

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

**FLORIDA EDUCATIONAL EQUITY ACT
2008 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 |

April 20, 2008

Dr. Willis N. Holcombe
Chancellor, Division of Community Colleges
325 West Gaines Street, Room 1314
Tallahassee, FL 32399-0400

Dear Dr. Holcombe:

The Okaloosa-Walton College Equity Report is attached. OWC's annual student headcount credit enrollment for the 2006-2007 academic year was 11,699. Full-time student enrollment (FTE) for that same reporting year was 4,815.1.

Major Forces Making an Impact on Education:

Okaloosa-Walton College implemented several initiatives to increase access, retention, and success. Examples of expanded services are identified below:

- Completed a comprehensive articulation of career academies with local school districts.
- Acquired online tutoring services (through SMARTTHINKING) and expanded face-to-face tutorial services through the Academic Success Center.
- Created an online, monthly newsletter to share student success and retention tips with all faculty.
- Expanded offerings in the blended instructional format. This format uses a combination of traditional classroom instruction and independent, text-based or online learning, which requires fewer trips to campus for students.
- Expanded Friday college classes, which allows students to attend college full-time by making only one trip to campus per week.
- Increased offerings of weekend college classes. Weekend classes are a traditional format class taught in concentrated format on a series of weekends.
- Completed planning and approval processes for new associate degree Health Services Management Program.
- Expanded access to Career Scope and other career resource materials to other college campuses and centers.

- Redesigned SLS course requirements to incorporate additional critical thinking and analytical skills.

Major Forces Making an Impact on Employment:

In addition to the programs listed above, OWC has instituted several workforce-related initiatives:

- Expanded enrollments and completers in Paramedic/EMT Programs – with support from a SUCCEED grant.
- Implemented a Public Service option in the Bachelor of Applied Science Program. (The first graduates will complete the program in May 2008.)
- Increased employer count at the annual, main campus Career Fair. Also, hosted a Career Fair at two other OWC sites (Crestview and DeFuniak).
- Expanded on-campus employment interview opportunities.
- Received approval as an American Heart Association Training Center, to provide initial and updated certification in ACLS, PALS, and BLS/AED.
- Conducted expanded AmeriCorps and VISTA programs in Emergency Administration/Homeland Security.

Sincerely,

James R. Richburg
President

JRR/pm

Table of Contents

| | |
|---|-----------|
| Signature page | |
| Part I. Modification of Procedural Requirements | 2 |
| Part II. Incomplete or Pending Action | 2 |
| Part III. Student Participation | 3 |
| A. Plan for Diversity in Student Participation | 3 |
| 1. Student Participation- Enrollments | |
| FTIC and Overall | 3 |
| AA degrees and AS degrees | 3 |
| Certificates | 3 |
| B. Persistence and Retention Analysis and Strategies | 6 |
| 1. Full-time student retention | 6 |
| 2. Part-time student retention | 7 |
| C. Gatekeeper course analysis and strategies | 8 |
| Black/White gap analysis | 8 |
| Hispanic/White gap analysis | 9 |
| Part IV. Issues in Athletics | 10 |
| A. Diversity In Program Administration and Leadership | 10 |
| 1. Full time | 10 |
| 2. Part time | 10 |
| 3. Employment strategies | 11 |
| B. Community College 2006-07 Athletic Participation by Sport | 12 |
| C. Gender Equity in Athletics- Compliance Update | 13 |
| Compliance Verification Signature page | 14 |
| D. Corrective Action Plan for Non-Compliance in Athletics | 15 |
| E. Board of Trustees Certification | 16 |
| Part V. Accountability in Institutional Employment | 17 |
| A. Employment Accountability Plan: | |
| Goals/Strategies to Address under Representation | 17 |
| Executive, Administrative, Managerial | 17 |
| Faculty | 17 |
| Continuing Contract | 18 |
| Adjunct (NEW) | 18 |
| B. Summary of Results of Presidential Evaluation | 19 |
| C. Summary of Results of Evaluation of Selected Staff | 19 |
| D. Equity Officer Information | 20 |
| E. Certification of Key Processes | 21 |
| Part VI. Community College/ Partnership and Outreach | 22 |
| Part VII. Vocational Program: Status Report on Implementation of Substitution Requirements | 24 |

Appendices

Appendix 1

Board modified and approved policies and procedures 25

Appendix 2

2007 Fall Staff Survey Report. 26

**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 2007-08 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 2006-07 Annual Equity Update was submitted. In addition, list items identified for action by the college in the DOE 2007-08 Monitoring Work Plan. If a required response is included as a part of the 2007-08 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 2007-08 Update is submitted, describe below actions taken by the institution to date and list projected time lines for completion.

