanics: Based on the data provided in Figure 1.2, FTIC enrollments increased from 102 in 2012-13 to 105 in 2013-14; with a resulting percentage increase for FTIC enrollment from 9.07% to 9.51%. This percentage increase can be attributed to a 1.15% point increase in Hispanic males since there was a .71% point decrease in FTIC Hispanic females. The percentage increase in FTIC does not match the percentage increase for total enrollments. Total enrollments increased from 722 to 744; percentages to overall population increased from 7.14% in 2012-13 to 7.64% in 2013-14.

Other: Based on the data provided in Figure 1.3, FTIC "Other" enrollments decreased from 99 in 2012-13 to 96 in 2013-14 with percentages for FTIC overall enrollment decreasing from 8.81% to 8.70%. The decrease can be attributed to the larger decrease in Other Minority males as female population experienced an increase. The percentage decrease in FTIC does not match the percentage increase for total enrollments. Total enrollments decreased from 728 to 713; percentages to overall population increased from 7.20% in 2012-13 to 7.32% in 2012-13 – a percentage increase of .12% points.

White: Based on the data provided in Figure 1.4, FTIC white enrollments decreased in total number and decreased in percentage to overall population from 817 (72.69%) in 2012-13 to 770 (69.75%) in 2013-14. There was a decrease in overall enrollments and percentage from 7,618 (75.36%) in 2012-13 to 7,283 (74.77%) in 2013-14. There was a decrease of 39 students in the number of white female FTIC population from 428 in 2012-13 to 389 in 2013-14 while the white male FTIC decreased from 389 to 381 in the same time period – a decrease of 8 students.

Females: Based on the data provided in Figure 1.5, FTIC enrollments decrease for females while males increased; however, females maintained the majority at 52.17%. FTIC females decreased in number from 602 in 2012-13 to 576 in 2013-14; a total decrease of 26 students. This is the second year of decrease in this population. FTIC males increased in both number and percentage. Total enrollments for females decreased from 5,859 to 5,614 experiencing a slight decrease in percentages to overall population. In 2012-13 females accounted for 57.96% of total enrollments and 57.63% in 2013-14. Males, on the other hand, experienced a decreased in total overall enrollment while experiencing an increase in percentage from 42.04% in 2012-13 to 42.37% in 2013-14.

LEP/DIS: The data provided in Figure 1.6 provides information regarding students who have reported either as a national origin minority student with limited-English-Language (LEP) skills or a disability (DIS). The analysis indicates FTIC LEP enrollments maintained in number at 7 in 2012-13 and 2013-14; while the same is true in total LEP enrollments. . FTIC students with registered disabilities increased from 34 in 2012-13 to 36 in 2013-14 with the overall enrollment for this category decreasing from 288 to 273 during the same time period. The Total Enrollments for both LEP has maintained the same enrollment for the past two years while female students with a registered disability demonstrate a loss of 15 students.

2. Achievement of goals:

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved and set goals for 2014-2015. A table is provided to use as appropriate.

NWFSC GOAL FOR STUDENTS:
Minority enrollments and minority male enrollment should increase by at least 1% each year in 2011, 2012, and 2013.

Group	2013-2014 Goals for FTIC	Achieved Yes/No	2014-2015 Goals for FTIC	2013-2014 Goals for Overall Enrollments	Achieved Yes/No	2014-2015 Goals for Overall Enrollments
Black	Increase by at least 1%	Yes	Increase representation % over previous year	Increase by at least 1%	No	Maintain or increase representation % over previous year
Hispanic	Increase by at least 1%	No	Increase representation % over previous year	Increase by at least 1%	No	Maintain or increase representation % over previous year
Other Minorities	Increase by at least 1%	No	Increase representation % over previous year	Increase by at least 1%	No	Maintain or increase representation % over previous year
White	Not part of minority	N/A	N/A	Not part of minority	N/A	N/A
Male	Increase by at least 1%	Yes	Increase representation % over previous year	Increase by at least 1%	No	Maintain or increase representation % over previous year
Female	Not part of minority	N/A	N/A	Not part of minority	N/A	N/A
DIS	Increase by at least 1%	Yes	Maintain or increase number of students served from previous year	Increase by at least 1%	No	Maintain or increase number of students served from previous year
LEP	Increase by at least 1%	No	Maintain or increase number of students served from previous year	Increase by at least 1%	No	Maintain or increase number of students served from previous year

3. Methods and Strategies

List the methods and strategies to be used by the college to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project, targeted group, goals and timeframe for achieving stated goals. Use space as needed.

Method and strategies are used to increase enrollments in all minority areas. In particular, methods and strategies to increase minority enrollments and improve minority male enrollments include:

- Continue to publicize scholarship opportunities targeting minorities, especially Black, Hispanic, Other, Disabled, and LEP populations.
- Apply for grants that offer scholarships or stipends for minorities, especially Hispanic, Other, Disabled, and LEP populations.

- The Office of Financial Aid (FA) has been providing community and parental sessions at the district high schools on a regular basis. These efforts have been utilizing effective methods to communicate the FAFSA process, available grants, and scholarships opportunities.
- NWFSC hosts "Cash 4 College" with one-on-one assistance for completing the FAFSA. In the year 2013-14, a total of 32% of students received a federal PELL Grant.
- NWFSC has institutional scholarship opportunities in four sports, student life, fine, and performing arts. Last year's dollars and recipients included \$217,274 to 95 athletes; \$65,061 to 34 students classified academic achievers; \$81,102 to 55 students involved in cultural arts programs; \$13,786 to 20 students involved in student life organizations; \$42,278 to 22 minority students; and \$36,522 to 15 students involved in other extracurricular activities.
- The NWFSC FA Office philosophy is one that strongly encourages use of other options before accumulating debt. We continue to counsel students on default prevention through formal and informal sessions and what we post on the social media Facebook page. We are proud of our cohort default rate of 14.6%.
- NWFSC service district has a high population (3.89%) of First Generation students, it was determined as enrollment declined, the percentages increased. In the year 2013-2014, 55 received a First Generation Scholarship. This represents a 23% increase in recipients from the previous year.
- Continue the six-level ESOL program for LEP students, which use the state-approved curriculum in addition to a grant-funded Civics Education component, which serves as a pathway to citizenship.
- Continue to provide a transition program for LEP students from ESOL courses to college level work.
- Work with minority-owned local businesses to develop a mentoring plan for minorities, especially Hispanic, Other, Disabled, and LEP populations, and highlight this program in recruitment materials.
- Develop a plan to target returning adult minority students, especially Hispanic, Other, Disabled, and LEP adults, as well as directing attention to graduating high school students.
- Track dual enrollment students' ethnicity and high schools to provide data for minority recruitment, especially Hispanic, Other, Disabled, and LEP students, in the dual enrollment program.
- Continue to use social media to recruit students, canvassing recent software applications to find those most used by targeted groups.

B. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2011-2012 to 2013-2014 by race, gender, DIS and LEP skills of students achieving A.A. Degrees, A.S. Degrees or Certificates of Completion (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students for 2014/2015.

Florida College System

College: Northwest FLA

Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	2011-12	53	989	5.36	25	289	8.65	25	320	7.81
	2012-13	47	960	4.90	18	281	6.41	17	328	5.18
	2013-14	30	848	3.54	10	250	4.00	18	308	5.84
Male	2011-12	22	989	2.22	13	289	4.50	8	320	2.50
	2012-13	28	960	2.92	22	281	7.83	8	328	2.44
	2013-14	31	848	3.66	17	250	6.80	9	308	2.92
Total	2011-12	75	989	7.58	38	289	13.15	33	320	10.31
	2012-13	75	960	7.81	40	281	14.23	25	328	7.62
	2013-14	61	848	7.19	27	250	10.80	27	308	8.77

PERA = CCEE0192 01/26/2015 8:04:31 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Northwest FLA

Student Participation/Completions

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	2011-12	31	989	3.13	7	289	2.42	7	320	2.19
	2012-13	49	960	5.10	7	281	2.49	19	328	5.79
	2013-14	35	848	4.13	14	250	5.60	9	308	2.92
Male	2011-12	25	989	2.53	8	289	2.77	4	320	1.25
	2012-13	30	960	3.13	5	281	1.78	4	328	1.22
	2013-14	15	848	1.77	7	250	2.80	8	308	2.60
Total	2011-12	56	989	5.66	15	289	5.19	11	320	3.44
	2012-13	79	960	8.23	12	281	4.27	23	328	7.01
	2013-14	50	848	5.90	21	250	8.40	17	308	5.52

PERA = CCEE0192 01/26/2015 8:04:31 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Northwest FLA
Student Participation/Completions

Race: Other		AA Degrees			AS Degrees			Certificates		
Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	2011-12	36	989	3.64	10	289	3.46	5	320	1.56
	2012-13	46	960	4.79	9	281	3.20	10	328	3.05
	2013-14	50	848	5.90	13	250	5.20	8	308	2.60
Male	2011-12	22	989	2.22	6	289	2.08	6	320	1.88
	2012-13	24	960	2.50	5	281	1.78	9	328	2.74
	2013-14	35	848	4.13	4	250	1.60	10	308	3.25
Total	2011-12	58	989	5.86	16	289	5.54	11	320	3.44
	2012-13	70	960	7.29	14	281	4.98	19	328	5.79
	2013-14	85	848	10.02	17	250	6.80	18	308	5.84

PERA = CCEE0192 01/26/2015 8:04:31 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Northwest FLA
Student Participation/Completions

Race: White		AA Degrees			AS Degrees			Certificates		
Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	2011-12	494	989	49.95	142	289	49.13	126	320	39.38
	2012-13	436	960	45.42	136	281	48.40	150	328	45.73
	2013-14	405	848	47.76	122	250	48.80	124	308	40.26
Male	2011-12	306	989	30.94	78	289	26.99	139	320	43.44
	2012-13	300	960	31.25	79	281	28.11	111	328	33.84
	2013-14	247	848	29.13	63	250	25.20	122	308	39.61
Total	2011-12	800	989	80.89	220	289	76.12	265	320	82.81
	2012-13	736	960	76.67	215	281	76.51	261	328	79.57
	2013-14	652	848	76.89	185	250	74.00	246	308	79.87

PERA = CCEE0192 01/26/2015 8:04:31 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Northwest FLA
Student Participation/Completions

Race: All		AA Degrees			AS Degrees			Certificates		
Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	2011-12	614	989	62.08	184	289	63.67	163	320	50.94
	2012-13	578	960	60.21	170	281	60.50	196	328	59.76
	2013-14	520	848	61.32	159	250	63.60	159	308	51.62
Male	2011-12	375	989	37.92	105	289	36.33	157	320	49.06
	2012-13	382	960	39.79	111	281	39.50	132	328	40.24
	2013-14	328	848	38.68	91	250	36.40	149	308	48.38
Total	2011-12	989	989	100.00	289	289	100.00	320	320	100.00
	2012-13	960	960	100.00	281	281	100.00	328	328	100.00
	2013-14	848	848	100.00	250	250	100.00	308	308	100.00

PERA = CCEE0192 01/26/2015 8:04:31 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Northwest FLA
Student Participation/Completions

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
Female	2011-12	6	15	1	7	1	7
	2012-13	8	26	1	4	2	4
	2013-14	4	18	0	8	4	7
Male	2011-12	3	11	0	4	1	1
	2012-13	0	7	1	2	2	6
	2013-14	1	14	0	5	0	9
Total (ALL)	Rpt Year						
	2011-12	9	26	1	11	2	8
	2012-13	8	33	2	6	4	10
	2013-14	5	32	0	13	4	16

PERA = CCEE0192 01/26/2015 8:04:31 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

1. Program Analysis

Identify areas of disproportionate program completions of students of a particular race, gender, DIS, or LEP. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances. Use space as needed.

AA Degrees:

Black: The total Black completers decreased from 7.81% for the year 2012-13 to 7.19% in 2013-14. The female population experienced a loss in 2013-14 from 4.90% to 3.54%. The male population experienced a gain from 2.92% in 2012-13 to 3.66% in 2013-14.

Hispanic: The total Hispanic completers decreased by 2.33% points from 8.23% in 2012-13 to 5.90% in 2013-14 with the decrease attributed to both Hispanic males and females.

Other Minority: The total Other Minority completers increased by 2.73% points from 7.29% in 2012-13 to 10.02% in 2013-14 with both Other Minority females and males experiencing gains over the three reporting years.

White: The total White completers increased by .22% points from 76.67% in 2012-13 to 76.89 in 2013-14. The female populations experienced a gain while the men experience a loss.

Female: The total Female completers increased by 1.11% points from 60.21% in 2012-12 to 61.32% in 2013-14. Female completers are still the majority. The male population continues to be the minority gender with a decrease from 39.79% in 2012-13 to 38.68% in 2013-14.

Limited English Proficiency (LEP): The total LEP completers decreased from 8 students in 2012-13 to 5 students in 2013-2014; however, the LEP males experienced an increase.

Disabled (DIS): The total DIS completers decreased from 33 in 2012-13 to 32 in 2013-14 with DIS males experiencing an increase while DIS females experienced a decrease.

AS Degrees:

Black: The total Black completers decreased by 3.43% points from 14.23% in 2012-13 to 10.80% in 2013-14. Black females and black males experienced a decrease last year.

Hispanic: The total Hispanic completers increased by 4.13% points from 4.27% in 2012-13 to 8.40% in 2013-14 with Hispanic females experiencing the greater increase of 3.11% points.

Other Minority: The total Other Minority completers increased by 1.82% points from 4.98% in 2012-13 to 6.80% in 2013-14. Females in this category experienced an increase of 2.0% points while males decreased by .18% points.

White: The total White completers decreased 2.51% points from 76.51% in 2012-13 to 74.00% in 2013-14. The females experienced a gain while the males experienced a loss.

