

THE FLORIDA COLLEGE SYSTEM
Florida Department of Education



NORTHWEST FLORIDA
STATE COLLEGE

COMMUNITY COLLEGE EDUCATIONAL EQUITY ACT
PLAN

2008-09 Annual Equity Update Report

**Florida Department of Education
Florida College System**

Table of Contents

| | |
|---|---|
| Signature Page..... | 1 |
| Part I. Modification of Procedural Requirements..... | 2 |
| Part II. Incomplete or Pending Action..... | 3 |
| Part III. Student Participation..... | 4 |
| Part IV. Gender Equity in Athletics..... | 15 |
| Part V. Accountability in Institutional Employment..... | 22 |
| APPENDIX | |
| Appendix 1 | Revised Policy and Procedures |
| Appendix 2 | Annual Public Notification of Equity Officer |
| Appendix 3 | Data Files – Northwest Florida State College |
| | A. Student Participation/Enrollments |
| | B. Student Participation/Completions |
| | C. IPEDS Retention |
| | D. Mathematics Gatekeeper Courses Disparity Gaps |
| | E. Mathematics Gatekeeper Courses Grade Distributions |
| Appendix 4 | Employee Data Files – Northwest Florida State College |
| | A. Executive/Administrative/Managerial Staff |
| | B. Instructional Staff |
| | C. Continuing Contract Staff |
| | D. IPEDS 2008 Fall Staff Survey Report |



**NORTHWEST FLORIDA
STATE COLLEGE**

100 College Boulevard • Niceville, FL 32578-1295
(850) 678-5111 • www.nwfsc.edu

May 29, 2009

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

Dear Dr. Holcombe:

The Northwest Florida State College Equity Report is attached. NWF State College's annual student headcount credit enrollment for the 2007-2008 academic year was 12,498. Full-time student enrollment (FTE) for that same reporting year was 5,224.

Major Forces Making an Impact on Education:

Northwest Florida State College implemented several initiatives to increase access, retention, and success. Examples of expanded services are identified below:

- Expanded/redesigned physical setting of Academic Success Center to accommodate additional students and services.
- Redesigned orientation requirement for online distance learning classes.
- Expanded use of "Tegrity" software to provide students with extended access (online or podcast) to classroom presentations.
- Completed research study on factors affecting distance learning retention/completion rates and revised distance learning course structure guidelines accordingly.
- Redesigned testing and remediation options within RN associate degree program to increase NCLEX passing rates.
- Developed study modules with direct links to college prep curriculum for use in the Academic Success Center.
- Initiated comprehensive faculty-to-faculty meetings with high school faculty in English, mathematics, science and reading to help reduce the high school-to-college transition gap in those subjects.

- Revised progress/tracking system for student athletes.
- Continued expansion of 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.
- Increased offerings of weekend college classes. Weekend classes are a traditional format class taught in concentrated format on a series of weekends.

Major Forces Making an Impact on Employment:

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

- Increased employer count at the annual, main campus Career Fair. Also, hosted a Career Fair at two other NWF State College sites (Crestview and DeFuniak).
- Expanded on-campus employment interview opportunities.
- In 2007-08, forty-five EPI graduates completed FTCE exams and were eligible for employment in the school districts. These students entered the education system with high quality qualifications met by obtaining a Professional Teaching Certificate.

The EPI program has provided districts with an alternative certification program that meets the needs of many of their teachers who have temporary certificates. These teachers obtain quality training through the EPI program while they are teaching in the districts.

Sincerely,

Jill J. White
Interim President

JJW/ch

**FLORIDA EDUCATIONAL EQUITY ACT
2008-09 Annual Equity Update Report**

**NORTHWEST FLORIDA STATE COLLEGE
Signature Page**

Reviewed by: _____

Interim President of College (signature) (date)

Reviewed by: _____

Chair, College Board of Trustees: (signature) (date)

College Equity Officer/Coordinator: Nancy Murphy
(printed name)

(signature) (date)

Equity Officer Title: Director, Human Resources and Equity Coordinator
(if different)

Address: 100 College Boulevard, Niceville, FL 32578
(street or P.O., City, State, Zip)

Telephone: 850-729-5365

Fax: 850-729-6080

Email: murphyn@nwstatecollege.edu

**PART I
MODIFICATION OF PROCEDURAL REQUIREMENTS**

1. If the college has made no changes in procedural requirements since the last Update Report, there is no need to re-submit copies of policies or procedures. If revisions were made, insert copies in Appendix 1. In the space below, provide a list of policies and procedures submitted in this report. If all procedural requirements meet state and federal standards and the college has made no changes, indicate by: “No Changes Made.”

No Changes Made.

2. Policy and Review Process: Provide below a description of the process used by the college’s governing board to review policies and procedures used by the college to assure that all policies and procedures comply with the requirements of Section 1000.05 Florida Statutes and Rules 6A-19.001-.010 F.A.C.

It is the responsibility of the president to present revisions, proposed new policies, and changes in statutes and rules to the Board of Trustees for approval. The proposed new or revised policies are taken to the College Wide Council and to the Executive Council prior to going to the Board of Trustees. The members of the Board review the policies and approve or disapprove them at the regular board meeting. All policies are advertised (21 days prior to the next Board meeting) appropriately for adoption prior to approval, with the exception of policies directly using the language of a FS or SBR and no local language. Those have already been advertised by the state.

3. Provide in Appendix 2 a copy of the college’s “Annual Public Notification of Equity Officer” that identifies the person(s), by name, title, address, and phone number designated to coordinate the college’s compliance with Section 1000.05, F.S. and Rules 6A-19.001-.010 F.A.C. The identity of the Equity Officer/Coordinator shall be included in the regular notification of the policy of nondiscrimination. [Rule 6A-19.010(1)(g)]. Examples of the notice include, but are not limited to, posters, publications in campus catalogs or newspapers, or postings on the college’s website. The college needs to submit one copy of a posting that meets these requirements.

Information is posted on College bulletin boards, the College website, and is listed in the College catalog.

PART II
INCOMPLETE ITEMS OR PENDING ACTION

This section of the Update reflects findings resulting from any on-site review of a college's Methods of Administration (MOA) that have not been adequately addressed and are considered "open". If the college has had a recent state/federal civil rights compliance on-site review and if there are incomplete items, they will be identified in the college's previous year's Monitoring Work Plan. All open findings should be addressed below. The findings will be closed upon a finding of compliance with state and federal rules and laws. If not applicable, indicate: "N/A"

N/A

PART III STUDENT PARTICIPATION

Section A: Plan for Diversity in Student Participation

1. Student Enrollments: Refer to Appendix 3(a):

- Enrollments for Black students by gender
- Enrollments for Hispanic students by gender
- Enrollments for Other Minorities by gender
- Enrollments for White students by gender
- Total enrollments by gender

Colleges will continue to examine trends in the representation of students by race and by gender for First-Time-In-College (FTIC) and Overall Enrollment. The reporting period is from 2007 to 2009. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments (i.e., gaps in comparison to non-minority student enrollments) and establish goals that it determines are appropriate in order to increase enrollments for underrepresented students. Colleges should continue to access, modify and/or develop new methods and strategies for accomplishing the established goals.

Identify areas of disproportionate enrollment (i.e., gaps in comparison to non-minority student enrollments) or decreased percentages in enrollment. If none exist, please note.

The overall enrollment of FTIC students at Northwest Florida State College has increased by 4.23% between 2007 and 2008, and an additional 4.94% between 2008 and 2009.

- FTIC and Overall Enrollment stayed the same or increased from 2007 to 2009 for male and female Blacks, male and female Hispanics, female Other Minorities and Females.
- Enrollment for Blacks, Hispanics, and Females remain above census data. Other Minorities enrollment of 4.92% Overall Enrollment fell below the census data of 6.6% creating a gap of 1.68%.
- Enrollment of male Other Minorities fell from 2.66% in 2008 to 1.67% in 2009 creating a gap of about 1%.
- In each racial/ethnic minority category, female enrollment percentages were higher than male enrollment percentages.

List methods and strategies to increase enrollments in the areas the college has identified.

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

- Newly added scholarship – Minority Teacher Education Scholarship (MTES)
- Increase/promote scholarship opportunities
- Increase high school minority student participation in dual enrollment program
- Target K-12 area schools with known increased minority population
- Expand outreach and recruitment at high schools, churches, and community

- Yearly high school counselors workshop
- Financial aid and advising to high school counselors – assist students with completing electronic financial aid forms
- Provide community awareness workshops

Goals and Timelines: Identify the targeted students by race and/or gender and the goals for enrollment for 2010 through 2012.

Other Minority and minority male enrollments should increase by at least 2% each year in 2010, 2011, and 2012.

2. Student Completions (college degree and certificate programs):

Refer to Appendix 3 (b):

This year's report evaluates degree and certificate completion from 2006 to 2008 by race and by gender of students achieving A.A. Degrees, A.S. Degrees, or Certificates. A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2009-2010 through 2011-2012. Colleges will continue to assess, modify, and develop new methods and strategies for accomplishing the goals in areas where completions have not been in alignment with goals.

Identify areas of disproportionate completions (i.e., gaps in comparison to non-minority student completions) or decreases in the percentage of completions. If none exist, please note.

Blacks: The number of Blacks total completions for AA Degrees, AS Degrees, and Baccalaureates have increased or remained steady from 2006 to 2008. The number of total certificates has dropped by approximately 5% over the same years. There are more female AA than AS completions, more female than male total completions, and more male AS than AA completions. This data has remained constant from 2006 through 2008. For Baccalaureates, in 2006 the numbers were the same, for 2007 there were more females, and for 2008 there were more male Baccalaureate completions.

Hispanics: The number of Hispanics total completions for AA Degrees and AS Degrees decreased in 2007 and then increased in 2008. Actual completion numbers in 2008 were greater than 2006. The number of total certificates completed increased each year from 2006 to 2008. Total Baccalaureates completed decreased from 2 in 2006 and 2007 to 1 in 2008. Both males and females completed more AA Degrees than AS Degrees in all three years compared. For Hispanic students there is no clear pattern for changes in completions for the period 2006-2008. The completion rates for both males and females dropped in 2007 and then increased in 2008 above the year 2006 level.

Other Minorities: The number of Other Minorities total completions for AA Degrees, Certificates, and Baccalaureates increased from 2006 to 2008. The number of total completions for AS Degrees decreased in 2007 and then increased in 2008, but not to the level of completions in 2006. The percentage gap for AS Degree completers over all from 2006 to 2008 is less than 1%. Both males and females completed more AA Degrees than AS Degrees in all three years compared. In addition, the number of completions of AA Degrees for both males and females increased each year. The number of completions in Certificates also remained constant or increased each year for both males and females. For Other Minorities there is no clear pattern for changes in completions for the period 2006-2008.

Whites: The number of Whites total completions for Certificates and Baccalaureates increased consistently from 2006 to 2008. The number of total completions for AA Degrees and AS Degrees dipped in 2007 from 2006, but then increased again from 2007 to 2008. There are more female and male AA than AS completions and more female than male total completions. This data has remained constant from 2006 through 2008.

