

Annual Equity Update 2020 - 2021

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**NORTHWEST FLORIDA
STATE COLLEGE**

www.nwfsc.edu



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



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Northwest Florida State College

College Annual Equity Update 2020-2021

Deadline: April 30, 2021

Submission Information

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Phone: **850-729-5337**

Date: **April 6, 2021**

Contents

General Information and Applicable Laws for Reporting2

Part I. Description of Plan Development3

Part II. Policies and Procedures that Prohibit Discrimination3

Part III. College Employment Equity Accountability Plan.....7

Part IV. Strategies to Overcome Underrepresentation of Students18

Part V. Substitution Waivers for Admissions and.....23

Course Substitutions for Eligible Students with Disabilities.....23

Part VI. Gender Equity in Athletics25

Part VII. Signature Page.....Error! Bookmark not defined.

General Information and Applicable Laws for Reporting

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

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

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

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2021. The update should be submitted by email to FCSinfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

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

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

For the 2020-21 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection: Yes**
If yes, provide the following applicable updates.

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

Response: Pauline Anderson – Associate VP Institutional Research and Assessment
Cristie Kedroski – Senior Vice President
Roberta Mackey – Executive Director Human Resources/Equity Coordinator
Ramsey Ross – Director of Athletics
Whitney Rutherford – Associate VP/General Counsel

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

Response: Ms. Anderson and Ms. Rutherford's role is to review and advise on the report.

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

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

Part II. Policies and Procedures that Prohibit Discrimination

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

A) Has the governing board updated the college's approved and adopted policy of non-discrimination? **Make a selection: Yes** If yes, provide the following applicable updates.

Date of revision: October 20, 2020

Description of the revision: The Board revised the language of Board Policy HR 24.00 to include that the College does not discriminate based on gender identity or sexual orientation.

Web link(s) to document the revision:

<https://www.nwfsc.edu/about/compliance/> (Board Policy HR 24.00 is linked at the bottom of the web page.)

B) Has the college updated the procedures used to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? **Make a selection: Yes** If yes, provide updated information.

Response: The Title IX policy along with the non-discrimination statement is located on its own page on the College website. <https://www.nwfsc.edu/about/compliance/>

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: Yes** If yes, provide the following applicable information for each updated contact.

Name/title: Jessica Holley- Guiles, Human Resources Specialist/Title IX Coordinator

Phone number: 850-729-5365

Address: 100 College Blvd., Niceville, FL 32578

Email address: holleyj4@nwfsc.edu

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

Make a selection: Yes

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

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

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

Response: Click here to enter text.

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

Title IX?	Yes
Title II?	No
Section 504?	No

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

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

Name of the policy and/or procedure(s): Board Policy HR 24.00 and Title IX Procedures

Date of revision: August 14, 2020

Description of the revision: The College updated its Board Policy and Title IX Procedures to reflect the most recent amendments to federal law and regulations regarding Title IX procedures. For instance, amendments to federal law required updates to the Title IX hearing process and our updates reflect that change. **Web link(s) to document the revision:**

<https://www.nwfsc.edu/about/compliance/>

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable	Select one.		

Requirement	Response	Comments	Action
resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

Part III. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

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

College Full-Time Executive/Administrative/Managerial Staff

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

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	EAM Goals for Fall 2021
Black Female	7.0%	6.3%	5.9%	Meet or exceed student percentage	No	To meet or exceed the student percentage

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	EAM Goals for Fall 2021
Black Male	4.0%	6.3%	5.9%	Meet or exceed student percentage	Yes	To meet or exceed the student percentage
Hispanic Female	7.1%	6.3%	0.0%	Meet or exceed student percentage	No	To meet or exceed the student percentage
Hispanic Male	4.5%	0.0%	0.0%	Meet or exceed student percentage	No	To meet or exceed the student percentage
Other Minorities Female	6.8%	0.0%	0.0%	Meet or exceed student percentage	No	To meet or exceed the student percentage
Other Minorities Male	4.2%	6.3%	5.9%	Meet or exceed student percentage	Yes	To meet or exceed the student percentage
White Female	40.3%	25.0%	35.3%	Meet or exceed student percentage	No	To meet the same level as the student percentage
White Male	26.2%	50.0%	47.1%	Meet or exceed student percentage	Yes	To meet the same level as the student percentage
Total Female	61.1%	37.5%	41.2%	Meet or exceed student percentage	No	To meet or exceed the student percentage
Total Male	38.9%	62.5%	58.8%	Meet or exceed student percentage	Yes	To meet the same level as the student percentage