Female: The total Female completers increased by 3.1% points from 60.50% in 2012-13 to 63.60% in 2013-14 this after a loss the previous reporting year. The male population continues to be the minority gender with a decrease from 39.50% in 2012-13 to 36.40% in 2013-14.

Limited English Proficiency (LEP): The category did not have any completers for the reporting year which is a decrease from the previous year.

Disabled (DIS): The total DIS completers experienced a gain from 6 in 2012-13 to 13 in 2013-14. Both male and female students experienced a gain in the last reporting year.

Certificates:

Black: The total Black completers increased by 1.15% points from 7.62% in 2012-13 to 8.77% in 2013-14 with both genders experiencing a gain.

Hispanic: The total Hispanic completers decreased by 1.49% points from 7.01% in 2012-13 to 5.52% in 2013-14 with the decrease attributed to Hispanic females at 2.87% points.

Other Minority: The total Other Minority completers increased by a .05% point from 5.79% in 2012-13 to 5.84% in 2013-14 with other Minority females experiencing the greater decrease while the males increased.

White: The total White completers increased by a .30% point from 79.57% in 2012-13 to 79.87% in 2013-14. The male population experienced a slight increase during the reporting period while the females experienced a loss of 5.47% points.

Female: The total Female completers, still the majority, decreased by 8.14% points from 59.76% in 2012-13 to 51.62% in 2013-14. The male population continues to be the minority gender even though there was an increase from 40.24% in 2012-13 to 48.38% in 2013-14.

Limited English Proficiency (LEP): The total LEP completers remained the same with 4 completers this year – the same as last year.

Disabled (DIS): The total DIS completers increased from 10 in 2012-13 to 16 in 2013-14 with both genders experiencing an increase.

2. Achievement of goals:

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

NWFSC GOAL FOR STUDENT COMPLETIONS:
IMPROVE TOTAL COMPLETION NUMBERS
FOR ALL TARGETED MINORITY STUDENTS

Group	AA Degrees	2013-2014 Goal	Achieved Yes/No	Goals for 2014-2015
Black	61	Improve completion	No	Improve completion
Hispanic	50	Improve completion	No	Improve completion
Other	85	Improve completion	Yes	Improve completion
White	652	Not a minority	N/A	Not a minority
Male	328	Improve completion	No	Improve completion
Female	520	Not a minority	N/A	Not a minority
LEP	5	Improve completion	No	Improve completion
DIS	32	Improve completion	No	Improve completion

Group	AS Degrees	2013-2014 Goal	Achieved Yes/No	Goals for 2014-2015
Black	27	Improve completion	No	Improve completion
Hispanic	21	Improve completion	Yes	Improve completion
Other	17	Improve completion	Yes	Improve completion
White	185	Not a minority	N/A	Not a minority
Male	91	Improve completion	No	Improve completion
Female	159	Not a minority	N/A	Not a minority
LEP	0	Improve completion	No	Improve completion
Disability	13	Improve completion	Yes	Improve completion

Group	Certificates	2013-2014 Goal	Achieved Yes/No	Goals for 2014-2015
Black	27	Improve completion	Yes	Improve completion
Hispanic	17	Improve completion	No	Improve completion
Other	18	Improve completion	No	Improve completion
White	246	Not a minority	N/A	Not a minority
Male	149	Improve completion	Yes	Improve completion
Female	159	Not a minority	N/A	Not a minority
LEP	4	Improve completion	No	Improve completion
Disability	16	Improve completion	Yes	Improve completion

3. Methods and Strategies:

List the methods and strategies used by the college to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project/program, targeted group, goals and timeframe for achieving stated goals. Use space as needed.

Northwest Florida State College is committed to the college-wide success. Specialized student support services are highlighted below.

- The President's focus on college-wide designs through working groups to monitor, adjust, recommend, and implement strategies, and programs to increase the success of our students.
- The Veterans Success Center (VSOC) provides on-campus support to Veterans transitioning from military service to civilian life. NWFSC has experienced VA counselors located directly on college campuses to strengthen and create opportunities to help Veterans succeed in achieving educational and career goals. NWFSC service area is located within the largest military installation in the nation.
- 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 Synergy Group is a peer tutoring mentoring group made up of students with similar disabilities and facilitated by an experienced Student Coach. The group provides holistic academic and social support.
- The DSS-SOS 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 financially assist disabled students with books, auxiliary aids, and equipment. The legacy was a gift from a former NWFSC Counselor.
- The Advising Center model revised to include cross-trained advisors with an emphasis on increased training to provide effective and quality advising. The advisor will work with a student from the beginning to the end to establish a personal connection. New procedures have been put into place such as mandatory advising for FTSD (first time degree seeking students) and for program changes. Deliberate front-end intervention has ensured successful goal completion.
- The Student Life (SL) offices were remodeled and relocated next to the Academic Success Center, Coffee Shop, and the Bookstore. The SL ensures inclusive and an inviting environment for students in the lounge. SL has revised the New Student Orientation to include personal connections and interaction with student leaders and academic advisors.
- The NWFSC Athletic programs are nationally recognized for support of athletes. Ninety-five percent of sophomores successfully matriculated to a 4 year university. Several made Academic All-Conference, All-State and All-American and two athletes (men's basketball) National Player of the year. The program provides individual tutoring sessions, mentoring, and community service projects.
- The Pacesetters Scholarship Program assists African-American males achieve 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 Academic Success Center (ASC) provides free learning support services for all NWFSC students at all college locations. Services include writing assistance, one-on-one tutoring in general education subjects for all students
Continued support to the professors who serve as sponsors for the African-American Student Association.
- Continued the six-level ESOL program for LEP students, which uses the state-approved curriculum in addition to a grant-funded Civics Education component, which serves as a pathway to citizenship.
- Continued support for the transition program for LEP students from ESOL courses to college-level work.
- Continued support for the creation of a club for Hispanic students modeled on the increasingly active and successful African-American Student Association.

- Continued support for the lending textbook library for Students with Disabilities to support those students unable to purchase textbooks.
- Continued publication of scholarship opportunities targeting minorities, especially Black, Hispanic, Disabled, and Other populations.
- Continued support for the integration of the minority-owned local businesses mentoring plan for minorities, especially Black, Hispanic, Disabled, and Other populations.
- Continued support for faculty in A.S. and certificate programs to refer students to the Academic Success Center and support the Center's hiring of tutors in subject areas relevant to A.S. and certificate programs.
- Continued encouragement of faculty in A.S. programs to refer students to Smarthinking, an online tutorial service.
- Continued exploration and implementation of coaching services offered by various vendors.
- Continued support to increase students' awareness the certificate to associate degree(s) in the Career Pathway program.

C. Student Retention by Race and Gender

The Annual College Equity Update Report for 2014-2015 should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2012-2013 FTIC students returning Fall 2013-2014 and Fall 2013-2014 FTIC students returning Fall 2014-2015.

1. Identify areas by race and gender where the retention rates have not improved from the previous year. Use space as needed.

- a. Full-time students:

The total full-time FTIC student retention rate decreased from 60% in 2012-13 to 58% in 2013-14. Both the male and the female student retention rate decreased during this period.

Black – The retention rate among the male population decreased from 64% in 2012-13 to 41% in 2013-14 and the female population decreased from 58% to 45% during the same reporting period. .

Hispanic – The retention rate among the male population decreased from 65% in 2012-13 to 48% in 2013-14 while the female population increased.

White – The retention rate among the female population decreased from 65% in 2012-2013 to 58% in 2013-14.

Unknown/Not Reported – The retention rate among the female population decreased from 55% in 2012-13 to 47% in 2013-14.

- b. Part-time students:

The total part-time FTIC student retention rate decreased for this reporting period. It decreased from 46% to 44% for this reporting cycle. The overall male retention rate decreased from 44% to 41% and the overall female retention rate decreased from 48% to 46%.

Black – The female retention rate dropped from 50% to 20% for this reporting period.

Asian – The retention rate among the male population decreased from 67% to 0% and the female population decreased from 43% to 0% during this reporting period.

Hispanic – The retention rate among the male population decreased from 33% to 30% while the female population increased from 29% to 56% during this reporting period.

White – The retention rate among the male population decreased from 44% in 2012-13 to 42% in 2013-14.

Unknown/Not Reported – The retention rate among the male population decreased from 60% in 2012-13 to 50% in 2013-14. In addition, the retention rate among the female population decreased from 67% to 29% during this reporting period.

2. Identify methods and strategies the college will implement in efforts to increase the retention rates. If methods and strategies differ between full-time and part-time students, please provide information accordingly. Use space as needed.

Northwest Florida State College is committed to the college-wide student retention. Specialized programs and services are highlighted below.

- The President's focus on college-wide designs through working groups to monitor, adjust, recommend, and implement strategies, and programs to increase the retention of our students.
- The Veterans Success Center (VSOC) provides on-campus support to Veterans transitioning from military service to civilian life. NWFSC has experienced VA counselors located directly on college campuses to strengthen and create opportunities to help Veterans succeed in achieving educational and career goals. NWFSC service area is located within the largest military installation in the nation.
- 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 Synergy Group is a peer tutoring mentoring group made up of students with similar disabilities and facilitated by an experienced Student Coach. The group provides holistic academic and social support.
- The DSS-SOS 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 financially assist disabled students with books, auxiliary aids, and equipment. The legacy was a gift from a former NWFSC Counselor.
- The Advising Center model revised to include cross-trained advisors with an emphasis on increased training to provide effective and quality advising. The advisor will work with a student from the beginning to the end to establish a personal connection. New procedures have been put into place such as mandatory advising for FTSD (first time degree seeking students) and for program changes. Deliberate front-end intervention has ensured successful goal completion.
- The Student Life (SL) offices were remodeled and relocated next to the Academic Success Center, Coffee Shop, and the Bookstore. The SL ensures inclusive and an inviting environment for students in the lounge. SL has revised the New Student Orientation to include personal connections and interaction with student leaders and academic advisors.
- The NWFSC Athletic programs are nationally recognized for support of athletes. "95% of sophomores successfully matriculated to a 4 year university. Several made Academic All-Conference, All-State and All-American and two athletes (men's basketball) National Player of the year. The program provides individual tutoring sessions, mentoring, and community service projects.
- The Pacesetters Scholarship Program assists African-American males achieve 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 Academic Success Center (ASC) provides free learning support services for all NWFSC students at all college locations. Services include writing assistance, one-on-one tutoring in general education subjects for all students.
- Continued support to the professors who serve as sponsors for the African-American Student Association.
- Continued the six-level ESOL program for LEP students, which uses the state-approved curriculum in addition to a grant-funded Civics Education component, which serves as a pathway to citizenship.
- Continued support for the transition program for LEP students from ESOL courses to college-level work.
- Continued support for the creation of a club for Hispanic students modeled on the increasingly active and successful African-American Student Association.
- Continued support for the lending textbook library for Students with Disabilities to support those students unable to purchase textbooks.
- Continued publication of scholarship opportunities targeting minorities, especially Black, Hispanic, Disabled, and Other populations.
- Continued support for the integration of the minority-owned local businesses mentoring plan for minorities, especially Black, Hispanic, Disabled, and Other populations.
- Continued support for faculty in A.S. and certificate programs to refer students to the Academic Success Center and support the Center's hiring of tutors in subject areas relevant to A.S. and certificate programs.
- Continued encouragement of faculty in A.S. programs to refer students to Smarthinking, an online tutorial service.
- Continued exploration and implementation of coaching services offered by various vendors.
- Continued support to increase students' awareness the certificate to associate degree(s) in the Career Pathway program.

Florida College System

College: Northwest FLA

Full-Time Student Retention (FTIC) 2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	1	3	27	33	1	2	6	9	25	25	221	219	27	30	308	321	629
Num. Retained	1	2	11	15	1	2	5	7	12	16	133	128	16	14	179	184	363
% Retained	100	67	41	45	100	100	83	78	48	64	60	58	59	47	58	57	58

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Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Northwest FLA

Full-Time Student Retention (FTIC) 2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	5	6	28	26	1	1	6	9	17	25	203	254	22	29	282	350	632
Num. Retained	1	3	18	15	1	0	1	5	11	10	122	165	13	16	167	214	381
% Retained	20	50	64	58	100	0	17	56	65	40	60	65	59	55	59	61	60

PERA - Retention 01/26/2015 8:06:23

Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Northwest FLA

Part-Time Student Retention (FTIC)2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	1	1	10	15	0	0	2	4	10	16	112	123	12	14	147	173	320
Num. Retained	0	1	4	3	0	0	0	0	3	9	47	63	6	4	60	80	140
% Retained	0	100	40	20	0	0	0	0	30	56	42	51	50	29	41	46	44

PERA - Retention 01/26/2015 8:06:23

Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Northwest FLA

Part-Time Student Retention (FTIC)2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	0	3	9	16	1	1	3	7	12	21	103	123	15	9	143	180	323
Num. Retained	0	1	3	8	0	0	2	3	4	6	45	62	9	6	63	86	149
% Retained	0	33	33	50	0	0	67	43	33	29	44	50	60	67	44	48	46

PERA - Retention 01/26/2015 8:06:23

Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

D. Student Success in Targeted Programs

The Florida Educational Equity Act, §1000.05, F.S., Part (4), requires that, "Public schools and Florida College System Institutions shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education." Identify current and/or planned methods and strategies developed to increase the participation of any underrepresented students in these courses and programs. Use space as needed.

Student success data in targeted programs will be collected in the same manner data is already collected for the equity plan. In regards to marital status, data is self-reported at the application level and is updated by the student. Caution must be used when reporting on the variable of marital status.

All programs implement the college-wide plans and have the ability to add specific strategies to improve student success in targeted programs. For example, mathematics created and offers a one-hour lab students may elect to take with the college algebra course. The need for the lab was determined after examining student success in the gateway course of college algebra.