Females: The number of Females total completions for the AA Degrees and the AS Degrees dipped in 2007 from 2006, but then increased in 2008 from 2007. There is a percentage gap of just over 2% for the completion of AA Degrees in 2008 when compared to 2006. The percentage of AS Degrees completed in 2008 is actually higher than in 2006. The total number of completions in percentages of Certificates and Baccalaureates decreased in 2008 from 2006 for Females.

List methods and strategies to increase the percentage of completions in those areas the college has identified.

Methods and strategies to increase the percentage of completions in those areas that are needed include the following:

- Increase awareness of Smarthinking – an online tutoring service
- Increase awareness of Career Pathways
- Encourage utilization of the Academic Success Center at all campuses and centers
- Increase the use of minority student photos, testimonials, and references in materials promoting student support services
- Conduct mini-workshops regarding success and “stay-in-school” strategies in conjunction with the NWF State College African-American Student Association
- Conduct outreach activities for at-risk minority students identified in the midterm grade and attendance reporting processes
- Continue development of a direct referral system whereby faculty members can initiate intervention strategies for minority students who demonstrate poor attendance or other at-risk behaviors

Goals and Timelines: Identify the targeted students by race and/or gender and the goals for degree or certificate completions for 2009-2010 through 2011-2012.

By employing the methods and strategies listed above, all students are targeted for improved completion rates.

Section B: Persistence and Retention Analysis and Strategies:

Refer to Appendix 3 (c):

The College 2008-09 Update Report should include methods and strategies used by the college to increase persistence and retention of FTIC students returning for their second year. Data is from the IPEDS Enrollment fall FTIC 2006-07 Retention into Fall 2007-08 and includes full-time and part-time students by race and by gender.

Identify full-time students by race where the percentage of students retained for Fall 2007-08 was less than the percentage of white non-Hispanic full-time students retained. If none exist, please note.

For full-time students, Black Non-Hispanic males were retained at a lower percentage rate than White Non-Hispanic males. Hispanic males were retained at a lower percentage rate than White Non-Hispanic males. However, the difference of percentage in that category is less than 1%.

Identify part-time students by race where the percentage of students retained for Fall 2007-08 was less than the percentage of white non-Hispanic part-time students retained. If none exist, please note.

For part-time students, Black Non-Hispanic males were retained at a lower percentage rate than White Non-Hispanic males. Black Non-Hispanic females were retained at a lower percentage rate than White Non-Hispanic females. Hispanic females were retained at a lower percentage rate than White Non-Hispanic females.

Based on an analysis of the college's data, identify methods and strategies the college will develop and/or implement to increase the percentage of underrepresented students returning to college following their first year and/or close the gaps in retention when compared to white non-Hispanic students.

Methods and strategies to increase the percentage of underrepresented students returning to college following their first year and to close the gaps in retention when compared to White Non-Hispanic students include the following:

- Conduct mini-workshops regarding success and “stay in school” strategies in conjunction with the NWFSC African-American Student Association
- 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
- 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 and Hispanic students
- Post “ads” for support services on Student Activities 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
- Development of a College Retention committee to address retention issues

Goals and Timelines: Identify goals to increase the retention rates and/or close any gaps in retention rates for 2009-2010 through 2011-2012.

Decrease the Black/White gap by 3.00 percentage points for the 2009-2010 School Year.

Decrease the Black/White gap by 3.00 percentage points for the 2010-2011 School Year.

Decrease the Black/White gap by 3.00 percentage points for the 2011-2012 School Year.

Decrease the Hispanic/White gap by 2.00 percentage points for the 2009-2010 School Year.

Decrease the Hispanic/White gap by 2.00 percentage points for the 2010-2011 School Year.

Decrease the Hispanic/White gap by 2.00 percentage points for the 2011-2012 School Year.

Section C: Mathematics (Gatekeeper) Course Analysis:

Refer to Appendix 3 (d): Math Disparity Gaps 2006-2008
Math Grade Distribution 2006-2008

The College 2008-09 Update Report should include an analysis of white, black and Hispanic students enrolled in mathematics gatekeeper courses from 2005 through 2007. Colleges should evaluate increases/decreases in the percentage of students who were successful in gatekeeper courses and/or identify where there have been increases in the gaps from 2005 to 2007. The college should develop strategies to decrease and close gaps. Data was extracted from Grade Distribution for Students in A&P and Vocational Lower Division Courses, Excluding Dual Enrollment, by Race/Ethnicity and include:

1. Math Disparity Gaps 2006-2008 for Black/White and Hispanic/White comparing Fall 2005 to Fall 2007 for each gatekeeper course.
2. Math Grade Distribution 2006-2008 for white, black and Hispanic students for each gatekeeper course for each year (2005, 2006, and 2007). Data from this report was extrapolated for the Disparity Gaps.

Notes regarding the Disparity reports:

1. This year we dropped courses with the suffix “L.” To ensure everything is comparable, we re-ran the prior year data. This may result in slightly different numbers for 2005-06 and 2006-07 compared to data reported in last year’s report.
2. Success is defined as grades of A, B, C, and S
3. Any grades of X, P, PR, and Z were deleted.
4. Grades of WP and WF are considered the same as W.
5. The courses included this year are MAT0024, MAT1033, MAC1105, MGF1106
6. All results are for Fall terms.
7. Equity gaps are not calculated unless there are at least 10 students of each race enrolled.
8. If a gap increased from 2005 to 2007, it will be reflected by the amount of percentage points it increased and as a positive number. (last column, titled “Change in B/W or H/W gap”)
9. If a gap decreased from 2005 to 2007, it will be reflected by the amount of percentage points it decreased and as a negative number. (last column, titled “Change in B/W or H/W gap”)
10. A **negative numerical change** reflects evidence that the gap in success rates is closing or may have even become a “positive” gap, meaning the black or Hispanic student success rates are closing in or even surpassing the white student success rate. A negative number reflects a decrease in the size of the gap.
11. A **positive numerical change** reflects evidence that the gap is increasing or widening between blacks/whites and/or Hispanics/whites. A positive number reflects an increase in the size of the gap.

The college should complete each of the following sections:

For each course, identify areas by race where there has been a decrease in the percentage of students successfully completing mathematics gatekeeper courses in 2005 compared to 2007. If none exist, please note.

MAT 0024

- The percentage of Black Students successful in MAT 0024 has decreased by 9.17%.
- The percentage of Hispanic Students successful in MAT 0024 has decreased by 10.82%.
- The percentage of White Students successful in MAT 0024 has decreased by 0.76%.

MAT 1033A

- The percentage of Black Students successful in MAT 1033A has not decreased.
- The percentage of Hispanic Students successful in MAT 1033A has decreased by 13.6%.
- The percentage of White Students successful in MAT 1033A has decreased by 2.98%.

MAC 1105

- The percentage of Black Students successful in MAC 1105 has not decreased.
- The percentage of Hispanic Students successful in MAC 1105 has decreased by 13.1%.
- The percentage of White Students successful in MAC 1105 has not decreased.

MGF 1106

- The percentage of Black Students successful in MGF 1106 has decreased by 8.75%
- The percentage of Hispanic Students successful in MGF 1106 has not decreased.
- The percentage of White Students successful in MGF 1106 has decreased by 9.6%.

For each course, identify areas where there has been an increase in the Black/White and/or Hispanic/White gaps from 2005 to 2007 in the percentage of students successfully completing mathematics gatekeeper courses. If none exist, please note.

MAT 0024

- The Black/White gap has increased by 8.41% from 2005-2007.
- The Hispanic/White gap has increased by 10.06% from 2005-2007.

MAT 1033A

- The Black/White gap has not increased.
- The Hispanic/White gap has increased by 10.62% from 2005-2007.

MAC 1105

- The Black/White gap has increased by 0.24% from 2005-2007.
- The Hispanic/White gap has increased by 19.27% from 2005-2007.

MGF 1106

- The Black/White gap is not calculated due to low enrollment.
- The Hispanic/White gap is not calculated due to low enrollment.

Continuous Improvement Process: Based on an analysis of the college’s data for each course, identify methods and strategies the college will implement and monitor to increase success rates and/or close the gaps in the success rates of the mathematics gatekeeper courses.

- Increase student awareness of all NWFSC free tutorial services: Multiple Campus Math Labs, Multiple Campus Academic Success Centers, and SMARTHINKING
- Utilize MyMathLab, online interactive homework and tutorial software, to create common assignments for all sections of MAT 0024, MAT 1033A, MAC 1105, and MGF 1106.
- Ensure proper student placement by seeking better placement tools.
- Encourage students to seek instructor assistance during office hours (10 hrs/week)
- Form “Learning Communities” by linking various mathematics courses.
- Raise current passing score on State Exit Exam for MAT 0024 to 70%.
- Create Topic Specific Modules available in all NWFSC Math Labs and Academic Success Centers designed for mathematics review.

Section D. Substitution Requirements for Eligible Students with Disabilities (Rule 6A-10.041 F.A.C.)

This section applies to all colleges offering any of the following programs:

- Associate in Science (A.S.)
- Associate in Applied Science (A.A.S.)
- Career Technical Education (CTE) Certificate
- College and Vocational Preparation

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by Section 1007.264, Florida Statute, Rule 6A-10.041 F.A.C., and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973. **The College Equity Update Report should include certification indicated by the president’s signature below that the college’s policies and procedures are in compliance with the following:**

Certification that reasonable substitutions are made available for eligible students for the following as required in Rule 6A-10.041(1):

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

Certification that the college’s policies and procedures include at least the following as required in Rule 6A-10.041(2):

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

Signed: _____
(Interim President) Date: (month, day, year)

Each public university, community college and postsecondary career center operated by a school district shall maintain records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied.

For the 2008-09 Equity Update Report, colleges should address the following for students with disabilities covered under Rule 6A-10.041:

(a) the number of student requests for course substitutions: 3

(b) the number of course substitutions granted from 2007-2008: 2

**PART IV
GENDER EQUITY IN ATHLETICS**

A. Diversity in Athletic Program Administration and Leadership

Check here if the college does not offer athletic/sporting programs: _____ . If no program is offered, this page is the only page in Part IV that should be included in the report.

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: | | | | | | | | |
| Female Sports | 4 | 3 | 1 | | | | 2 | 2 |
| Male Sports | 4 | 3 | 1 | | | | 4 | |
| Total Coaches | 8 | | | | | | | |
| Percent of Total | 100% | 75% | 25% | | | | 75% | 25% |

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: | | | | | | | | |
| Female Sports | | | | | | | | |
| Male Sports | | | | | | | | |
| Total Coaches | | | | | | | | |
| Percent of Total | | | | | | | | |

*Athletic Director serves as the Dean of Student Services in addition to Athletic Director.