No incomplete items or pending action.

**PART III
STUDENT PARTICIPATION**

A. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION

1. Student Participation – Enrollments

(College Credit and Certificate Programs)

| GROUP | | *Census District | Goal F/06-07 | **Actual F/06-07 | Met Census (Y/N) | Met Institutional Goal (Y/N) | Institutional Goal F/07-08 | Strategies to Achieve Goals for Enrollment Among Underrepresented Groups |
|-------------------------|------------------|------------------|--------------|------------------|------------------|------------------------------|----------------------------|---|
| FTIC | a. Overall Total | | 872 | 979 | | Y | 995 | |
| Females | b. Total | | 488 | 507 | | Y | 518 | *Continue to increase/promote scholarship opportunities. *Newly added scholarship - Minority Teacher Education Scholarship (MTES). |
| | c. % | 48.7% | 55.96% | 51.8% | Y | N | 52.06% | |
| Blacks | b. Total | | 83 | 92 | | Y | 98 | |
| | c. % | 8.5% | 9.51% | 9.40% | Y | N | 9.32% | |
| Hispanics | b. Total | | 52 | 48 | | N | 50 | |
| | c. % | 3.7% | 5.96% | 4.90% | Y | N | 5.02% | |
| Other Minorities | b. Total | | 58 | 54 | | N | 66 | |
| | c. % | 6.6% | 6.6% | 5.52% | N | N | 6.63% | |
| Overall Enrolled | a. Overall Total | | 6650 | 6918 | | Y | 6928 | |
| Females | b. Total | | 3953 | 4135 | | Y | 4142 | |
| | c. % | 48.7% | 59.44% | 59.8% | Y | Y | 59.78% | |
| Blacks | b. Total | | 668 | 658 | | N | 662 | |
| | c. % | 8.5% | 10.12% | 9.51% | Y | N | 9.55% | |
| Hispanics | b. Total | | 360 | 349 | | N | 351 | |
| | c. % | 3.7% | 5.41% | 5.04% | Y | Y | 5.06% | |
| Other Minorities | b. Total | | 4.40 | 3.66 | | N | 458 | |
| | c. % | 6.6% | 6.61% | 5.29% | 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**

A. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION**2. Student Participation – Completions**

(College Credit and Certificate Programs)

| GROUP | | *Census District | Goal AY 06-07 | Actual AY 06-07 | Met Census (Y/N) | Met Institutional Goal (Y/N) | Institutional Goal F/07-08 | Strategies to Ensure Increased Completion Among Underrepresented Groups | |
|----------------------------|------------------|------------------|---------------|-----------------|------------------|------------------------------|----------------------------|--|--|
| AA Degrees (Annual) | a. Overall Total | | 767 | 708 | | N | 718 | | |
| Females | b. Total | | 516 | 464 | | N | 468 | *Increase use of minority student photos, testimonials, and references in materials promoting student support services such as online tutoring, the Academic Success Center and the Math Lab. *Conduct mini-workshops regarding success and “stay-in-school” strategies in conjunction with the OWC African-American Student Association. *Conduct outreach activities for at-risk minority students identified in the midterm grade and attendance reporting processes. *Develop and implement a direct referral system whereby faculty members can initiate intervention strategies for minority students who demonstrate poor attendance or other at-risk behaviors. | |
| | c. % | 48.7 | 67.24 | 65.53 | Y | N | 65.18 | | |
| Blacks | b. Total | | 67 | 47 | | N | 62 | | |
| | c. % | 8.5 | 8.73 | 6.64 | N | N | 8.6 | | |
| Hispanics | b. Total | | 29 | 29 | | Y | 30 | | |
| | c. % | 3.7 | 3.78 | 4.10 | Y | N | 4.17 | | |
| Other Minorities | b. Total | | 51 | 41 | | N | 47 | | |
| | c. % | 3.7 | 6.64 | 5.79 | N | N | 6.6 | | |
| AS Degrees (Annual) | a. Overall Total | | 350 | 282 | | N | 290 | | |
| Females | b. Total | | 171 | 149 | | N | 158 | | *Increase use of minority student photos, testimonials, and references in materials promoting student support services such as online tutoring, the Academic Success Center and the Math Lab. *Conduct mini-workshops regarding success and “stay-in-school” strategies in conjunction with the OWC African-American Student Association. *Conduct outreach activities for at-risk minority students identified in the midterm grade and attendance reporting processes. *Develop and implement a direct referral system whereby faculty members can initiate intervention strategies for minority students who demonstrate poor attendance or other at-risk behaviors. |
| | c. % | 48.7 | 48.85 | 52.83 | Y | Y | 54.48 | | |
| Blacks | b. Total | | 40 | 48 | | Y | 50 | | |
| | c. % | 8.5 | 11.42 | 17.0 | Y | N | 17.24 | | |
| Hispanics | b. Total | | 15 | 12 | | N | 14 | | |
| | c. % | 3.7 | 4.28 | 4.26 | Y | N | 4.82 | | |
| *Other Minorities | b. Total | | 24 | 16 | | N | 20 | | |
| | c. % | 6.6 | 6.85 | 5.67 | N | N | 6.8 | | |

