

Northwest Florida State College

College Annual Equity Update 2019-20

Template for Submission

Deadline: June 30, 2020

Submission Information

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A photograph of a campus scene. On the left, a large, mature tree with green and yellowing leaves stands in front of a modern building with large glass windows. A concrete walkway leads from the foreground towards a covered walkway supported by brick pillars. The sky is bright and the overall atmosphere is serene.

Annual Equity Update 2019-2020

teamwork & creativity

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for the annual update.

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

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvement identified in analyses.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by May 1, 2020. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees’ approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for its next district board of trustees meeting.

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates, monitor efforts by the college to increase diversity in student participation and employment and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college’s methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs, activities and employment. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in areas where the college has achieved or exceeded its goals or in areas where there is incomplete or missing information.

For the 2019-20 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

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

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

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection: No**
If yes, provide the following applicable updates.

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

Response: Dr. Nate Slaton – Vice President – Student Success
Pauline Anderson – Dean of Institutional Research, Analysis and Planning
Roberta Mackey – Executive Director Human Resources/Equity Coordinator
Mr. Ramsey Ross – Director of Athletics
Mr. Jack Capra - Executive Officer Government Relations/General Counsel

A description of the participation of any advisory groups or persons.

Response: Mr. Capra 's role is to review and advise on the report.

Review of Part I: Description of Plan Development (Completed by Division of Florida Colleges)

| Requirement | Response | Comments | Action |
|---|-------------|----------|--------|
| Did the college change the college equity plan? | Select one. | | |
| If yes, applicable updates provided? | Select one. | | |

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A) Has the governing board updated the college's approved and adopted policy of nondiscrimination?
Make a selection: No If yes, provide the following applicable updates.

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

Web link(s) to document the revision: Click here to enter text.

B) Has the college updated the procedures used to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? **Make a selection: No** If yes, provide updated information.

Response: Click here to enter text.

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.

Name/title: [Click here to enter text.](#)

Phone number: [Click here to enter text.](#)

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

Email address: [Click here to enter text.](#)

Is this contact's information available in the regular notice of nondiscrimination?

Make a selection: [Select one.](#)

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: No** If yes, provide the following applicable updates.

Date of revision: [Click here to enter text.](#)

Description of the revision: [Click here to enter text.](#)

Web link(s) to document the revision: [Click here to enter text.](#)

E) Grievance procedures should address the following, at a minimum, as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements.

- 1) Notifications of these procedures are placed in prominent and common information sources.
Make a selection: Yes
- 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

If no, provide the college's plan for compliance.

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

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

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

If yes, address the following for any identified policies or procedures.

Name of the policy and/or procedure(s): Click here to enter text.

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

Web link(s) to document the revision: Click here to enter text.

***Review of Part II: Policies and Procedures that Prohibit Discrimination
(Completed by Division of Florida Colleges)***

| Requirement | Response | Comments | Action |
|---|-------------|----------|--------|
| Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? | Select one. | | |
| If yes, applicable updates provided? | Select one. | | |
| Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? | Select one. | | |
| If yes, applicable updates provided? | Select one. | | |
| Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? | Select one. | | |
| If yes, applicable updates provided? | Select one. | | |
| Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination? | Select one. | | |
| If yes, applicable updates provided? | Select one. | | |
| Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C. | - | - | - |
| Notifications of these procedures are placed in prominent and common information sources. | Select one. | | |
| Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from | Select one. | | |

| Requirement | Response | Comments | Action |
|---|-------------|----------|--------|
| seeking redress from other available sources. | | | |
| Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. | Select one. | | |
| If no, is a plan for compliance provided? | Select one. | | |

Part III. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the EMP-EAM tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

| | 2018-19 Report Year College Student Population (%) | EAM Actuals (%) Fall 2018 | EAM Actuals (%) Fall 2019 | EAM Stated Goals (%) Fall 2019 | EAM Goal Met (Yes/ No) | EAM Goals for Fall 2020 |
|--------------|---|------------------------------------|------------------------------------|---|------------------------------------|---|
| Black Female | 6.2% | 5.6% | 6.3% | Meet or exceed student percentage | Yes | To meet or exceed the student population |