3. Employment Strategies

- a. **Describe below strategies to develop and prepare females and racial minorities for promotional opportunities leading to employment as athletic directors and coaches. (Do not describe the process for 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 NWF State College
 - 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.**
 - NWF State College 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?**
 - NWF State College 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:**
 - NWF State College 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.**
 - NWF State College 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.

B. Community College 2007-08 Athletic Participation by Sport

Complete the table to show data for male and female participation rates and full-time enrollment. Additional athletic programs may be added if not on this list.

| Number of Participants | | | | | | |
|--------------------------------|--------------|--------------|--------------|--------------|-----------|-----------|
| Varsity Teams | # Males | | # Females | | Total | |
| | 2007-08 | 2008-09 | 2007-08 | 2008-09 | 2007-08 | 2008-09 |
| Baseball | 25 | 25 | | | 25 | 25 |
| Basketball | 10 | 11 | 12 | 15 | 22 | 26 |
| Golf | | | | | | |
| Softball | | | 21 | 23 | 21 | 23 |
| Swimming | | | | | | |
| Tennis | | | | | | |
| Track and Field | | | | | | |
| Volleyball | | | | | | |
| Soccer | | | | | | |
| Other | | | | | | |
| Total Athletes | 35 | 36 | 33 | 38 | 68 | 74 |
| % of Athletes by gender | 51.47 | 48.64 | 48.52 | 51.35 | | |

| Fall 2007 Enrollment (EF2A Report) | | | | Fall 2008 Enrollment (EF2A Report) | | | |
|------------------------------------|-------|---------|-------------|------------------------------------|-------|---------|-------------|
| | Males | Females | Total | | Males | Females | Total |
| Total Enrollment | 1020 | 1416 | 2436 | Total Enrollment | 1053 | 1564 | 2617 |
| Percent of Enrollment by Gender | 41.87 | 58.13 | <u>100%</u> | Percent of Enrollment by Gender | 40.24 | 59.76 | <u>100%</u> |

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 females are enrolled full-time in the college and the rate at which females are participating in intercollegiate sports.

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 2007-08 Equity Update. If no corrective actions were required, verify compliance for 2008-09 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 are 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 the athletic programs, as required by Title IX and the Florida Educational Equity Act.

Signature, Athletic Director

Date

Signature, Interim President

Date

College: Northwest Florida State College

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

If the Fall 2008 full-time enrollment of females was greater than five percentage points above the representation of females participating in sports, describe below the college’s plan to correct this disparity. Specify modifications proposed for 2009-10 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 |
|---|---|--|--|
| <p style="text-align: center;"># 1 Accommodate the interests and abilities</p> | <p style="text-align: center;">Plans to develop a third Women’s Sports Program</p> | <p style="text-align: center;">Mickey Englett Dean of Students / Director Athletics</p> <p style="text-align: center;">Phone Number 850/729-5379</p> | <p style="text-align: center;">FY 10/11</p> |

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 Interim President

Date

E. Board of Trustees Certification

Section 1006.71 (1) F.S. describes the “Gender Equity Plan” as follows:

- a) Each community college and state university shall develop a gender equity plan pursuant to Section 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 and the Legislature 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 following information 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 X No _____ Month and Date of Evaluation: July 8, 2008
If not, please ensure completion of the evaluation prior to submission of the 2008-09 Annual Equity Act Update.
- 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.

It was the consensus of the Board of Trustees that the President performed satisfactorily in all areas; “Work Characteristics, Personal Characteristics, Professional Characteristics, and Statutory Requirements.”

- 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.

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

Signature, Chair of Board of Trustees

Date

PART V
ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

This part constitutes the college's progress report related to its Employment Equity Accountability Program required in Section 1012.86 F.S. Colleges should address each of the three sections to complete the Employment Equity Progress Report.

Section A. Employment Analysis

Refer to Appendix 4: There are three data reports for which the college will use to evaluate employment trends for females and minorities in Executive/Administrative/Managerial (EAM), Faculty, and Continuing Contract positions, respectively. The reports provide annual employment numbers and percentages by race and by gender for 2004 through 2008. They also provide the numerical and percentage differences in employment demographics, comparing 2007 with 2008. Colleges should set goals for increasing the employment of females and minorities in those areas that do not meet or exceed national standard benchmarks. **The U.S. Census is recognized as a national standard; however, colleges should set goals for achievement within a defined timeframe and may consider *additional* benchmarks.**

Beginning with this year's report, there are changes in the manner of evaluating the effectiveness of the college's methods and strategies to increase female and minority employment. The Census data included in the employment data files is new and more reflective of each college's service area. There are two Census data columns: one for persons over age 25 who have achieved a master's degree and above and one for persons over age 25 who have achieved a bachelor's degree and above. The college should evaluate the female and minority percentages of its employees requiring masters and bachelor's degrees compared to similar demographics of its service area.

Also beginning with this year's report, an additional benchmark is included for colleges to use in evaluating the effectiveness of its methods and strategies to increase the employment of females and minorities. The college should consider comparing the ratios of its female and minority employees to similar demographics of its student population.

Lastly, the college should consider changes in the ratios of female and minority employees from 2007 to 2008, which is also provided in the employment data files.

1. Identify the employment areas of females and/or minorities in each area where the percentages of employment are less than the benchmarks. If none exist, please note.

a. Executive/Administrative/Managerial (EAM)

The minimum qualification for an Executive/Administrative/Managerial position is a graduate degree or higher. Northwest Florida State College is below the benchmark for Blacks and Hispanics, however, the College exceeds the benchmark in Females and other Minorities.

b. Instructional Staff (Faculty)

The minimum qualification for a faculty position is a graduate degree or higher. Northwest Florida State College exceeds the benchmark in all categories except Hispanics.

c. Continuing Contract Instructional Staff

Northwest Florida State College exceeds the benchmark in all categories except Hispanics.

2. Are there barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area.

- a. Executive/Administrative/Managerial (EAM)
The College has not had a vacancy in the EAM category since 2005. However, the College re-organized internally and promoted two females.
- b. Instructional Staff (Faculty)
The College has low turnover and limited faculty positions, hence, making it difficult to recruit minorities. Vacancies usually occur when a faculty member retires or the College starts a new program.
- c. Continuing Contract Instructional Staff
All faculty that are eligible for continuing contract have been awarded continuing contract.

3. List the methods and strategies the college will use to increase the percentage of female and minority employees.

- a. Executive/Administrative/Managerial (EAM)
As vacancies occur, the college will work diligently to recruit and hire qualified minority applicants.
- b. Instructional Staff (Faculty)
As vacancies occur, the College will work diligently to recruit and hire qualified minority applicants. The College has committed to sponsoring qualified non-immigrant applicants to increase both equity and diversity.
- c. Continuing Contract Instructional Staff
The College will continue to award continuing contracts to eligible faculty.

4. Goals and Timelines: Identify goals and timelines for accomplishing the goals to increase the employment of females and minorities.

- a. Executive/Administrative/Managerial (EAM)
As vacancies occur, selection committees will be informed by the Equity Coordinator the importance of the College's equity goals.
- b. Instructional Staff (Faculty)
As vacancies occur, the selection committee will be informed by the Equity Coordinator the importance of the College's equity goals.
- c. Continuing Contract Instructional Staff
The College will continue to award continuing contracts to eligible faculty. If our goals are met in the hiring process, awarding continuing contracts for minorities should increase.

Section B. College Evaluations of Key Personnel and Presidents

The college should provide a summary of the results as requested in Section 1012.86(3)(a) and (b) Florida Statute, which provide that:

“Community college presidents and the head of each major administrative division shall be evaluated annually on the progress made toward meeting the goals and objectives of the community college’s employment accountability plan.”

1. The college should provide a summary of results as requested in Section 1012.86(3)(a), Florida Statutes, which provides that:

“The community college presidents, or the president’s designees, shall annually evaluate each department chairperson, dean, provost, and vice president in achieving the annual and long-term goals and objectives.”

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

- 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.

2. The college should provide a summary of results as requested in Section 1012.86(3)(b), Florida Statutes, which provides that:

“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.”

The college should provide below a response to this section of law, including the most recent month, date, and year of the president’s performance evaluation.

- The President was evaluated July 8, 2008 for fiscal year 2007-08.
- A summary of the President’s evaluation was sent to the Commissioner of Education on July 8, 2008.
- It was the consensus of the Board of Trustees that the president performed satisfactorily in all areas.

APPENDIX 1

REVISED POLICIES AND PROCEDURES

(No Revisions)

APPENDIX 2

ANNUAL PUBLIC NOTIFICATION
OF EQUITY OFFICER



**NORTHWEST FLORIDA
STATE COLLEGE**

100 College Boulevard • Niceville, FL 32578-1295
(850) 678-5111 • www.owc.edu

NORTHWEST FLORIDA STATE COLLEGE is dedicated to the concepts of equity and equal opportunity. It is the specific intention of the college not to discriminate on the basis of age, color, creed, disability, marital status, national origin, race, religion, or sex, in its employment practices or in the admission and treatment of students.

NWF STATE COLLEGE EQUITY COORDINATOR:

Nancy Murphy
Director, Human Resources/Equity Coordinator
100 College Blvd.
Niceville, FL 32578
850-729-5365

Administration Building, Human Resources

APPENDIX 3-A

DATA REPORTS:

STUDENT PARTICIPATION/ENROLLMENTS

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Enrollments

| | | | Year | | | | | | | | |
|---------------|----------------|-----------------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2007 | | | 2008 | | | 2009 | | |
| College | Affected Class | Enrollments | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent |
| Northwest FLA | BLACKS FEMALE | First-Time-In-College | 43 | 869 | 4.95 | 40 | 979 | 4.09 | 53 | 1,019 | 5.20 |
| | | Overall Enrollment | 403 | 6,637 | 6.07 | 403 | 6,918 | 5.83 | 479 | 7,260 | 6.60 |
| | BLACKS MALE | First-Time-In-College | 37 | 869 | 4.26 | 52 | 979 | 5.31 | 42 | 1,019 | 4.12 |
| | | Overall Enrollment | 258 | 6,637 | 3.89 | 255 | 6,918 | 3.69 | 266 | 7,260 | 3.66 |
| | BLACKS TOTAL | First-Time-In-College | 80 | 869 | 9.21 | 92 | 979 | 9.40 | 95 | 1,019 | 9.32 |
| | | Overall Enrollment | 661 | 6,637 | 9.96 | 658 | 6,918 | 9.51 | 745 | 7,260 | 10.3 |

CCTCMIS - CCEE0191 03/16/2009 14:05:33

Source: Student Data Base (2007, 2008, 2008-2009 Fall Beginning Of Term).

Note 1: Total Enrollments Are Reflected For Each Enrollment Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: First-Time-In-College Counts Include Students Enrolled In Courses In The Following Instructional Areas:

Advanced And Professional, Postsecondary Vocational, Postsecondary Adult Vocational, College Preparatory and Vocational Preparatory.

Note 3: Overall Enrollment (Excludes Supplemental Voc., Adult Basic And Secondary, GED Prep, And LLL).