- Northwest Florida State College collects and analyzes completion data to drive strategic planning at the college and departmental levels. The college's Institutional Research Department disseminates data to key stakeholders who are empowered to make recommendations for change. The scale of efforts to improve student success varies from course-specific changes to full programmatic changes to institution-wide innovations.
- At the departmental level, completion data are used in department meetings focused on retention and student support.
- At the program level, staff members persist in ongoing efforts to add additional programs to the college's array of career and technical offerings. For Associate of Science degrees, multiple completion points, including certificates, within a program of study promote tiered goal-setting and reward progression. Presenting career opportunities and focusing on high-skill, high-wage educational programs to support pursuit of portable careers is a primary consideration when developing programs.
- Multiple measures have been and will be used to assess the effectiveness of changes. In addition to academic and non-academic Program Reviews, which are conducted every three years and include assessment of annual student learning outcomes, the college also pulls data annually from graduation surveys, withdrawal surveys, employer surveys, nationally normed surveys such as the Noel Levitz survey, pre- and post- performance measures, cohort focus groups, licensure exams, and other general descriptive statistics such as completion rates, retention rates, enrollment trends, etc.

E. Student Success Rates in Gatekeeper Courses

The College 2014-2015 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in gatekeeper courses (MAC1105, MGF1106, STA2023, MAT 1033 and ENC1101) from 2011-2012 through 2013-2014. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

Notes regarding the Disparity reports:

- Success is defined as grades of A, B, C and S
- Courses with grades of X, P, PR and Z are excluded from the data.
- In the Gap Comparison Table, a **negative gap** indicates that the percentage of successful black or Hispanic students completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing gatekeeper courses from 2011-2012 through 2013-2014. Use space as needed.

MAT1033A

- The percentage of white students successful in MAT1033A decreased from 2011-12 to 2012-13 and remained essentially steady with a slight increase from 2011-12 to 2012-13. The total reduction in the success rate was 2.92%.
- The percentage of successful black students in MAT1033A also decreased from 2011-12 to 2012-13 but increased slightly from 2012-13 to 2013-14. The net reduction in the success rate was 13.56%.
- The percentage of successful Hispanic students also decreased slightly from 2011-12 to 2012-13 and then rebounded in 2013-14, resulting in a net increase in the success rate of 0.29%. The Hispanic students maintained a higher success rate each year than both the white students and the black students.

ENC1101

- The percentage of white students successful in ENC1101 increased by 3.48% from 2011-12 to 2012-13 and then decreased by 4.93% in 2013-14. The net change from 2011-12 to 2013-14 was a decrease of 1.45%.
- The percentage of black students successful in ENC1101 increased by 10.33% from 2011-12 to 2012-13 and then decreased by 3.81% in 2013-14. The net change from 2011-12 to 2013-14 was an increase of 6.52%.
- The percentage of Hispanic students successful in ENC1101 increased by 8.64% from 2011-12 to 2012-13 and then increased by 4.93% in 2013-14. The net change from 2011-12 to 2013-14 was an increase of 15.89%.

MAC1105

- The percentage of white students successful in MAC1105 decreased by 11.47% from 2011-12 to 2012-13 and then increased by 6.63% in 2013-14. The net change from 2011-12 to 2013-14 was a decrease of 4.54%.
- The percentage of black students successful in MAC1105 decreased by 18.19% from 2011-12 to 2012-13 and then increased by 24.55% in 2013-14. The net change from 2011-12 to 2013-14 was an increase of 6.36%.

- The percentage of Hispanic students successful in MAC1105 decreased by 9.27% from 2011-12 to 2012-13 and then increased by 6.51% in 2013-14. The net change from 2011-12 to 2013-14 was a decrease of 2.76%.

MGF1106

- The percentage of white students successful in MGF1106 decreased by 21.12% from 2011-12 to 2012-13 and then increased by 18.85% in 2013-14. The net change from 2011-12 to 2013-14 was a decrease of 1.97%.
- The percentage of black students successful in MGF1106 decreased by 16.67% from 2011-12 to 2012-13 and then increased by 16.67% in 2013-14. The net change from 2011-12 to 2013-14 was 0%.
- The percentage of Hispanic students successful in MGF1106 decreased by 3.5% from 2011-12 to 2012-13 and then decreased by 14.68% in 2013-14. The net change from 2011-12 to 2013-14 was a decrease of 18.18%.

STA2023

- The percentage of white students successful in STA2023 increased by 5.28% from 2011-12 to 2012-13 and then decreased by 4.66% in 2013-14. The net change from 2011-12 to 2013-14 was an increase of 0.62%.
- The percentage of black students successful in STA2023 decreased by 14.11% from 2011-12 to 2012-13 and then decreased by 13.79% in 2013-14. The net change from 2011-12 to 2013-14 was an increase of 27.9%.
- The percentage of Hispanic students successful in STA2023 increased by 0.92% from 2011-12 to 2012-13 and then increased by 0.56% in 2013-14. The net change from 2011-12 to 2013-14 was an increase of 1.48%.

2. Continuous Improvement Process:

Based on the analysis of the college's data for each course, identify methods and strategies the college will implement and monitor to improve success rates and/or close the black/white gaps and Hispanic/white gaps in the success rates of the gatekeeper courses. Please include any programs the college has implemented that target a particular race or ethnicity. Use space as needed.

MAT1033A

- The Black-White Gap in MAT1033A widened by 12.07 percentage points from 2011-12 to 2012-13 and narrowed by 1.43 percentage points from 2012-13 to 2013-14 with white students having higher success rates in each year.
- The Hispanic-White Gap in MAT1033A widened by 0.05 percentage points from 2011-12 to 2012-13 and widened by 3.16 percentage points from 2012-13 to 2013-14 with Hispanic students having higher success rates than white students in each year.

ENC1101

- The Black-White Gap in ENC1101 narrowed by 6.85 percentage points from 2011-12 to 2012-13 and narrowed by 1.12 percentage points from 2012-13 to 2013-14 with white students having higher success rates in each year.
- The Hispanic-White Gap in ENC1101 narrowed by 5.16 percentage points from 2011-12 to 2012-13 with white students having higher success rates than Hispanic students in each year. However, from 2012-13 to 2013-14, Hispanic students increased their success rate differential by 12.18 percentage points resulting in a positive Hispanic-White Gap of 10.98 percentage points.

MAC1105

- The Black-White Gap in MAC1105 widened by 7.02 percentage points from 2011-12 to 2012-13 and narrowed by 17.92 percentage points from 2012-13 to 2013-14 with white students having higher success rates in each year.
- The Hispanic-White Gap in MAC1105 narrowed by 1.9 percentage points from 2011-12 to 2012-13 and widened by 0.12 percentage points from 2012-13 to 2013-14 with white students having higher success rates than Hispanic students in each year.

MGF1106

- The Black-White Gap in MGF1106 narrowed by 4.45 percentage points from 2011-12 to 2012-13 and widened by 2.48 percentage points from 2012-13 to 2013-14 with white students having higher success rates in each year.
- From 2011-12 to 2012-13 in MGF1106, Hispanic students increased their success rate differential as compared with white students by 17.62 percentage points resulting in a Hispanic-White gap of 10.69. However, from 2012-13 to 2013-14, white students increased their success rate differential by 33.83 points resulting in a Hispanic-White gap of -23.14 percentage points.

STA2023

- From 2011-12 to 2012-13 in STA2023, white students increased their success rate differential by 19.39 percentage points as compared with black students, resulting in a Black-White gap of -7.08 percentage points. From 2012-13 to 2013-14 the Black-White gap widened by an additional 9.13 points.
- The Hispanic-White gap widened in STA2023 by 4.36 points from 2011-12 to 2012-13 and narrowed by 5.22 percentage points from 2012-13 to 2013-14 with white students having higher success rates than Hispanic students in each year.

Methods and Strategies for Improvement

- In an effort to improve our success rates in MAT1033A and also in the following course, MAC1105, we have begun using a McGraw-Hill textbook package that comes with ALEKS learning software. The software is an adaptive learning tool that adjusts the problems presented based on the students' strengths and weaknesses in order to provide a solid foundation of mathematical skills.
- We continue to offer the MAC1105L College Algebra Lab course in the fall and spring semesters. We plan to advertise it more in the upcoming year to encourage more students to participate.
- We began offering a MAT1033A Intermediate Algebra Lab course in the fall 2014 semester. Students have the opportunity to obtain more reinforcement of basic algebra skills in a structured learning environment.
- Several instructors in the department record their face-to-face class sessions with D2L Capture and post the lectures on D2L for their students. This allows students to re-watch a lecture and reinforce what was learned. It also provides an opportunity for students who may have missed a class to catch up on the course material.
- Several instructors use Livescribe pens to create pencasts for their students. These are used to answer homework questions or provide extra examples for students.
- Faculty are encouraged to explore alternative course delivery methods.
- One instructor continues to employ the flipped classroom method with several of his classes. This method has proven to be very successful at some colleges and universities.
- Continue to encourage students to seek free tutorial assistance at the Math Lab, the ASC and through SmartThinking.
- Encourage students to seek instructor assistance during office hours (10 hrs/week).
- Continue to critique and adjust our courses as needed to better serve our students.

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

Success Rates for White Students at Northwest FLA Fall End-of-Term

White	2011-12			2012-13			2013-14		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT1033	260	417	62.35	237	399	59.40	249	419	59.43
ENC1101	392	559	70.13	385	523	73.61	353	514	68.68
MAC1105	350	529	66.16	259	471	54.99	305	495	61.62
MGF1106	94	118	79.66	72	123	58.54	94	121	77.69
STA2023	145	240	60.42	136	207	65.70	152	249	61.04

PERA - Disparity Gap 01/26/2015 8:08:14

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

Success Rates for Black Students at Northwest FLA Fall End-of-Term

Black	2011-12			2012-13			2013-14		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT1033	44	74	59.46	32	72	44.44	28	61	45.90
ENC1101	40	71	56.34	46	69	66.67	44	70	62.86
MAC1105	24	55	43.64	14	55	25.45	28	56	50.00
MGF1106	6	12	50.00	5	15	33.33	7	14	50.00
STA2023	24	33	72.73	17	29	58.62	13	29	44.83

PERA - Disparity Gap 01/26/2015 8:08:14

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

Success Rates for Hispanic Students at Northwest FLA Fall End-of-Term

Hispanic	2011-12			2012-13			2013-14		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT1033	32	46	69.57	32	48	66.67	51	73	69.86
ENC1101	44	69	63.77	42	58	72.41	47	59	79.66
MAC1105	39	64	60.94	31	60	51.67	32	55	58.18
MGF1106	8	11	72.73	9	13	69.23	6	11	54.55
STA2023	12	21	57.14	18	31	58.06	17	29	58.62

PERA - Disparity Gap 01/26/2015 8:08:14

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

Gap Comparison in Percentage Successful at Northwest FLA Fall End-of-Term

Course	2011-12		2012-13		2013-14	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT1033	-2.89	7.22	-14.96	7.27	-13.53	10.43
ENC1101	-13.79	-6.36	-6.94	-1.20	-5.82	10.98
MAC1105	-22.52	-5.22	-29.54	-3.32	-11.62	-3.44
MGF1106	-29.66	-6.93	-25.21	10.69	-27.69	-23.14
STA2023	12.31	-3.28	-7.08	-7.64	-16.21	-2.42

PERA - Disparity Gap 01/26/2015 8:08:14

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Part IV

Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities

This Part applies to all college academic programs and substitutions for students with disabilities.

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations: Applies to any student with a disability, as defined in §1007.02(2), F.S., who is otherwise eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability.

§1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations: Applies to any student with a disability, as defined in §1007.02(2), F.S., in a public postsecondary educational institution shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by §1007.264 and §1007.265, F.S. and by Rule 6A-10.041, F.A.C. Colleges should submit as Appendix 4, copies of the policies and procedures developed for compliance with Rule 6A-10.041, F.A.C.

Rule 6A-10.041(1), F.A.C., requires that reasonable substitutions are made available for eligible students for the following:

- Requirements for admission to the institution;
- Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program;
- Requirements for admission to a program of study where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program; and
- Requirements for entry into upper division where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program.

Rule 6A-10.041(2), F.A.C., requires that colleges have policies and procedures addressing the following to implement §1007.264, F.S., and §1007.265, F.S.

- A mechanism to identify persons eligible for reasonable substitutions due to a disability;
- A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability;
- A mechanism for making the designated substitutions known to affected persons;
- A mechanism for making substitution decisions on an individual basis; and
- A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

Rule 6A-10.041(3), F.A.C., requires that the policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

Rule 6A-10.041(4), F.A.C., requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

A. Rule 6A-10.041, F.A.C., was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008.

- B. Rule 6A-10.041(6)** states, "Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within the Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010."

Complete Form CSR01 on the following page for eligible students with disabilities.

Course Substitution Report, Form CSR01

Please 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	0			
Visual Impairment	0			
Specific Learning Disability	1	Gen.Ed. Math	MTB 1103 CGS 1570	Mathematics
Orthopedic Impairment	2		CGS1100 ECO2013	Mathematics
Speech Impairment	0			
Emotional or Behavioral Disability	2	Gen. Ed.Math	MTB1103 CGS1100 ECO2013	Mathematics
Autism Spectrum Disorder	0			
Traumatic Brain Injury	0			
Other Health Impairment	0			

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	5	5
Spring	0	0
Summer	0	0
Total	5	5

PART V GENDER EQUITY IN ATHLETICS

Note: If the college does not offer intercollegiate athletics, delete this part from the report.

