

**FLORIDA DEPARTMENT OF EDUCATION
OFFICE OF EQUITY AND ACCESS**

**FLORIDA EDUCATIONAL EQUITY ACT
2007 UPDATE REPORT**

OKALOOSA-WALTON COLLEGE

Reviewed By: President: _____ **Date:** _____
(Signature)

Chair, College Board of Trustees: _____ **Date:** _____
(Signature)

Plan received by the Office of Equity and Access: _____
(Date)

Equity Coordinator:	Nancy Murphy
Local Phone:	850/729-5365
Suncom:	678-1365
Fax:	850/729-6080
E-Mail Address:	murphyn@owc.edu

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**PART I
MODIFICATION OF POLICIES AND PROCEDURAL REQUIREMENTS**

Note below all changes made in procedural requirements. If the district/institution has made no changes in procedural requirements since the last submission to the Office of Equity and Access (OEA), do not resubmit copies of policies or descriptions of procedures. If changes were made in policies/procedures, insert a copy of the policy(ies) in Appendix 1. If items were identified for modification in the 2006-07 Monitoring Work Plan (MWP), submit the necessary modifications at the time specified by the MWP. If all procedural requirements meet state and federal standards and the college has made no changes, insert in the space below: "No Changes Made."

No changes made.

**PART II
INCOMPLETE ITEMS OR PENDING ACTION**

Indicate below items that were incomplete at the time that the 2005-06 Annual Equity Update was submitted. In addition, list items identified for action by the college in the DOE 2004-05 Monitoring Work Plan. If a required response is included as a part of the 2007 Update, note the item below and indicate the page or appendix where the response is incorporated in the Report. If actions remain incomplete when the 2007 Update is submitted, describe below actions taken by the institution to date and list projected time lines for completion.

No incomplete items or pending actions.

**PART III
STUDENT PARTICIPATION**

A. PROGRAM ANALYSIS OF A.A. DEGREE COMPLETION RATES

1. Summary of Results of Program Analysis and Modifications

The Department of Education has analyzed data related to A.A. Degree completion rates among minority and non-minority students. Accordingly, the Office of Equity and Access is requesting community colleges to develop potentially high-impact strategies and success measures where a critical disparity exists between the completion rates of the selected comparison groups. The appropriate data is provided by the Office of Equity and Access.

Target Programs	A.A. Degree – Performance Gaps		
Target Students	Blacks, Hispanic, & other minority		
Contact Person: Phone Number: Fax Number: Email:	Dr. Jill White, Senior Vice President 850/729-5363 850/729-5278 jjwhite@owc.edu		
Description of 05-06 Methods and Strategies Intended to Address Racial/Ethnic Minority Student Completion Rates	<ul style="list-style-type: none"> • Provide increased advising services to targeted student groups • Increase collaborative learning activities • Develop early intervention program for at-risk Black and Hispanic students 		
Documented Evidence of Progress per the DOE Analysis	White/Black	Gap 2005: -6.4	Gap 2006: 1.2
	White/Hispanic	Gap 2005: 5.9	Gap 2006: 1.7
Modifications or Changes to Methods and Strategies	<p>Check (√) One of the Following: ___<input checked="" type="checkbox"/>___ No changes required (No negative performance gaps remaining)</p> <p>_____ See page ___ for one to two-year plan to continue efforts to close negative performance gaps.</p>		
Comments	No negative performance gaps.		

**PART III
STUDENT PARTICIPATION**

A. PROGRAM ANALYSIS OF A.A. DEGREE COMPLETION RATES

2. Plan to Reduce Disparities between Rate of A.A. Degree Completion for Minority and Non-Minority Students

In column (1), indicate both the targeted comparison groups (White/Black and/or White/Hispanic) and the disparity between the completion rates of the two groups. In column (2), describe the methods and strategies by which the college will reduce each disparity referenced in column (1). In column (3), indicate the intended quantitative measure of achievement and the designated college contact. Indicate in column (4) the specific time lines (month and year), up to three years, by which the gap will be closed. Where strategies, achievement measures or time lines are not applicable, enter “Not Applicable” or “NA.”

(1) Comparison Groups, Completion Rates and Performance Gap		(2) 06-07 Methods and Strategies To Reduce Gaps Between Selected Groups Completing the A.A. Degree	(3) Achievement Measure and Responsible Individual and Telephone Number	(4) Time Lines (1-3 Years)
Whites Blacks Gap	34.1% <u>35.3%</u> 1.2%	Gap closed	Closure of gap by percentage points: Contact Person:	
Whites Hispanic Gap	34.1% <u>35.7%</u> 1.6%	Gap closed	Closure of gap by percentage points: Contact Person:	

**PART III
STUDENT PARTICIPATION**

B. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION

1. Student Participation – Enrollments (College Credit and Certificate Programs)

GROUP		*Census District	Goal F/06	**Actual F/07	Met Census Goal (Y/N)	Met Institutional Goal (Y/N)	Institutional Goal F/07	Strategies to Achieve Goals for Enrollment Among Underrepresented Groups
FTIC	a. Overall Total		920	869		N	872	
Females	b. Total		520	485		N	488	<ul style="list-style-type: none"> • Conducting in-the-high-school “fast track” admissions, advising, and registration workshops (pilot held this spring at Choctawhatchee High School) • Expanding dual enrollment and Tech Prep articulation opportunities in selected technical career certificate areas
	c. %	48.7	56.52	55.81	Y	N	55.96	
Blacks	b. Total		105	80		N	83	
	c. %	8.5	11.41	9.21	Y	N	9.51	
Hispanics	b. Total		63	49		N	52	
	c. %	3.7	6.85	5.64	Y	N	5.96	
Other Minorities	b. Total		61	42		N	58	
	c. %	6.6	6.63	4.83	N	N	6.6	
Overall Enrolled	a. Overall Total		6985	6637		N	6650	
Females	b. Total		4160	3940		N	3953	
	c. %	48.7	59.56	59.36	Y	N	59.44	
Blacks	b. Total		710	661		N	668	
	c. %	8.5	10.16	9.96	Y	N	10.12	
Hispanics	b. Total		368	354		N	360	
	c. %	3.7	5.27	5.33	Y	Y	5.41	
Other Minorities	b. Total		474	307		N	440	
	c. %	6.6	6.79	4.63	N	N	6.61	

*Use Census data provided by the Office of Equity and Access.