Note 4: For 2008-2009, Jacksonville and St. Johns Data Is Pulled From The Fall End Of Term Instead Of The Fall Beginning Of Term.

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Enrollments

| | | | Year | | | | | | | | |
|---------------|------------------|-----------------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2007 | | | 2008 | | | 2009 | | |
| College | Affected Class | Enrollments | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent |
| Northwest FLA | HISPANICS FEMALE | First-Time-In-College | 27 | 869 | 3.11 | 24 | 979 | 2.45 | 30 | 1,019 | 2.94 |
| | | Overall Enrollment | 196 | 6,637 | 2.95 | 206 | 6,918 | 2.98 | 218 | 7,260 | 3.00 |
| | HISPANICS MALE | First-Time-In-College | 22 | 869 | 2.53 | 24 | 979 | 2.45 | 22 | 1,019 | 2.16 |
| | | Overall Enrollment | 158 | 6,637 | 2.38 | 143 | 6,918 | 2.07 | 169 | 7,260 | 2.33 |
| | HISPANICS TOTAL | First-Time-In-College | 49 | 869 | 5.64 | 48 | 979 | 4.90 | 52 | 1,019 | 5.10 |
| | | Overall Enrollment | 354 | 6,637 | 5.33 | 349 | 6,918 | 5.04 | 387 | 7,260 | 5.33 |

CCTCMIS - CCEE0191 03/16/2009 14:05:33

Source: Student Data Base (2007, 2008, 2008-2009 Fall Beginning Of Term).

Note 1: Total Enrollments Are Reflected For Each Enrollment Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: First-Time-In-College Counts Include Students Enrolled In Courses In The Following Instructional Areas:

Advanced And Professional, Postsecondary Vocational, Postsecondary Adult Vocational, College Preparatory and Vocational Preparatory.

Note 3: Overall Enrollment (Excludes Supplemental Voc., Adult Basic And Secondary, GED Prep, And LLL).

Note 4: For 2008-2009, Jacksonville and St. Johns Data Is Pulled From The Fall End Of Term Instead Of The Fall Beginning Of Term.

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Enrollments

| | | | Year | | | | | | | | |
|------------------|----------------------------|-----------------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2007 | | | 2008 | | | 2009 | | |
| College | Affected Class | Enrollments | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent |
| Northwest FLA | OTHER MINORITIES FEMALE | First-Time-In-College | 22 | 869 | 2.53 | 28 | 979 | 2.86 | 28 | 1,019 | 2.75 |
| | | Overall Enrollment | 198 | 6,637 | 2.98 | 223 | 6,918 | 3.22 | 214 | 7,260 | 2.95 |
| | OTHER MINORITIES MALE | First-Time-In-College | 20 | 869 | 2.30 | 26 | 979 | 2.66 | 17 | 1,019 | 1.67 |
| | | Overall Enrollment | 109 | 6,637 | 1.64 | 143 | 6,918 | 2.07 | 143 | 7,260 | 1.97 |
| | OTHER MINORITIES TOTAL | First-Time-In-College | 42 | 869 | 4.83 | 54 | 979 | 5.52 | 45 | 1,019 | 4.42 |
| | | Overall Enrollment | 307 | 6,637 | 4.63 | 366 | 6,918 | 5.29 | 357 | 7,260 | 4.92 |

CCTCMIS - CCEE0191 03/16/2009 14:05:33

Source: Student Data Base (2007, 2008, 2008-2009 Fall Beginning Of Term).

Note 1: Total Enrollments Are Reflected For Each Enrollment Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: First-Time-In-College Counts Include Students Enrolled In Courses In The Following Instructional Areas:

Advanced And Professional, Postsecondary Vocational, Postsecondary Adult Vocational, College Preparatory and Vocational Preparatory.

Note 3: Overall Enrollment (Excludes Supplemental Voc., Adult Basic And Secondary, GED Prep, And LLL).

Note 4: For 2008-2009, Jacksonville and St. Johns Data Is Pulled From The Fall End Of Term Instead Of The Fall Beginning Of Term.

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Enrollments

| | | | Year | | | | | | | | |
|---------------|----------------|-----------------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2007 | | | 2008 | | | 2009 | | |
| College | Affected Class | Enrollments | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent |
| Northwest FLA | WHITE FEMALES | First-Time-In-College | 393 | 869 | 45.2 | 415 | 979 | 42.4 | 427 | 1,019 | 41.9 |
| | | Overall Enrollment | 3,143 | 6,637 | 47.4 | 3,303 | 6,918 | 47.8 | 3,432 | 7,260 | 47.3 |
| | WHITE MALES | First-Time-In-College | 305 | 869 | 35.1 | 370 | 979 | 37.8 | 400 | 1,019 | 39.3 |
| | | Overall Enrollment | 2,172 | 6,637 | 32.7 | 2,242 | 6,918 | 32.4 | 2,339 | 7,260 | 32.2 |
| | WHITE TOTAL | First-Time-In-College | 698 | 869 | 80.3 | 785 | 979 | 80.2 | 827 | 1,019 | 81.2 |
| | | Overall Enrollment | 5,315 | 6,637 | 80.1 | 5,545 | 6,918 | 80.2 | 5,771 | 7,260 | 79.5 |

CCTCMIS - CCEE0191 03/16/2009 14:05:33

Source: Student Data Base (2007, 2008, 2008-2009 Fall Beginning Of Term).

Note 1: Total Enrollments Are Reflected For Each Enrollment Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: First-Time-In-College Counts Include Students Enrolled In Courses In The Following Instructional Areas:

Advanced And Professional, Postsecondary Vocational, Postsecondary Adult Vocational, College Preparatory and Vocational Preparatory.

Note 3: Overall Enrollment (Excludes Supplemental Voc., Adult Basic And Secondary, GED Prep, And LLL).

Note 4: For 2008-2009, Jacksonville and St. Johns Data Is Pulled From The Fall End Of Term Instead Of The Fall Beginning Of Term.

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Enrollments

| | | | Year | | | | | | | | |
|---------------|----------------|-----------------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2007 | | | 2008 | | | 2009 | | |
| College | Affected Class | Enrollments | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent | Number | Total Enrollments | Percent |
| Northwest FLA | FEMALES | First-Time-In-College | 485 | 869 | 55.8 | 507 | 979 | 51.8 | 538 | 1,019 | 52.8 |
| | | Overall Enrollment | 3,940 | 6,637 | 59.4 | 4,135 | 6,918 | 59.8 | 4,343 | 7,260 | 59.8 |
| | MALES | First-Time-In-College | 384 | 869 | 44.2 | 472 | 979 | 48.2 | 481 | 1,019 | 47.2 |
| | | Overall Enrollment | 2,697 | 6,637 | 40.6 | 2,783 | 6,918 | 40.2 | 2,917 | 7,260 | 40.2 |
| | TOTAL | First-Time-In-College | 869 | 869 | 100 | 979 | 979 | 100 | 1,019 | 1,019 | 100 |
| | | Overall Enrollment | 6,637 | 6,637 | 100 | 6,918 | 6,918 | 100 | 7,260 | 7,260 | 100 |

CCTCMIS - CCEE0191 03/16/2009 14:05:33

Source: Student Data Base (2007, 2008, 2008-2009 Fall Beginning Of Term).

Note 1: Total Enrollments Are Reflected For Each Enrollment Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: First-Time-In-College Counts Include Students Enrolled In Courses In The Following Instructional Areas:

Advanced And Professional, Postsecondary Vocational, Postsecondary Adult Vocational, College Preparatory and Vocational Preparatory.

Note 3: Overall Enrollment (Excludes Supplemental Voc., Adult Basic And Secondary, GED Prep, And LLL).

Note 4: For 2008-2009, Jacksonville and St. Johns Data Is Pulled From The Fall End Of Term Instead Of The Fall Beginning Of Term.

APPENDIX 3-B

DATA REPORTS:

STUDENT PARTICIPATION/COMPLETIONS

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Completions

| | | | Year | | | | | | | | |
|---------------|----------------|----------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2006 | | | 2007 | | | 2008 | | |
| College | Affected Class | Completions | Number | Total Completions | Percent | Number | Total Completions | Percent | Number | Total Completions | Percent |
| Northwest FLA | BLACKS FEMALE | AA Degrees | 27 | 765 | 3.53 | 33 | 708 | 4.66 | 40 | 823 | 4.86 |
| | | AS Degrees | 19 | 347 | 5.48 | 27 | 282 | 9.57 | 20 | 329 | 6.08 |
| | | Certificates | 39 | 243 | 16.1 | 35 | 350 | 10.0 | 15 | 518 | 2.90 |
| | | Baccalaureates | 1 | 26 | 3.85 | 5 | 42 | 11.9 | 2 | 50 | 4.00 |
| | BLACKS MALE | AA Degrees | 19 | 765 | 2.48 | 14 | 708 | 1.98 | 15 | 823 | 1.82 |
| | | AS Degrees | 21 | 347 | 6.05 | 21 | 282 | 7.45 | 27 | 329 | 8.21 |
| | | Certificates | 1 | 243 | 0.41 | 4 | 350 | 1.14 | 10 | 518 | 1.93 |
| | | Baccalaureates | 1 | 26 | 3.85 | 1 | 42 | 2.38 | 8 | 50 | 16.0 |
| | BLACKS TOTAL | AA Degrees | 46 | 765 | 6.01 | 47 | 708 | 6.64 | 55 | 823 | 6.68 |
| | | AS Degrees | 40 | 347 | 11.5 | 48 | 282 | 17.0 | 47 | 329 | 14.3 |
| | | Certificates | 40 | 243 | 16.5 | 39 | 350 | 11.1 | 25 | 518 | 4.83 |
| | | Baccalaureates | 2 | 26 | 7.69 | 6 | 42 | 14.3 | 10 | 50 | 20.0 |

CCTCMIS - CCEE0192 03/16/2009 13:14:49

Source: 2006, 2007, 2008 AA1A.

Note 1: Total Completions Are Reflected For Each Degree/Certificate Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: Provide Data For Each Of The Reporting Years Requested Above, Beginning Summer, Continuing Through Fall, And Ending In The Spring.

Note 3: 2009 Data Is Not Available.