Use enrollment data certified and submitted by your institution to the Division of Community Colleges and Workforce Development for Fall 2007.

**PART III
STUDENT PARTICIPATION**

A. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION (continued)

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

| GROUP | | *Census District | Goal AY 06/07 | Actual AY 06/07 | Met Census (Y/N) | Met Institutional 06/07 Goal (Y/N) | Institutional Goal F/07-08 | Strategies to Ensure Increased Completion Among Underrepresented Groups |
|------------------------------|------------------|-------------------------|----------------------|------------------------|-------------------------|---|-----------------------------------|--|
| Certificates (Annual) | a. Overall Total | | 245 | 350 | | N | 351 | *Increase use of minority student photos, testimonials, and references in materials promoting student support services such as online tutoring, the Academic Success Center and the Math Lab. *Conduct mini-workshops regarding success and “stay-in-school” strategies in conjunction with the OWC African-American Student Association. *Conduct outreach activities for at-risk minority students identified in the midterm grade and attendance reporting processes. *Develop and implement a direct referral system whereby faculty members can initiate intervention strategies for minority students who demonstrate poor attendance or other at-risk behaviors. |
| Females | b. Total | | 177 | 231 | | N | 232 | |
| | c. % | 48.7 | 72.24 | 66.0 | Y | N | 66.09 | |
| Blacks | b. Total | | 41 | 39 | | N | 40 | |
| | c. % | 8.5 | 16.73 | 11.1 | Y | N | 11.39 | |
| Hispanics | b. Total | | 12 | 17 | | N | 18 | |
| | c. % | 3.7 | 4.89 | 4.86 | Y | N | 5.12 | |
| *Other Minorities | b. Total | | 17 | 10 | | N | 23 | |
| | c. % | 6.6 | 6.93 | 2.86 | N | N | 6.6 | |

Use enrollment data certified and submitted by your institution to the Division of Community Colleges and Workforce Development for Fall 2007.

Part III
B. PERSISTENCE AND RETENTION ANALYSIS AND STRATEGIES

For the 2008 Update, data are extracted from the IPEDS Enrollment Fall FTIC 2005-06 Retention into Fall 2006-07 spreadsheet your college received from the Division of Community Colleges. Your institution will be looking at the pattern of retention rates for 2005-06 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.

1. Full-Time Student Retention Table

| Full Time FTIC Retention Rates | | | | | | | | | | | |
|---------------------------------------|-----------------|--------------|--------------|-----------------|--------------|--------------|--------------|--------------|--------------|----------------|----------------|
| | AA/Black | | | Hispanic | | | White | | | W/B Gap | W/H Gap |
| | M | F | Total | M | F | Total | M | F | Total | | |
| 2005-06 Enrollment # | 28 | 41 | 69 | 17 | 17 | 34 | 229 | 271 | 500 | NA | NA |
| 2006-07 Retained # | 14 | 21 | 35 | 11 | 13 | 24 | 132 | 183 | 315 | NA | NA |
| % Retained | 50% | 51.2% | 50.7% | 64.7% | 76.5% | 70.5% | 57.6% | 67.5% | 63% | -12.3 | No Gap |

a) List the College's Methods and Strategies to close the Full-time retention gaps.

- ❖ **Arrange support services information sessions at meeting(s) of the African American Student Association.**
- ❖ **Revise publicity materials for support services (e.g. Academic Success Center, Ask-A-Librarian, Math Lab, etc.) to feature African American students.**
- ❖ **Post “ads” for support services on Student Activities web page.**
- ❖ **Arrange visits of African American advisors/support services/mentors to college success classes.**
- ❖ **Add study skills and testing skills workshops at centers.**

b) Indicate Accountability Measures and Timelines to close the Full-time gaps

Decrease the Black/White gap by 4.10 percentage points by the 2008-09 School Year.
 Decrease the Black/White gap by 4.10 percentage points by the 2009-10 School Year.
 Decrease the Black/White gap by 4.10 percentage points by the 2010-11 School Year.