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: We have struggled to recruit from all minority populations. Our salaries are considered low in relation to other employers in this area. For instance, our area includes two military installations that offer higher salaries than the College has budgeted. The pandemic has also increased the difficulty of attracting diverse employees and offering higher salaries during the past year. We are continuing to search out ways to improve our diversity recruitment, including recruiting from the Veteran population. Our President is committed to improving the diversity on our campus which includes enlisting the support of the Diversity and Inclusion Task Force to assist in recruitment strategies. We post recruitment advertisements on websites designed for diverse hiring, and we are tracking the success of those postings in order to determine how we can improve our recruitment within minority populations.

College Full-Time Instructional Staff

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

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	INST Goals for Fall 2021
Black Female	7.0%	3.5%	4.9%	Meet or exceed the student population	No	Meet or exceed the student percentage
Black Male	4.0%	1.2%	1.2%	Meet or exceed the student population	No	Meet or exceed the student percentage
Hispanic Female	7.1%	1.2%	1.2%	Meet or exceed the student population	No	Meet or exceed the student percentage
Hispanic Male	4.5%	0.0%	0.0%	Meet or exceed the student population	No	Meet or exceed the student percentage
Other Minorities Female	6.8%	4.7%	2.5%	Meet or exceed the student population	No	Meet or exceed the student percentage



	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	INST Goals for Fall 2021
Other Minorities Male	4.2%	3.5%	4.9%	Meet or exceed the student population	No	Meet or exceed the student percentage
White Female	40.3%	50.6%	50.6%	Meet or exceed the student population	Yes	Meet or exceed the student percentage
White Male	26.2%	35.3%	34.6%	Meet or exceed the student population	Yes	Meet the same level as the student percentage
Total Female	61.1%	60.0%	59.3%	Meet or exceed the student population	No	Meet or exceed the student percentage
Total Male	38.9%	40.0%	40.7%	Meet or exceed the student population	Yes	Meet the same level as the student percentage

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

Response: We have the same struggles recruiting faculty from minority populations as we do in our EAM recruitment. We are in an area where other employers tend to offer higher salaries which makes recruitment more difficult. The pandemic has exacerbated our ability to attract and competitively pay candidates. We are working closely with our Diversity and Inclusion Task Force to strategize on recruitment in minority populations to include Veterans. We are utilizing websites that target minority populations in our recruitment and tracking the success of those recruitment advertisements.

College Full-Time Instructional Staff with Continuing Contract

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

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST- CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST- CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021
Black Female	7.0%	0.0%	0.0%	Meet or exceed the student population	No	Meet or exceed the student percentage
Black Male	4.0%	2.2%	2.7%	Meet or exceed the student population	No	Meet or exceed the student percentage
Hispanic Female	7.1%	0.0%	0.0%	Meet or exceed the student population	No	Meet or exceed the student percentage
Hispanic Male	4.5%	0.0%	0.0%	Meet or exceed the student population	No	Meet or exceed the student percentage
Other Minorities Female	6.8%	4.4%	2.7%	Meet or exceed the student population	No	Meet or exceed the student percentage
Other Minorities Male	4.2%	4.4%	5.4%	Meet or exceed the student population	Yes	Meet or exceed the student percentage
White Female	40.3%	40.0%	43.2%	Meet or exceed the student population	Yes	Meet or exceed the student percentage
White Male	26.2%	48.9%	45.9%	Meet or exceed the student population	Yes	Meet the same level as the student percentage

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST- CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST- CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021
Total Female	61.1%	44.4%	45.9%	Meet or exceed the student population	No	Meet or exceed the student percentage
Total Male	38.9%	55.6%	54.1%	Meet or exceed the student population	Yes	Meet the same level as the student percentage

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

Response: As we are able to improve recruitment of Faculty from minority populations we will see an improvement in those who are eligible for continuing contract and our President is committed to improving the diversity in all ranks of our Faculty. We are working to improve recruitment from minority populations and Veterans, which includes assistance from our Diversity and Inclusion Task Force on recruitment strategies.