§1006.71, F.S., Gender equity in intercollegiate athletics: applicable to postsecondary institutions offering athletic programs states, "Each community college and state university 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. The college's annual assessment of its gender equity plan should be included in this part.

This year's Gender Equity in Athletics Update should address the following.

A. Assessment of Athletic Programs: §1006.71, F.S. requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics. Rule 6A-19.004, F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics, also identifies areas required for compliance. Rule 6A-19.004(1) states, "Gender equity in athletics at all levels of public education shall be defined as: Gender equity in athletics is the fair distribution of overall athletic opportunity and resources, substantially proportionate to the enrollment of males and females, so that no student athlete, coach or athletic administrator is discriminated against in an athletic program on the basis of gender." Part (2)(a) states, "Participation shall include all varsity roster positions available, but shall not include club or intramural opportunities."

Please address the following.

1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders
 2. Participation rates, substantially proportionate to the enrollment of males and females
 3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities
 4. Scholarship offerings for athletes
 5. Funds allocated for:
 - a. The athletic program overall
 - b. Administration
 - c. Recruitment
 - d. Comparable coaching
 - e. Publicity and promotion
 - f. Other support costs
 - g. Travel and per diem allowances
 6. Provision of equipment and supplies
 7. Scheduling of games and practice times
 8. Opportunities to receive tutoring
 9. Compensation of coaches and tutors
 10. Medical and training services
 11. Housing and dining facilities and services
- Use space as needed.

1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders:

NWFSC has dedicated resources to field four (4) intercollegiate athletic teams to participate in the Panhandle Conference (Women's Softball and Basket; Men's Basketball and Baseball). NWFSC's position has always been to add a sport without decreasing the opportunities currently available in the existing four (4) sports. When NWFSC does add another sport, which in this case would be a female sport, the funding must be there to provide the new sport with the same opportunities to compete for conference, state and national championships. NWFSC Men's Basketball won the National Championship for 2015.

2. Participation rates, substantially proportionate to the enrollment of males and females:

NWFSC always met proportionality until recent changes in college academic program offerings. When the change was made by the institution to join the state college system, new programs were added that produced overwhelming increase in female enrollment. These programs generate a tremendous spike in the overall female enrollment at the college thus placing NWFSC outside of the 5% various as set by OCR.

At this time and with the current status of the Florida economy and funding for state budgets, NWFSC's only recourse is to maintain the outstanding accommodations of the four sports currently in place. The value in continuing to provide these accommodations for the current student-athletes at NWFSC is that the four existing sports annually produce solid citizens, excellent graduation and matriculation rates, positive college and community support and successful teams.

3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities.
Scholarship offerings for athletes:

NWFSC is known nationally as having some of the finest and most equitable facilities for both male and female teams. There is complete equity for basketball and baseball/softball. In 2008, NWFSC expended over \$500,000.00 to upgrade the baseball facility and in 2009, \$500,000 was spent on upgrading the softball facility. NWFSC completed a state-of-the-art basketball arena in January of 2011 that is among the best in the nation for two-year colleges. This facility provides the exact same square-footage, amenities, and usage for both the men's and women's basketball programs.

As a NJCAA Division I program, NWFSC offers the maximum allowed scholarships under NJCAA Sports Procedures listed in the NJCAA Handbook, Article IV, Section 19 and the Florida College System Activities Association regulations.

Each student-athlete signed to an NJCAA Letter-of-Intent receives tuition, books, and fees.

Men's Basketball	12 Slots
Women's Basketball	15 Slots
Baseball	24 Slots
Softball	20 Slots

Additionally, each scholarship also includes \$75.00/week food stipend and breakfast/lunch each day the college is open. The only exceptions are that 6 of the 24 Baseball scholarships highlighted above do not cover food or housing (those only cover tuition, books, and fees). The breakdown of scholarships with food and weekly stipends is below:

Men's Basketball	12 Slots
Women's Basketball	15 Slots
Baseball	18 Slots
Softball	20 Slots

Scholarships that including Housing are as follows:

Men's Basketball	12 Slots
Women's Basketball	15 Slots
Baseball	12 Slots
Softball	12 Slots

4. Funds allocated for:

- a. The athletic program overall**
- b. Administration**
- c. Recruitment**
- d. Comparable coaching**
- e. Publicity and promotion**
- f. Other support costs**
- g. Travel and per diem allowances**

The EADA report will verify there is complete equity in this area and this component of Title IX was the top priority from day one. Budgets and salaries are equitable, all teams have full-time head coaches and assistant coaches, equal recruiting resources and opportunities, equitable travel and per diem allowances and the administration has provided equitable opportunities for academic support, media coverage and promotions.

h. Provision of equipment and supplies:

It is the responsibility of each head coach to provide equipment and supplies to his/her team. Each head coach is responsible for managing the budget. All teams are provided with equitable budget, equipment, and supplies.

i. Scheduling of games and practice times:

Each head coach is responsible for scheduling scrimmages, regular-season games and practice times. Schedules must have the approval of the athletic director and there is complete equity in the number of games for each sport. The NJCAA and FCSAA (Florida College System Activities Association) set these guidelines as well as conference policies on basketball games. There is complete equity in this area.

j. Opportunities to receive tutoring:

Part-time tutoring is provided program wise as well as the college Academic Center and math labs. Since NWFSC places a strong emphasis on the academic success of student-athletes, there are program procedures ensuring the success rate continues to be one of the best in Florida. NWFSC also provides an academic advisor solely for its student-athletes to ensure that each student's academic progress is monitored. Furthermore, NWFSC has devoted more resources to tutoring by providing English and Math tutors for all student-athletes for the 2013-14 academic year.

k. Compensation of coaches and tutors:

Tutors are paid through instructional services and the athletic budget serving all sports equitably. The athletic academic advisor is paid through student services. All head coaches are full-time employees of the college. Each of the four (4) sports has one (1) full-time assistant. All head and assistant coaches are twelve (12) month employees. All assistant coaches are compensated the same. All head coaches are compensated the same.

l. Medical and training services:

NWF State College enters into annual agreements with the Okaloosa County School System and a local hospital to provide a trainer on-side for practices and games. The trainer serves both males and females with complete equity. A team orthopedic physician serves all sports.

m. Housing and dining facilities and services:

NWFSC leases apartments from the college foundation and provides each student-athlete with a weekly food stipend as well as an on-campus meal plan. A breakdown is as follows:

	Housing	Meal Plans
Men's Basketball	12	12
Women's Basketball	15	15
Men's Baseball	12	18
Women's Softball	12	20

These numbers equate to the maximum allowable for each sport except in softball where the maximum is 24. NWF provides scholarship assistance for summer school as well. Athletic scholarships are a part of the college-wide scholarship proposal annually as must have the approval of the college trustees.

B. Data Analysis

- 1) The college should include the EADA Survey Federal Report for 2014 as Appendix 5. Student athletic data from this report will be used to complete the following table for gender proportionality compared to student enrollments.
- 2) To determine if the student athletic participation rates are proportionately equal to the college's rates of male and female enrollment, the college should complete the following table based on data from the EADA Survey Federal Report for the last two years.

- a. **Note: Reporting years may have been revised for your college to coincide with the EADA report and may be different than data reflected in previous years' reports.**

**Athletic Participation by Gender Compared to Student Enrollments by
Gender for July 1, 2012 through June 30, 2013 and July 1, 2013 through June 30, 2014**

	2012/2013			2013/2014			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	36	34	70	Total Number of Athletes	37	29	66
Percent of Athletes by Gender	51%	49%	100%	Percent of Athletes by Gender	56%	44%	100%
Total Number Enrollments	1217	1473	2690	Total Number Enrollments	1223	1496	2719
Percent of Enrollments by Gender	45%	55%	100%	Percent of Enrollments by Gender	45%	55%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	6	-6		Record the difference between the percent of athletes and the percent of students enrolled:	11	-11	

New! Provide an explanation of enrollment data used in this part and the body of students represented: (full-time, part-time, students enrolled in career and technical education programs, etc.) Use space as needed.

Enrollment data is from the SDB end of fall term 2014, includes all students except part-time.

Proportionality of Participation:

Is the percentage of female athletes greater than the percentage of female students enrolled or at least within 5 percentage points of the percent of female students enrolled?

2012-2013: No (yes/no)

2013-2014: No (yes/no)

C. Following the college's assessment outlined in parts A and B, the college should 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. If there are any disparities in section A or B, or if the college has a disproportionate rate of female participants compared to female enrollments, a priority corrective action plan for compliance shall be included in this report.

Corrective Action Plan for Non-Compliance Components in Athletics

Specify modifications proposed for 2014/2015 and include a time line for completion of the plan. If this is not a new Corrective Action Plan, provide an update on the status of the plan.

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
#2 Substantial Proportionality	NWFSC will look at what sanctioned female sports are being offered at other peer institutions in our conference, state, and surrounding areas. This is a necessary step in order to determine who we could compete against.	Ramsey Ross Director of Athletics	FY 16-17 or 17-18

E. Presidential Evaluation Regarding Athletic Program:

Has the local or district board of trustees evaluated the college president on the extent to which gender equity goals were achieved during the previous year?

Yes ☒ No ☐ Month and Date of Evaluation: May 20, 2014

PART VI

EMPLOYMENT EQUITY ACCOUNTABILITY PLAN

The Florida College System Employment Equity Accountability Program: §1012.86, F.S., requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions and in full-time faculty positions, and for increasing the representation of women and minorities who have attained continuing contract status. The plan must include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Florida Department of Education.

A. Data, Analysis and Benchmarks

Employment Analysis

Data to evaluate employment trends for females and minorities in senior level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff, and full-time instructional staff with continuing contract status are from the Annual Personnel Report (APR) and include the collection years for 2010-2011 through 2014-2015.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2013-2014 with 2014-2015. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

Benchmarks

Colleges are provided with two sets of data from the U.S. Census Bureau reflecting the college's service region as benchmarks for measuring success in the employment of underrepresented females and minorities in the three categories being evaluated. Colleges may choose either data reflecting percentages of persons by race and gender over age 25 who have achieved a master's degree and above or data of persons over age 25 who have achieved a bachelor's degree and above. The choice should reflect the educational credentials required for the majority of employment positions in each category. Colleges are also provided student data by race and gender reflecting the overall student enrollment population of the college. The student enrollment ratios or other comparisons may also be used as additional benchmarks to evaluate success of its employment strategies for females and minorities.

College: Northwest Fla

Historical Track Of College Full-Time Exec/Administrative/Managerial Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

Census										Employment									
Bach. Deg. and Higher			Grad. Deg. and Higher			Stu Pop.		2010-11		2011-12		2012-13		2013-14		2014-15			
#	%	#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2013-14 2014-15	% DIF 2013-14 2014-15	
Black	Female	412	2.0	112	0.9	5.08%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	359	1.8	185	1.5	4.42%	0	0.0	1	6.3	1	6.7	1	8.3	1	7.7	0	0.0%	
	Total	771	3.8	297	2.4	9.50%	0	0.0	1	6.3	1	6.7	1	8.3	1	7.7	0	0.0%	
Hispanic	Female	279	1.4	138	1.1	4.38%	0	0.0	0	0.0	0	0.0	0	0.0	1	7.7	1	100.0%	
	Male	268	1.3	131	1.1	3.41%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	547	2.7	269	2.2	7.80%	0	0.0	0	0.0	0	0.0	0	0.0	1	7.7	1	100.0%	
Non-Resident Aliens	Female	0	0.0	0	0.0	1.52%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0.0	0	0.0	0.72%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0.0	0	0.0	2.24%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
Other	Female	471	2.3	223	1.8	5.65%	1	9.1	1	6.3	1	6.7	1	8.3	1	7.7	0	0.0%	
	Male	423	2.1	213	1.7	4.50%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	894	4.4	436	3.5	10.1%	1	9.1	1	6.3	1	6.7	1	8.3	1	7.7	0	0.0%	
White	Female	8,885	43.8	3,902	31.4	38.5%	4	36.4	7	43.8	7	46.7	5	41.7	5	38.5	0	0.0%	
	Male	9,206	45.3	7,541	60.6	31.8%	6	54.5	7	43.8	6	40.0	5	41.7	5	38.5	0	0.0%	
	Total	18,091	89.1	11,443	91.9	70.3%	10	90.9	14	87.5	13	86.7	10	83.3	10	76.9	0	0.0%	
Total	Female	10,047	49.5	4,375	35.2	55.2%	5	45.5	8	50.0	8	53.3	6	50.0	7	53.8	1	16.7%	
	Male	10,256	50.5	8,070	64.8	44.8%	6	54.5	8	50.0	7	46.7	6	50.0	6	46.2	0	0.0%	
	Total	20,303	100.0	12,445	100.0	100%	11	100.0	16	100.0	15	100.0	12	100.0	13	100.0	1	8.3%	

PERA EQUITY 01/24/15 18:39:04 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014
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).
Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

1. Executive/Administrative/Managerial Staff:

- a. Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

Northwest Florida State College uses the national census for the benchmark. We exceed the overall census in all categories.

- b. Did the college achieve its goals as stated in last year's report?

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black	8.3%	7.7%	2.4%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data
Hispanic	0%	7.7%	2.2%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data
Other Minority	8.8%	7.7%	3.5%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data
Female	50.0%	53.8%	35.2%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data

- c. List methods and strategies, new or continuous, that the college will implement in efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

When vacancies occur, efforts will be made to hire minorities.

- d. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

No barriers except limited vacancies and budget.