Use enrollment data certified and submitted to the Division of Community Colleges and Workforce Development for Fall 2005. **Other Minorities include Asians, American Indians, Alaskan Natives, Hawaiian/Pacific Islanders and persons of two or more races. **Institutional goals** are typically set at or above the Census data.

**PART III
STUDENT PARTICIPATION**

B. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION

2. Student Participation – Completions (College Credit and Certificate Programs)

GROUP		*Census District	Goal AY 06	Actual AY 06	Met Census Goal (Y/N)	Met Institutional Goal (Y/N)	Institutional Goal F/07	Strategies to Ensure Increased Completion Among Underrepresented Groups	
AA Degrees (Annual)	a. Overall Total		630	765		Y	767		
Females	b. Total		396	513		Y	516	<ul style="list-style-type: none"> • Hiring additional learning support staff • Increasing tutorial/learning support access at Sikes and Chautauqua Centers • Expanding mentoring program for FTIC African-American and other minority students • Completing course re-design projects in college prep courses 	
	c.	48.7	62.86	67.06	Y	Y	67.27		
Blacks	b. Total		55	46		N	67		
	c.	8.5	8.73	6.01	N	N	8.73		
Hispanics	b. Total		29	39		N	29		
	c.	3.7	4.60	5.10	Y	N	3.78		
Other Minorities	b. Total		42	37		N	51		
	c.	6.6	6.67	4.84	N	N	6.64		
AS Degrees (Annual)	a. Overall Total		287	347		Y	350		
Females	b. Total		149	170		Y	171		<ul style="list-style-type: none"> • Hiring additional learning support staff • Increasing tutorial/learning support access at Sikes and Chautauqua Centers • Expanding mentoring program for FTIC African-American and other minority students • Completing course re-design projects in college prep courses
	c.	48.7	51.92	48.99	Y	N	48.85		
Blacks	b. Total		42	40		N	40		
	c.	8.5	14.63	11.53	Y	N	11.42		
Hispanics	b. Total		15	20		N	15		
	c.	3.7	5.23	5.76	Y	N	4.28		
*Other Minorities	b. Total		19	22		Y	24		
	c.	6.6	6.62	6.34	N	N	6.85		

Use enrollment data certified and submitted by your institution to the Division of Community Colleges and Workforce Development for Fall 2006.

**PART III
STUDENT PARTICIPATION**

B. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION (continued)

2. Student Participation – Completions (College Credit and Certificate Programs)

GROUP		*Census District	Goal AY 05/06	Actual AY 05/06	Met Census Goal (Y/N)	Met Institutional Goal 05/06 (Y/N)	Institutional Goal F/07	Strategies to Ensure Increased Completion Among Underrepresented Groups
Certificates (Annual)	a. Overall Total		595	243		N	245	<ul style="list-style-type: none"> • Hiring additional learning support staff • Increasing tutorial/learning support access at Sikes and Chautauqua Centers • Expanding mentoring program for FTIC other minority students • Completing course re-design projects in college prep courses
Females	b. Total		290	176		N	177	
	c.	48.7	48.74	72.43	Y	Y	72.24	
Blacks	b. Total		125	40		N	41	
	c.	8.5	21.01	16.46	Y	N	16.73	
Hispanics	b. Total		22	11		N	12	
	c.	3.7	3.7	4.53	Y	N	4.89	
*Other Minorities	b. Total		40	7		N	17	
	c.	6.6	6.72	2.88	N	N	6.93	

Use enrollment data certified and submitted by your institution to the Division of Community Colleges and Workforce Development for Fall 2006.

**Part III
C. PERSISTENCE AND RETENTION ANALYSIS AND STRATEGIES**

For the 2007 Update, data are extracted from the IPEDS Enrollment Fall FTIC 2004-05 Retention into Fall 2005-06 spreadsheet your college received from the Division of Community Colleges and Workforce Education. Your institution will be looking at the pattern of retention rates for 2004-05 year cadre and subsequently comparing data from one year to the next to determine persistence rates. The analysis should give your institution a clearer picture of how effective the college has been in supporting persistence and retention.

Full Time FTIC Retention Rates											
	AA/Black			Hispanic			White			W/B Gap	W/H Gap
	M	F	Total	M	F	Total	M	F	Total		
2004-05 Enrollment #	61	56	117	16	8	24	249	299	548	NA	NA
2005-06 Retained #	39	34	73	12	3	15	153	203	356	NA	NA
% Retained	63.93	60.71	62.39	75.0	37.5	62.5	61.44	67.89	64.96		

Part-time FTIC Retention Rates											
	AA/Black			Hispanic			White			W/B Gap	W/H Gap
	M	F	Total	M	F	Total	M	F	Total		
2004-05 Enrollment #	38	38	76	15	10	25	175	196	371	NA	NA
2005-06 Retained #	14	8	22	6	3	9	67	78	145	NA	NA
% Retained	36.84	21.05	28.94	40.00	30.00	36.00	38.28	39.79	39.08		

Methods and strategies used by the college to encourage persistence and retention will be required for the 2007-2008 Equity Report.