Decrease the Hispanic/White gap by N/A percentage points by the 2008-09 School Year

B. PERSISTENCE AND RETENTION ANALYSIS AND STRATEGIES

2. Part-time Student Retention Table

| Part-time FTIC Retention Rates | | | | | | | | | | | |
|--------------------------------|----------|-------|-------|----------|-------|-------|-------|-------|-------|---------|---------|
| | AA/Black | | | Hispanic | | | White | | | W/B Gap | W/H Gap |
| | M | F | Total | M | F | Total | M | F | Total | | |
| 2005-06 Enrollment # | 23 | 30 | 53 | 22 | 13 | 35 | 129 | 181 | 310 | NA | NA |
| 2006-07 Retained # | 5 | 11 | 16 | 6 | 6 | 12 | 44 | 84 | 128 | NA | NA |
| % Retained | 21.7% | 36.7% | 30.1% | 27.3% | 46.2% | 34.2% | 34.1% | 46.4% | 41.2% | -11.10% | -7.00% |

a) List the College’s Methods and Strategies to close the Part-time student retention gaps

- ❖ **Arrange support services information sessions at meeting(s) of the African American Student Association.**
- ❖ **Revise publicity materials for support services (e.g. Academic Success Center, Ask-A-Librarian, Math Lab, etc.) to feature African American students.**
- ❖ **Post “ads” for support services on Student Activities web page.**
- ❖ **Arrange visits of African American advisors/support services/mentors to college success classes.**
- ❖ **Add study skills and testing skills workshops at centers.**
- ❖ **Create Spanish-language publicity materials for college support services.**
- ❖ **Increase study skills and testing skills workshops at centers and in evenings.**

b) Indicate Accountability Measures and Timelines to close the Part-time student retention gaps

Decrease the Black/White gap by 3.70 percentage points by the 2008-09 School Year.
 Decrease the Black/White gap by 3.70 percentage points by the 2009-10 School Year.
 Decrease the Black/White gap by 3.70 percentage points by the 2010-11 School Year.

Decrease the Hispanic/White gap by 2.33 percentage points by the 2008-09 School Year.
 Decrease the Hispanic/White gap by 2.33 percentage points by the 2009-10 School Year.
 Decrease the Hispanic/White gap by 2.34 percentage points by the 2010-11 School Year.

Part III.**C. 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.

- Enrollment data is extracted from the “Total” column on Grade distribution Tables for 2005 and 2006 by Race.
- 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.**
- Achievement gaps are the percentage point difference between the White Student 2006 success % and the 2006 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 | 2005 enrollment | 2005 success % | 2006 enrollment | 2006 success % |
|--------------------|-----------------|----------------|-----------------|----------------|
| MAT 0020 | N/A | N/A | | |
| MAT 0024 | 468 | 66.03 | 438 | 67.75 |
| MAC 1105 | 440 | 41.36 | 456 | 58.64 |
| MGF 1106 | 128 | 21.09 | 135 | 78.91 |

Black Student Data

| Gatekeeper courses | 2005 enrollment | 2005 success% | 2006 enrollment | 2006 success % | Black/White 2006 Achievement gap |
|--------------------|-----------------|---------------|-----------------|----------------|----------------------------------|
| MAT 0020 | N/A | N/A | | | |
| MAT 0024 | 82 | 59.76 | 77 | 62.34 | -5.41 |
| MAC 1105 | 59 | 44.07 | 47 | 46.81 | -11.83 |
| MGF 1106 | 16 | 68.75 | 20 | 65.0 | -13.91 |

1. List the College’s Methods and Strategies to close the Black/White gaps in Math courses

- OWC tutorial services: Math Lab and Academic Success Center (Multiple campuses).
- MAT0024, MAC 1105, and MGF 1106 courses required use MyMathlab (publisher software) online tutorial software.
- Introduce SMARTTHINK tutorial service currently being used by OWC.
- Ensure proper student placement by seeking better placement tools.
- Encourage students to seek instructor assistance during office hours (10 hrs./week).