Florida College System

College: Northwest Fla

Historical Track Of College Full-Time Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census						Employment									
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15		
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
Black	Female	412	2.0	112	0.9	5.08%	4	4.3	5	4.9	4	3.9	2	2.0	2	2.0	
	Male	359	1.8	185	1.5	4.42%	2	2.1	2	2.0	2	2.0	2	2.0	2	2.0	
	Total	771	3.8	297	2.4	9.50%	6	6.4	7	6.9	6	5.9	4	4.0	4	4.0	
Hispanic	Female	279	1.4	138	1.1	4.38%	1	1.1	1	1.0	1	1.0	1	1.0	1	1.0	
	Male	268	1.3	131	1.1	3.41%	1	1.1	1	1.0	0	0.0	0	0.0	1	1.0	
	Total	547	2.7	269	2.2	7.80%	2	2.1	2	2.0	1	1.0	1	1.0	2	2.0	
Non-Resident Aliens	Female	0	0.0	0	0.0	1.52%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
	Male	0	0.0	0	0.0	0.72%	0	0.0	0	0.0	1	1.0	1	1.0	1	1.0	
	Total	0	0.0	0	0.0	2.24%	0	0.0	0	0.0	1	1.0	1	1.0	1	1.0	
Other	Female	471	2.3	223	1.8	5.65%	4	4.3	4	3.9	4	3.9	4	4.0	6	6.1	
	Male	423	2.1	213	1.7	4.50%	4	4.3	5	4.9	4	3.9	4	4.0	3	3.0	
	Total	894	4.4	436	3.5	10.1%	8	8.5	9	8.8	8	7.8	8	8.0	9	9.1	
White	Female	8,885	43.8	3,902	31.4	38.5%	47	50.0	50	49.0	51	50.0	49	49.0	47	47.5	
	Male	9,206	45.3	7,541	60.6	31.8%	31	33.0	34	33.3	35	34.3	37	37.0	36	36.4	
	Total	18,091	89.1	11,443	91.9	70.3%	78	83.0	84	82.4	86	84.3	86	86.0	83	83.8	
Total	Female	10,047	49.5	4,375	35.2	55.2%	56	59.6	60	58.8	60	58.8	56	56.0	56	56.6	
	Male	10,256	50.5	8,070	64.8	44.8%	38	40.4	42	41.2	42	41.2	44	44.0	43	43.4	
	Total	20,303	100.0	12,445	100.0	100%	94	100.0	102	100.0	102	100.0	100	100.0	99	100.0	

2. Full-time Instructional Staff:

- a) Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

The college exceeds employment in all categories.

- b) Did the college achieve its goals as stated in last year's report?

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select Benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black	4.0%	4.0%	2.4%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data
Hispanic	1.0%	2.0%	2.2%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data
Other Minority	8.0%	9.1%	3.5%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data
Female	56.0%	56.6%	35.2%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data

- c) List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

When vacancies occur, efforts will be made to hire minorities.

- d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

No barriers, except demographics and budget.

Florida College System

College: Northwest Fla

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

			Census				Employment													
			Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.		2010-11		2011-12		2012-13		2013-14		2014-15			
			#	%	#	%	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2013-14 2014-15	% DIF 2013-14 2014-15
Black	Female		412	2.0	112	0.9	5.08%		2	2.8	3	3.9	3	4.1	1	1.6	1	1.6	0	0.0%
	Male		359	1.8	185	1.5	4.42%		1	1.4	1	1.3	1	1.4	2	3.1	2	3.2	0	0.0%
	Total		771	3.8	297	2.4	9.50%		3	4.2	4	5.3	4	5.5	3	4.7	3	4.8	0	0.0%
Hispanic	Female		279	1.4	138	1.1	4.38%		1	1.4	1	1.3	1	1.4	1	1.6	1	1.6	0	0.0%
	Male		268	1.3	131	1.1	3.41%		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total		547	2.7	269	2.2	7.80%		1	1.4	1	1.3	1	1.4	1	1.6	1	1.6	0	0.0%
Non-Resident Aliens	Female		0	0.0	0	0.0	1.52%		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male		0	0.0	0	0.0	0.72%		0	0.0	0	0.0	1	1.4	1	1.6	1	1.6	0	0.0%
	Total		0	0.0	0	0.0	2.24%		0	0.0	0	0.0	1	1.4	1	1.6	1	1.6	0	0.0%
Other	Female		471	2.3	223	1.8	5.65%		3	4.2	3	3.9	3	4.1	3	4.7	3	4.8	0	0.0%
	Male		423	2.1	213	1.7	4.50%		2	2.8	2	2.6	2	2.7	2	3.1	2	3.2	0	0.0%
	Total		894	4.4	436	3.5	10.1%		5	7.0	5	6.6	5	6.8	5	7.8	5	7.9	0	0.0%
White	Female		8,885	43.8	3,902	31.4	38.5%		37	52.1	38	50.0	35	47.9	28	43.8	28	44.4	0	0.0%
	Male		9,206	45.3	7,541	60.6	31.8%		25	35.2	28	36.8	27	37.0	26	40.6	25	39.7	-1	(3.8%)
	Total		18,091	89.1	11,443	91.9	70.3%		62	87.3	66	86.8	62	84.9	54	84.4	53	84.1	-1	(1.9%)
Total	Female		10,047	49.5	4,375	35.2	55.2%		43	60.6	45	59.2	42	57.5	33	51.6	33	52.4	0	0.0%
	Male		10,256	50.5	8,070	64.8	44.8%		28	39.4	31	40.8	31	42.5	31	48.4	30	47.6	-1	(3.2%)
	Total		20,303	100.0	12,445	100.0	100%		71	100.0	76	100.0	73	100.0	64	100.0	63	100.0	-1	(1.6%)

PERA EQUITY 01/24/15 18:30:15 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014

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).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

3. Full-time Continuing Contract Instructional Staff:

- a) Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

The college continues to maintain continuity in all categories

- b) Did the college achieve its goals as stated in last year's report?

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black	4.7%	4.8%	2.4%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data
Hispanic	1.6%	1.6%	2.2%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data
Other Minority	7.8%	7.9%	3.5%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data
Female	51.6%	52.4%	35.2%	Meet or exceed U.S. Census Data	Yes	Meet or exceed U.S. Census Data

- c) List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

When vacancies occur, efforts will be made to hire minorities.

- d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

There are no known barriers.

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

- 1) Under §1012.86(3)(a), F.S., the college should 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. Provide a brief summary below and use space as needed.

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

- 2) Under §1012.86(3)(b), F.S., Florida College System institution boards of trustees shall annually evaluate the performance of the Florida College System institution presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of Education as part of the Florida College System institution's annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

The college should provide below a response to this section of law, including the most recent month, date, year and summary of the president's performance evaluation. Provide a response in the below and use space as needed.

A summary of the President's evaluation was submitted to the Chancellor, Division of Community Colleges, May 20, 2014. The President was evaluated on: Board Relations; Community, Business, State and National Relations, Fiscal Accountability, Relationship with faculty, staff, and students, Leadership, Annual and Long term goals and objectives of the College Equity Plan, performance goals in the College Accountability Plan; and Gender Equity in Athletics. It was the consensus of the board of Trustees that the President performs satisfactorily in all areas and the college is fortunate to have him as 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.

The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. 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. Members of the committees are selected from the Faculty Assembly, the Staff Council, the Executive Council, and the Supervisor/Administrator Council. All employees serve on at least one of the councils. This guideline ensures a balanced and diverse membership of search committee.

The college sets forth the requirements for receiving continuing contracts for instructional staff. The process used to grant continuing contracts is described below.

- 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)

- 1) The following describes the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

Faculty are evaluated annually by their department chair and approved by the Dean. Evaluations will provide the faculty member formal input regarding their performance and will serve as the official instrument for tracking continuing contract review.

- 2) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to §1012.86, F.S. Provide a summary description below of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner. Also, provide a description of how funds are used to increase the number of females and minorities receiving continuing contracts.

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.

- 3) 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.

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	7	\$38,116-\$52,568	99	\$38,116-\$80,567
Other Instructional Support	1	\$30,000-\$60,000	25	\$30,000-\$78,000
Management Occupations	1	\$90,000-\$120,000	13	\$90,000-\$160,00
Business and Financial I Operations	1	\$30,000-\$43,500	11	\$30,000-\$57,000
Computer Occupations	1	\$25,638-\$35,863	21	\$25,638- \$90,000
Community Service	1	\$25,000-\$40,000	28	\$25,000-\$70,000
Service Maintenance	2	\$19,003 - \$25,069	39	\$19,003-\$33,676
Maintenance Occupations	1	\$22,903 - \$31,937	14	\$22,903-\$40,971
Office Support Occupations	4	\$22,060- \$39,565	67	\$22,060-\$51,482

* 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, 2014 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, 2014."

**FLORIDA EDUCATIONAL EQUITY ACT
2014/2015 ANNUAL EQUITY UPDATE REPORT
Signature Page**

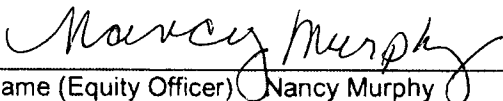
Northwest Florida State College

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

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)


Name (Equity Officer) Nancy Murphy Date 4/21/15


Name (College President) Ty Handy Date 4/21/15


Name (Chair, College Board of Trustees) Date 4/21/15

This concludes the Annual Equity Update Report for 2014/2015.

APPENDIX 1

Nondiscrimination Policy



Northwest Florida State College

TITLE: EMPLOYMENT PROVISIONS

AUTHORITY: FS 1001.65; 1012.855; 1012.86

SEE ALSO: [Click here to enter text.](#)

DATE ADOPTED: 2/1/2000

NUMBER OF PAGES: 2

REVISIONS: January, 2008; January, 2013

SIGNATURE OF BOARD SECRETARY:

PURPOSE OF POLICY

To document the requirements and limitations associated with being hired by the college.

Local Language

The President is authorized to recommend part-time and full-time personnel to the Board for employment. Personnel may report for duty prior to, but subject to Board approval. Until such time as personnel employment is approved by the Board, any such person may be summarily dismissed from employment with or without cause and said person shall have no rights established by virtue of reporting for duty prior to Board approval.

Fingerprints and Criminal Background Checks

Fingerprints of all new employees employed after 7/1/2000 (full-time, part-time, and associate faculty and adult volunteers who work in athletics, child development, Collegiate High School, Kids on Campus or in other programs as required by the President are required for the purpose of providing a safe and secure student and employee environment. The fingerprinting process will be done by an authorized law enforcement officer or an employee of the college who is trained to take fingerprints. The cost will be borne by the college.

The following categories of employees are exempt from fingerprinting:

- College Orchestra, chorale, or theatrical performers.
- Part-time employees or volunteers who have no student contact.
- Adjuncts who are employed with local law enforcement agencies.

New employees shall be on probationary status pending fingerprint processing and evaluation.

Current administrators, counselors, librarians, educational advisors, faculty and staff members, who teach or serve students in the Collegiate High School of NWFSC, are required to be fingerprinted for a criminal background check as required by FS 1012.

Determination of the status of a current employee whose fingerprint results disclose a criminal record, not formally disclosed on the application of the employee, will be made by the President based upon information and research from the Director of Human Resources. Employees whose employment status is adversely affected by a criminal background

check shall have the right to appeal. Employees that fail to disclose a criminal record on their application for employment are assumed to have falsely represented their qualifications for a position and may be dismissed regardless of the nature of the criminal record. Such dismissals will not be because of the criminal record, but rather for falsification of the application for employment and will not be subject to appeal.

Rescreening

Employees who have a break in service more than 5 years will be re-fingerprinted, per FS 1012.

Equal Opportunity and the Educational Equity Act.

Per FS 1001.64, Northwest Florida State College is dedicated to the concepts of equity and equal opportunity. It is the specific intention of the college not to discriminate on the basis of age, color, ethnicity, disability, marital status, national origin, race, religion, genetic information, or gender, in its employment practices or in the admission and treatment of students in its programs or activities.

The President is authorized to designate a Coordinator for Equal Access/Equal Opportunity and for the Educational Equity Act.

Family Members

Immediate family members such as spouse, father, mother, siblings, or children will not be employed where supervision, promotion, or evaluation decisions occur between two relatives or in situations in which the receiving and receipting of funds occur.

Relative of a Board Member

A relative of a board member may not be employed or promoted except upon prior approval of the Board of Trustees based on a recommendation by the President and only after disclosure of the relationship of the employee to the board members.


Job Descriptions

Job descriptions for each position will be developed and maintained.

2/00; R3/2/00; R3/6/00; R8/2004; R 1/08; R 7/12

APPENDIX 2

Grievance Procedures

 NORTHWEST FLORIDA STATE COLLEGE	Procedure No. HR-4.7003 Revised 1/09 Page 1 of 1
OPERATING PROCEDURES	
SUBJECT: GRIEVANCE PROCEDURES	

Northwest Florida State College is dedicated to the concepts of equity and equal opportunity. It is the specific intention of the college not to discriminate on the basis of age, color, ethnicity, disability, marital status, national origin, race, religion, genetic information, or gender, in its employment practices or in the admission and treatment of students in its programs or activities.

The Northwest Florida State College Grievance Procedure is designed to provide an effective process to resolve legitimate issues to register complaints or problems concerning discrimination. State Board Rules and College Policies cannot be grieved. It is only the application or interpretation of College rules or procedures which may be grieved by employees.

Any person who believes that he/she has been discriminated against should discuss the issue with:

Employees/Public Complaints

Nancy Murphy
Director of Human Resources
Title IX and Equity Coordinator
Niceville Campus
Administration Building (A)
Room A120
Phone 850-729-5365
murphyn@nwfsc.edu
(see also policy HR 22.00)

Student Complaints

Aimee Watts
Acting Dean of Students
Niceville Campus
Student Services Building (SSC)
Phone 850-729-4922
wattsa@nwfsc.edu
(See policy SA 3.00)

Resolution of Grievance – Public Community

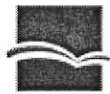
Individuals should meet with the Director of Human Resources/Equity Coordinator to discuss the issue. If the individual is not satisfied with the resolution, then the individual should proceed to the next level of administration. After dealing with the next level of administration the individual is welcome to meet with the President of the College for a resolution.