Part III.

D. Institutional Analysis of Gatekeeper (Mathematics) courses for students in A&P and Vocational Lower Division Courses.

OEA recognizes that all colleges do not offer both developmental/remedial courses. Insert course data that apply to your institution.

1. Enrollment data is extracted from the “Total” column on Grade distribution Tables for 2000 and 2005 by Race.
2. Math Course success percentages are extracted from Successful Grades column at the extreme right hand end of the table of percentages by race. **Success, for purposes of this analysis, includes all students with grades of A, B, or C as final course grades.**
3. Achievement gaps are the percentage point difference between the White Student 2005 Success % and the 2005 Black or Hispanic Success % for each math course. When Black and Hispanic student data indicates greater success than White students, type in “no gap”.

White Student Data

Gatekeeper courses	2000 enrollment	2000 success %	2005 enrollment	2005 success %
MAT 0020	N/A	N/A	N/A	N/A
MAT 0024	483	62.53%	468	66.03%
MAC 1105	428	68.69%	440	58.64%
MGF 1106	94	73.40%	128	78.91

Black Student Data

Gatekeeper courses	2000 enrollment	2000 success %	2005 enrollment	2005 success %	White/Black 2005 Achievement gap
MAT 0020	N/A	N/A	N/A	N/A	N/A
MAT 0024	77	53.25%	82	59.76%	6.54
MAC 1105	46	67.39%	59	44.07%	14.57
MGF 1106	15	53.33%	16	68.75%	4.65

Hispanic Student Data

Gatekeeper courses	2000 enrollment	2000 success %	2005 enrollment	2005 success %	White/Hispanic 2005 Achievement gap
MAT 0020	N/A	N/A	N/A	N/A	N/A
MAT 0024	32	65.63%	35	71.43%	No gap
MAC 1105	24	75.00%	34	67.65%	No gap
MGF 1106	6	100%	0	50%	23.40

Methods and strategies for improving the success rates of Black and Hispanic students, accountability measures, along with 3 year timelines for closing the achievement gaps should be developed by the College Math Department for submission in the 2007-2008 Equity Report.

**PART IV
ISSUES IN ATHLETICS**

A. Diversity in Athletic Program Administration and Leadership

1. This section is designed to compile information and data related to diversity among individuals currently employed as **full-time** athletic directors and coaches. Please provide below disaggregated data of current employees in these job categories by race/ethnicity and gender. **Do not include Athletic Directors in the total count for Coaches.**

Target Employees	Total # Full-Time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Athletic Directors:								
<u>Coaches:</u>								
Women's Sports	3	3	0	0	0	0	0	3
Men's Sports	5	3	2	0	0	0	5	0
Total	8	6	2	0	0	0	5	3
Percent	100%	75.00%	25.00%				62.5%	37.5%

2. This section is designed to compile information and data related to diversity among individuals currently employed as **part-time** athletic directors and coaches. Please provide below disaggregated data of current employees in these job categories by race/ethnicity and gender. **Do not include Athletic Directors in the total count for Coaches**

PART IV

Target Employees	Total # Part-Time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Athletic Directors:	1	1					1	
<u>Coaches:</u>								
Women's Sports								
Men's Sports								
Total								
Percent	100%	100%					100%	

ISSUES IN ATHLETICS

A. Diversity in Athletic Program Administration and Leadership (Continued)

3. Employment Strategies

- a. Describe below strategies to develop and prepare women and racial minorities for promotional opportunities leading to employment as athletic directors and coaches.

(Do not describe the process for the selection.)

- Identify potential minority candidates through the following and forward résumés appropriately:
 - a. With NJCAA national office
 - b. Through relationships with visiting NCAA recruiters visiting OWC
 - c. Through FCCAA/NJCAA tournaments
 - d. Through peer groups of the FCAA women's athletic commissioner
 - e. Through relationships with the NJCAA and NCAA head coaches

- b. Describe the search process for hiring **full-time coaches**.
 - OWC advertises through state and national publications encouraging women and minorities to apply
 - The search process is the same as in the hiring of administrators and faculty. A selection committee is used.

- c. Where search committees are utilized in the selection and hiring of **full-time coaches**, what steps are taken to ensure diversity on the search/selection committee(s)?
 - Selection committees are appointed and approved by the Equity Coordinator to ensure that the diversity and balance of gender and ethnic composition are complete. A member of the college's Equity Committee is appointed to all selection committees.

- d. To what extent are part-time coaches pursued as applicants for positions as full-time athletic directors and coaches?
 - OWC currently does not employ part-time coaches. All positions (head coaches and assistant coaches) are full time. Our Athletic Director serves as full-time Dean and Athletic Director.

- e. Specify media, including publications, agencies, organizations and networks, utilized to identify qualified applicants as coaches and athletic directors:
 - OWC uses the Chronicle of Higher Education, the College website, a website link from FACC (Florida Association of Community Colleges), the NCAA, the NJCAA, local newspapers, and newspapers of surrounding areas.

- f. Describe modifications the institution will make to ensure greater diversity among individuals hired as athletic directors and full-time coaches.
 - OWC will continue to use the hiring process currently in place. If a qualified minority is part of the applicant pool, the Equity Coordinator ensures that the applicant is interviewed.