2. Indicate Accountability Measures and Timelines to close the Black/White gaps in Math courses

- The College is aware of these gaps and will continue to monitor success rates for gatekeeper courses.
- Decrease the Black/White gap by 1.67 percentage points by the 2008-09 School year for MAT 1024.
- Decrease the Black/White gap by 1.67 percentage points by the 2009-10 School year for MAT 1024.
- Decrease the Black/White gap by 2.07 percentage points by the 2010-11 School year for MAT 1024.
- Decrease the Black/White gap by 3.94 percentage points by the 2008-09 School year for MAC 1105.
- Decrease the Black/White gap by 3.94 percentage points by the 2009-10 School year for MAC 1105.
- Decrease the Black/White gap by 3.95 percentage points by the 2010-11 School year for MAC 1105.
- Decrease the Black/White gap by 4.74 percentage points by the 2008-09 School year for MGF 1106.
- Decrease the Black/White gap by 4.74 percentage points by the 2009-10 School year for MGF 1106.
- Decrease the Black/White gap by 4.73 percentage points by the 2010-11 School year for MGF 1106.

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

Hispanic Student Data

| Gatekeeper courses | 2005 enrollment | 2005 success % | 2006 enrollment | 2006 success % | Hispanic/White 2006 Achievement gap |
|--------------------|-----------------|----------------|-----------------|----------------|-------------------------------------|
| MAT 0020 | N/A | | | | |
| MAT 0024 | 35 | 71.43 | 30 | 56.67 | -11.08 |
| MAC 1105 | 34 | 67.65 | 32 | 78.13 | No gap |
| MGF 1106 | 6 | 50.00 | 11 | 72.73 | -6.18 |

3. List the College’s Methods and Strategies to close the Hispanic/White gaps in Math courses.

- OWC tutorial services: Math Lab and Academic Success Center (Multiple campuses).
- MAT0024, MAC 1105, and MGF 1106 courses required use MyMathlab (publisher software) online tutorial software.
- Introduce SMARTTHINK tutorial service currently being used by OWC.
- Ensure proper student placement by seeking better placement tools.
- Encourage students to seek instructor assistance during office hours (10 hrs./week).

4. Indicate Accountability Measures and Timelines to close the Hispanic/White gaps in Math courses.

- The College is aware of these gaps and will continue to monitor success rates for gatekeeper courses.
- Decrease the Hispanic/White gap by 3.69 percentage points by the 2008-09 School Year for MAT1024.
- Decrease the Hispanic/White gap by 3.69 percentage points by the 2009-10 School Year for MAT1024.
- Decrease the Hispanic/White gap by 3.70 percentage points by the 2010-11 School Year for MAT1024.
- Decrease the Hispanic/White gap by 2.06 percentage points by the 2008-09 School Year for MGF1106.
- Decrease the Hispanic/White gap by 2.06 percentage points by the 2009-10 School Year for MGF1106.
- Decrease the Hispanic/White gap by 2.06 percentage points by the 2010-11 School Year for MGF1106.

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: | | | | | | | | |
| Coaches: | | | | | | | | |
| Women's Sports | 3 | 3 | 0 | -- | -- | -- | -- | 3 |
| Men's Sports | 5 | 3 | 2 | -- | -- | -- | 5 | -- |
| Total | 8 | 6 | 2 | -- | | | 5 | |
| Percent | | 75% | 25% | | | | 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 .**

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

**PART IV
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 2007-08 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 | | |
| | 2006-07 | 2007-08 | 2006-07 | 2007-08 | 2006-07 | 2007-08 | |
| Baseball | 23 | 25 | | | 23 | 25 | |
| Basketball | 12 | 10 | 17 | 12 | 29 | 22 | |
| Golf | | | | | | | |
| Softball | | | 23 | 21 | 23 | 21 | |
| Swimming | | | | | | | |
| Tennis | | | | | | | |
| Track and Field | | | | | | | |
| Volleyball | | | | | | | |
| Soccer | | | | | | | |
| Other | | | | | | | |
| Total Athletes | 35 | 35 | 40 | 33 | 75 | 68 | |
| % of Athletes | 46.66 | 51.47 | 53.33 | 48.52 | | | |
| Fall 2006 Enrollment (EF2A Report) | | | | Fall 2007 Enrollment (EF2A Report) | | | |
| | Males | Females | Total | | Males | Females | Total |
| Headcount | 950 | 1324 | 2274 | Headcount | 1020 | 1416 | 2436 |
| Percent | 41.78 | 58.22 | | Percent | 41.87 | 58.13 | |

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 2006-07 Equity Update. If no corrective actions were required, verify compliance for 2007-08 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)]*

N/A

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

**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, 2007 to June 30, 2008
 Yes _____ No _____ **Month and Date of Evaluation:** _____*
 If not, please ensure completion of the evaluation prior to submission of the **2007-08** 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 2008.**
- 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 for Fall 2007.