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Completions

| | | | Year | | | | | | | | |
|---------------|------------------|----------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2006 | | | 2007 | | | 2008 | | |
| College | Affected Class | Completions | Number | Total Completions | Percent | Number | Total Completions | Percent | Number | Total Completions | Percent |
| Northwest FLA | HISPANICS FEMALE | AA Degrees | 27 | 765 | 3.53 | 18 | 708 | 2.54 | 28 | 823 | 3.40 |
| | | AS Degrees | 9 | 347 | 2.59 | 6 | 282 | 2.13 | 13 | 329 | 3.95 |
| | | Certificates | 8 | 243 | 3.29 | 13 | 350 | 3.71 | 9 | 518 | 1.74 |
| | | Baccalaureates | 1 | 26 | 3.85 | 0 | 0 | 0 | 1 | 50 | 2.00 |
| | HISPANICS MALE | AA Degrees | 12 | 765 | 1.57 | 11 | 708 | 1.55 | 13 | 823 | 1.58 |
| | | AS Degrees | 11 | 347 | 3.17 | 6 | 282 | 2.13 | 10 | 329 | 3.04 |
| | | Certificates | 3 | 243 | 1.23 | 4 | 350 | 1.14 | 16 | 518 | 3.09 |
| | | Baccalaureates | 1 | 26 | 3.85 | 2 | 42 | 4.76 | 0 | 0 | 0 |
| | HISPANICS TOTAL | AA Degrees | 39 | 765 | 5.10 | 29 | 708 | 4.10 | 41 | 823 | 4.98 |
| | | AS Degrees | 20 | 347 | 5.76 | 12 | 282 | 4.26 | 23 | 329 | 6.99 |
| | | Certificates | 11 | 243 | 4.53 | 17 | 350 | 4.86 | 25 | 518 | 4.83 |
| | | Baccalaureates | 2 | 26 | 7.69 | 2 | 42 | 4.76 | 1 | 50 | 2.00 |

CCTCMIS - CCEE0192 03/16/2009 13:14:49

Source: 2006, 2007, 2008 AA1A.

Note 1: Total Completions Are Reflected For Each Degree/Certificate Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: Provide Data For Each Of The Reporting Years Requested Above, Beginning Summer, Continuing Through Fall, And Ending In The Spring.

Note 3: 2009 Data Is Not Available.

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Completions

| | | | Year | | | | | | | | |
|---------------|-------------------------|----------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2006 | | | 2007 | | | 2008 | | |
| College | Affected Class | Completions | Number | Total Completions | Percent | Number | Total Completions | Percent | Number | Total Completions | Percent |
| Northwest FLA | OTHER MINORITIES FEMALE | AA Degrees | 24 | 765 | 3.14 | 27 | 708 | 3.81 | 31 | 823 | 3.77 |
| | | AS Degrees | 11 | 347 | 3.17 | 7 | 282 | 2.48 | 11 | 329 | 3.34 |
| | | Certificates | 4 | 243 | 1.65 | 7 | 350 | 2.00 | 10 | 518 | 1.93 |
| | | Baccalaureates | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 50 | 6.00 |
| | OTHER MINORITIES MALE | AA Degrees | 13 | 765 | 1.70 | 14 | 708 | 1.98 | 18 | 823 | 2.19 |
| | | AS Degrees | 11 | 347 | 3.17 | 9 | 282 | 3.19 | 7 | 329 | 2.13 |
| | | Certificates | 3 | 243 | 1.23 | 3 | 350 | 0.86 | 20 | 518 | 3.86 |
| | | Baccalaureates | 0 | 0 | 0 | 2 | 42 | 4.76 | 1 | 50 | 2.00 |
| | OTHER MINORITIES TOTAL | AA Degrees | 37 | 765 | 4.84 | 41 | 708 | 5.79 | 49 | 823 | 5.95 |
| | | AS Degrees | 22 | 347 | 6.34 | 16 | 282 | 5.67 | 18 | 329 | 5.47 |
| | | Certificates | 7 | 243 | 2.88 | 10 | 350 | 2.86 | 30 | 518 | 5.79 |
| | | Baccalaureates | 0 | 0 | 0 | 2 | 42 | 4.76 | 4 | 50 | 8.00 |

CCTCMIS - CCEE0192 03/16/2009 13:14:49

Source: 2006, 2007, 2008 AA1A.

Note 1: Total Completions Are Reflected For Each Degree/Certificate Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: Provide Data For Each Of The Reporting Years Requested Above, Beginning Summer, Continuing Through Fall, And Ending In The Spring.

Note 3: 2009 Data Is Not Available.

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Completions

| | | | Year | | | | | | | | |
|---------------|----------------|----------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2006 | | | 2007 | | | 2008 | | |
| College | Affected Class | Completions | Number | Total Completions | Percent | Number | Total Completions | Percent | Number | Total Completions | Percent |
| Northwest FLA | WHITE FEMALES | AA Degrees | 435 | 765 | 56.9 | 386 | 708 | 54.5 | 434 | 823 | 52.7 |
| | | AS Degrees | 131 | 347 | 37.8 | 109 | 282 | 38.7 | 127 | 329 | 38.6 |
| | | Certificates | 125 | 243 | 51.4 | 176 | 350 | 50.3 | 225 | 518 | 43.4 |
| | | Baccalaureates | 12 | 26 | 46.2 | 12 | 42 | 28.6 | 16 | 50 | 32.0 |
| | WHITE MALES | AA Degrees | 208 | 765 | 27.2 | 205 | 708 | 29.0 | 244 | 823 | 29.7 |
| | | AS Degrees | 134 | 347 | 38.6 | 97 | 282 | 34.4 | 114 | 329 | 34.7 |
| | | Certificates | 60 | 243 | 24.7 | 108 | 350 | 30.9 | 213 | 518 | 41.1 |
| | | Baccalaureates | 10 | 26 | 38.5 | 20 | 42 | 47.6 | 19 | 50 | 38.0 |
| | WHITE TOTAL | AA Degrees | 643 | 765 | 84.1 | 591 | 708 | 83.5 | 678 | 823 | 82.4 |
| | | AS Degrees | 265 | 347 | 76.4 | 206 | 282 | 73.1 | 241 | 329 | 73.3 |
| | | Certificates | 185 | 243 | 76.1 | 284 | 350 | 81.1 | 438 | 518 | 84.6 |
| | | Baccalaureates | 22 | 26 | 84.6 | 32 | 42 | 76.2 | 35 | 50 | 70.0 |

CCTCMIS - CCEE0192 03/16/2009 13:14:49

Source: 2006, 2007, 2008 AA1A.

Note 1: Total Completions Are Reflected For Each Degree/Certificate Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: Provide Data For Each Of The Reporting Years Requested Above, Beginning Summer, Continuing Through Fall, And Ending In The Spring.

Note 3: 2009 Data Is Not Available.

Florida College System
Part III Student Participation
Report Of Selected Postsecondary Equity Issues
Community College Equity Indicators
Student Participation/Completions

| | | | Year | | | | | | | | |
|---------------|----------------|----------------|--------|-------------------|---------|--------|-------------------|---------|--------|-------------------|---------|
| | | | 2006 | | | 2007 | | | 2008 | | |
| College | Affected Class | Completions | Number | Total Completions | Percent | Number | Total Completions | Percent | Number | Total Completions | Percent |
| Northwest FLA | FEMALES | AA Degrees | 513 | 765 | 67.1 | 464 | 708 | 65.5 | 533 | 823 | 64.8 |
| | | AS Degrees | 170 | 347 | 49.0 | 149 | 282 | 52.8 | 171 | 329 | 52.0 |
| | | Certificates | 176 | 243 | 72.4 | 231 | 350 | 66.0 | 259 | 518 | 50.0 |
| | | Baccalaureates | 14 | 26 | 53.9 | 17 | 42 | 40.5 | 22 | 50 | 44.0 |
| | MALES | AA Degrees | 252 | 765 | 32.9 | 244 | 708 | 34.5 | 290 | 823 | 35.2 |
| | | AS Degrees | 177 | 347 | 51.0 | 133 | 282 | 47.2 | 158 | 329 | 48.0 |
| | | Certificates | 67 | 243 | 27.6 | 119 | 350 | 34.0 | 259 | 518 | 50.0 |
| | | Baccalaureates | 12 | 26 | 46.2 | 25 | 42 | 59.5 | 28 | 50 | 56.0 |
| | TOTAL | AA Degrees | 765 | 765 | 100 | 708 | 708 | 100 | 823 | 823 | 100 |
| | | AS Degrees | 347 | 347 | 100 | 282 | 282 | 100 | 329 | 329 | 100 |
| | | Certificates | 243 | 243 | 100 | 350 | 350 | 100 | 518 | 518 | 100 |
| | | Baccalaureates | 26 | 26 | 100 | 42 | 42 | 100 | 50 | 50 | 100 |

CCTCMIS - CCEE0192 03/16/2009 13:14:49

Source: 2006, 2007, 2008 AA1A.

Note 1: Total Completions Are Reflected For Each Degree/Certificate Category Including The White Population, but Excludes Non-Resident Aliens, Unknown Race, Unknown Gender, Or Unknown Citizenship.

Note 2: Provide Data For Each Of The Reporting Years Requested Above, Beginning Summer, Continuing Through Fall, And Ending In The Spring.

Note 3: 2009 Data Is Not Available.

APPENDIX 3-C

DATA REPORTS:

RETENTION FTIC 2006-07 INTO FALL 2007-08

| COLLEGE: UNITID: | 17 NORTHWEST FLORIDA 136233 | | NONRESIDENT ALIEN | | BLACK NON- HISPANIC | | AMER INDIAN ALASKAN NATIVE | | ASIAN OR PACIFIC ISLANDER | | HISPANIC | | WHITE NON- HISPANIC | | RACE/ETHNICITY UNKNOWN | | ALL STUDENTS | | TOTAL |
|---------------------|--------------------------------|---------------|----------------------|---------------|---------------------------|---------------|----------------------------------|---------------|---------------------------------|----------------|--------------|----------------|---------------------------|----------------|---------------------------|----------------|-----------------|--|-------|
| LINE NO. | MALE (1) | FEMALE (2) | MALE (3) | FEMALE (4) | MALE (5) | FEMALE (6) | MALE (7) | FEMALE (8) | MALE (9) | FEMALE (10) | MALE (11) | FEMALE (12) | MALE (13) | FEMALE (14) | MALE (15) | FEMALE (16) | | | TOTAL |
| Full Time FTIC | 0 | 1 | 25 | 33 | 0 | 3 | 13 | 18 | 15 | 16 | 235 | 289 | 5 | 10 | 293 | 370 | | | 663 |
| Number Retained | 0 | 0 | 12 | 23 | 0 | 2 | 11 | 14 | 9 | 11 | 143 | 187 | 2 | 7 | 177 | 244 | | | 421 |
| % Retained | 0.0 | 0.0 | 48.0 | 69.7 | 0.0 | 66.7 | 84.6 | 77.8 | 60.0 | 68.8 | 60.9 | 64.7 | 40.0 | 70.0 | 60.4 | 65.9 | | | 63.5 |
| Part Time FTIC | 0 | 0 | 16 | 25 | 1 | 2 | 7 | 2 | 14 | 13 | 136 | 181 | 9 | 5 | 183 | 228 | | | 411 |
| Number Retained | 0 | 0 | 4 | 9 | 1 | 1 | 3 | 1 | 7 | 4 | 54 | 80 | 2 | 4 | 71 | 99 | | | 170 |
| % Retained | 0.0 | 0.0 | 25.0 | 36.0 | 100.0 | 50.0 | 42.9 | 50.0 | 50.0 | 30.8 | 39.7 | 44.2 | 22.2 | 80.0 | 38.8 | 43.4 | | | 41.4 |