**GENDER EQUITY IN ATHLETICS:
ANALYSIS AND CORRECTIVE ACTION PLAN**

B. Community College 2006-07 Athletic Participation by Sport

(Complete Table to show data for male and female participation rates and full-time enrollment. In addition, the plan to increase participation among women must be reported in Section D.)

Number of Participants						
Varsity Teams	# Males		# Females		Total	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Baseball	23	23			23	23
Basketball	12	12	16	17	28	29
Golf						
Softball			20	23	20	23
Swimming						
Tennis						
Track and Field						
Volleyball						
Soccer						
Total Athletes	35	35	36	40	71	75
% of Athletes	49.29%	46.67%	50.70%	53.33%		
Fall 2005 Enrollment Headcount (EF2A Report)	998	950	1389	1324	2387	2274
Fall 2005 Enrollment Percent (EF2A Report)	41.81%	41.78%	58.19%	58.22%		

Note: EF2A report is the fall enrollment report sent to the colleges verifying enrollment numbers. It is generated by the community college MIS office based on numbers each institution reported.

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all colleges offering intercollegiate sports. Use Table B (above) to show the relationship between the rate at which women are enrolled full-time in the college and the rate at which women are participating in intercollegiate sports.

**PART IV
ISSUES IN ATHLETICS**

C. Gender Equity in Athletics – Compliance Update

Please review the components below and provide a brief description of the status of corrective steps taken only in components where a Corrective Action Plan was required in the 2005-06 Equity Update. If no corrective actions were required, verify compliance for 2006-07 by appending the required signatures.

1. **Sports and levels of competition** effectively accommodate the interests and abilities of members of both sexes. *[Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]*

The college will continue to monitor enrollment and participation rates of the underrepresented to determine if the percentage rates continue to drop.

2. **Equipment and supplies** are provided equitably to female and male teams. *[Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]*

N/A

3. **Scheduling of games and practice times** provide for equal opportunities. *[Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]*

N/A

4. **Travel and Per Diem** allowances are provided for athletes in an equitable manner. *[Section 1000.05(3)(d)(4); Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]*

N/A

5. **Opportunities to receive coaching** are provided in an equitable manner. *[Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]*

N/A

6. **Locker rooms, practice facilities and competitive facilities** are of comparable quality for male and female teams. *[Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]*

N/A

7. **Medical and training facilities and services, including insurance**, are provided in an equitable manner. *[Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41(c)(8)]*

8. **Publicity and promotion** of male and female teams support equal opportunity. *[Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]*

N/A

9. **Support services** are equitable for male and female teams.
[Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

N/A

10. Provision of **housing, dining facilities and services** provide equal opportunity.
[Section 1000.05(3)(d)(9), F.S.; Rule 6A-19.004(12), FAC; Title IX: 106.41(c)(9)]

N/A

11. **Recruitment of student athletes** is conducted in a manner which provides equal opportunity.
[Rule 6A-19.004(13), FAC; Title IX: 106.41 (a)]

N/A

12. **Recruitment, assignment and compensation of tutors** is equitable.
[Rule 6A-19.004(14), FAC; Title IX: 106.41(c)]

N/A

13. **Financial aid** is awarded to athletes in a manner which provides equal opportunity.
[Rule 6A-19.005, FAC; Title IX: 106.37(c)]

N/A

COMPLIANCE VERIFICATION

We hereby verify that the institution is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

Signature, Athletic Director

Date

Signature, President

Date

**GENDER EQUITY IN ATHLETICS:
ANALYSIS AND CORRECTIVE ACTION PLAN**

D. Corrective Action Plan for Non-Compliance Components in Athletics

If the Fall 2006 full-time enrollment of women was greater than five percentage points above the representation of women participating in sports, describe below the college’s plan to correct this disparity. Specify modifications proposed for 2007 and include a time line for completion 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
# 1 Accommodate the interests and abilities	Plans to develop a third Women’s Sports Program	Mickey Englett Dean of Students / Director Athletics Phone Number 850/729-5379	FY 09/10

The above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

Signature of the Athletic Director _____
Date

Signature of the President _____
Date

**PART IV
ISSUES IN ATHLETICS**

E. Board of Trustees Certification

1006.71 **Gender equity in intercollegiate athletics.--**

(1) GENDER EQUITY PLAN --

- (a) Each community college and state university shall develop a gender equity plan pursuant to s. 1000.05, F.S.
- (b) The plan shall 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.
- (c) The Commissioner of Education shall annually assess the progress of each institution's plan and advise the State Board of Education regarding compliance.
- (d) Each board of trustees of a public community college or state university shall annually evaluate the presidents on the extent to which the gender equity goals have been achieved.

Please provide the information requested below relative to the statutory requirement stated in (d) above.

- a. Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2005 to June 30, 2006

Yes _____ No _____ **Month and Date of Evaluation*:** _____

If not, please ensure completion of the evaluation prior to submission of the **2007** Annual Equity Act Update.

***OWC's Board of Trustees evaluates the President every July for the previous fiscal year. OWC will send a statement after the President's evaluation, scheduled July 2007.**

- b. Provide a brief summary of the focus and results of the evaluation and describe steps to be taken by the Board where the president's evaluation yielded unsatisfactory progress toward meeting the intended goals for gender equity in athletics.

N/A

- c. Where areas for improvement are identified on the President's evaluation, describe steps to be taken by the Board to meet the intended goals for gender equity in athletics.

N/A

I hereby certify that the Board of Trustees has evaluated the president as described above and as required by Section 1006.71(d).

Signature of the Chair of the Board of Trustees

Date

PART V

ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

A. Employment Accountability Plan: Goals/Strategies to Address Under Representation

*Use 2000 Census data provided by the Office of Equity and Access. Use federal EE06 (Fall Staff Survey) data certified and submitted to the Division of Community Colleges and Workforce Development for Fall 2006.