| | 2018-19 Report Year College Student Population (%) | EAM Actuals (%) Fall 2018 | EAM Actuals (%) Fall 2019 | EAM Stated Goals (%) Fall 2019 | EAM Goal Met (Yes/ No) | EAM Goals for Fall 2020 |
|----------------------------|---|------------------------------------|------------------------------------|---|------------------------------------|---|
| Black Male | 3.8% | 5.6% | 6.3% | Meet or exceed student percentage | Yes | To meet or exceed the student population |
| Hispanic Female | 6.6% | 5.6% | 6.3% | Meet or exceed student percentage | No | To meet or exceed the student population |
| Hispanic Male | 4.4% | 0.0% | 0.0% | Meet or exceed student percentage | No | To meet or exceed the student population |
| Other Minorities Female | 6.7% | 0.0% | 0.0% | Meet or exceed student percentage | No | To meet or exceed the student population |
| Other Minorities Male | 4.0% | 5.6% | 6.3% | Meet or exceed student percentage | Yes | To meet or exceed the student population |
| White Female | 40.0% | 33.3% | 25.0% | Meet or exceed student percentage | No | To meet or exceed the student population |
| White Male | 28.2% | 44.4% | 50.0% | Meet or exceed student percentage | Yes | To meet or exceed the student population |
| Total Female | 59.6% | 44.4% | 37.5% | Meet or exceed student percentage | No | To meet or exceed the student population |
| Total Male | 40.4% | 55.6% | 62.5% | Meet or exceed student percentage | Yes | To meet or exceed the student population |

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The data above shows a positive increase in our recruitment from the African American population. We have also seen an overall increase in the female population from last years report.

We have been utilizing a more focused approach to our advertising of positions and we believe this will enhance the efforts of our college in reaching a more diverse applicant pool. We were able to increase our salary schedule slightly this fiscal year and this coming fiscal year will mark year two of a three year compensation plan. Our President's commitment to improving the diversity on our campus is reflected in the support he has given to our Diversity and Inclusion Committee.

College Full-Time Instructional Staff

Informed by the EMP-INSTRUCTIONAL tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

| | 2018-19 Report Year College Student Population (%) | INST Actuals (%) Fall 2018 | INST Actuals (%) Fall 2019 | INST Stated Goals (%) Fall 2019 | INST Goal Met (Yes/No) | INST Goals for Fall 2020 |
|-------------------------|--|-------------------------------------|--|---|-------------------------------------|--|
| Black Female | 6.2% | 2.3% | 3.5% | Meet or exceed student population | No | Meet or exceed the student population |
| Black Male | 3.8% | 2.3% | 1.2% | Meet or exceed student population | No | Meet or exceed the student population |
| Hispanic Female | 6.6% | 1.2% | 1.2% | Meet or exceed student population | No | Meet or exceed the student population |
| Hispanic Male | 4.4% | 0.0% | 0.0% | Meet or exceed student population | No | Meet or exceed the student population |
| Other Minorities Female | 6.7% | 5.8% | 4.7% | Meet or exceed student population | No | Meet or exceed the student population |
| Other Minorities Male | 4.0% | 3.5% | 3.5% | Meet or exceed student population | No | Meet or exceed the student population |



| | 2018-19 Report Year College Student Population (%) | INST Actuals (%) Fall 2018 | INST Actuals (%) Fall 2019 | INST Stated Goals (%) Fall 2019 | INST Goal Met (Yes/No) | INST Goals for Fall 2020 |
|--------------|--|-------------------------------------|--|---|-------------------------------------|--|
| White Female | 40.0% | 48.8% | 50.6% | Meet or exceed student population | Yes | Meet or exceed the student population |
| White Male | 28.2% | 36.0% | 35.3% | Meet or exceed student population | Yes | Meet or exceed the student population |
| Total Female | 59.6% | 58.1% | 60.0% | Meet or exceed student population | Yes | Meet or exceed the student population |
| Total Male | 40.4% | 41.9% | 40.0% | Meet or exceed student population | No | Meet or exceed the student population |

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

Response: While our total female percentage has improved, we have not been able to improve in the areas of Black or Hispanic females in our Faculty percentages. We have been focusing more on recruitment in these areas and we are hopeful that with the three year compensation plan that was implemented last year we will begin to see improvement in our recruitment and retention in these areas.

