

Northwest Florida State College

**College Annual Equity Update  
2021-2022  
Template for Submission**

**Deadline: April 29, 2022**

**Submission Information**

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Date: **April 19, 2022**



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### General Information and Applicable Laws for Reporting

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

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

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

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **April 29, 2022**. The update should be submitted by email to [FCSInfo@fldoe.org](mailto: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 2021-22 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:

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Did the college submit the Course Substitution Report?	Select one.		

**Part I. Description of Plan Development**

Did the college make any changes to the development of the college equity plan? **Make a selection: 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:**

Roberta Mackey- Executive Director, Human Resources & Equity Coordinator  
Pauline Anderson – Associate VP Institutional Research and Assessment  
Dr. Cristie Kedroski – Senior Vice President  
Whitney Rutherford – Associate VP/General Counsel  
Dr. Deidre Price – VP Academic Affairs  
Ramsey Ross – Director of Athletics

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

**Response:** Ms. Anderson and Ms. Rutherford review and advise on the report.

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

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

## Part II. Policies and Procedures that Prohibit Discrimination

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

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

**Date of revision:** Click here to enter text.

**Description of the revision:** Click here to enter text.

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

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

**Response:** Click here to enter text.

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

**Name/title:** Click here to enter text.

**Phone number:** Click here to enter text.

**Address:** Click here to enter text.

**Email address:** Click here to enter text.

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

**Make a selection:** Select one.

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

**Date of revision:** Click here to enter text.

**Description of the revision:** Click here to enter text.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes/ No)	EAM Goals for Fall 2022
Black Female	6.5%	5.9%	6.3%	To meet or exceed the student percentage	No	Meet or exceed the student population
Black Male	3.7%	5.9%	6.3%	To meet or exceed the student percentage	Yes	Meet or exceed the student population
Hispanic Female	7.2%	0.0%	0.0%	To meet or exceed the student percentage	No	Meet or exceed the student population
Hispanic Male	4.5%	0.0%	0.0%	To meet or exceed the student percentage	No	Meet or exceed the student population
Other Minorities Female	7.1%	0.0%	0.0%	To meet or exceed the student percentage	No	Meet or exceed the student population

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	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes/ No)	EAM Goals for Fall 2022
Other Minorities Male	4.2%	5.9%	0.0%	To meet or exceed the student percentage	No	Meet or exceed the student population
White Female	41.9%	35.3%	43.8%	To meet or exceed the student percentage	Yes	Meet or exceed the student population
White Male	24.8%	47.1%	43.8%	To meet or exceed the student percentage	Yes	Meet or exceed the student population
Total Female	62.8%	41.2%	50.0%	To meet or exceed the student percentage	Yes	Meet or exceed the student population
Total Male	37.2%	58.8%	50.0%	To meet or exceed the student percentage	Yes	Meet or exceed the student population

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** The College made progress within the last year in at least one reporting category, and implementing effective recruitment tools to hire employees from underrepresented communities continues to be a priority for our College. Particular challenges that the College has faced in the last year include increased turnover due to the flexible hiring market; more wage competition in our service area, including from private business and several military installations; and enrollment loss that limits the College's ability to aggressively invest in personnel costs. The College has implemented several strategies to meet our equitable hiring goals, however: (1) Human Resources now handles all position advertising through the Human Resources budget, which permits focused tracking of which sites are used, areas reached, their cost, and their click-to-application effectiveness with an emphasis on hiring sources for underrepresented communities; (2) the College created the Employment Engagement Coordinator position in Human Resources, which, among other projects, has been staffed with improving our Diversity, Equity, and Inclusion mandatory training and ensuring that employees enter a welcoming environment during their recruitment and onboarding process; (3) the College has involved two employee task forces in discussions of how to improve equitable outcomes for employees at the College; (4) the College is offering flexible work schedules and testing other benefits that should have an upstream positive impact on our recruitment efforts; and (5), as permitted by the College budget, the College intends to raise wages in a financially responsible manner.