**Enter number printed in “New Hires” section of the 2006 Fall Staff Survey

GROUP		*Census: National	Goal F/06	Actual F/ 06	Met Census Goal(Y/N)	Met Institutional Goal (Y/N)	**Number Hired	Goal F/ 07	Strategies to Achieve Goals for Underrepresented Groups
Exec./Admin./ Managerial	a. Overall Total		10	10			0	10	<ul style="list-style-type: none"> ▪ In an effort to hire qualified Female, Hispanic and Other Minority applicants for EAM and faculty positions, the college will continue its strategy in the following areas: ▪ Advertise through state and national publications encouraging female, black, and other minority applicants to apply. ▪ Structured vacancy announcements using “open-until-filled” strategy to encourage continued submission of applications and signal open approach to hiring.
Females	b. Total		5	4				5	
	c. %	48.89%	50.00%	40.00%	N	N		50.00%	
Blacks	b. Total		1			N		1	
	c. %	6.37%	10.00%		N	N		10.00%	
Hispanics	b. Total		1			N		1	
	c. %	4.32%	10.00%		N	N		10.00%	
Other Minorities	b. Total		1	1		N		1	
	c. %	9.75%	10.00%	10.00%	Y	Y		10.00%	
Faculty	a. Overall Total		94	90			10	94	
Females	b. Total		58	54			8	55	
	c. %	48.89%	61.70%	60.00%	Y	N		58.51%	
Blacks	b. Total		6	5		N		6	
	c. %	6.37%	6.38%	5.55%	N	N		6.38%	
Hispanics	b. Total		5	1		N		5	
	c. %	4.32%	5.32%	1.11%	N	N		5.32%	
Other Minorities	b. Total		10	5		N	1	10	
	c. %	9.75%	10.64%	5.55%	N	N		10.64%	

OKALOOSA-WALTON COLLEGE

GROUP		*Census: National	Goal F/ 06	Actual F/ 06	Met Census Goal(Y/N)	Met Institutional Goal (Y/N)	**Number Hired	Goal F/ 07	Strategies to Achieve Goals for Underrepresented Groups
Continuing Contracts		a.Overall Total	59	56			11	65	<ul style="list-style-type: none"> ▪ Faculty meetings are conducted once a month by the College's Administration to keep faculty informed on current and up- coming issues. ▪ The college continues to improve the working conditions to keep faculty at the college. ▪ Continue to ensure that OWC's instructional salaries remain in the top 3-5 within the Florida Community College
Females	b. Total		34	32		N	8	37	
	c. %	48.89%	57.63%	57.14%	Y	N		56.92	
Blacks	b. Total		4	4		Y		4	
	c. %	6.37%	6.78%	7.14%	Y	Y		6.15	
Hispanics	b. Total		2	1		N		3	
	c. %	4.32%	3.39%	1.78%	N	N		4.62	
Other Minorities	b. Total		4	3		Y		5	
	c. %	9.75%	6.78%	5.35%	N	Y	1	7.69	

*Use 2000 Census data provided by the Office of Equity and Access. Use federal EE06 (Fall Staff Survey) data certified and submitted to the Division of Community Colleges and Workforce Development for Fall 2006.

**Enter number printed in "New Hires" section of the 2006 Fall Staff Survey.

PART V
ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

B. Summary of Results of Presidential Evaluations

Section 1012.86(3)(b), F.S., states:

(b) Community college district boards of trustees shall annually evaluate the performance of the community college 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 community college's annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

Provide below a response to this section of law, including the most recent **month, date and year** of the president's performance evaluation.

- Okaloosa-Walton College Board of Trustees evaluated the performance of the President covering the period of July 1, 2005 through June 30, 2006 on July 19, 2006.
- The evaluation instrument covers the areas of "Work Characteristics," "Personal Characteristics," "Professional Characteristics," and "Statutory Requirements."
- The consensus of the District Board of Trustees is that the President performs satisfactorily in all areas and they are privileged to have him as president. Trustees were complimentary of his performance and provided positive comments and suggestions.
- The college exceeded the national census in the female faculty group, the female faculty for continuing contract group, and the "other minority" category for the Executive/Administrative/Managerial group.
- An on-going goal of the President is to provide an environment that promotes equity and access to employment and to college programs.

C. Summary of Results of Evaluation of Selected Staff

Provide a brief summary of the results of the evaluations conducted by the president to evaluate each department chairperson, dean, provost, and vice president in achieving goals consistent with the intent of Section 1012.86, F.S. **Be sure to** include developmental steps taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

- Evaluations of selected staff are conducted each October by either the President or his designee.
- All selected staff were rated satisfactory in achieving the annual and long-term goals and objectives.
- Selected staff were informed that departmental funding and achieving a satisfactory evaluation would be affected if objectives and the census goals were not met.

D. EQUITY OFFICER/COORDINATOR INFORMATION

Community Colleges are required to designate an employee to coordinate compliance with civil rights laws in accordance with Rule 6A-19.010(1)(g), FAC; Title IX, 106.8(a); Section 504, 104.7(a); ADA, 35.107(a); Vocational Guidelines IV-O; and Non-Discrimination on the Basis of Age, 110.25(a). The Equity Coordinator’s responsibilities may include a range of job duties, such as those listed in Appendix 3, Page viii in the Community College Guidelines for Developing the 2007 Annual Equity Update.