College Full-Time Instructional Staff with Continuing Contract

Informed by the EMP-CONTINUING CONTRACT tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

| | 2018-19 Report Year College Student Population (%) | INST-CONT Actuals (%) Fall 2018 | INST- CONT Actuals (%) Fall 2019 | INST-CONT Stated Goals (%) Fall 2019 | INST- CONT Goal Met (Yes/No) | INST-CONT Goals for Fall 2020 |
|-------------------------|---|--|---|---|---|--|
| Black Female | 6.2% | 0.0% | 0.0% | Meet or exceed the student population | No | Meet or exceed the student population |
| Black Male | 3.8% | 3.7% | 2.2% | Meet or exceed the student population | No | Meet or exceed the student population |
| Hispanic Female | 6.6% | 1.9% | 0.0% | Meet or exceed the student population | No | Meet or exceed the student population |
| Hispanic Male | 4.4% | 0.0% | 0.0% | Meet or exceed the student population | No | Meet or exceed the student population |
| Other Minorities Female | 6.7% | 5.6% | 4.4% | Meet or exceed the student population | No | Meet or exceed the student population |
| Other Minorities Male | 4.0% | 3.7% | 4.4% | Meet or exceed the student population | No | Meet or exceed the student population |
| White Female | 40.0% | 42.6% | 40.0% | Meet or exceed the student population | Yes | Meet or exceed the student population |
| White Male | 28.2% | 42.6% | 48.9% | Meet or exceed the student population | Yes | Meet or exceed the student population |
| Total Female | 59.6% | 50.0% | 44.4% | Meet or exceed the student population | No | Meet or exceed the student population |

| | 2018-19 Report Year College Student Population (%) | INST-CONT Actuals (%) Fall 2018 | INST- CONT Actuals (%) Fall 2019 | INST-CONT Stated Goals (%) Fall 2019 | INST- CONT Goal Met (Yes/No) | INST-CONT Goals for Fall 2020 |
|------------|--|--|--|--|---------------------------------------|--|
| Total Male | 40.4% | 50.0% | 55.6% | Meet or exceed the student population | Yes | Meet or exceed the student population |

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

Response: The College's recruitment strategies have become more focused and we are hopeful that this will improve the retention rate and lead to more diversity in the faculty who reach continuing contract status.

New Barriers (Optional)

Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities in any employment category?

Response: The barriers are the same as last year in that we have two Military installations and a University in our area that offer considerably higher salaries than our College which makes it difficult to recruit and retain well qualified faculty.

***Review of Part III (A): Attainment of Annual Goals
(Completed by Division of Florida Colleges)***

| Requirement | Response | Comments | Action |
|---|-------------|----------|--------|
| Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in: | - | - | - |
| <i>EAM positions?</i> | Select one. | | |
| Full-time instructional positions? | Select one. | | |
| Full-time with continuing contract instructional positions? | Select one. | | |
| Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities? | Select one. | | |

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

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

Response: Northwest Florida State College is in the second year of a new merit based performance evaluation system that we believe better supports the Strategic Plan of the College. All Chairpersons, Deans, and Vice Presidents were evaluated in the last evaluation cycle and all employees were evaluated at Satisfactory or above. We do not have positions with the title of Provost. When an employee does not have a successful evaluation of at least an overall Satisfactory score, they are not eligible for a pay increase if the college is able to give one. They can also be placed on a Performance Improvement Plan and given guidance on how to make improvements.

2) Provide a summary of the college's board of trustees' annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

Response: Our College President was evaluated by the Board of Trustees in the following areas: Board Relations, Community, Business, State and National Relations, Fiscal Accountability, Relationship with Faculty, Staff and Students, Leadership, Institutional Effectiveness processes, State and Federal funding, Annual and Long term goals and objectives of the College Equity Plan, Performance goals in the College Accountability Plan, and Gender in Athletics, Statutory or Legislative Directives. The Board of Trustees were very complimentary of Dr. Stephenson's accomplishments over the last year and was given very high ratings in all areas of his evaluation.

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

Response: June 4, 2019

***Review of Part III (B): Evaluations of Employment Practices
(Completed by Division of Florida Colleges)***

| Requirement | Response | Comments | Action |
|--|-------------|----------|--------|
| Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals? | Select one. | | |
| Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals? | Select one. | | |
| Does the report include a summary of the results of the annual evaluation of | Select one. | | |

| Requirement | Response | Comments | Action |
|---|-------------|----------|--------|
| the college president in achieving the annual and long-term goals and objectives? | | | |
| Does the report include the date of the most recent presidential evaluation? | Select one. | | |

C. Additional Requirements

The college should complete the following related to additional processes required by section 1012.86, F.S.

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection: Yes**

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

Response: All screening committees are required to be diverse in both gender and ethnicity and be a good representation of the campus community. All screening committees must have final approval by the College President.