APPENDIX 3-D

DATA REPORTS:

MATHEMATICS GATEKEEPER COURSES
DISPARITY GAPS

Florida College System
 Part III Student Participation
 Mathematics Gatekeeper Courses: Disparity Gaps
 Black and Hispanic Disparity Gaps for Northwest Florida

| Course | Fall 2005 | | | | | | | Fall 2007 | | | | | | | Change in Black-White Gap |
|---------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|-----------------|--------------------|------------------|--------------------|--------------------|------------------|--------------------|-----------------|---------------------------|
| | Black # Successful | Black # Enrolled | Black % Successful | White # Successful | White # Enrolled | White % Successful | Black-White Gap | Black # Successful | Black # Enrolled | Black % Successful | White # Successful | White # Enrolled | White % Successful | Black-White Gap | |
| MAT0024 | 49 | 82 | 59.76 | 303 | 459 | 66.01 | -6.25 | 43 | 85 | 50.59 | 306 | 469 | 65.25 | -14.66 | 8.41 |
| MAT1033 | 29 | 58 | 50 | 259 | 384 | 67.45 | -17.45 | 33 | 54 | 61.11 | 303 | 470 | 64.47 | -3.36 | -14.09 |
| MAC1105 | 26 | 59 | 44.07 | 255 | 434 | 58.76 | -14.69 | 24 | 48 | 50 | 324 | 499 | 64.93 | -14.93 | 0.24 |
| MGF1106 | 11 | 16 | 68.75 | 99 | 126 | 78.57 | -9.82 | 6 | 10 | 60 | 120 | 174 | 68.97 | 0 | 0 |

| Course | Fall 2005 | | | | | | | Fall 2007 | | | | | | | Change in Hispanic-White Gap |
|---------|-----------------------|---------------------|-----------------------|--------------------|------------------|--------------------|--------------------|-----------------------|---------------------|-----------------------|--------------------|------------------|--------------------|--------------------|------------------------------|
| | Hispanic # Successful | Hispanic # Enrolled | Hispanic % Successful | White # Successful | White # Enrolled | White % Successful | Hispanic-White Gap | Hispanic # Successful | Hispanic # Enrolled | Hispanic % Successful | White # Successful | White # Enrolled | White % Successful | Hispanic-White Gap | |
| MAT0024 | 25 | 35 | 71.43 | 303 | 459 | 66.01 | 5.42 | 20 | 33 | 60.61 | 306 | 469 | 65.25 | -4.64 | 10.06 |
| MAT1033 | 28 | 34 | 82.35 | 259 | 384 | 67.45 | 14.9 | 22 | 32 | 68.75 | 303 | 470 | 64.47 | 4.28 | 10.62 |
| MAC1105 | 23 | 34 | 67.65 | 255 | 434 | 58.76 | 8.89 | 18 | 33 | 54.55 | 324 | 499 | 64.93 | -10.38 | 19.27 |
| MGF1106 | 3 | 6 | 50 | 99 | 126 | 78.57 | 0 | 4 | 6 | 66.67 | 120 | 174 | 68.97 | 0 | 0 |

APPENDIX 3-E

DATA REPORTS:

MATHEMATICS GATEKEEPER COURSES
GRADE DISTRIBUTIONS

Florida College System
Part III Student Participation
Mathematics Gatekeeper Courses Grade Distributions for Northwest Florida

Year=Fall 2005 Race=Black

| | Grade | | | | | | | | | | | | Total | |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| | A | | B | | C | | D | | F | | W | | Count | % |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | |
| MAT0024 | 17 | 20.73 | 19 | 23.17 | 13 | 15.85 | 7 | 8.54 | 19 | 23.17 | 7 | 8.54 | 82 | 100.00 |
| MAT1033 | 4 | 6.90 | 13 | 22.41 | 12 | 20.69 | 6 | 10.34 | 8 | 13.79 | 15 | 25.86 | 58 | 100.00 |
| MAC1105 | 8 | 13.56 | 5 | 8.47 | 13 | 22.03 | 6 | 10.17 | 8 | 13.56 | 19 | 32.20 | 59 | 100.00 |
| MGF1106 | 1 | 6.25 | 2 | 12.50 | 8 | 50.00 | 3 | 18.75 | 0 | 0 | 2 | 12.50 | 16 | 100.00 |

Year=Fall 2005 Race=Hispanic

| | Grade | | | | | | | | | | | | Total | |
|----------------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|--------|
| | A | | B | | C | | D | | F | | W | | Count | % |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | |
| MAT0024 | 7 | 20.00 | 10 | 28.57 | 8 | 22.86 | 2 | 5.71 | 7 | 20.00 | 1 | 2.86 | 35 | 100.00 |
| MAT1033 | 4 | 11.76 | 13 | 38.24 | 11 | 32.35 | 0 | 0 | 4 | 11.76 | 2 | 5.88 | 34 | 100.00 |
| MAC1105 | 7 | 20.59 | 6 | 17.65 | 10 | 29.41 | 1 | 2.94 | 5 | 14.71 | 5 | 14.71 | 34 | 100.00 |
| MGF1106 | 0 | 0 | 1 | 16.67 | 2 | 33.33 | 0 | 0 | 0 | 0 | 3 | 50.00 | 6 | 100.00 |

Year=Fall 2005 Race=White

| | Grade | | | | | | | | | | | | Total | |
|----------------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|--------|
| | A | | B | | C | | D | | F | | W | | Count | % |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | |
| MAT0024 | 119 | 25.93 | 98 | 21.35 | 86 | 18.74 | 29 | 6.32 | 78 | 16.99 | 49 | 10.68 | 459 | 100.00 |
| MAT1033 | 77 | 20.05 | 96 | 25.00 | 86 | 22.40 | 23 | 5.99 | 55 | 14.32 | 47 | 12.24 | 384 | 100.00 |
| MAC1105 | 80 | 18.43 | 85 | 19.59 | 90 | 20.74 | 34 | 7.83 | 65 | 14.98 | 80 | 18.43 | 434 | 100.00 |
| MGF1106 | 25 | 19.84 | 41 | 32.54 | 33 | 26.19 | 12 | 9.52 | 6 | 4.76 | 9 | 7.14 | 126 | 100.00 |

Florida College System
Part III Student Participation
Mathematics Gatekeeper Courses Grade Distributions for Northwest Florida

Year=Fall 2006 Race=Black

| | Grade | | | | | | | | | | | | Total | | | |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|--------|
| | A | | B | | C | | D | | F | | S | | W | | Count | % |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | |
| MAT0024 | 16 | 20.51 | 17 | 21.79 | 15 | 19.23 | 5 | 6.41 | 15 | 19.23 | 1 | 1.28 | 9 | 11.54 | 78 | 100.00 |
| MAT1033 | 9 | 16.98 | 10 | 18.87 | 12 | 22.64 | 4 | 7.55 | 12 | 22.64 | 0 | 0 | 6 | 11.32 | 53 | 100.00 |
| MAC1105 | 5 | 10.64 | 9 | 19.15 | 8 | 17.02 | 7 | 14.89 | 13 | 27.66 | 0 | 0 | 5 | 10.64 | 47 | 100.00 |
| MGF1106 | 2 | 10.00 | 5 | 25.00 | 6 | 30.00 | 1 | 5.00 | 1 | 5.00 | 0 | 0 | 5 | 25.00 | 20 | 100.00 |

Year=Fall 2006 Race=Hispanic

| | Grade | | | | | | | | | | | | Total | |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| | A | | B | | C | | D | | F | | W | | Count | % |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | |
| MAT0024 | 5 | 16.67 | 5 | 16.67 | 7 | 23.33 | 4 | 13.33 | 6 | 20.00 | 3 | 10.00 | 30 | 100.00 |
| MAT1033 | 7 | 20.59 | 9 | 26.47 | 4 | 11.76 | 3 | 8.82 | 7 | 20.59 | 4 | 11.76 | 34 | 100.00 |
| MAC1105 | 7 | 21.88 | 10 | 31.25 | 8 | 25.00 | 1 | 3.13 | 4 | 12.50 | 2 | 6.25 | 32 | 100.00 |
| MGF1106 | 2 | 18.18 | 5 | 45.45 | 1 | 9.09 | 0 | 0 | 1 | 9.09 | 2 | 18.18 | 11 | 100.00 |

Year=Fall 2006 Race=White

| | Grade | | | | | | | | | | | | Total | | | |
|----------------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|------|-------|-------|-------|--------|
| | A | | B | | C | | D | | F | | S | | W | | Count | % |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | |
| MAT0024 | 137 | 31.28 | 112 | 25.57 | 43 | 9.82 | 36 | 8.22 | 56 | 12.79 | 7 | 1.60 | 47 | 10.73 | 438 | 100.00 |
| MAT1033 | 85 | 20.83 | 81 | 19.85 | 89 | 21.81 | 36 | 8.82 | 67 | 16.42 | 0 | 0 | 50 | 12.25 | 408 | 100.00 |
| MAC1105 | 104 | 22.81 | 89 | 19.52 | 101 | 22.15 | 24 | 5.26 | 61 | 13.38 | 0 | 0 | 77 | 16.89 | 456 | 100.00 |
| MGF1106 | 35 | 25.93 | 39 | 28.89 | 29 | 21.48 | 8 | 5.93 | 11 | 8.15 | 0 | 0 | 13 | 9.63 | 135 | 100.00 |

Florida College System
Part III Student Participation
Mathematics Gatekeeper Courses Grade Distributions for Northwest Florida

Year=Fall 2007 Race=Black

| | Grade | | | | | | | | | | | | Total | | | |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|--------|
| | A | | B | | C | | D | | F | | I | | W | | Count | % |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | |
| MAT0024 | 12 | 14.12 | 18 | 21.18 | 13 | 15.29 | 12 | 14.12 | 21 | 24.71 | 1 | 1.18 | 8 | 9.41 | 85 | 100.00 |
| MAT1033 | 7 | 12.96 | 16 | 29.63 | 10 | 18.52 | 6 | 11.11 | 7 | 12.96 | 0 | 0 | 8 | 14.81 | 54 | 100.00 |
| MAC1105 | 4 | 8.33 | 8 | 16.67 | 12 | 25.00 | 5 | 10.42 | 12 | 25.00 | 0 | 0 | 7 | 14.58 | 48 | 100.00 |
| MGF1106 | 1 | 10.00 | 1 | 10.00 | 4 | 40.00 | 1 | 10.00 | 2 | 20.00 | 0 | 0 | 1 | 10.00 | 10 | 100.00 |