Ongoing professional development and targeted training are essential for the Equity Coordinator’s optimal performance effectiveness. Such activities are also indicative of top management and institutional support of the equity coordinator’s roles and job responsibilities. Please list and describe in the table below the professional development and training that the coordinator has attended within the past three years and those planned within the next year. The DOE Office of Equity and Access considers this to be valuable information to share with other coordinators and utilize for future technical assistance activities.

Type of Training/ Professional Development	Conducted by	Date Attended or Planned	Trainer Contact Information
N/A			

PART V

ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

D. Certification of Key Processes (Section 1012.86, F.S.)

1. **OWC maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy that occurs in executive, administrative and managerial positions and in faculty positions. The guidelines used for ensuring balanced and diverse membership on selection and review committees are described as follows:**
The Selection Committees for vacancies in the executive, administrative and managerial positions and in faculty positions are appointed by the appropriate Vice President, Dean and/or Vice President-OWC/UWF Campus and College Centers, to ensure that the diversity and balance of gender and ethnic composition is complete. The Senior Vice President--Instructional Services and the Equity Coordinator approve members of the selection committees. The Equity Coordinator appoints a member of the College's Equity Committee to the selection committees. Members of the Equity Committee are selected to represent diversity and balance in the gender and ethnic composition of the college.
2. **OWC is in compliance with State Board of Education Rule 6A-14.0411, which sets forth the requirements for receiving continuing contracts. The process used to grant continuing contracts is described as follows:**
The Senior Vice President, through the appropriate Dean and/or Division Director, recommends continuing contract status of eligible faculty members to the President for approval. Continuing contracts are issued based upon minimum educational qualifications, completion of new faculty orientation (as established by the Office of Instruction) and have satisfactory student and supervisor evaluations. The District Board of Trustees approves all continuing contracts.
3. **The following describes the process used to annually apprise each eligible faculty member of progress toward attainment of continuing-contract status:**
Newly hired faculty members shall be placed on an annual contract for the first three years of employment. Faculty members shall be notified of non-renewal of their annual contract for the upcoming year by April 1st. Faculty members, on annual contract, are evaluated by the appropriate Division Director and approved by the Senior Vice President twice a year, as opposed to annually for faculty members who hold continuing contract status. Evaluations are used to apprise each eligible faculty member of their progress in obtaining continuing contract status.
4. **OWC has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to Section 1012.86, F.S. Summarized below is a description 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.**
Each year college staff conducts a budget workshop with the District Board of Trustees. The number one program statement, as presented at the annual budget workshops, is as follows: "To provide an environment that promotes equity and access to college programs for all members of the community." Each budget issue brought to the Board is measured against this primary statement. Administrators are measured against this statement through the evaluative process. Administrators who fail to meet objectives outlined in the evaluation process receive an unsatisfactory evaluation with no resulting pay increase. In addition, primary issues that support this statement receive priority consideration for funding.
5. **The following describes how funds are used to increase the number of women and racial/ethnic minorities on continuing contracts:**
The College uses Staff and Program Development funds to support release time workshops for new faculty orientation programs. These workshops expand skills, confidence and involvement of new instructors on track for continuing contract.

Pursuant to Section 1012.86, F.S., I hereby certify that the information provided above is true to the best of my knowledge and that information and data will be available upon request as a demonstration of a good faith effort to comply with this section.

President	Date	Institution
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**PART VI
COMMUNITY COLLEGE/ PARTNERSHIP AND OUTREACH**

Community Colleges’ K-12 partnerships are valuable in providing access and postsecondary educational opportunities to minority and underrepresented students. The purpose of this section is to identify your community colleges’ efforts towards college enrollment and retention success that would provide best practice information.

1. Provide an update of the programs, services and activities that are a part of the post secondary access initiative at your community college. Please indicate the name and information of the contact person.

Partnership School	Program Description	Number of Students Served	Year Range students can begin	Website for more details (if applicable)	Contact Person from Partnership	Contact Information Phone/email	Contact Person at College	Contact Information Phone /email
All Local High Schools and OWC Collegiate High School	Project Career Connections*	50-75/yr	10 th	Under development	Charla Cotton	(850) 729-4949 cottonc@owc.edu	Jill White	(850) 729-5363 whitej@owc.edu
Niceville High School	Information Technology CHOICES Institute**	10-15	9 th	N/A	Patti Bonezzi	BonezziP@mail.okaloosa.k12.fl.us	Jill White	(850) 729-5363 whitej@owc.edu
Choctawhatchee High School	FastTrack Admissions Program***	40	9 th	N/A	Dottie Porter	PorterD@mail.okaloosa.k12.fl.us	Teresa Arlund	(850) 729-6467 arlundt@owc.edu
Various	College Reach-Out Program	30	6 th	N/A	-	-	Pam Walters	waltersp@owc.edu (850) 729-7291
Walton County High Schools	Dual Enrollment	120-150/yr	9 th	www.owc.edu/dual	Marsha Pugh	pughm@walton.k12.fl.us	Mary Henderson	hendersonm@owc.edu (850) 729-5025
Okaloosa County High Schools	Dual Enrollment	100-125/yr	10 th	www.owc.edu/dual				
OWC Collegiate High School	Dual Enrollment	250/yr	10 th	www.owc.edu/dual	Charla Cotton	(850) 729-4949 cottonc@owc.edu	Jill White	(850) 729-5363 whitej@owc.edu

*Program of enrichment activities and Dual Enrollment classes designed to encourage students to pursue careers in math, science, and engineering; 2+2+2 initiative

**Uses Tech Prep and Dual Enrollment to encourage students to pursue IT careers at the college level.

***An expanded version of the “Go Higher – Get Admitted” program

**PART VI
COMMUNITY COLLEGE/ PARTNERSHIP AND OUTREACH**

2. Choose three (3) of your most significant programs or initiatives and describe their effectiveness in creating opportunities for high school students to attend higher education institutions.