New Barriers (Optional)

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

Response: No. The barriers we experience are the same we have seen in the past, which include salary levels. However, the limits on our operations within the past year due to the pandemic have been an added temporary struggle .

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

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Select one.		
Full-time instructional positions?	Select one.		

Requirement	Response	Comments	Action
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Select one.		

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

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

Response: Northwest Florida State College has implemented a merit-based performance evaluation system that better supports the Strategic Plan of the College. All Deans, Chairpersons, Associate Vice President and Vice Presidents were evaluated under this new system, and all were evaluated at Satisfactory and above. We do not have any positions with a title of Provost. Under the new Merit System, if the college is able to give a pay increase, employees must have an eligible score on their evaluation in order to receive a pay increase. If an employee does not score at least at the satisfactory level, they are placed on a Performance Improvement Plan. No employees at this level are on such a plan.

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

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

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

Response: May 19, 2020

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in	Select one.		

Requirement	Response	Comments	Action
achieving employment accountability goals?			
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

C. Additional Requirements

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

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

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

Response: All screening committees must be diverse in both gender and ethnicity and provide representation from across college departments. All screening committees must have final approval of the President.

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

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

At the end of each academic year during the faculty member's initial five –years of service , the Department Chair or Program Director conducts a review of the faculty member's performance and the appropriate Dean approves the review.

- Full-time faculty members in continuing contract-track appointments become eligible for consideration for a continuing contract award during their fifth year of service after successfully completing four annual reviews.
- During the fifth year of service, after successful completion of four yearly reviews, a

faculty member applies for the award of continuing contract. Upon receipt of this application, the Department Chair or Program Director will coordinate with the appropriate Dean and the Vice President of Academic Affairs to form a continuing contract evaluation committee.

- If the evaluation committee concurs that the faculty member has shown excellent progress and performance in the yearly reviews and in the continuing contract evaluation, a recommendation to award continuing contract will be made to the President.
- If the President concurs with the recommendation, he or she will recommend to the Board of Trustees that a continuing contract be awarded.
- If the Board of Trustees concurs, the board and president will formally notify the faculty member that the award has been made.
- Each employee issued a continuing contract shall be entitled to continue in his or her respective full-time faculty position at the college without the necessity for annual nomination or reappointment until the individual resigns from employment, unless the employee is dismissed or returned to annual contract status as described in Board Policy TL 14.00.

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

Response: At the end of each academic year full-time faculty members in a continuing-contract track appointment participate in a review of their performance conducted by the Department or Program Chair. Faculty must also complete goals each year that are tied to the Strategic Plan and they are evaluated on the completion of these goals each year.

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

Response: Although the past year has been very difficult due to pandemic-related budget cuts, each year college staff meet to discuss the college budget for the next fiscal year. Our budget will support and ensure the attainment of equity goals in a number of ways. First, funding is provided to Human Resources to improve recruitment and employment of underrepresented minority populations. Funding is also provided through Staff and Program Development for employees to attend professional seminars, workshops and for tuition reimbursement for employees working to attain higher education, which is helpful for recruiting, offering unique benefits to, and retaining employees. Part of the board policy to award continuing contracts requires faculty members to participate in activities that advance their knowledge and skills in ways that enhance student learning. Our budget provides funds to ensure that faculty members can participate in those activities, which may include research, participation in conferences and other continuing education opportunities. Likewise, funding dedicated to the Diversity and Inclusion Committee has already seen success in participating in and promoting more diverse college and community events. Our college president has also used available funds to promote bringing to the college special guest speakers that represent a diverse background to educate employees and the community.