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

Response:

- 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 Teaching and Learning to form a continuing contract evaluation committee.
- If the evaluation committee concurs that the faculty member has shown excellent progress and performance in the yearly reviews and in the continuing contract evaluation, a recommendation to award continuing contract will be made to the President.
- If the President concurs with the recommendation, he or she will recommend to the board of Trustees that a continuing contract be awarded.
- If the Board of Trustees concurs, the board and president will formally notify the faculty member that the award has been made.
- Each employee issued a continuing contract shall be entitled to continue in his or her respective full-time faculty position at the college without the necessity for annual nomination or reappointment until the individual resigns from employment, unless the

employee is dismissed or returned to annual contract status as described in Section F.
(Dismissal or return to annual contract status)

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

Response:

At the end of each academic year, full-time faculty members in a continuing– contract track appointment will participate in a review of their performance conducted by their Department Chair or Program Chair. Faculty are also reviewed on the completion of the goals they have set from the previous year’s performance evaluation.

4) Briefly describe the college’s budgetary incentive plan to support and ensure the attainment of employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

Response:

Each year, college staff meet 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 criterion. The Diversity and Inclusion Committee that has already seen success in participating in and promoting more diverse college and community events. Our college president has promoted bringing to the college special guest speakers that represent a diverse background to educate employees and the community.

5) Salary Information: In the following table, include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86(2)(b)(5), F.S. Add additional rows if needed.

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

| | Job Classification | # of New Hires* | New Hires* Salary Range | # of Existing Employee(s) with Comparable Experience | Existing Employee* Salary Range |
|-------|---|------------------------|--------------------------------|---|--|
| Row 1 | Community Service, Legal, Arts, & Media Operations | 9 | \$30,225-\$40,000 | 17 | \$23,970-\$55,711 |
| Row 2 | Instruction | 7 | \$38,116-\$56,000 | 78 | \$36,229-\$73,943 |
| Row 3 | Management Occupations | 9 | \$60,000-\$150,000 | 43 | \$50,490-\$250,000 |
| Row 4 | Natural Resources, Construction, Maintenance Operations | 3 | \$24,875-\$37,740 | 24 | \$24,875-\$37,740 |
| Row 5 | Office & Administrative Support | 18 | \$22,225 – \$39,565 | 54 | \$22,225-\$40,395 |
| Row 6 | Other Teaching & Instructional Support Occupations | 14 | \$28,000-\$62,000 | 81 | \$28,000-\$69,208 |

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2018, and October 31, 2019, 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, 2018.*

**Review of Part III(C): Additional Requirements
(Completed by Division of Florida Colleges)**

| Requirement | Response | Comments | Action |
|---|-----------------|-----------------|---------------|
| Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees? | Select one. | | |
| Does the report include a description of the process used to grant continuing contracts? | Select one. | | |
| Does the report include a description of the process used to annually apprise each eligible faculty member of | Select one. | | |

| Requirement | Response | Comments | Action |
|--|-------------|----------|--------|
| progress toward attainment of continuing contract status? | | | |
| Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.? | Select one. | | |
| Did the college include a summary of the incentive plan? | Select one. | | |
| Did the summary include strategic resource allocation? | Select one. | | |
| Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications? | Select one. | | |

Part IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2018-19 reporting year.

| Enrollments | FTIC | | | Overall Enrollments | | |
|------------------|------------------------|---------------------------------|--------------------------|------------------------|---------------------------------|--------------------------|
| | 2018-19 Goals | 2018-19 Goals Achieved (Yes/No) | 2019-20 Goals | 2018-19 Goals | 2018-19 Goals Achieved (Yes/No) | 2019-20 Goals |
| Black | +/- 2% of service area | Yes | +/- 2% of service area | +/- 2% of service area | Yes | +/- 2% of service area |
| Hispanic | +/- 2% of service area | Yes | +/- 2% of service area | +/- 2% of service area | Yes | +/- 2% of service area |
| Other Minorities | +/- 2% of service area | No | +/- 2% of service area | +/- 2% of service area | No | +/- 2% of service area |
| White | +/- 2% of service area | Yes | +/- 2% of service area | +/- 2% of service area | Yes | +/- 2% of service area |
| Female | 60% | No | 45-55% | 45-55% | Yes | 45-55% |
| Male | 40% | No | 45-55% | 45-55% | Yes | 45-55% |
| LEP | Maintain | No | Maintain % of population | Maintain | No | Maintain % of population |
| DIS | Maintain | No | Maintain % of population | Maintain | No | Maintain % of population |

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student enrollments from underrepresented groups.