OWC Collegiate High School

The OWC Collegiate High School is a public charter school of the Okaloosa County School District, open to Okaloosa County public, private, or home school students who are at the 10th, 11th or 12th grade level. The purpose of the OWC Collegiate High School is to provide academic and technical education for serious high school students who desire to undertake college-level study. The three-year curriculum enables students to complete a high school diploma and an associate degree, simultaneously, in either academic transfer or technical education options. The high school is distinguished by application of varied instructional delivery and learning styles, a technology-across-the- curriculum approach and incorporation of an integrated academic seminar series at each grade level. The curriculum includes two programs of study, the Collegiate/Dual Enrollment Program and the Pre-collegiate Program and serves about 250 students each year.

Eighty-five to eighty-seven percent of the CHS graduates complete an associate degree at the same time they earn the high school diploma. In the spring of 2006, the school was named a National Blue Ribbon School – one of only 250 schools nationwide, the only charter school in Florida and one of only three high schools in Florida to earn this honor.

Project C²

Capitalizing on existing resources at OWC, the remarkable achievements of the OWC Collegiate High School, the impressive new \$8.9 million Robert Edward Greene Jr. Science Building on the Niceville Campus, and the support of numerous local business and industry partners, Okaloosa-Walton College has developed an accelerated science and math academy to engage and excite secondary students in the career fields of math, science and engineering. **Project Career Connections, or Project C²**, draws on this broad range of resources not only to offer a program of science, math and engineering enrichment for local secondary students, but also to provide a model program replicable both regionally and nationally.

Project C², project uses applied activities, laboratory experiments, real-life research projects, speakers, field experiences, career chats, simulations and other “hands-on, minds-on” approaches in engineering, mathematics, and science as a curriculum enhancement project to inspire students to pursue secondary degrees and careers in these areas. **Project C²** engineering, mathematics and science activities (**eC²**, **mC²**, **sC²** respectively) address the following goals.

- To increase the number of high school students who will major in engineering, science and/or mathematics at the high school and college/university levels
- To provide a curriculum enhancement program in engineering, science and mathematics that is replicable at other high schools
- To develop a curriculum enhancement program in engineering, science and mathematics which supports the expansion of Florida’s school choice options through the Okaloosa Walton College model
- To demonstrate the commitment of Great Northwest Florida higher education to promoting and supporting college majors in engineering, mathematics and science.
- To involve local business and industry leaders in the development and support of local students interested in science, math or engineering careers.

3. What are the future plans that would improve the effectiveness of the partnerships?

- Targeted funding to support faculty involvement in instructional activities outside the classroom
- Expansion of programs such as CROP to target minority students for more focused educational enhancement opportunities
- Funding of innovative grant programs such as the SPIRIT Grants proposed by the Division of Community Colleges in the 2007-08 legislative budget request.

**PART VII:
VOCATIONAL PROGRAM: STATUS REPORT ON IMPLEMENTATION OF SUBSTITUTION REQUIREMENTS**

Colleges that offer postsecondary vocational programs will submit a report identifying the number of requests for substitutions and the number of students granted substitutions.

These programs include: Associate in Science (A.S.), Associate in Applied Science (A.A.S.), Vocational Certificates, College and Vocational Preparation.

Reasonable substitutions should be available for the following:

1. Requirements for admission to the institution,
2. Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program.
3. 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
4. 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.

This section of the Annual Update should include the following information:

Disability	Number of Requests for Substitution	Title of Courses for Which Substitutions were Granted	Title of Substitution Courses	Number of Students Granted Substitutions
Learning Disability	4	GE/Math – College Algebra GE/Math – Statistics	PHI2010 – Philosophy PHI2600 – Ethics CGS1100 – Microcomputer Apps MTB1103 – Business Math	3
Physical (Multiple Sclerosis)	1	GE/Math – College Algebra GE/Math – Statistics	PHI2010 CGS1100	1

APPENDIX 1

BOARD MODIFIED AND APPROVED POLICIES AND PROCEDURES

NONE.

APPENDIX 2
IPEDS FALL STAFF SURVEY

FULL-TIME FACULTY SALARY RANGES BY TERMS EMPLOYED, ETHNICITY AND GENDER

TERMS EMPLOYED	SALARY RANGE	BLACK NON-HISPANIC		ASIAN OR PACIFIC ISLANDER		WHITE NON-HISPANIC		AMERICAN INDIAN OR ALASKAN NATIVE		HISPANIC		NON RESIDENT ALIENS		ETHNIC UNKNOWN		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M			
> 9 MONTH		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
9-10 MONTH	> \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$40,000-49,999	2	0	0	1	15	7	0	0	0	0	0	0	0	0	0	17	8
	\$50,000-64,999	2	1	1	2	27	23	1	0	1	0	0	0	0	0	0	32	26
	\$65,000-79,999	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1
	\$80,000-99,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11-12 MONTH	> \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$50,000-64,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$65,000-79,999	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	3	1
	\$80,000-99,999	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTALS		4	1	1	3	47	32	1	0	1	0	0	0	0	0	54	36	

OTHER FULL-TIME EMPLOYEE SALARY RANGES BY ETHNICITY AND GENDER (CONTINUED)