**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.

	2020-21 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2020	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2021	INST Goal Met (Yes/No)	INST Goals for Fall 2022
Black Female	6.5%	4.9%	6.7%	Meet or exceed the student percentage	Yes	Meet or exceed the student population
Black Male	3.7%	1.2%	1.3%	Meet or exceed the student percentage	No	Meet or exceed the student population
Hispanic Female	7.2%	1.2%	2.7%	Meet or exceed the student percentage	No	Meet or exceed the student population
Hispanic Male	4.5%	0.0%	2.7%	Meet or exceed the student percentage	No	Meet or exceed the student population
Other Minorities Female	7.1%	2.5%	1.3%	Meet or exceed the student percentage	No	Meet or exceed the student population
Other Minorities Male	4.2%	4.9%	5.3%	Meet or exceed the student percentage	Yes	Meet or exceed the student population
White Female	41.9%	50.6%	46.7%	Meet or exceed the student percentage	Yes	Meet or exceed the student population
White Male	24.8%	34.6%	33.3%	Meet or exceed the student percentage	Yes	Meet or exceed the student population
Total Female	62.8%	59.3%	57.3%	Meet or exceed the student percentage	No	Meet or exceed the student population
Total Male	37.2%	40.7%	42.7%	Meet or exceed the	Yes	Meet or exceed the

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	2020-21 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2020	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2021	INST Goal Met (Yes/No)	INST Goals for Fall 2022
				student percentage		student population

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

**Response:** The College has improved on this metric as compared to the last reporting cycle's data. Each of the tools discussed in our response to the prior question are at work on faculty hiring as well as we continue to strive toward our goals in recruitment of diverse faculty. To highlight two strategies here: the College has discussed with its Diversity and Inclusion Task Force how to improve our recruitment efforts of diverse faculty and Human Resources is also reassessing where to place employment ads to think outside the box for recruitment from other areas of the region/country.

***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.

	2020-21 Reporting Year College Student Population (%)	INST-CONT Actuals (%) Fall 2020	INST-CONT Actuals (%) Fall 2021	INST-CONT Stated Goals (%) Fall 2021	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2022
Black Female	6.5%	0.0%	0.0%	Meet or exceed the student population	No	Meet or exceed the student population
Black Male	3.7%	2.7%	2.9%	Meet or exceed the student population	No	Meet or exceed the student population
Hispanic Female	7.2%	0.0%	0.0%	Meet or exceed the student population	No	Meet or exceed the student population
Hispanic Male	4.5%	0.0%	0.0%	Meet or exceed the student population	No	Meet or exceed the student population
Other Minorities Female	7.1%	2.7%	0.0%	Meet or exceed the student population	No	Meet or exceed the student population

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	2020-21 Reporting Year College Student Population (%)	INST-CONT Actuals (%) Fall 2020	INST-CONT Actuals (%) Fall 2021	INST-CONT Stated Goals (%) Fall 2021	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2022
Other Minorities Male	4.2%	5.4%	5.9%	Meet or exceed the student population	Yes	Meet or exceed the student population
White Female	41.9%	43.2%	47.1%	Meet or exceed the student population	Yes	Meet or exceed the student population
White Male	24.8%	45.9%	44.1%	Meet or exceed the student population	Yes	Meet or exceed the student population
Total Female	62.8%	45.9%	47.1%	Meet or exceed the student population	No	Meet or exceed the student population
Total Male	37.2%	54.1%	52.9%	Meet or exceed the student population	Yes	Meet or exceed the student population

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

**Response:** The College recognizes that as it improves recruitment of underrepresented communities for faculty positions (as it has year-over-year), the pool of diverse faculty who are eligible for continuing contracts will likewise increase, which is reflected in this data. The strategies for addressing underrepresentation in continuing contract positions are therefore interlocked with overall recruitment and retention strategies. Regarding strategies for existing faculty in continuing contract track positions, Academic Affairs has continued to improve and introduce new tools available to faculty to prepare for evaluations ahead of being considered for continuing contract. As the College has faced enrollment and financial pressure, it has also examined how to more creatively hire for faculty positions, which has resulted in an increase in instructor positions overall. Also, not included in this cycle's data is a recently awarded continuing contract to a black female, which will be reflected in next year's report. Finally, not captured in the data for this report are a substantial number of minority males and females serving in supervisory roles as directors over academic departments, which promote the College's overall diversity within its academic departments in a way that it is measured by this reporting tool.