Response: The College has made strides in greater equity between the number of male and female students. The College is generally reflective of the overall service area for minorities. The College has seen declines in LEP and DIS students, but this is partially attributable to enrollment declines.

New methods and strategies, if applicable.

Response: Rather than maintain the number of LEP and DIS students, we will assess ourselves on their percentage of our overall population in the next cycle to better assess outcomes. We continue to carefully monitor race/ethnicity enrollments. The College's Diversity & Inclusion Taskforce holds over 20 events per year to celebrate racial and ethnic minorities. The College also monitors gender equity closely. The Diversity & Inclusion Taskforce closely monitors the types of events on campus to ensure broad representation.

Student Completions

This year's report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2019-20. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

| AA Degrees | 2018-19 Goals | 2018-19 Goals Achieved (Yes/No) | 2019-20 Goals |
|------------------|-----------------------------|---------------------------------|-----------------------------|
| Black | Increase from previous year | Yes | Increase from previous year |
| Hispanic | Increase from previous year | No | Increase from previous year |
| Other Minorities | Increase from previous year | Yes | Increase from previous year |
| White | Increase from previous year | Yes | Increase from previous year |
| Female | Increase from previous year | Yes | Increase from previous year |
| Male | Increase from previous year | No | Increase from previous year |
| LEP | Increase from previous year | No | Increase from previous year |
| DIS | Increase from previous year | No | Increase from previous year |
| AS/AAS Degrees | 2018-19 Goals | 2018-19 Goals Achieved (Yes/No) | 2019-20 Goals |
| Black | Increase from previous year | Yes | Increase from previous year |
| Hispanic | Increase from previous year | No | Increase from previous year |
| Other Minorities | Increase from previous year | No | Increase from previous year |
| White | Increase from previous year | Yes | Increase from previous year |
| Female | Increase from previous year | Yes | Increase from previous year |
| Male | Increase from previous year | No | Increase from previous year |
| LEP | Increase from previous year | Yes | Increase from previous year |
| DIS | Increase from previous year | Yes | Increase from previous year |
| Certificates | 2018-19 Goals | 2018-19 Goals Achieved (Yes/No) | 2019-20 Goals |
| Black | Increase from previous year | Yes | Increase from previous year |
| Hispanic | Increase from previous year | No | Increase from previous year |
| Other Minorities | Increase from previous year | No | Increase from previous year |
| White | Increase from previous year | Yes | Increase from previous year |

| | | | |
|------------------------------|-----------------------------|--|-----------------------------|
| Female | Increase from previous year | Yes | Increase from previous year |
| Male | Increase from previous year | No | Increase from previous year |
| LEP | Increase from previous year | Yes | Increase from previous year |
| DIS | Increase from previous year | No | Increase from previous year |
| Baccalaureate Degrees | 2018-19 Goals | 2018-19 Goals Achieved (Yes/No) | 2019-20 Goals |
| Black | Increase from previous year | Yes | Increase from previous year |
| Hispanic | Increase from previous year | No | Increase from previous year |
| Other Minorities | Increase from previous year | No | Increase from previous year |
| White | Increase from previous year | Yes | Increase from previous year |
| Female | Increase from previous year | Yes | Increase from previous year |
| Male | Increase from previous year | No | Increase from previous year |
| LEP | Increase from previous year | No | Increase from previous year |
| DIS | Increase from previous year | Yes | Increase from previous year |

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups.

Response: The College worked on two projects in the last cycle, “First Five” and “Tilt”. Neither project achieved significant results, and have been abandoned. While improvements have been seen in white, black, and female students, there are continued improvement opportunities for males, Hispanic students, and students who are members of other minorities.

New methods and strategies, if applicable.

Response: The College began its first year of Achieving the Dream implementation this year, with a focus on Active & Engaged Learning. Learning engagement is also the focus of the QEP for our SACSCOC reaffirmation. We expect the engaged learning strategies will begin to improve rates for all students and begin to close equity gaps.

Student Success in Targeted Programs

The college's plan for 2018-19 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

The college is providing updates: **Yes** If no, provide:

An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.

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

New methods and strategies, if applicable.