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

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Management Occupations	1	\$80,000	27	\$49,871-\$250,000
Row 2	Business & Financial Operations Occupations	2	\$48,000-\$50,000	11	\$24,875-\$68,125
Row 3	Computer, Engineering, & Science Occupations	3	\$27,885-\$52,000	17	\$27,885-\$98,918
Row 4	Instruction	12	\$39,553 - \$61,000	81	\$39,553-\$80,000
Row 5	Archivists, Curators, & Museum Technicians	1	\$45,000	1	\$45,000
Row 6	Student, Academic Affairs, & Other Education Service	4	\$30,225-\$64,228	23	\$30,600-\$73,990
Row 7	Healthcare Practitioners & Technical Occupations	1	\$48,000	1	\$48,000
Row 8	Service Occupations	1	\$27,855	10	\$24,875-\$34,680
Row 9	Office & Administrative Support Occupations	6	\$24,875-\$40,300	77	\$22,225 - \$62,000

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 10	Natural Resources, Construction, & Maintenance Occupations	2	\$24,875-\$52,603	19	\$24,875-\$65,000

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2019, and October 31, 2020, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2019.*

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

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

Part IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2019-20 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	+/- 2% of service area	Yes	+/- 2% of prior year	+/- 2% of service area	Yes	+/- 2% of prior year
Hispanic	+/- 2% of service area	No	+/- 2% of prior year	+/- 2% of service area	No	+/- 2% of prior year
Other Minorities	+/- 2% of service area	No	+/- 2% of prior year	+/- 2% of service area	No	+/- 2% of prior year
White	+/- 2% of service area	No	+/- 5% of prior year	+/- 2% of service area	No	+/- 5% of prior year
Female	45-55%	Yes	+/- 5% of prior year	45-55%	No	+/- 5% of prior year
Male	45-55%	Yes	+/- 5% of prior year	45-55%	No	+/- 5% of prior year
LEP	Maintain % of population	Yes	Maintain % of population (+/- 1%)	Maintain % of population	Yes	Maintain % of population (+/- 1%)
DIS	Maintain % of population	Yes	Maintain % of population (+/- 1%)	Maintain % of population	Yes	Maintain % of population (+/- 1%)

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

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

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

Response: The College met the goals associated with the FTIC and overall populations for Black students. The actual proportion of FTIC students who declared their race/ethnicity as Other Minorities or Hispanic exceeded the 2% goal, but given the stated parameters of +/- 2% of service area, the College indicated it did not meet the goal. Overall, female enrollments exceeded expectations by approximately 6%, which conversely underestimated the impact on overall male enrollments. The College does not expect any significant changes in its percentage of LEP and DIS students.

Last year, the College indicated the Diversity & Inclusion Work Group closely monitors events on campus to ensure broad representation. While this remains true, the work of this group as well as our recruiting and student life activities were greatly impacted by COVID-19, which resulted in fewer events held on campus.

[Click here to enter text.](#)

New methods and strategies, if applicable.

Response: The College continues to monitor enrollments based on race, ethnicity, gender, LEP and DIS. The College altered the goals pertaining to Black, Hispanic, and Other Minorities so as not to cap improvements to race/ethnicity.

The College's Engage NWFSC Strategic plan has two goals focused on underrepresented populations. These goals include: 1) Expand diversity & inclusion training with a focus on creating an organizational culture of inclusiveness, and 2) conduct routine focus groups to assess the employee retention needs of a diverse faculty and staff. Further, the College has partnered with Achieving the Dream and received a grant that will provide consulting hours from ATD coaches to address opportunities associated with diversity & inclusion.

The College is continuing the work of the Diversity and Inclusion Work Group, which is invested in expanding opportunities on campus for students in underrepresented groups. Also, the College held several student focused events to support diversity and inclusion, mental health, Black History Month, and Women's History Month. Lastly, the Job Corps Scholar program serves low-income and/or basic-skills-deficient students and its inaugural 2020-21 cohort reflected a non-white student representation of approximately 30%.