OCCUPATION ACTIVITY	SALARY RANGE	WHITE NON-HISPANIC		AMERICAN INDIAN OR ALASKAN NATIVE		BLACK NON-HISPANIC		HISPANIC		ASIAN OR PACIFIC ISLANDER		NON RESIDENT ALIENS		ETHNIC UNKNOWN		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M		
SERVICE/MAINT	> \$20,000	7	7	0	0	1	1	0	0	0	1	0	0	0	0	8	9
	\$20,000-29,999	3	7	0	0	0	5	0	0	0	0	0	0	0	0	3	12
	\$30,000-39,999	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000-UP	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
SUBTOTAL		10	16	0	0	1	7	0	0	0	1	0	0	0	0	11	24
TOTAL		101	73	1	0	13	13	2	1	4	1	0	0	0	0	121	88

OTHER PART-TIME EMPLOYEE SALARY RANGES OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER

OCCUPATION ACTIVITY	ASIAN OR PACIFIC ISLANDER		AMERICAN INDIAN OR ALASKAN NATIVE		HISPANIC		BLACK NON-HISPANIC		WHITE NON-HISPANIC		NON RESIDENT ALIEN		ETHNIC UNKNOWN		TOTAL FEMALE	TOTAL MALE
	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
INSTR COMBINED	3	1	2	0	4	2	6	3	89	77	0	0	0	0	104	83
EXEC/ADMIN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER PROF	0	0	0	0	0	0	0	0	3	0	0	0	0	0	3	0
TECH/PARAPROF	1	0	0	0	1	0	2	0	10	1	0	0	0	0	14	1
CLERICAL/SEC.	1	1	1	0	2	2	1	5	85	21	0	0	0	0	90	29
SKILLED CRAF	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
SERVICE/MAINT.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	5	2	3	0	7	4	9	8	187	100	0	0	0	0	211	114

FULL-TIME FACULTY TENURE STATUS BY RANK, ETHNICITY AND GENDER

TENURE STATUS	RANK	BLACK NON-HISPANIC		ASIAN OR PACIFIC ISLANDER		HISPANIC		WHITE NON-HISPANIC		AMERICAN INDIAN OR ALASKAN NATIVE		NON RESIDENT ALIENS		ETHNIC UNKNOWN		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M		
TENURED	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU	3	1	1	2	1	0	26	22	0	0	0	0	0	0	0	31
SUBTOTAL		3	1	1	2	1	0	26	22	0	0	0	0	0	0	31	25
ON TRACK	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU	0	0	0	1	0	0	14	6	1	0	0	0	0	0	15	7
SUBTOTAL		0	0	0	1	0	0	14	6	1	0	0	0	0	15	7	
NOT ON TRACK	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU	1	0	0	0	0	0	7	4	0	0	0	0	0	0	8	4
SUBTOTAL		1	0	0	0	0	0	7	4	0	0	0	0	0	8	4	
TOTAL		4	1	1	3	1	0	47	32	1	0	0	0	0	54	36	

NEW HIRES (AS OF FISCAL YEAR) BY OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER

OCCUPATIONAL ACTIVITY	TENURE STATUS	ASIAN OR PACIFIC ISLANDER		WHITE NON-HISPANIC		BLACK NON-HISPANIC		HISPANIC		NON RESIDENT ALIENS		AMERICAN INDIAN OR ALASKAN NATIVE		ETHNIC UNKNOWN		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M		
INSTR COMBINED	TENURED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ON TRACK	0	1	8	1	0	0	0	0	0	0	0	0	0	0	8	2
	NOT ON TRACK	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
EXEC ADMIN		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER PROF		0	0	1	1	0	1	0	0	0	0	0	0	0	0	1	2
TEC/PARAPROF		0	0	3	0	0	0	0	0	0	0	0	0	0	0	3	0
CLERICAL/SEC		0	0	6	0	0	0	0	0	0	0	0	0	0	0	6	0
SKILLED CRAFT		0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2
SERVICE/MAINT.		0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5
TOTAL		0	1	18	9	0	1	0	1	0	0	0	0	0	0	18	12

APPENDIX 3

GENERAL RANGE OF KNOWLEDGE, SKILLS AND DUTIES OF EQUITY OFFICER

GENERAL RANGE OF KNOWLEDGE, SKILLS AND DUTIES OF EQUITY OFFICER

Please note that this list gives a general idea, but it is not all-inclusive

- Knowledge of current trends and issues in educational equity, access and civil rights and anti-discrimination laws.
 - Research, develop, and apply and implement educational equity policies and procedures.
 - Ability to design, develop and present effective training and educational programs to a variety of audiences on the full range of educational equal opportunity and diversity topics.
 - Ability to design, market and evaluate the effectiveness of programs, methods and strategies geared towards narrowing minority/non-minority educational achievement gap
 - Ability to appropriately handle and resolve discrimination and related complaints through formal and informal processes through counseling, fact finding, investigation, or mediation
 - Knowledge of equitable recruiting, hiring and retention policies procedures and practices
 - Ability to facilitate a variety of group discussions, including focus group and brainstorming sessions.
 - Provide leadership and education to promote a climate conducive to the expansion of diversity.
 - Ability to generate technical reports, including reports to senior management on equity and diversity projects.
 - Knowledge of and ability to work with a variety of office units, federal and state agencies and other organizations.
 - Knowledge of how to organize and edit material and reports for publication and dissemination.
 - Knowledge and skills to reach out to a variety of community members, associations and businesses using a variety of approaches.
 - Knowledge of and insight into the issues involved in fostering an environment that promotes equal access and opportunity for achievement among all members of the campus or school district community.
 - Ability to make public presentations and customize them to a wide variety of audiences, to school boards, PTO, and various members of the community.
 - Excellent oral, written, interpersonal, and customer service skills.
 - Analytical, problem solving, and decision-making skills.
 - Skills relating to problem solving and decision making.
-