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

Review of Part IV: Strategies to Overcome Underrepresentation of Students (Completed by Division of Florida Colleges)

| Requirement | Response | Comments | Action |
|---|-------------|----------|--------|
| Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies? | Select one. | | |
| If no, evaluation of current methods and strategies and new methods and strategies provided? | Select one. | | |
| Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies? | Select one. | | |
| If no, evaluation of current methods and strategies and new methods and strategies provided? | Select one. | | |
| The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, | Select one. | | |

| Requirement | Response | Comments | Action |
|---|-------------|----------|--------|
| communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories? | | | |
| If no, evaluation of current methods and strategies and new methods and strategies provided? | Select one. | | |

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

Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary. Please indicate "0" for the number of students if no substitutions were granted.

| Disability Type | Number of Students | Required Course(s) (prefix, number and title) | Substituted Course(s) (prefix, number and title) | Discipline Area |
|------------------------------|--------------------|--|---|-----------------|
| Deaf/Hard of Hearing | 0 | | | |
| | | | | |
| | | | | |
| Visual Impairment | 0 | | | |
| | | | | |
| | | | | |
| Specific Learning Disability | 0 | | | |
| | | | | |
| Orthopedic Impairment | 0 | | | |
| | | | | |
| | | | | |

| Disability Type | Number of Students | Required Course(s) (prefix, number and title) | Substituted Course(s) (prefix, number and title) | Discipline Area |
|------------------------------------|--------------------|--|---|-----------------|
| Speech/Language Impairment | 0 | | | |
| | | | | |
| | | | | |
| Emotional or Behavioral Disability | 0 | | | |
| | | | | |
| | | | | |
| Autism Spectrum Disorder | 0 | | | |
| | | | | |
| | | | | |
| Traumatic Brain Injury | 0 | | | |
| | | | | |
| | | | | |
| Other Health Impairment | 0 | | | |
| | | | | |
| | | | | |

How many requests for course substitutions were made and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.) Please indicate "0" if no substitutions were requested or granted.

| Semester | Number of Substitutions Requested | Number of Substitutions Granted |
|----------|-----------------------------------|---------------------------------|
| Fall | 0 | 0 |
| Spring | 0 | 0 |
| Summer | 0 | 0 |
| Total | 0 | 0 |

(Completed by Division of Florida Colleges)

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

Part VI. Gender Equity in Athletics

The college offers athletic programs: **Yes** If no, move to the next section. If yes, complete this section.

Assessment of Athletic Programs

Section 1006.71, F.S., Gender equity in intercollegiate athletics, is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs shall develop a gender equity plan pursuant to section 1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings and funds allocated for administration, recruitment, comparable coaching, publicity and promotion and other support costs. An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished.

For this part, provide the college's latest Equity in Athletics Disclosure Act (EADA) Survey Federal Report as an appendix.

Please see Appendix A – EADA Report

Data Assessment

Section 1006.71, F.S., requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics.

Provide updates or new information related to sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity. If the college is not in compliance with Title IX, updates must be included in the college's Corrective Action Plan of this report.

The College is nearing completion of a 12,000 sq. ft. Indoor Practice Facility for the Baseball and Softball programs. The facility will be equally shared among both programs. This will be just another example of how Northwest Florida State College's facilities are completely equitable for our male and female sports. Currently the men's and women's basketball programs use the same basketball arena (with the same accessibility) as well as locker rooms that have the exact same amount of square footage and amenities. Additionally, the Softball program experienced significant office space/computer lab upgrades that are not currently available to the Baseball program. This building space houses 4 coaches' offices, a study hall/computer lab/meeting room space with work stations, and renovated men's and women's restrooms.

During the summer of 2019, the College made the decision to substantially increase the head coaches' salaries in every sport to the same amount. All four head coaches (baseball, men's basketball, softball, women's basketball) are making the same salary.

For the 2019-20 academic year, the College hosted (in conjunction with Gulf Coast State College) the Women's Basketball Florida JUCO Shootout, a tournament consisting of all the FCSAA Women's Basketball programs across the state. Moreover, the 2020 NJCAA Region VIII/FCSAA State Basketball Men's and Women's Tournaments were hosted by NWFSC. This event hosted the top 8 women's teams and 8 men's teams (16 total) in the NJCAA Region VIII (Florida).

Compliance with Title IX

Using athletic participation data from the latest EADA Survey Federal Report, complete the following table to determine gender equity based on participation rates.