**Enter number printed in “New Hires” section of the 2007 Fall Staff Survey

| GROUP | | *Census: National | Goal F/07 | Actual F/ 07 | Met Census Goal(Y/N) | Met Institutional Goal (Y/N) | **Number Hired | Goal F/ 08 | Strategies to Achieve Goals for Underrepresented Groups | |
|-------------------------------------|---------------------|----------------------|--------------|-----------------|-------------------------|-------------------------------------|-------------------|---------------|---|---|
| Exec./Admin./ Managerial | a. Overall Total | | 10 | 11 | | | 0 | | | |
| Females | b. Total | | 5 | 7 | | | | 7 | The College will work diligently to recruit minority applicants once a vacancy occurs. The College has been in a semi-hiring freeze during 2007. Continue to advertise through appropriate publications, encouraging minorities to apply. | |
| | c. % | 48.89% | 50% | 63.63% | Y | Y | | 63.63% | | |
| Blacks | b. Total | | 1 | 0 | | N | | 1 | | |
| | c. % | 6.37% | 10% | | N | N | | 8.33% | | |
| Hispanics | b. Total | | 1 | 0 | | N | | 1 | | |
| | c. % | 4.32% | 10% | | N | N | | 8.33% | | |
| Other Minorities | b. Total | | 1 | 1 | | N | | 1 | | |
| | c. % | 9.75% | 10% | 9.09% | N | N | | 9.75% | | |
| Faculty | a. Overall Total | | 94 | 90 | | | 6 | | | |
| Females | b. Total | | 55 | 53 | | | 2 | 54 | | The College will work diligently to recruit minority applicants once a vacancy occurs. The College has been in a semi-hiring freeze during 2007. Continue to advertise through appropriate publications, encouraging minorities to apply. |
| | c. % | 48.89% | 58.51% | 58.88% | Y | N | | 60% | | |
| Blacks | b. Total | | 6 | 6 | | Y | 2 | 6 | | |
| | c. % | 6.37% | 6.38% | 6.66% | Y | Y | | 6.66% | | |
| Hispanics | b. Total | | 5 | 1 | | N | | 4 | | |
| | c. % | 4.32% | 5.32% | 1.11% | N | N | | 4.44% | | |
| Other Minorities | b. Total | | 10 | 5 | | N | | 9 | | |
| | c. % | 9.75% | 10.64% | 5.55% | N | N | | 10% | | |
| | | | | | | | | | The Equity Coordinator ensures that an interview will be conducted if a qualified minority applicant is in the pool. | |

Okaloosa-Walton College

| GROUP | | *Census: National | Goal F/ 07 | Actual F/ 07 | Met Census Goal(Y/N) | Met Institutional Goal (Y/N) | **Number Hired | Goal F/ 08 | Strategies to Achieve Goals for Underrepresented Groups |
|-----------------------------|-----------------|-------------------|------------|--------------|----------------------|-------------------------------|----------------|------------|---|
| Continuing Contracts | a.Overall Total | | 65 | 58 | | | | | |
| Females | b. Total | | 37 | 32 | | | | 34 | *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 System. |
| | c. % | 48.89% | 56.92% | 55.17% | Y | N | | 56.67% | |
| Blacks | b. Total | | 4 | 3 | | | | 4 | |
| | c. % | 6.37% | 6.15% | 5.17% | N | N | | 6.67% | |
| Hispanics | b. Total | | 3 | 1 | | | | 3 | |
| | c. % | 4.32% | 4.62% | 1.72% | N | N | | 5.0% | |
| Other Minorities | b. Total | | 5 | 4 | | | | 6 | |
| | c. % | 9.75% | 7.69% | 6.89% | N | N | | 10.10% | |

*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 for Fall 2007.