Informal Resolution of Grievance - Employees

Ideally, grievances will be informally resolved. In this process the aggrieved employee meets with the immediate supervisor and discusses the issue. (If the complaint is against the immediate supervisor, the complainant may discuss the problem with either the next level supervisor or the Equity Coordinator). If the employee does not feel satisfied with the resolution, then the employee should proceed to the next level of administration. If this process is unsuccessful, the Equity Coordinator may suggest that the formal grievance procedure process be used.

Formal Grievance Process - Employees

The formal process involves the employee writing a memorandum to the College President clearly stating the nature of the grievance, the policy or procedure involved, the personnel involved, and the resolution desired. A Grievance committee is



OPERATING PROCEDURES

SUBJECT: GRIEVANCE PROCEDURES

then appointed which includes one College employee appointed by the employee bringing the grievance, one College employee appointed by the immediate supervisor of the employee, and a third member appointed by the two previous members. If the two previous members cannot agree on a third member then the President of the College appoints the member. The third member of the committee serves as the chairman.

Within seven (7) working days of constituting the grievance committee, a hearing will be held with the individual bringing the grievance, the respondent and other employees as requested by the grievance committee. The Grievance Procedure involves only College personnel and individuals from outside the institution are prohibited from participating unless they are called as witnesses. Witnesses may only remain in the hearing for the duration of their testimony. The grievance committee hears the grievance and makes a recommendation directly to the President (within five (5) working days of hearing the grievance).

The President, within seven (7) working days of receiving the recommendation from the grievance committee, informs the employee of the decision. The decision of the President is final.

Exceptions

Faculty members on Continuing Contracts may not use the Grievance Process for termination decisions, since Florida Statutes and/or State Board Rules establishes a clear procedure for continuing contract faculty members to utilize in case of terminations.

Time Limits

If an individual is filing a grievance it must involve a specific event or incident within Sixty (60) working days prior to filing the grievance. Complaints should be in writing if possible.

Confidentiality

The College assures prompt and impartial consideration of complaints. Confidentiality shall be maintained to the greatest extent possible within the law and the requirements for conducting appropriate investigations.

Retaliation

Retaliation against employees who have filed a grievance or participated in an investigation or opposed any unlawful practice is prohibited.

Summary

The College will take prompt action against individuals, including third parties, who engage in actions that violate this procedure. NWFSC is committed to providing an environment that is free from all forms of discrimination. Nothing in this procedure is intended to create any due process rights nor does it entitle the individual to seek redress in any court or administrative proceeding.



Northwest Florida State College

TITLE: STUDENT CODE OF CONDUCT and GRIEVANCE PROCEDURES

AUTHORITY: FS 1006.60, 1006.62, 1006.63

SBR: 6A-19.008

DATE ADOPTED: [Click here to enter a date.](#)

NUMBER OF PAGES 6

REVISIONS: July 1993; September, 2013

SIGNATURE OF BOARD SECRETARY:

PURPOSE OF POLICY

To authorize the establishment and publication of Student Code of Conduct to include Hazing, Harassment, Discrimination, Student Grievance Procedures, Student Due Process and Discipline.

LOCAL LANGUAGE

In accordance with Florida Statute 1006.60, 1006.62, 1000.05, and SBR 19.010 the student code of conduct and grievance policy shall be established by the Board of Trustees in accordance with Florida laws and rules and published in the, college catalog and other college publications.

Grievance Types

Academic

When a student's concern is expressed regarding classroom management/conduct, instructional methods, grades, teaching effectiveness or evaluation, students are expected to first attempt to resolve their concerns with the instructor. If such resolution is unsuccessful, the student should then contact the Academic Department Head and if resolution of the grievance is still not possible, the Vice President of Academic Affairs who will determine what resolution/remedy, if any, is necessary.

Non Academic

When a student's concern is expressed regarding campus behavior, conduct, student life, discrimination or any other issue. Students need to address their concern by scheduling a conference with the Dean of Students; the Dean of Students will determine what resolution/remedy, if any, is necessary.

Student Code of Conduct

College students are members of the academic community and are therefore, expected to conduct themselves as law abiding members of each community at all times. Admission to the College carries with it special privileges and imparts special responsibilities apart from those rights and duties enjoyed by non-students. In recognition of the special relationship that exists between the College and the community, which it seeks to serve, the Northwest Florida State College Board of Trustees has authorized the President of the College to take such action that may be necessary to maintain campus safety and preserve the integrity of the College and its educational environment.

Pursuant to this authorization, the College has developed the following regulations, which are intended to govern student conduct on the campus. The College may enforce its own regulations regardless of any proceedings instituted by other authorities. Conversely, violation of any section of these regulations may subject a student to disciplinary measures by the College whether or not such conduct is simultaneously in violation of local, state, or national laws. When a student fails to abide by the rules and regulations of the College or fails to obey the ordinance of local, state, and national governments, disciplinary action may be taken.

Disciplinary Offenses

The Dean of Students is responsible for enforcement of student disciplinary policies and procedures, and will, in the pursuit of that responsibility, observe the proper aim of discipline, observe the procedure of due process, consider all evidence, determine the facts, render a decision, and impose appropriate disciplinary sanctions when a student has been charged with violation of College rules and/or regulations.

For the purpose of these regulations, a "student" shall mean any person who is registered for study at the College for any academic period. Generally, through appropriate due process procedures, College disciplinary measures shall be imposed for conduct which adversely affects the College's pursuit of its educational objectives, which violates or shows a disregard for the rights of other members of the academic community, or which endangers property or person at the College or on any College controlled property. All sworn police officers have been given the authority to control access and to patrol facilities. Failure to leave after instruction to do so will result in trespassing charges. Individual, group, or organizational misconduct, which is subject to disciplinary sanctions, shall include but not be limited to the following offenses:

- **Dangerous conduct:** Any conduct, which constitutes a serious danger to any person's health, safety, or personal well-being, including any physical or immediate threat to others.
- **Disorderly conduct or Language:** Any individual or group behavior or language which is abusive, obscene, lewd, indecent, violent, excessively noisy, disorderly, or which unreasonably disturbs other groups or individuals.
- **Hazing:** Hazing is any intentional or reckless act, on or off the property of the College, by students acting alone, or with others, involving any action which is directed against any other students that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety. For the purpose of this statement, hazing is defined as those actions taken and situations created in connection with initiation into or affiliation with any organization
- **Obstruction of or interference with College activities or facilities:** Any intentional interference with or obstruction of any College activity, program, event, or facilities including the following:
 - Any unauthorized occupancy of the College, College controlled facilities, or blockage of access to or from such facilities.
 - Interference with the right of way of any college member or other authorized person to gain access to the College or College controlled activity, program, event, or facilities.
 - Any obstruction or delay of a campus security officer, fire/rescue service, or any College official in the performance of his/her duty.
 - Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring, or unauthorized use of property belonging to the College including but not limited to: fire alarms, fire

equipment, elevators, telephones, College keys, library materials, and or safety devices; and any such act against a member of the College community or a guest of the College.

- Theft: Any act of misuse, act of theft or unauthorized possession or sale of College property
- Misuse of documents or identification cards: Any forgery, alteration of, or unauthorized use of College documents, forms, records, or identification cards including information collected in connection with a student's admission, enrollment, financial transactions, or status in the College.
- Harassment: Any act of harassment by an individual or group against a student, college employee, campus group, visitor, or guest. Harassment shall include, but not be limited to, insults, heckling, verbal abuse, threats of physical abuse, unwanted suggestions of a sexual nature, repeated teasing or annoyance of another, or other actions intended to disturb others.
- Firearms and other dangerous weapons: Any unauthorized or illegal possession or use of firearms or a dangerous weapon of any kind is prohibited. Firearms or any other dangerous weapon may not be possessed on campus at any time for any reason except by authorized sworn law enforcement personnel, or as a part of a firearm course under supervision of a faculty member.
- Explosives, fireworks, and flammable materials: The unauthorized possession, ignition, or detonation of any object or article, which would cause damage by fire or other means to persons or property.
- Alcoholic beverages: The unauthorized use and or possession of alcoholic beverages on the College campus, or at any College sponsored event, except College events where alcoholic beverages are provided by the College.
- Drugs: The unlawful possession or use of any drug or controlled substance, including any stimulant, depressant, narcotic, hallucinogenic drug or substance, marijuana, or sale or distribution of any such drug or controlled substance on college owned or controlled property or at any college sponsored activity.
- Gambling: Gambling in any form.
- Financial misconduct: Any conduct, including but not limited to, knowingly passing forms of payment such as a worthless check, debit, credit card, or money order in payment to the College community.
- Unacceptable conduct at a College hearing: Any conduct at any College hearing involving contemptuous, disrespectful, or disorderly behavior or the giving of false testimony or other evidence at any hearing.
- Failure to cooperate with College officials: Failure to comply with directions of College officials acting in the performance of their duties.
- Violations of general rules and regulations: Any violation of the general rules and regulations of the College as published in an official College publication, including the intentional failure to perform any required action or the intentional performance of any prohibited action.
- Aiding and abetting the commission of offenses: Any attempt to commit any of the foregoing offenses or the aiding and abetting of the commission of any of the foregoing offenses (an "attempt" to commit an offense is defined as the intention to commit an offense coupled with the taking of some action toward its commission).
- Violations of state or federal laws: Any violation of state or federal laws or regulations proscribing conduct or establishing offenses, which laws and regulations are incorporated herein by reference.

- **Inappropriate Dress:** College students are mature enough to make wise and appropriate decisions on the type of apparel suitable for a college campus. Dress, which disrupts the learning process, is not allowed. Dress that includes any words or images that are obscene, offensive, or tend to promote violence or drugs or disrespect is prohibited.
- **Classroom misconduct:** Classroom misconduct includes disruptive, threatening, or otherwise unacceptable social behavior in the classroom. Classroom misconduct, either directly or indirectly, through participation or assistance is prohibited. The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity and can order the temporary removal or expulsion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the College.
- **Academic Dishonesty:** Students are expected to conduct themselves as responsible members of the academic community and to be honest and forthright in their academic endeavors. Academic dishonesty may include but is not limited to:
 - **Cheating:** During any academic evaluation activity, using or attempting to use unauthorized materials, information, notes, study aids or other devices, information from another student or student's paper; during any academic evaluation activity, any unauthorized communication of information, including collaborating, contrary to the requirements of a course.
 - **Plagiarism:** Presenting the work in part or whole of another as one's own without proper acknowledgement of the source or sources. The sole exception to the requirement of acknowledging sources occurs when ideas or information are common knowledge.

Student Due Process Procedures

Conference:

- **Informally:** The student can contact the Ombudsman office for assistance with resolving the issue informally first. If not resolved, The Dean of Students shall request a meeting with the student for a preliminary conference where the student shall be apprised of his/her basic rights as stated in these rules. Depending upon the nature of the situation, the Dean of Students will proceed accordingly in a best faith effort and in the best interest of the College.
- **Formally:** Within 10 calendar days, the Dean of Students shall, in writing, request a meeting with the student for a preliminary conference where the student shall be apprised of his/her basic rights as stated in these rules. The student will be extended the opportunity for an explanation of the conduct in question, but must also provide the Dean of Students with a detailed written explanation. Failure of the student to meet with the Dean of Students within the prescribed timeframe will not prevent the process of collecting information or the decision to move forward.

Investigation:

The Dean of Students or Vice President of Academic Affairs shall consider all evidence, determine the facts, render a decision, to satisfy the grievance or impose disciplinary sanction(s) as necessary if the issue is student code of conduct related. The Dean of Students will, in writing, identify the claimed misconduct, infraction or offense, present a statement of the full penalty or sanction, and present a statement of the student's right to due process. If the issue is a grievance, the Dean of Students or the Vice President of Academic Affairs will provided this information either in person, or by certified, return receipt mail to the last specified address in the student's permanent file.

Disciplinary Sanctions- Student Code of Conduct Issues:

Upon determination that a student or organization has violated any of the rules, regulations, or disciplinary offenses set forth in these regulations, the Dean of Students may impose the following disciplinary sanctions either singly or in combination. Some disciplines must adhere to additional state, federal, or organizational and accrediting agency guidelines and regulations. Immediate sanctions, up to and including expulsion, or social dismissal may be necessary in some cases to guarantee the safety and harmony of the college environment.

Disciplinary Sanctions

- **Warning:** The appropriate College officials may notify the student that continuation or repetition of specified conduct may be cause for other disciplinary action.
- **Reprimand:** A written reprimand or censure may be given to any student or organization whose conduct violates any part of these regulations. Such a reprimand does not restrict the student in any way, but does have important consequences. It signifies that he or she is in effect being given another chance to conduct himself or herself as a proper member of the College community and that any further violation may result in more serious penalties.
- **Restitution:** A student who has committed an offense against property may be required to reimburse the College or other owner for damage to or misappropriation of such property. Any such payment in restitution shall be limited to cost of repair or placement.
- **Restrictions:** Restrictions upon a student or organization's privileges for a period of time may be imposed. These restrictions may include, for example, denial of the right to represent the College in any way, denial of use of facilities, parking privileges, participation in extracurricular activities, or restriction of organizational privileges.
- **Disciplinary Probation:** Continued enrollment of a student on probation may be conditioned upon or adherence to these regulations. Any student placed on probation will be notified of such in writing and will also be notified of the terms and length of probation. Probation may include restrictions upon the extracurricular activities of a student. Any conduct in violation of these Regulations while on probationary status may result in the imposition of a more serious disciplinary action.
- **Suspension:** If a student is suspended, he or she is separated from the College for a stated period of time with conditions of readmission to the College. Student must appeal for reinstatement.
- **Expulsion:** Permanent removal and exclusion from the College, College controlled facilities, programs, events, and activities.
- **Social Dismissal:** The dismissal of a student whose character and behavior prove unsatisfactory for a period up to two years.