Student Completions

This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

A.A. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	Increase from previous year	No	-2% or higher from prior year
Hispanic	Increase from previous year	Yes	-2% or higher from prior year
Other Minorities	Increase from previous year	Yes	-2% or higher from prior year
White	Increase from previous year	No	+/-2% from prior year
Female	Increase from previous year	No	+/-2% from prior year
Male	Increase from previous year	Yes	+/-2% from prior year
LEP	Increase from previous year	Yes	Maintain % of population (+/- 1%)
DIS	Increase from previous year	Yes	Maintain % of population (+/- 1%)
A.S./A.A.S. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	Increase from previous year	No	-2% or higher from prior year
Hispanic	Increase from previous year	Yes	-2% or higher from prior year
Other Minorities	Increase from previous year	Yes	-2% or higher from prior year
White	Increase from previous year	No	+/-4% from prior year
Female	Increase from previous year	No	+/-2% from prior year
Male	Increase from previous year	Yes	+/-2% from prior year
LEP	Increase from previous year	Yes	Maintain % of population (+/-1%)
DIS	Increase from previous year	No	Maintain % of population (+/-1%)
Certificates	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	Increase from previous year	Yes	-2% or higher from prior year
Hispanic	Increase from previous year	Yes	-2% or higher from prior year
Other Minorities	Increase from previous year	No	-2% or higher from prior year
White	Increase from previous year	No	+/-4% from prior year



Female	Increase from previous year	Yes	+/- 2% from prior year
Male	Increase from previous year	No	+/- 2% from prior year
LEP	Increase from previous year	No	Maintain % of population (+/-1%)
DIS	Increase from previous year	Yes	Maintain % of population (+/-1%)
Baccalaureate Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	Increase from previous year	No	-2% or higher from prior year
Hispanic	Increase from previous year	Yes	-2% or higher from prior year
Other Minorities	Increase from previous year	Yes	-2% or higher from prior year
White	Increase from previous year	No	+/-4% from prior year
Female	Increase from previous year	Yes	+/- 2% from prior year
Male	Increase from previous year	No	+/- 2% from prior year
LEP	Increase from previous year	No	Maintain % of population (+/-1%)
DIS	Increase from previous year	Yes	Maintain % of population (+/-1%)

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

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

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

Response: In 2019-2020, the College launched the Center for Innovative Teaching and Learning (CITL) and Learning Commons; both projects served to expand academic and technical support for students. The CITL team comprises Accommodations Resource Center and Learning Technologies staff, both groups that specifically target the removal of learning obstacles for students and seek to support faculty with their engagement strategies to reach students. Increased faculty participation in CITL activities, adoption of accessibility support software, and an expansion of the embedded librarian program resulted in greater support for students that was built into the learning environment. An increase of options for online classes also provided students with greater variety of instructional modality choices that better served their instructional needs. The launch of the Online-Live modality maximized students' flexibility to

attend class virtually with a live professor without having to incur travel costs or time to get to campus, an option which benefitted nontraditional students.

New methods and strategies, if applicable.

Response: The College has assembled an Enrollment Management Task Force that engages a wide group of college leaders in discussions pertaining to race, ethnicity, and gender enrollments. Further, the College's 5-year QEP is on active and engaged learning with goals focused on strategies to improve student persistence across the institution. Fiscal year 21 activities involve faculty training and professional development, which are expected to lead to improved student success outcomes.

Additionally, the College's Institutional Research & Assessment division is working to expand its work to disaggregate data based on course completions, persistence and completions data broken out by student demographics. Plans are underway to find new ways to share this information more broadly across the campus community.

Student Success in Targeted Programs

The college's plan for 2019-20 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

Response: N/A

New methods and strategies, if applicable.