**Enter number printed in “New Hires” section of the 2007 Fall Staff Survey.

Disaggregated data for the Adjunct Table below, is not currently available from the community college data system or IPEDS reports. We are working to include this table in the 2008-09 Annual Reports. We suggest completing the table, using local college data as much as possible. However, this is not required.

| GROUP | | *Census: National | Goal F/ 07 | Actual F/ 07 | Met Census Goal(Y/N) | Met Institutional Goal (Y/N) | **Number Hired | Goal F/ 08 | Strategies to Achieve Goals for Underrepresented Groups |
|------------------------|-----------------|-------------------|------------|--------------|----------------------|-------------------------------|----------------|------------|---|
| Adjunct Faculty | a.Overall Total | | | 173 | | | | | |
| Females | b. Total | | | 87 | | | | | |
| | c. % | 48.89% | | 50.29% | Y | | | | |
| Blacks | b. Total | | | 7 | | | | | |
| | c. % | 6.37% | | 4.05% | N | | | | |
| Hispanics | b. Total | | | 5 | | | | | |
| | c. % | 4.32% | | 2.89% | N | | | | |
| Other Minorities | b. Total | | | 3 | | | | | |
| | c. % | 9.85% | | 1.73% | N | | | | |

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, 2006 through June 30, 2007 on July 17, 2007.
- 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 (NEW)

D. 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 year 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 |
|--|----------------------------------|--------------------------------------|--------------------------------|
| Human Resources Council | Florida Community Colleges | September, 2007 February, 2008 | All HR Directors |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**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.

Provide an update in the programs, services, activities and contact information that are a part of the post-secondary access initiative at your community college, which the college reported in the 2006-07 Update.

| 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 | www.owcollegiatehigh.org/Projectc2.cfm | Charla Cotton | (850)729-4949 cottonc@owc.edu | Jill White | (850)729-5363 whitej@owc.edu |
| Choctawhatchee High School | FastTrack Admissions Program | 10-50 | 9 th | N/A | Dottie Porter | PorterD@mail.okaloosa.k12.fl.us | Maddalena Fricano | (850)729-6467 fricanom@owc.edu |
| Baker School | FastTrack Admissions Program | 10-50 | 9 th | N/A | | | Maddalena Fricano | (850)729-6467 fricanom@owc.edu |
| Laurel High School | FastTrack Admissions Program | 10-50 | 9 th | N/A | | | Maddalena Fricano | (850)729-6467 fricanom@owc.edu |
| Crestview High School | FastTrack Admissions Program | 10-50 | 9 th | N/A | | | Maddalena Fricano | (850)729-6467 fricanom@owc.edu |
| Various | College Reach-Out Program | 30 | 6 th | N/A | -- | -- | Pam Walters | walters@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 | Gayla Hendricks | hendricksg@mail.okaloosa.k12.fl.us | Mary Henderson | hendersonm@owc.edu (850)729-5025 |
| 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 |
| All Okaloosa High Schools | Career Academy & Career Course Articulation: Information Technology & Programming | 15-50 | 9 th | TBA | Dr. Diane Kelley | kelleyd@mail.okaloosa.k12.fl.us | Jill White | (850)729-5363 whitej@owc.edu |
| All Okaloosa High Schools | Career Academy & Career Course Articulation: Building Construction & Drafting | 15-50 | 9 th | TBA | Dr. Diane Kelley | kelleyd@mail.okaloosa.k12.fl.us | Jill White | (850)729-5363 whitej@owc.edu |

Okaloosa-Walton College

| 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 Okaloosa High Schools | Career Academy & Career Course Articulation: Graphic/Digital Design | 15-50 | 9 th | TBA | Dr. Diane Kelley | kelleyd@mail.okaloosa.k12.fl.us | Jill White | (850)729-5363 whitej@owc.edu |
| All Walton High Schools | Career Academy & Career Course Articulation: Information Technology & Programming | 15-25 | 9 th | TBA | Ms. Marsha Pugh | pughm@walton.k12.fl.us | Jill White | (850)729-5363 whitej@owc.edu |
| All Walton High Schools | Career Academy & Career Course Articulation: Building Construction & Drafting | 15-25 | 9 th | TBA | Ms. Marsha Pugh | pughm@walton.k12.fl.us | Jill White | (850)729-5363 whitej@owc.edu |
| All Walton High Schools | Career Academy & Career Course Articulation: Graphic/Digital Design | 15-25 | 9 th | TBA | Ms. Marsha Pugh | pughm@walton.k12.fl.us | Jill White | (850)729-5363 whitej@owc.edu |

**PART VII:
VOCATIONAL PROGRAM:
STATUS REPORT ON IMPLEMENTATION OF SUBSTITUTION REQUIREMENTS FOR
STUDENTS WITH DISABILITIES**