**Athletic Participation by Gender Compared to Student Enrollments by
Gender for July 1, 2017, through June 30, 2018, and July 1, 2018, through June 30, 2019**

| | 2017-18 | | | | 2018-19 | | |
|---|---------|---------|-------|---|---------|---------|-------|
| | Males | Females | Total | | Males | Females | Total |
| Total Number of Athletes | 38 | 27 | 65 | Total Number of Athletes | 38 | 29 | 67 |
| Percent of Athletes by Gender | 58% | 42% | 100% | Percent of Athletes by Gender | 56% | 44% | 100% |
| Total Number of Enrollments | 2,273 | 3,128 | 5,401 | Total Number of Enrollments | 2,093 | 3,082 | 5,175 |
| Percent of Enrollments by Gender | 42% | 58% | 100% | Percent of Enrollments by Gender | 40% | 60% | 100% |
| Difference between the percent of athletes and the percent of students enrolled | 16% | -16% | 0 | Difference between the percent of athletes and the percent of students enrolled | 16% | -16% | 0 |

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2017-18: No 2018-19: No**

Based on the participation rates of female athletes compared to female enrollments and based on the college's athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring the institution is in compliance with Title IX, Gender Equity in Athletics.

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

Corrective Action Plan

If the program is not in compliance, complete the Corrective Action Plan below and specify or update the plan to achieve compliance. Include completion dates for each method and strategy.

| Gender Equity in Athletics Component | Planned Actions to Address Deficiencies Found in Athletics | Responsible Person(s) and Contact Information | Timelines |
|--------------------------------------|--|---|-----------|
| #2 | <p>The College is exploring options of adding a 3rd female sport to increase female participation numbers. Among the many factors that are being evaluated is the financial impact it would have on the College. Any future additional sports that might be added will have to be a fiscally conservative investment.</p> <p>Additionally, NWFSC is also exploring the implementation of E-Sports. The National Junior College Athletic Association recently added this to their organization's sport offerings and some insitutions that have added E-Sports are using these participation numbers in their Gender Equity figures.</p> | Ramsey Ross | FY2020-21 |

***Review of Part VI: Gender Equity in Athletics
(Completed by Division of Florida Colleges)***

| Requirement | Response | Comments | Action |
|--|-------------|----------|--------|
| Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2019? | Select one. | | |
| Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity? | Select one. | | |
| Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? | Select one. | | |
| Does the report include any of the following to ensure compliance with Title IX? | Select one. | | |



| Requirement | Response | Comments | Action |
|---|-------------|----------|--------|
| Accommodation of interests and abilities | Select one. | | |
| Substantial proportionality | Select one. | | |
| History and practice of expansion of sports | Select one. | | |
| If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan? | Select one. | | |

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2019-20 Annual EQUITY UPDATE REPORT
Signature Page

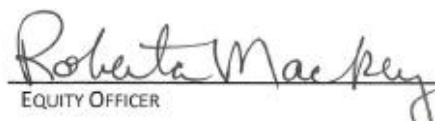
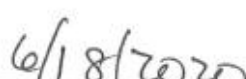

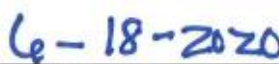


Northwest Florida State College

The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 6A-19.001-.010, F.A.C., referenced in this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, section 1006.71, F.S., Gender equity in intercollegiate athletics and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs.)

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

| | |
|---|--|
|  _____ EQUITY OFFICER |  _____ DATE |
|  _____ COLLEGE PRESIDENT |  _____ DATE |
|  _____ CHAIR OF DISTRICT BOARD OF TRUSTEES |  _____ DATE |

This concludes the 2019-20 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by May 1, 2020. Colleges may attach additional files (PDF or Word) as appendices. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees' approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for the next district board of trustees meeting.

Appendix A

EADA Report

Report on
Athletic Program Participation Rates And
Financial Support Data
EADA Report

Northwest Florida State College

October 14, 2019

Introduction

Consistent with the Equity in Athletics Disclosure Act (EADA), Northwest Florida State College publishes this report annually to make students and the general public aware of our commitment to providing equitable athletic opportunities for male and female students. The report is posted on the College's Consumer Information website (<http://www.nwfsc.edu/consumer/>), and the information used in developing the report is provided to the US Department of Education, which publishes it at <http://ope.ed.gov/athletics/>. A link to this report is provided to all students annually. A hard copy of this report may be requested through the Northwest Florida State College Athletics department and the office of the Vice President for Student Affairs.