Response: Many of the College's academic program directors, particularly in career education, pursue opportunities to promote their programs to underrepresented students. Examples include an "Equity and Inspiration in Environmental Science" event, promoted through social media, to showcase the accomplishments of individuals, teams, and entities of diversity in environmental sciences. In addition, the College's welding director has sought to increase the number of female participants in the program. He supported three female welding students in creating a 4-foot tall pink metal ribbon to promote breast cancer awareness in October, which was featured on the College's social media. To further advance these opportunities, the Institutional Research & Assessment division will share program-level data about minority enrollments with Academic Affairs with the expectation that directors will seek opportunities to expand their reach to underrepresented populations.

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

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

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

Course Substitution Report, Form CSR01

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



Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0	0	0	0
Visual Impairment	0	0	0	0
Specific Learning Disability	1	MAC 1105	ECO 2013	Mathematics
		College Algebra	Economics I	
Orthopedic Impairment	0	0	0	0
Speech/Language Impairment	0	0	0	0
Emotional or Behavioral Disability	0	0	0	0
Autism Spectrum Disorder	0	0	0	0
Traumatic Brain Injury	0	0	0	0

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Other Health Impairment	0	0	0	0

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2019	1	1
Spring 2020	0	0
Summer 2020	0	0
Total	1	1

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

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

Part VI. Gender Equity in Athletics

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

Assessment of Athletic Programs

Section 1006.71, F.S., Gender equity in intercollegiate athletics, is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs shall develop a gender equity plan pursuant to section 1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings and funds allocated for administration, recruitment, comparable coaching, publicity and promotion and other

support costs. An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished.

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

Please see Appendix A – EADA Report

Data Assessment

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

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

The College completed a 12,000 sq. ft. Indoor Practice Facility for the Baseball and Softball programs in August 2020. The facility will be equally shared among both programs. This will be just another example of how Northwest Florida State College's facilities are completely equitable for our male and female sports. Currently, the men's and women's basketball programs use the same basketball arena (with the same accessibility) as well as locker rooms that have the exact same amount of square footage and amenities. Additionally, the Softball program experienced significant office space/computer lab upgrades that currently the Baseball program does not have. This building space houses 4 coaches' offices, a study hall/computer lab/meeting room space with work stations, and renovated men's and women's restrooms.

Recently, the College substantially increased the head coaches' salaries in every sport to the same amount. All four head coaches (baseball, men's basketball, softball, women's basketball) are making the same salary.

During the 2020-21 athletic season, both female sports (women's basketball and softball) will have women in their primary/lead assistant coaching positions. This differs from recent years where the lead assistant women's basketball coach has been a male.

For the 2019-20 academic year, the College hosted (in conjunction with Gulf Coast State College) the Women's Basketball Florida JUCO Shootout, a tournament consisting of all the FCSAA Women's Basketball programs across the state. Moreover, the 2020 NJCAA Region VIII/FCSAA State Basketball Men's and Women's Tournaments were hosted by NWFSC. This event hosted the top 8 women's teams and 8 men's teams (16 total) in the NJCAA Region VIII (Florida). The College will host this event each year through at least 2022.

It should also be noted that while Cheerleading is not an official sport, the College does provide 12 tuition scholarships for the Spring semesters for their cheerleaders, who are predominately female. The NJCAA, our governing body, is looking to add Cheerleading as a competitive sport for the 2021-22 academic year.

Compliance with Title IX

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

**Athletic Participation by Gender Compared to Student Enrollments by
Gender for July 1, 2018, through June 30, 2019, and July 1, 2019, through June 30, 2020**

	2018-19			2019-20			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	38	29	67	Total Number of Athletes	38	30	68
Percent of Athletes by Gender	56%	44%	100%	Percent of Athletes by Gender	56%	44%	100%
Total Number of Enrollments	2,093	3,082	5,175	Total Number of Enrollments	1,961	3,082	5,043
Percent of Enrollments by Gender	40%	60%	100	Percent of Enrollments by Gender	39%	61%	100%
Difference between the percent of athletes and the percent of students enrolled	16%	-16%	0	Difference between the percent of athletes and the percent of students enrolled	17%	-17%	0

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2018-19: No** **2019-20: No**