Colleges that offer postsecondary vocational programs will submit a report identifying the number of requests for substitutions received from students with disabilities 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 |
|------------------------------|-------------------------------------|---|---|--|
| Specific Learning Disability | 3 | GE/Math Math for Liberal Arts 1 and 2 | CGS1100 Microcomputer Applications MAT1033a Intermediate Algebra | 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 | 1 | 1 | 0 | 1 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 3 |
| | \$50,000-64,999 | 3 | 1 | 1 | 2 | 36 | 29 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 32 |
| | \$65,000-79,999 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| | \$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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | \$65,000-79,999 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 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 | 2 | 1 | 3 | 46 | 32 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 53 | 37 | |

OKALOOSA-WALTON COLLEGE

OTHER FULL-TIME EMPLOYEE SALARY RANGES BY ETHNICITY AND GENDER

| 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 | | | |
| EXEC/ADMIN | > \$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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | \$80,000- 99,999 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |
| | \$100,000-UP | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 |
| SUBTOTAL | | 6 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4 | |
| OTHER PROF | > \$30,000 | 2 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | |
| | \$30,000- 39,999 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | |
| | \$40,000- 49,999 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | |
| | \$50,000- 64,999 | 10 | 6 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 6 | |
| | \$65,000- 79,999 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | |
| | \$80,000- 99,999 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | |
| | \$100,000-UP | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| SUBTOTAL | | 21 | 20 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 22 | |

OKALOOSA-WALTON COLLEGE

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 | | |
| TEC./PARAPROF | > \$20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | \$20,000- 29,999 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 4 |
| | \$30,000- 39,999 | 9 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 10 | 5 |
| | \$40,000- 49,999 | 3 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 |
| | \$50,000-UP | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| SUBTOTAL | | 13 | 12 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 15 | 13 |
| CLERICAL/SEC. | > \$20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | \$20,000- 29,999 | 35 | 5 | 0 | 0 | 7 | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 46 | 8 |
| | \$30,000- 39,999 | 17 | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 21 | 3 |
| | \$40,000- 49,999 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| | \$50,000-UP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUBTOTAL | | 52 | 8 | 0 | 0 | 10 | 3 | 2 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 68 | 11 |
| SKILLED CRAFT | > \$20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | \$20,000- 29,999 | 0 | 7 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| | \$30,000- 39,999 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| | \$40,000- 49,999 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | \$50,000-UP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUBTOTAL | | 0 | 11 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

OKALOOSA-WALTON COLLEGE

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 | 4 | 7 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 6 | 9 |
| | \$20,000-29,999 | 7 | 7 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 11 |
| | \$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 | | 11 | 16 | 0 | 0 | 2 | 6 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 13 | 23 |
| TOTAL | | 103 | 71 | 1 | 0 | 14 | 13 | 3 | 1 | 5 | 2 | 0 | 0 | 0 | 0 | 126 | 87 |

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 | 2 | 1 | 0 | 0 | 3 | 2 | 5 | 2 | 87 | 71 | 0 | 0 | 0 | 0 | 97 | 76 |
| 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 | 1 | 0 | 5 | 1 | 0 | 0 | 0 | 0 | 6 | 1 |
| TECH./PARAPROF | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 11 | 0 |
| CLERICAL/SEC. | 2 | 0 | 0 | 1 | 1 | 3 | 1 | 4 | 84 | 20 | 0 | 0 | 0 | 0 | 88 | 28 |
| 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 | 1 | 0 | 1 | 5 | 5 | 9 | 6 | 183 | 93 | 0 | 0 | 0 | 0 | 202 | 106 |

OKALOOSA-WALTON COLLEGE

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 | 2 | 1 | 1 | 2 | 1 | 0 | 27 | 23 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| SUBTOTAL | | 2 | 1 | 1 | 2 | 1 | 0 | 27 | 23 | 1 | 0 | 0 | 0 | 0 | 0 | 32 | 26 |
| 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 | 12 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| SUBTOTAL | | 0 | 0 | 0 | 1 | 0 | 0 | 12 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 5 |
| 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 | 2 | 1 | 0 | 0 | 0 | 0 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| SUBTOTAL | | 2 | 1 | 0 | 0 | 0 | 0 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 6 |
| TOTAL | | 4 | 2 | 1 | 3 | 1 | 0 | 46 | 32 | 1 | 0 | 0 | 0 | 0 | 0 | 53 | 37 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | NOT ON TRACK | 0 | 0 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| EXEC ADMIN | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER PROF | | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| TEC/PARAPROF | | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| CLERICAL/SEC | | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| SKILLED CRAFT | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SERVICE/MAINT. | | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| TOTAL | | 0 | 0 | 4 | 6 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 |