Year=Fall 2007 Race=Hispanic

| | Grade | | | | | | | | | | | | Total | |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| | A | | B | | C | | D | | F | | W | | Count | % |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | |
| MAT0024 | 6 | 18.18 | 7 | 21.21 | 7 | 21.21 | 4 | 12.12 | 6 | 18.18 | 3 | 9.09 | 33 | 100.00 |
| MAT1033 | 9 | 28.13 | 8 | 25.00 | 5 | 15.63 | 2 | 6.25 | 4 | 12.50 | 4 | 12.50 | 32 | 100.00 |
| MAC1105 | 10 | 30.30 | 4 | 12.12 | 4 | 12.12 | 4 | 12.12 | 5 | 15.15 | 6 | 18.18 | 33 | 100.00 |
| MGF1106 | 1 | 16.67 | 2 | 33.33 | 1 | 16.67 | 1 | 16.67 | 0 | 0 | 1 | 16.67 | 6 | 100.00 |

Year=Fall 2007 Race=White

| | Grade | | | | | | | | | | | | Total | | | |
|----------------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|------|-------|-------|-------|--------|
| | A | | B | | C | | D | | F | | I | | W | | Count | % |
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | |
| MAT0024 | 131 | 27.93 | 108 | 23.03 | 67 | 14.29 | 36 | 7.68 | 69 | 14.71 | 2 | 0.43 | 56 | 11.94 | 469 | 100.00 |
| MAT1033 | 102 | 21.70 | 107 | 22.77 | 94 | 20.00 | 36 | 7.66 | 64 | 13.62 | 0 | 0 | 67 | 14.26 | 470 | 100.00 |
| MAC1105 | 88 | 17.64 | 110 | 22.04 | 126 | 25.25 | 43 | 8.62 | 54 | 10.82 | 0 | 0 | 78 | 15.63 | 499 | 100.00 |
| MGF1106 | 32 | 18.39 | 42 | 24.14 | 46 | 26.44 | 9 | 5.17 | 13 | 7.47 | 0 | 0 | 32 | 18.39 | 174 | 100.00 |

APPENDIX 4-A

EMPLOYEE DATA FILES:

EXECUTIVE/ADMINISTRATIVE/MANAGERIAL STAFF

| | | | | | | | Employment | | | | | | | | | | | |
|---------------------|--------|-------------------------|--------|-------------------------|--------|--------------|------------|------------|------|------------|------|------------|------|------------|------|------------|-------------------|-----------------|
| | | Census | | | | | | | | | | | | | | | | |
| | | Bach. Degree and Higher | | Grad. Degree and Higher | | Student Pop. | 2004 | | 2005 | | 2006 | | 2007 | | 2008 | | | |
| | | # | % | # | % | % | NUM | % of total | NUM | % of total | NUM | % of total | NUM | % of total | NUM | % of total | NUM DIF 2007-2008 | % DIF 2007-2008 |
| Black | Female | 412 | 2.03 | 112 | 0.90 | | 1 | 11.11 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Male | 359 | 1.77 | 185 | 1.49 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Total | 771 | 3.80 | 297 | 2.39 | | 1 | 11.11 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| Hispanic | Female | 279 | 1.37 | 138 | 1.11 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Male | 268 | 1.32 | 131 | 1.05 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Total | 547 | 2.69 | 269 | 2.16 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| Non-Resident Aliens | Female | 0 | 0 | 0 | 0 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Male | 0 | 0 | 0 | 0 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Total | 0 | 0 | 0 | 0 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| Other | Female | 471 | 2.32 | 223 | 1.79 | | 0 | 0.00 | 1 | 10.00 | 1 | 10.00 | 1 | 9.09 | 1 | 8.33 | 0 | 0.00% |
| | Male | 423 | 2.08 | 213 | 1.71 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Total | 894 | 4.40 | 436 | 3.50 | | 0 | 0.00 | 1 | 10.00 | 1 | 10.00 | 1 | 9.09 | 1 | 8.33 | 0 | 0.00% |
| White | Female | 8,885 | 43.76 | 3,902 | 31.35 | | 3 | 33.33 | 4 | 40.00 | 4 | 40.00 | 6 | 54.55 | 6 | 50.00 | 0 | 0.00% |
| | Male | 9,206 | 45.34 | 7,541 | 60.59 | | 5 | 55.56 | 5 | 50.00 | 5 | 50.00 | 4 | 36.36 | 5 | 41.67 | 1 | 25.00% |
| | Total | 18,091 | 89.11 | 11,443 | 91.95 | | 8 | 88.89 | 9 | 90.00 | 9 | 90.00 | 10 | 90.91 | 11 | 91.67 | 1 | 10.00% |
| College Total | Female | 10,047 | 49.49 | 4,375 | 35.15 | | 4 | 44.44 | 5 | 50.00 | 5 | 50.00 | 7 | 63.64 | 7 | 58.33 | 0 | 0.00% |
| | Male | 10,256 | 50.51 | 8,070 | 64.85 | | 5 | 55.56 | 5 | 50.00 | 5 | 50.00 | 4 | 36.36 | 5 | 41.67 | 1 | 25.00% |
| | Total | 20,303 | 100.00 | 12,445 | 100.00 | | 9 | 100.00 | 10 | 100.00 | 10 | 100.00 | 11 | 100.00 | 12 | 100.00 | 1 | 9.09% |

CCTCMIS EQUITY 03/13/09 15:31:33

Source: APR2005 - APR2009 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization

Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

APPENDIX 4-B

EMPLOYEE DATA FILES:

INSTRUCTIONAL STAFF

Florida College System
Historical Track Of College
Instructional Staff
Fall Term 2004, 2005, 2006, 2007, And 2008
College: Northwest Florida

| | | Employment | | | | | | | | | | | | | | | | |
|---------------------|--------|-------------------------|--------|-------------------------|--------|--------------|------|------------|------|------------|------|------------|------|------------|------|------------|-------------------|-----------------|
| | | Census | | | | Student Pop. | 2004 | | 2005 | | 2006 | | 2007 | | 2008 | | NUM DIF 2007-2008 | % DIF 2007-2008 |
| | | Bach. Degree and Higher | | Grad. Degree and Higher | | | NUM | % of total | NUM | % of total | NUM | % of total | NUM | % of total | NUM | % of total | | |
| | | # | % | # | % | % | | | | | | | | | | | | |
| Black | Female | 412 | 2.03 | 112 | 0.90 | | 3 | 3.61 | 4 | 4.49 | 4 | 4.44 | 4 | 4.44 | 4 | 4.35 | 0 | 0.00% |
| | Male | 359 | 1.77 | 185 | 1.49 | | 1 | 1.20 | 1 | 1.12 | 1 | 1.11 | 2 | 2.22 | 2 | 2.17 | 0 | 0.00% |
| | Total | 771 | 3.80 | 297 | 2.39 | | 4 | 4.82 | 5 | 5.62 | 5 | 5.56 | 6 | 6.67 | 6 | 6.52 | 0 | 0.00% |
| Hispanic | Female | 279 | 1.37 | 138 | 1.11 | | 2 | 2.41 | 2 | 2.25 | 1 | 1.11 | 1 | 1.11 | 1 | 1.09 | 0 | 0.00% |
| | Male | 268 | 1.32 | 131 | 1.05 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Total | 547 | 2.69 | 269 | 2.16 | | 2 | 2.41 | 2 | 2.25 | 1 | 1.11 | 1 | 1.11 | 1 | 1.09 | 0 | 0.00% |
| Non-Resident Aliens | Female | 0 | 0 | 0 | 0 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Male | 0 | 0 | 0 | 0 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| | Total | 0 | 0 | 0 | 0 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% |
| Other | Female | 471 | 2.32 | 223 | 1.79 | | 3 | 3.61 | 2 | 2.25 | 2 | 2.22 | 2 | 2.22 | 2 | 2.17 | 0 | 0.00% |
| | Male | 423 | 2.08 | 213 | 1.71 | | 2 | 2.41 | 2 | 2.25 | 3 | 3.33 | 3 | 3.33 | 3 | 3.26 | 0 | 0.00% |
| | Total | 894 | 4.40 | 436 | 3.50 | | 5 | 6.02 | 4 | 4.49 | 5 | 5.56 | 5 | 5.56 | 5 | 5.43 | 0 | 0.00% |
| White | Female | 8,885 | 43.76 | 3,902 | 31.35 | | 43 | 51.81 | 46 | 51.69 | 47 | 52.22 | 46 | 51.11 | 47 | 51.09 | 1 | 2.17% |
| | Male | 9,206 | 45.34 | 7,541 | 60.59 | | 29 | 34.94 | 32 | 35.96 | 32 | 35.56 | 32 | 35.56 | 33 | 35.87 | 1 | 3.13% |
| | Total | 18,091 | 89.11 | 11,443 | 91.95 | | 72 | 86.75 | 78 | 87.64 | 79 | 87.78 | 78 | 86.67 | 80 | 86.96 | 2 | 2.56% |
| College Total | Female | 10,047 | 49.49 | 4,375 | 35.15 | | 51 | 61.45 | 54 | 60.67 | 54 | 60.00 | 53 | 58.89 | 54 | 58.70 | 1 | 1.89% |
| | Male | 10,256 | 50.51 | 8,070 | 64.85 | | 32 | 38.55 | 35 | 39.33 | 36 | 40.00 | 37 | 41.11 | 38 | 41.30 | 1 | 2.70% |
| | Total | 20,303 | 100.00 | 12,445 | 100.00 | | 83 | 100.00 | 89 | 100.00 | 90 | 100.00 | 90 | 100.00 | 92 | 100.00 | 2 | 2.22% |

CCTCMIS EQUITY 03/13/09 15:31:33

Source: APR2005 - APR2009 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization

Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

APPENDIX 4-C

EMPLOYEE DATA FILES:

CONTINUING CONTRACT STAFF

Florida College System
Historical Track Of College
Continuing Contract Instructional Staff
Fall Term 2004, 2005, 2006, 2007, And 2008
College: Northwest Florida

| | | Census | | | | | Employment | | | | | | | | | | | | |
|---------------------|--------|-------------------------|--------|-------------------------|--------|--------------|------------|------------|------|------------|------|------------|------|------------|------|------------|-------------------|-----------------|--|
| | | Bach. Degree and Higher | | Grad. Degree and Higher | | Student Pop. | 2004 | | 2005 | | 2006 | | 2007 | | 2008 | | | | |
| | | # | % | # | % | % | NUM | % of total | NUM | % of total | NUM | % of total | NUM | % of total | NUM | % of total | NUM DIF 2007-2008 | % DIF 2007-2008 | |
| Black | Female | 412 | 2.03 | 112 | 0.90 | | 2 | 3.57 | 2 | 3.64 | 3 | 5.36 | 2 | 3.45 | 2 | 3.45 | 0 | 0.00% | |
| | Male | 359 | 1.77 | 185 | 1.49 | | 1 | 1.79 | 1 | 1.82 | 1 | 1.79 | 1 | 1.72 | 1 | 1.72 | 0 | 0.00% | |
| | Total | 771 | 3.80 | 297 | 2.39 | | 3 | 5.36 | 3 | 5.45 | 4 | 7.14 | 3 | 5.17 | 3 | 5.17 | 0 | 0.00% | |
| Hispanic | Female | 279 | 1.37 | 138 | 1.11 | | 2 | 3.57 | 2 | 3.64 | 1 | 1.79 | 1 | 1.72 | 1 | 1.72 | 0 | 0.00% | |
| | Male | 268 | 1.32 | 131 | 1.05 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% | |
| | Total | 547 | 2.69 | 269 | 2.16 | | 2 | 3.57 | 2 | 3.64 | 1 | 1.79 | 1 | 1.72 | 1 | 1.72 | 0 | 0.00% | |
| Non-Resident Aliens | Female | 0 | 0 | 0 | 0 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% | |
| | Male | 0 | 0 | 0 | 0 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% | |
| | Total | 0 | 0 | 0 | 0 | | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00% | |
| Other | Female | 471 | 2.32 | 223 | 1.79 | | 2 | 3.57 | 1 | 1.82 | 1 | 1.79 | 2 | 3.45 | 2 | 3.45 | 0 | 0.00% | |
| | Male | 423 | 2.08 | 213 | 1.71 | | 2 | 3.57 | 2 | 3.64 | 2 | 3.57 | 2 | 3.45 | 2 | 3.45 | 0 | 0.00% | |
| | Total | 894 | 4.40 | 436 | 3.50 | | 4 | 7.14 | 3 | 5.45 | 3 | 5.36 | 4 | 6.90 | 4 | 6.90 | 0 | 0.00% | |
| White | Female | 8,885 | 43.76 | 3,902 | 31.35 | | 25 | 44.64 | 26 | 47.27 | 26 | 46.43 | 27 | 46.55 | 27 | 46.55 | 0 | 0.00% | |
| | Male | 9,206 | 45.34 | 7,541 | 60.59 | | 22 | 39.29 | 21 | 38.18 | 22 | 39.29 | 23 | 39.66 | 23 | 39.66 | 0 | 0.00% | |
| | Total | 18,091 | 89.11 | 11,443 | 91.95 | | 47 | 83.93 | 47 | 85.45 | 48 | 85.71 | 50 | 86.21 | 50 | 86.21 | 0 | 0.00% | |
| College Total | Female | 10,047 | 49.49 | 4,375 | 35.15 | | 31 | 55.36 | 31 | 56.36 | 31 | 55.36 | 32 | 55.17 | 32 | 55.17 | 0 | 0.00% | |
| | Male | 10,256 | 50.51 | 8,070 | 64.85 | | 25 | 44.64 | 24 | 43.64 | 25 | 44.64 | 26 | 44.83 | 26 | 44.83 | 0 | 0.00% | |
| | Total | 20,303 | 100.00 | 12,445 | 100.00 | | 56 | 100.00 | 55 | 100.00 | 56 | 100.00 | 58 | 100.00 | 58 | 100.00 | 0 | 0.00% | |

CCTCMIS EQUITY 03/13/09 15:31:33

Source: APR2005 - APR2009 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization

Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

APPENDIX 4-D

EMPLOYEE DATA FILES:

IPEDS 2008 FALL STAFF SURVEY REPORT

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY A. FULL-TIME FACULTY
 SALARY RANGES BY TERMS EMPLOYED, ETHNICITY AND GENDER
 FALL ENDING TERM 2008 - 2009
 Northwest FLA

----- CCNUM=Northwest FLA UNITID=136233 -----

| TERMS EMPLOYED | SALARY RANGE | WHITE NON-HISPANIC | | BLACK NON-HISPANIC | | ASIAN OR PACIFIC ISLANDER | | 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 | | |
| | | | | | | | | | | | | | | | | | |
| LESS/9MONTH | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9-10 MONTH | BELOW \$30,000 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | \$30,000-39,999 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | \$40,000-49,999 | 5 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| | \$50,000-64,999 | 36 | 29 | 3 | 1 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| | \$65,000-79,999 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | \$80,000-99,999 | 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 |
| | TOTALS | | 47 | 33 | 4 | 2 | 1 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 54 |
| 11-12 MONTH | BELOW \$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 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| | \$80,000-99,999 | 1 | 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 |
| | TOTALS | | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES
 SALARY RANGES BY ETHNICITY AND GENDER
 FALL ENDING TERM 2008 - 2009
 Northwest FLA

----- CNUM=Northwest FLA UNITID=136233 -----

| OCCUPATION ACTIVITY | SALARY RANGE | AMERICAN INDIAN OR ALASKAN NATIVE | | WHITE NON- HISPANIC | | BLACK NON- HISPANIC | | ASIAN OR PACIFIC ISLANDER | | HISPANIC | | 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 | BELOW \$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 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |
| | \$100,000-UP | 0 | 0 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 |
| SUBTOTAL | | 1 | 0 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 5 |
| OTHER PROF | BELOW \$30,000 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| | \$30,000-39,999 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| | \$40,000-49,999 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| | \$50,000-64,999 | 0 | 0 | 11 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 8 |
| | \$65,000-79,999 | 0 | 0 | 5 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 |
| | \$80,000-99,999 | 0 | 0 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 |
| | \$100,000-UP | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| SUBTOTAL | | 0 | 0 | 22 | 21 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 22 |
| TEC./PARAPROF | BELOW \$20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | \$20,000- 29,999 | 0 | 0 | 2 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 |
| | \$30,000- 39,999 | 0 | 0 | 7 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 4 |
| | \$40,000- 49,999 | 0 | 0 | 6 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 7 | 3 |
| | \$50,000 AND UP | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES
 SALARY RANGES BY ETHNICITY AND GENDER
 FALL ENDING TERM 2008 - 2009
 Northwest FLA

----- CCNUM=Northwest FLA UNITID=136233 -----

| OCCUPATION ACTIVITY | SALARY RANGE | AMERICAN INDIAN OR ALASKAN NATIVE | | WHITE NON- HISPANIC | | BLACK NON- HISPANIC | | ASIAN OR PACIFIC ISLANDER | | HISPANIC | | NON RESIDENT ALIENS | | ETHNIC UNKNOWN | | TOTAL FEMALE | TOTAL MALE |
|------------------------|------------------|--|---|---------------------------|----|---------------------------|----|---------------------------------|---|----------|---|---------------------------|---|-------------------|---|-----------------|---------------|
| | | F | M | F | M | F | M | F | M | F | M | F | M | F | M | | |
| SUBTOTAL | | 0 | 0 | 15 | 11 | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 18 | 12 |
| CLERICAL/SEC. | BELOW \$20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | \$20,000- 29,999 | 0 | 0 | 42 | 4 | 6 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 52 | 6 |
| | \$30,000- 39,999 | 0 | 0 | 14 | 4 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 4 |
| | \$40,000- 49,999 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| | \$50,000 AND UP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUBTOTAL | | 0 | 0 | 57 | 8 | 10 | 2 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 72 | 10 |
| SKILLED CRAFT | BELOW \$20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | \$20,000- 29,999 | 0 | 0 | 0 | 5 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 9 |
| | \$30,000- 39,999 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| | \$40,000- 49,999 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | \$50,000 AND UP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUBTOTAL | | 0 | 0 | 0 | 10 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 14 |
| SERVICE/MAINT. | BELOW \$20,000 | 0 | 1 | 2 | 7 | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 11 |
| | \$20,000- 29,999 | 0 | 0 | 7 | 7 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 11 |
| | \$30,000- 39,999 | 0 | 0 | 0 | 2 | 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 AND UP | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| SUBTOTAL | | 0 | 1 | 9 | 16 | 2 | 7 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 25 |
| TOTALS | | 1 | 1 | 109 | 71 | 16 | 13 | 5 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 134 | 88 |

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY D. OTHER PART-TIME EMPLOYEES
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER
 FALL ENDING TERM 2008 - 2009
 Northwest FLA

----- CCNUM=Northwest FLA UNITID=136233 -----

| OCCUPATION ACTIVITY | AMERICAN INDIAN OR ALASKAN NATIVE | | ASIAN OR PACIFIC ISLANDER | | HISPANIC | | BLACK NON- HISPANIC | | WHITE NON- HISPANIC | | NON RESIDENT ALIENS | | ETHNIC UNKNOWN | | TOTAL FEMALE | TOTAL MALE |
|------------------------|--|---|---------------------------------|---|----------|---|---------------------------|---|---------------------------|-----|---------------------------|---|-------------------|---|-----------------|---------------|
| | F | M | F | M | F | M | F | M | F | M | F | M | F | M | | |
| | INSTR COMBINED | 1 | 0 | 1 | 1 | 4 | 1 | 7 | 2 | 109 | 76 | 0 | 0 | 0 | | |
| EXEC/ADMIN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER PROF | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 8 | 3 | 0 | 0 | 0 | 0 | 9 | 3 |
| TEC./PARAPROF | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 6 | 0 |
| CLERICAL/SEC. | 0 | 1 | 4 | 1 | 0 | 2 | 5 | 5 | 88 | 43 | 0 | 0 | 0 | 0 | 97 | 52 |
| SKILLED CRAFT | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 1 | 2 | 5 | 2 | 6 | 3 | 12 | 7 | 210 | 122 | 0 | 0 | 0 | 0 | 234 | 136 |

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY
 TENURE STATUS BY RANK, ETHNICITY AND GENDER
 Northwest FLA

----- CNUM=Northwest FLA UNITID=136233 -----

| TENURE STATUS | RANK | BLACK NON-HISPANIC | | AMERICAN INDIAN OR ALASKAN NATIVE | | ASIAN OR PACIFIC ISLANDER | | HISPANIC | | WHITE NON-HISPANIC | | 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 |
| | LECTURES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | OTHER FACU. | 2 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 27 | 23 | 0 | 0 | 0 | 0 | 32 | 26 |
| SUBTOTAL | | 2 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 27 | 23 | 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 |
| | LECTURES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | OTHER FACU. | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 16 | 5 | 0 | 0 | 0 | 0 | 17 | 7 |
| SUBTOTAL | | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 16 | 5 | 0 | 0 | 0 | 0 | 17 | 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 |
| | LECTURES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | OTHER FACU. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 0 | 0 | 0 | 0 | 5 | 5 |
| SUBTOTAL | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 0 | 0 | 0 | 0 | 5 | 5 |
| TOTALS | | 4 | 2 | 1 | 0 | 1 | 3 | 1 | 0 | 47 | 33 | 0 | 0 | 0 | 0 | 54 | 38 |

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER
 Northwest FLA

----- CCNUM=Northwest FLA UNITID=136233 -----

| OCCUPATION ACTIVITY | TENURE STATUS | WHITE NON- HISPANIC | | BLACK NON- HISPANIC | | NON RESIDENT ALIENS | | AMERICAN INDIAN OR ALASKAN NATIVE | | ASIAN OR PACIFIC ISLANDER | | HISPANIC | | 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 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| EXEC/ADMIN | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER PROF | | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 |
| TEC./PARAPROF | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| CLERICAL/SEC. | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SKILLED CRAFT | | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| SERVICE/MAINT. | | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| TOTALS | | | | | | | | | | | | | | | | | |
| | | 5 | 4 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 5 |