Appeal Process

The student may appeal the decision made by the Dean of Students or the Vice President of Academic Affairs within 10 calendar days from the date of receipt of notification to the student or attempt to deliver the notification by the College. The written appeal must fully explain the student's appeal and must be delivered to the President. The student appeal process is listed below.

First Appeal: Hearing before a Judicial Council. A student may appeal the decision made by the Dean of Students within 10 consecutive calendar days from the receipt of notification to the student or attempt to deliver by the College. A request for an appeal must be made in writing to the Judicial Council Chair. The Dean of Students will provide the Judicial Council Chair with documentation of the alleged misconduct and the nature of all the evidence. Upon receipt of a request to appeal, the student shall be advised, in writing and by certified mail, of his or her rights, methods and time and place of the hearing at least 10 consecutive calendar days prior to the hearing. Any student acquitted of charges after this hearing will be provided an opportunity to make up class work that may have been missed as a result of suspension during the procedural action. In all disciplinary hearings conducted, the following procedures shall be observed:

- The student shall be advised of the breach of rules or regulations of which he/she is charged.
- The student shall be advised of the following rights:
 - The right to present his/her case
 - The right to call witnesses in his/her behalf
 - The right of the student to call witnesses against his or her accuser
 - The right to present documentation.
- The Judicial Council shall hold a hearing, observe the procedures described above, consider all evidence, determine the facts, uphold previous decisions, deny requests, or rescind the decision and make appropriate disciplinary sanctions as necessary.

Hearing Procedures for Appeal with Judicial Council

- Hearings go forward unless the student notifies the Chair of the Judicial Council a minimum of 24 hours in advance of their impending absence and will give the reason for that absence. Failure by the student to appear at the hearing will not prevent the Council from hearing evidence or deciding the case. The Chair calls the session to order and reads the breach of rules as charged. The Chair will give an opportunity to the student and the Dean of Students to make an opening statement.
- The Dean of Students will present all pertinent information and/or witnesses regarding the claimed breach of rules as related to misconduct.
- The student, after hearing all evidence presented, may question the accuser or witnesses.
- The student will then have the opportunity to present his/her case, including all evidence, witnesses, and no more than two (2) character witnesses from the student body, faculty, or staff.
- The Dean of Students will have the right to question the student and/or witnesses.
- The Judicial Council will have the right to question the student and/or witnesses.
- The Judicial Council will meet in private to render a verdict.
- The Judicial Council shall notify the student by certified mail that his/her petition has been granted or denied within 10 consecutive calendar days of the decision.

Second Appeal: Appeal to the President. A student may appeal the decision made by the Judicial Council within 10 consecutive calendar days from the receipt of notification to the student or attempt to deliver by the College. The appeal must be in writing, with full explanation of the student's appeal, to the President.

- The President shall consider all evidence, determine the facts, uphold previous decisions, deny requests, or rescind the decision and make appropriate disciplinary sanctions as necessary in a timely manner.
- The President shall notify the student, by certified mail, of his/her decision regarding the appeal.
- The decisions of the President are final.

APPENDIX 3

Revised Policies and/or Procedures

N/A

APPENDIX 4
Policy and Procedures to
Implement Rule
6A-10.041, F.A.C.

Student Affairs/Disability Support Services/Disabilities: Course Substitutions for Students with Disabilities

Procedure Number: 8.0.101

Procedure: Northwest Florida State College recognizes that certain disabilities may preclude a student from successfully completing a specific course requirement for a degree even with appropriate accommodations. NWFSC recognizes its obligation to accommodate students with disabilities without compromising the integrity of the academic program, therefore, in accordance with State Board of Education Rule (SBE) 6A-10.041 the following policies and procedures are established for providing reasonable course substitutions for eligible students with disabilities as required by Sections 1007.264 Florida Statutes.

Students seeking a course substitution shall present appropriate documentation to the Counselor for Students with Disabilities. Requests for course substitutions will be considered on an individual basis based on the academic record and disability documentation of the student making the request. This documentation needs “to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admissions to the institution, admissions to a program of study, or graduation.” It is recommended the student utilize the accommodations and support services available through Disability Support Services prior to applying for a course substitution waiver. For purposes of this rule, the following definitions shall apply:

- A. **Hearing Impairment.** A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000Hz, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, high or low tone hearing loss, sensorineural hearing impairment or deafness, and acoustic trauma hearing loss, or deafness.
- B. **Visual Impairment.** Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, peripheral field so constricted that it affects one’s ability to function in an educational setting, or a progressive loss of vision which may affect one’s ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.
- C. **Specific Learning Disability.** A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.
- D. **Orthopedic Impairment.** A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson’s disease, congenital malformation or brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

- E. **Speech/Language Impairment.** Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.
- F. **Emotional or Behavioral Disability.** Any mental or psychological disorder including but not limited to organic brain syndrome, emotional or mental illness, or attention deficit disorders.
- G. **Autism Spectrum Disorder.** Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and /or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.
- H. **Traumatic Brain Injury.** An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.
- I. **Other Health Impairment.** Any disability not identified in paragraphs (a) through (h) except for those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

Course substitutions will not necessarily be limited to the list below as most disabilities are unique and require individualized plans. If a substitution is requested which involves courses not on the approved list, the Office of Disability Support Services will consult with the Dean of Students, appropriate Division Director/Department Chair, Academic Dean, and the Vice President for Academic Affairs regarding reasonable alternatives.

Students will be informed of services for students with disabilities through the college catalog and handbook, the orientation program, academic advisement, the college web site, and printed materials available through Student Affairs.

The following list of substitutions will be used as a guideline for selecting appropriate course substitutions for qualified students who have documented their disability in the Office of Disability Support Services.

General Education Mathematics:

ACG2001 Accounting I	ECO2013 Economics I
ACG2011 Accounting II	ECO2023 Economics II
ACO1806 Payroll Accounting	GEB1101 Intro to Business
CIS1000 Intro to Computer Science	MAT1033A Intermediate Algebra
CGS1100 Microcomputer Applications	MTB1103 Business Math
CGS1570 Computer App for Business	

General Education Communication Skills:

LIN1670 Writing and Grammar
OST2355 Business Communications
SPC1600 Speech
SPC2300 Interpersonal Communications

Foreign Language:

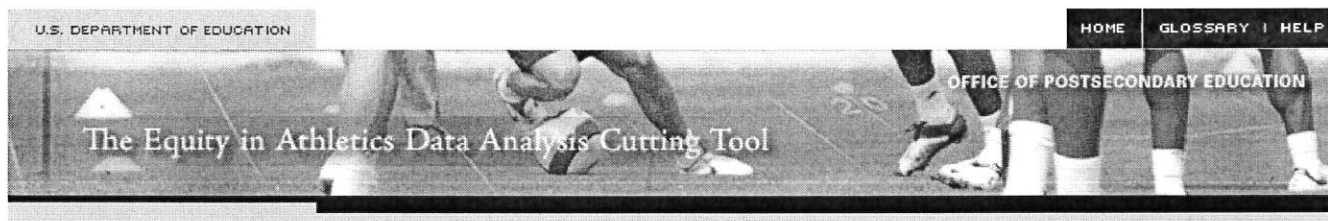
College credit courses which are designated in the college catalog as having an international and/or diversity focus.

- A student requesting a course substitution must make an appointment with the Counselor for Students with Disabilities. The Counselor will review the student's documentation of disability and determine if the documentation is appropriate. The student will then complete a Course Substitution Request form which will be reviewed for a decision by the Course Substitution Committee. Members of the Course Substitution Committee will include the Chair of the Communications Department, the Chair of the Mathematics Department, the Counselor for Students with Disabilities, the Director of Advising and Counseling, and the Associate Dean of Enrollment Services.
- If the request for a course substitution is denied, the student will be given a written explanation of the reasons for the denial. This explanation will be mailed to the student from the Office of the Vice President of Academic Affairs. In the event that the student would wish to appeal a course substitution committee decision, he/she may present their appeal in writing to the Office of the Vice President for Academic Affairs. The decision regarding the appeal made by the Vice President in Academic Affairs will be final.
- Northwest Florida State College will honor substitutions granted by other state post-secondary institutions in the State of Florida per SBE 6A-10.041. If a student who has been granted a course substitution transfers to a state post-secondary institution prior to earning a degree, the Counselor of Students with Disabilities will collaborate with the Director of Counseling and Advising in contacting the transfer institution to determine whether the substitution will be honored. The student will be advised accordingly.
- Records on the number of course substitutions requested will be kept by the Office of Disability Support Services and will include: type of disability, the substitutions provided, the substitutions identified as available for each documented disability, and the number of requests for substitutions which were denied.

7/99; revised 2/18/00; 3/9/2010; 6/8/12; 4/12/13

APPENDIX 5

EADA Survey Federal Report



Get data for one institution

I want to...

1. INSTITUTION SEARCH

2. SELECT INSTITUTION

3. VIEW DATA

[New Search](#)

Step 1. Institution Search ([Redefine Search Criteria](#))

Step 2. Select Institution ([Search Result](#))

Step 3. View Data

Search Criteria

- Institution name: 'Northwest Florida State College'
- Institution City: 'Niceville'
- Institution State: 'FL'

Northwest Florida State College

Unit ID: 136233

General Information

100 College Blvd
Niceville, FL 32578-1295
Phone: 850-678-5111

Number of Full-time Undergraduates: 2,531

Men: 1,136

Women: 1,395

Athletic Department Information

Director: Ramsey Ross
100 COLLEGE BLVD
NICEVILLE, FL 32578

Reporting Year: 7/1/2013 - 6/30/2014

Reporting Official: Ramsey Ross

Title: Athletic Director

Phone: 850-729-5358

Sanctioning Body: NJCAA Division I

[Participants](#)

[Coaching Staff and Salaries](#)

[Revenues and Expenses](#)

[Supplemental Info](#)

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Director: Ramsey Ross
 100 COLLEGE BLVD
 NICEVILLE, FL 32578

Number of Full-time Undergraduates: 2,531**Men:** 1,136**Women:** 1,395**Reporting Year:** 7/1/2013 - 6/30/2014**Reporting Official:** Ramsey Ross**Title:** Athletic Director**Phone:** 850-729-5358**Sanctioning 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	24	
Basketball	11	14
Softball		20
Total Participants Men's and Women's Teams	35	34
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	35	34
CAVEAT		

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Sanctioning Body: NJCAA Division I

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Head Coaches - Men's Teams

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
Coaching Position Totals	2	0	2	0	0	0	0	0	2

CAVEAT

Head Coaches - Women's Teams

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
	2	0	2	0	0	0	0	0	2

Coaching
Position
Totals
CAVEAT

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$62,747	\$63,886
Number of Head Coaches Included in Average	2	2
Average Annual Institutional Salary per FTE	\$62,747	\$63,886
Number of FTEs Included in Average	2.00	2.00

CAVEAT

Assistant Coaches - Men's Teams

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		2		2					2
Basketball	1		1						1
Coaching Position Totals	1	2	1	2	0	0	0	0	3

CAVEAT

Assistant Coaches - Women's Teams

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						1
Softball	1		1						1
Coaching Position Totals	2	0	2	0	0	0	0	0	2

CAVEAT

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$14,667	\$21,026
Number of Assistant Coaches Included in Average	3	2
Average Annual Institutional Salary per FTE	\$22,001	\$21,026
Number of FTEs Included in Average	2.00	2.00

CAVEAT

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Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$368,134	\$440,909	\$809,043
Ratio (percent)	46	54	100%
CAVEAT			

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$17,339	\$17,112	\$34,451
CAVEAT			

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	11	\$3,206	\$35,271	14	\$4,847	\$67,860	\$103,131
Baseball	24	\$1,336	\$32,075				\$32,075

Softball			20	\$2,100	\$42,003	\$42,003
Total Operating Expenses Men's and Women's Teams	35	\$67,346	34		\$109,863	\$177,209

CAVEAT

Women's Basketball made it to the national tournament in Kansas and that trip cost \$18,000.