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- Sports teams and participation by gender.....pg. 4
- Athletic scholarship dollars awarded to female and male athletes.....pg. 5
- Average salaries of head and assistant coaches for women's and men's teams...pg. 6
- Number of head and assistant coaches for women's and men's teams..... pg. 7
- Revenues for women's and men's teams.....pg. 8
- Operating expenses for women's and men's teams.....pg. 9
- Overall expenses for women's and men's teams.....pg. 10

Total Institutional Undergraduate Population by Gender

Number of male and female full-time undergraduate students that attended the school.

| Women | Men |
|-------|-------|
| 1,399 | 1,025 |

Athletics Participation - Men's and Women's Teams

| Varsity Teams | Men's Teams | Women's Teams |
|--|-------------|---------------|
| Baseball | 25 | |
| Basketball | 13 | 9 |
| Softball | | 19 |
| Total Participants Men's and Women's Teams | 38 | 29 |
| Unduplicated Count of Participants | 38 | 29 |

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

| | Men's Teams | Women's Teams | Total |
|-----------------|-------------|---------------|---------|
| Amount of Aid | 412,782 | 407,096 | 819,878 |
| Ratio (percent) | 50 | 50 | 100% |

Average Annual Salaries of Head and Assistant Coaches for Women's and Men's Teams

| | Head Coaches | | | Assistant Coaches | |
|--|--------------|----------|--|-------------------|----------|
| Sport by Gender | Women | Men | | Women | Men |
| Avg. Salary per Coach | \$64,610 | \$67,245 | | \$27,000 | \$19,000 |
| # of Coaches included | 2 | 2 | | 2 | 3 |
| Avg. Salary per FTE | \$64,610 | \$67,245 | | \$27,000 | \$28,500 |
| Sum of FTE used to calculate avg. salary | 2 | 2 | | 2 | 2 |
| Volunteers | - | - | | 2 | 2 |

Number of Head and Assistant Coaches for Women's and Men's Teams

| Women's Teams | Male Head Coaches | | | | Female Head Coaches | | | |
|---------------|------------------------|-------|--------|--------|--------------------------|-------|--------|--------|
| Sport | coach | Coach | Employ | Employ | FT coach | Coach | Employ | Employ |
| Basketball | 1 | - | 1 | - | - | - | - | - |
| Softball | 1 | - | 1 | - | - | - | - | - |
| TOTAL | 2 | - | 2 | - | - | - | - | - |
| Men's Teams | Male Head Coaches | | | | Female Head Coaches | | | |
| Sport | FT coach | Coach | Employ | Employ | coach | Coach | Employ | Employ |
| Baseball | 1 | - | 1 | - | - | - | - | - |
| Basketball | 1 | - | 1 | - | - | - | - | - |
| TOTAL | 2 | - | 2 | - | - | - | - | - |
| Women's Teams | Male Assistant Coaches | | | | Female Assistant Coaches | | | |

| Sport | coach | Coach | Employ | Employ or Volunteer | coach | Coach | Employ | PT Employ or Volunteer |
|----------------|------------------------|----------|----------|---------------------------|--------------------------|----------|----------|------------------------------|
| Basketball | 1 | - | 1 | - | - | 1 | - | 1 |
| Softball | - | - | - | - | 1 | 1 | 1 | 1 |
| TOTAL | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| Men's Teams | Male Assistant Coaches | | | | Female Assistant Coaches | | | |
| Sport | coach | Coach | Employ | Employ or Volunteer | coach | Coach | Employ | PT Employ or Volunteer |
| Baseball | 1 | 2 | 1 | 2 | - | - | - | - |
| Basketball | | 2 | - | 2 | - | - | - | - |
| TOTAL | 1 | 4 | 1 | 4 | - | - | - | - |

Revenues for Women's and Men's Teams

| Sport | Women | Men |
|------------|-----------|-----------|
| Baseball | - | \$435,107 |
| Basketball | \$380,198 | \$376,720 |
| Softball | \$383,522 | - |
| TOTAL | \$763,720 | \$811,827 |
| Percentage | 48% | 52% |

|

Operating Expenses

| Sport | Women | Men |
|------------|-----------|-----------|
| Baseball | - | \$85,973 |
| Basketball | \$94,036 | \$90,396 |
| Softball | \$56,959 | - |
| TOTAL | \$150,995 | \$176,269 |
| Percentage | 46% | 54% |

* *NOTE: Men's and Women's Basketball expenses were higher than the other two sports due to post-season expenditures (both made it to Regional and National Tournaments). Baseball made it to the Regional Tournament, which is why it is higher than Softball (did not qualify for the post-season).

Overall Expenses

| Sport | Women | Men |
|------------|-----------|-----------|
| Baseball | - | \$439,913 |
| Basketball | \$374,657 | \$373,275 |
| Softball | \$386,104 | - |
| TOTAL | \$760,761 | \$813,188 |
| Percentage | 48% | 52% |