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

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

Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
#2 Substantial proportionality	<p>Adding a female sport remains a long-term goal of the College. Any future additional sports that might be added will have to be a fiscally conservative investment. Two peer institutions in the same conference have recently added Cross-Country to their sport offerings. This would be a realistic and achievable option for the College.</p> <p>Another option could be making our existing Cheerleading program a competitive sport in 2021-22, thanks to the NJCAA approval of adding this to their championship sport offerings in 21-22.</p> <p>NWFSC also continues to research the viability of E-Sports.. The National Junior College Athletic Association just completed their first full year of E-Sports with much success. Many institutions are adding E-Sports and counting participation numbers in their Gender Equity figures.</p>	Ramsey Ross	FY 2021-2022

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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2020?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		

Requirement	Response	Comments	Action
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2020-21 Annual EQUITY UPDATE REPORT

Signature Page

Northwest Florida State College

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

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

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

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

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

This concludes the 2020-21 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by April 30, 2021. Colleges may attach additional files (PDF or Word) as appendices.

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

Northwest Florida State College

December 15, 2020

Introduction

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

Contents

- Total institutional undergraduate population by gender.....pg. 3
- Sports teams and participation by gender.....pg. 4
- Athletic scholarship dollars awarded to female and male athletes.....pg. 5
- Average salaries of head and assistant coaches for women's and men's teams...pg. 6
- Number of head and assistant coaches for women's and men's teams.....pg. 7
- Revenues for women's and men's teams.....pg. 8
- Operating expenses for women's and men's teams.....pg. 9
- Overall expenses for women's and men's teams.....pg. 10

Total Institutional Undergraduate Population by Gender

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

Women	Men
1048	752

Athletics Participation - Men's and Women's Teams

Varsity Teams	Men's Teams	Women's Teams
Baseball	26	
Basketball	12	11
Softball		19
Total Participants Men's and Women's Teams	38	30
Unduplicated Count of Participants	38	30

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

	Men's Teams	Women's Teams	Total
Amount of Aid	341,541	331,546	673,087
Ratio (percent)	51	49	100%

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

	Head Coaches			Assistant Coaches	
Sport by Gender	Women	Men		Women	Men
Avg. Salary per Coach	\$75,000	\$75,000		\$28,000	\$19,333
# of Coaches included	2	2		2	3
Avg. Salary per FTE	\$75,000	\$75,000		\$28,000	\$19,533
Sum of FTE used to calculate avg. salary	2	2		2	2
Volunteers	-	-		3	1

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

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

Women's Teams	Male Assistant Coaches				Female Assistant Coaches			
Sport	FT coach	PT Coach	FT Employ	PT Employ or Volunteer	FT coach	PT Coach	FT Employ	PT Employ or Volunteer
Basketball	1	1	1	1	-	1	-	1
Softball	-	-	-	-	1	1	1	1
TOTAL	1	1	1	1	1	2	1	2
Men's Teams	Male Assistant Coaches				Female Assistant Coaches			
Sport	FT coach	PT Coach	FT Employ	PT Employ or Volunteer	FT coach	PT Coach	FT Employ	PT Employ or Volunteer
Baseball	1	1	1	1	-	-	-	-
Basketball	2	-	2	-	-	-	-	-
TOTAL	1	3	3	1	-	-	-	-

Revenues for Women's and Men's Teams

Sport	Women	Men
Baseball	-	\$398,113
Basketball	\$346,014	\$377,414
Softball	\$379,957	-
TOTAL	\$725,971	\$775,527
Percentage	48%	52%

Operating Expenses for Women's and Men's Teams

Sport	Women	Men
Baseball	-	\$60,791
Basketball	\$70,639	\$72,687
Softball	\$61,452	-
TOTAL	\$132,091	\$133,478
Percentage	49%	51%

Overall Expenses for Women's and Men's Teams

Sport	Women	Men
Baseball	-	\$392,783
Basketball	\$339,461	\$370,861
Softball	\$379,957	-
TOTAL	\$719,418	\$763,644
Percentage	49%	51%