Total Expenses by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$295,450	\$371,594	\$667,044
Total Expenses of all Sports, Except Football and Basketball, Combined	\$334,996	\$366,114	\$701,110
Total Expenses Men's and Women's Teams	\$630,446	\$737,708	\$1,368,154
Not Allocated by Gender/Sport			\$177,441
Grand Total Expenses			\$1,545,595

CAVEAT

Total Revenues by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$295,450	\$371,594	\$667,044
Total Revenues of all Sports, Except Football and Basketball, Combined	\$334,996	\$366,114	\$701,110
Total Revenues Men's and Women's Teams	\$630,446	\$737,708	\$1,368,154
Not Allocated by Gender/Sport			\$177,441
Grand Total for all Teams (includes by team and not allocated by gender/sport)			\$1,545,595

CAVEAT

APPENDIX 6

Fall Staff Report

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 17 Northwest Fla**

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, Academic Rank, Gender, and Race/Ethnicity**

Tenured

		Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	1	1
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	1	1
	Black or African American	0	0	0	0	0	2	2
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	25	25
	Two or more races	0	0	0	0	0	1	1
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total	0	0	0	0	0	30	30
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	1	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	1	1
	Black or African American	0	0	0	0	0	1	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	28	28
	Two or more races	0	0	0	0	0	2	2
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total	0	0	0	0	0	33	33
Total		0	0	0	0	0	63	63

Florida College System
2015 IPEDS Human Resources Survey
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College: 17 Northwest Fla

Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, Academic Rank, Gender, and Race/Ethnicity

On Tenure Track

		Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Gender Men	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	1	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	7	7
	Two or more races	0	0	0	0	0	0	0
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	2	2
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	17	17
	Two or more races	0	0	0	0	0	0	0
Total	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total	0	0	0	0	0	19	19
Total		0	0	0	0	0	27	27

**Florida College System
2015 IPEDS Human Resources Survey
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College: 17 Northwest Fla**

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, and Function**

Function	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Instructional Exclusively credit	59	19	0	8	0	0	86
Instructional Exclusively not-for-credit	1	5	0	0	0	0	6
Instructional Combined credit/not-for-credit	3	3	0	1	0	0	7
Instruction/research/public service	0	0	0	0	0	0	0
Total	63	27	0	9	0	0	99

Florida College System
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College: 17 Northwest Fla

Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity

Gender	Race/Ethnicity	Instructional Staff	Research	Public Service
Men	Nonresident Alien	1	0	0
	Hispanic/Latino	1	0	0
	American Indian or Alaska Native	0	0	0
	Asian	2	0	0
	Black or African American	2	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	36	0	0
	Two or more races	1	0	0
	Race and ethnicity unknown	0	0	0
	Total	43	0	0
Women	Nonresident Alien	0	0	0
	Hispanic/Latino	1	0	0
	American Indian or Alaska Native	0	0	0
	Asian	3	0	0
	Black or African American	2	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	47	0	0
	Two or more races	3	0	0
	Race and ethnicity unknown	0	0	0
	Total	56	0	0
Total		99	0	0

Florida College System
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Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity

Gender	Race/Ethnicity	Archivists, Curators, and Museum Technicians Librarians	Librarians	Library Technicians	Student, Academic Affairs and Other Educational Services
Men	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	1	1	6
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
	Total	0	1	1	6
Women	Race/Ethnicity				
	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	2	4
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	1	3	2	18
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
Total	Total	1	3	4	22
		1	4	5	28

Florida College System
2015 IPEDS Human Resources Survey
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College: 17 Northwest Fla

Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity

Gender	Race/Ethnicity	Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	Healthcare Practitioners and Technical Occupations
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	1	0	0
	Black or African American	1	0	0	1	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	5	1	14	11	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	6	1	15	12	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	1	0	0	1	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	1	1	0	0
	Black or African American	0	0	0	3	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	5	9	5	12	0
	Two or more races	1	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	Total	7	10	6	16	0
		13	11	21	28	0

Florida College System
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College: 17 Northwest Fla

Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity

Gender	Race/Ethnicity	Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	1	0	0	2	0
	American Indian or Alaska Native	1	0	0	0	0
	Asian	1	0	1	0	0
	Black or African American	9	0	2	3	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	16	0	6	9	0
	Two or more races	1	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	29	0	9	14	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	3	0	0
	American Indian or Alaska Native	0	0	1	0	0
	Asian	1	0	1	0	0
	Black or African American	1	0	5	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	7	0	48	0	0
	Two or more races	1	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total		10	0	58	0	0
	Total	39	0	67	14	0

Florida College System
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Part C - Full-Time Summary Non-Medical
Summary of Full-Time, Non-Medical School, Staff
By Tenure Status and Occupational Category

Occupational Category	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Instructional Exclusively credit	59	19	0	8	0	0	86
Instructional Exclusively not-for-credit	1	5	0	0	0	0	6
Instructional Combined credit/not-for-credit	3	3	0	1	0	0	7
Instruction/research/public service	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0
Public Service	0	0	0	0	0	0	0
Archivists, Curators, and Museum Technicians Librarians	0	0	0	0	0	1	1
Librarians	4	0	0	0	0	0	4
Library Technicians	0	0	0	0	0	5	5
Student, Academic Affairs and Other Educational Services	2	0	0	0	0	26	28
Management Occupations	2	0	0	0	0	11	13
Business and Financial Operations Occupations	0	0	0	0	0	11	11
Computer, Engineering, and Science Occupations	0	0	0	0	0	21	21
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	0	0	0	0	0	28	28
Healthcare Practitioners and Technical Occupations	0	0	0	0	0	0	0
Service Occupations	0	0	0	0	0	39	39
Sales and Related Occupations	0	0	0	0	0	0	0
Office and Administrative Support Occupations	0	0	0	0	0	67	67
Natural Resources, Construction, and Maintenance Occupations	0	0	0	0	0	14	14
Production, Transportation, and Material Moving Occupations	0	0	0	0	0	0	0
Total	71	27	0	9	0	223	330

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Part G - Salary Outlays for Full-Time Instructional Staff
Salary Outlays for Full-Time Instructional Staff
By Gender and Academic Rank

Gender	Academic Rank	Total Employees for Salary Reporting	Total Number of Months	Salary Outlays
Men	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	0	0	0
	Lecturers	0	0	0
	No academic rank	43	399	2,513,354
	Total	43	399	2,513,354
Women	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	0	0	0
	Lecturers	0	0	0
	No academic rank	56	513	3,109,217
	Total	56	513	3,109,217
Total		99	912	5,622,571

Florida College System
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Part G - Salary Outlays for Full-Time Non-Instructional Staff
Salary Outlays for Full-Time Non-Instructional Staff
By Occupational Category

Occupational Category	Total Salary Outlays
Postsecondary Teachers - Research	0
Postsecondary Teachers - Public Service	0
Library and Other Teaching Occupations	1,981,245
Management Occupations	1,326,775
Business and Financial Occupations	500,311
Computer, Engineering, and Science Occupations	1,140,630
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	1,190,682
Healthcare Practitioners and Technical Occupations	0
Service Occupations	902,279
Sales and Related Occupations	0
Office and Administrative Support Occupations	1,970,087
Natural Resources, Construction, and Maintenance Occupations	429,002
Production, Transportation, and Material Moving Occupations	0

Florida College System
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College: 17 Northwest Fla

Part H - New Hires - Full-Time Instructional Staff
Number of Newly Hired Full-Time Permanent Instructional Staff
By Tenure Status, Gender and Race/Ethnicity

Gender	Race/Ethnicity	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	1	0	0	0	0	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	2	0	1	0	0	3
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total	0	3	0	1	0	0	4
Women	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	3	0	0	0	0	3
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total	0	3	0	0	0	0	3
Total		0	6	0	1	0	0	7

Florida College System
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Part H - New Hires - Full-Time Staff
Number of Newly Hired Full-Time Staff
By Occupational Category, Gender and Race/Ethnicity

Gender	Race/Ethnicity	Instructional Staff	Research	Public Service	Library and Other Teaching Occupations
Men	Nonresident Alien	0	0	0	0
	Hispanic/Latino	1	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	3	0	0	1
	Two or more races	0	0	0	0
Women	Race and ethnicity unknown	0	0	0	0
	Total	4	0	0	1
	Race/Ethnicity				
	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	0
Total	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	3	0	0	0
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
	Total	3	0	0	0
		7	0	0	1

Florida College System
2015 IPEDS Human Resources Survey
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College: 17 Northwest Fla

Part H - New Hires - Full-Time Non-Instructional Staff
Number of Newly Hired Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity

Gender	Race/Ethnicity	Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	Healthcare Practitioners and Technical Occupations
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	1	0	1	1	0
	Two or more races	0	0	0	0	0
Women	Race and ethnicity unknown	0	0	0	0	0
	Total	1	0	1	1	0
	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	0	0	0
Total	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	1	0	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	0	1	0	0	0
	Total	1	1	1	1	0

Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 17 Northwest Fla

Part H - New Hires - Full-Time Non-Instructional Staff
Number of Newly Hired Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity

Gender	Race/Ethnicity	Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	1	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	1	0	2	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	1	0	2	1	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	1	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	1	0	1	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	Total	1	0	2	0	0
		2	0	4	1	0

Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 17 Northwest Fla

Part H - New Hires - Full-Time Non-Instructional Staff
Total Number of Newly Hired Full-Time Non-Instructional Staff
By Gender and Race/Ethnicity

Gender	Race/Ethnicity	Total
Men	Nonresident Alien	0
	Hispanic/Latino	2
	American Indian or Alaska Native	0
	Asian	0
	Black or African American	0
	Native Hawaiian or Other Pacific Islander	0
	White	10
	Two or more races	0
	Race and ethnicity unknown	0
	Total	12
Women	Nonresident Alien	0
	Hispanic/Latino	0
	American Indian or Alaska Native	0
	Asian	0
	Black or African American	1
	Native Hawaiian or Other Pacific Islander	0
	White	6
	Two or more races	0
	Race and ethnicity unknown	0
	Total	7
Total		19

Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 17 Northwest Fla

Occupation Category	Salary Range	Black		Hispanic		White		Total
		Female	Male	Male	Female	Male	Female	
Management Occupations	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	1	0	0	1
Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	1	1
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0
Computer Engineering And Science	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	1	0	0	1
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0
Community Service, Legal, Arts, And Media	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	1	0	0	1
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0

(Continued)

Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 17 Northwest Fla

Occupation Category	Salary Range	Black		Hispanic		White		Total
		Female	Male	Male	Female	Male	Female	
Instruction	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	1	0	1	1
	40,000 To 45,000	0	0	0	0	1	1	1
	45,000 To 55,000	0	1	2	2	2	5	5
	55,000 To 65,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	1	1	0	1	1
	Above 75,000	0	0	0	0	0	0	0
Service Occupations	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	1	1	1	2
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	0	0	0	1	1	1	2
	25,000 To 30,000	1	0	1	1	0	2	2
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0

(Continued)

Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 17 Northwest Fla

Occupation Category	Salary Range	Black Female	Hispanic Male	White Male	White Female	Total
Natural Resources, Construction And Maintenance Occup	Below 25,000	0	0	0	0	0
	25,000 To 30,000	0	1	0	0	1
	30,000 To 35,000	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0
Total	Above 75,000	0	0	0	0	0
		1	2	10	6	19

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 17 Northwest Fla

Full-Time Faculty
Salary Ranges By Terms, Employed, Ethnicity and Gender

Terms Employed	Salary Range	Asian		Black		Hispanic		Multi-Racial		Non-Resident		White		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
9-10 Month	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	1
	40,000 To 45,000	1	0	0	0	0	0	0	1	0	0	4	0	6
	45,000 To 55,000	1	0	1	0	0	1	0	0	0	1	19	5	28
	55,000 To 65,000	0	2	1	2	1	0	2	0	0	0	21	24	53
	65,000 To 75,000	1	0	0	0	0	0	0	0	0	0	1	2	4
11-12 Month	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	1	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	1	1	2
Total	65,000 To 75,000	0	0	0	0	0	0	1	0	0	0	0	1	3
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	1
Total		3	2	2	2	1	1	3	1	0	1	47	36	99

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 17 Northwest Fla

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		White		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	1	1
	65,000 To 75,000	0	0	0	0	1	0	0	0	0	0	0	0	2
Business And Financial Operations	Above 75,000	0	0	0	1	0	0	0	0	1	0	4	4	10
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	1	1
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	2	2
	35,000 To 40,000	1	0	0	0	0	0	0	0	0	0	0	1	2
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	1	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	1	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	3	4
Computer Engineering And Science	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	1	3
	30,000 To 35,000	0	1	0	0	0	0	0	0	0	0	0	0	2
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	1	0	0	0	0	0	0	0	0	0	0	0	3
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	2	4
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	3
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	1
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	2	5

(Continued)

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 17 Northwest Fla

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

		Asian		Black		Hispanic		Indian		Multi-Racial		White		Total
		F		M		F		M		F		M		
		F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity Community Service, Legal, Arts, And Media	Salary Range													
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	1
	25,000 To 30,000	0	0	0	1	0	0	0	0	0	0	0	0	1
	30,000 To 35,000	0	0	1	0	0	0	0	0	0	0	0	6	1
	35,000 To 40,000	0	0	2	0	1	0	0	0	0	0	0	2	1
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	3	3
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	1	4
Archivists,Curators And Museum Technicians	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	2
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	1	1
Librarians	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	1	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	1	2

Continued)

(Continued)

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 17 Northwest Fla

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		White		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity Library Technicians	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	1	1
	25,000 To 30,000	0	0	1	0	0	0	0	0	0	0	0	1	2
	30,000 To 35,000	0	0	1	0	0	0	0	0	0	0	0	0	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	1
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	1	1
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	3	3
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	2	2
	40,000 To 45,000	0	0	1	0	0	0	0	0	0	0	0	4	5
	45,000 To 55,000	0	0	2	0	0	0	0	0	0	0	0	1	3
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	3	4
	65,000 To 75,000	0	0	1	0	0	0	0	0	0	0	0	6	9
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	1
Service Occupations	Below 25,000	1	1	1	5	0	1	0	1	1	1	1	5	28
	25,000 To 30,000	0	0	0	4	0	0	0	0	0	0	0	2	11
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 17 Northwest Fla

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

			Asian		Black		Hispanic		Indian		Multi-Racial		White		Total	
			F	M	F	M	F	M	F	M	F	M				
Occupation Activity	Office And Administrative Support Occupations	Salary Range														
		Below 25,000	0	1	0	0	1	0	1	0	0	0	0	9	2	14
		25,000 To 30,000	0	0	5	1	1	0	0	0	0	0	0	22	4	33
		30,000 To 35,000	0	0	0	0	1	0	0	0	0	0	0	8	0	9
		35,000 To 40,000	1	0	0	0	0	0	0	0	0	0	0	4	0	5
		40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	3	0	3
		45,000 To 55,000	0	0	0	1	0	0	0	0	0	0	0	2	0	3
		55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Natural Resources,Construction And Maintenance Occup	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
	25,000 To 30,000	0	0	0	3	0	2	0	0	0	0	0	0	3	8	
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	2	2	
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	2	2	
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total		4	3	15	16	5	3	1	1	2	1	110	70	231	