**New Barriers (Optional)**

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

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**Response:** Yes. Due to the highly flexible job market for employees that has emerged within the last year and a half, the College has faced increased turnover. Additionally, the rate of inflation and wage competition in our service area, including from private business and several military installations, has outpaced what the College can compete with on salaries alone. Finally, current enrollment downturn has required the College to think differently about increased personnel costs across all employment categories.

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

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

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

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

**Response:**

All Deans, Chairpersons, Associate Vice President, Vice Presidents, and the Senior Vice President were evaluated, and all were evaluated at Satisfactory and above. We do not have any positions with the title of Provost. Although all employees at this level have been evaluated at least satisfactory, if an employee does not score at least at the satisfactory level, they are placed on a Performance Improvement Plan and are ineligible for pay increases that the College may offer. No employees at this level are on such a plan and all are eligible for an increase, if offered, due to their at least satisfactory evaluation.

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, Governance Objectives, 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 President received an excellent Performance Evaluation.

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

**Response:** May 12, 2021

**Review of Part III (B): Evaluations of Employment Practices**

*(Completed by Division of Florida Colleges)*

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of 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 committees selected by Human Resources to assist in reviewing applicants for vacancies must be diverse in both gender and ethnicity and provide representation from across College departments. All such committees are reviewed and approved by Human Resources.

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

**Response:** For faculty members in continuing contract-eligible positions, 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



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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 who are in a continuing-contract eligible position participate in a review of their performance conducted by the Program Director or Department 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:** The College provides several budgetary incentives to support employment equity accountability goals: (1) Human Resources is allotted funds to ensure broad, diverse vacancy advertisements; (2) the College's Staff & Program Development plan is funded to ensure that once employees are onboard at the College they can participate in professional development and educational attainment at limited cost to themselves through tuition reimbursement and professional development reimbursement; (3) the College funds a variety of opportunities to bring training and speakers on site in support of equity and diversity goals, such as the President's Speaker Series; and (4) the College may in the 2022-2023 fiscal year be able to offer significant base salary increases, which will make us better able to compete for candidates and retain employees. The College is currently reviewing further strategies in its Diversity & Inclusion Task Force, which may lead to more funding strategies that will assist in attaining our equity goals.

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.*

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	<b>Job Classification</b>	<b># of New Hires*</b>	<b>New Hires* Salary Range</b>	<b># of Existing Employee(s) with Comparable Experience</b>	<b>Existing Employee* Salary Range</b>
Row 1	Management Occupations	1	\$120,000	17	\$66,907-\$255,000
Row 2	Business & Financial Operations	1	\$75,000	9	\$26,000-\$75,000
Row 3	Computer, Engineering & Science Occupations	4	\$28,134-\$65,000	17	\$28,134-\$100,896
Row 4	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, & Media	10	\$27,500-\$90,000	39	\$25,124-\$90,000
Row 5	Instruction	14	41,113-71,400	68	\$40,344-\$71,400
Row 6	Librarians	1	51,000	2	\$51,000-95,447
Row 7	Student, Academic Affairs, and Other Education Services	7	\$32,000-\$70,000	27	\$30,830-\$81,600
Row 8	Healthcare practitioners and Technical	2	\$50,000-\$62,000	5	\$48,960-\$75,470
Row 9	Service Occupations	1	\$34,000	8	\$25,373-\$37,000
Row 10	Office and Administrative Support	17	\$25,124-\$45,791	73	\$25,124-\$68,000
Row 11	Natural Resources, Construction, and Maintenance	2	\$50,868-\$70,000	18	\$25,373-\$70,000
Row 12	Production, Transportation, and Material Moving	3	\$47,000-\$55,000	6	\$25,373-\$55,000

*\*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2020, and October 31, 2021, 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, 2020.*

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
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 2021-22 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	+/-2% of prior year	Yes	+/-2% of prior year	+/-2% of prior year	Yes	+/-2% of prior year
Hispanic	+/-2% of prior year	Yes	+/-2% of prior year	+/-2% of prior year	Yes	+/-2% of prior year
Other Minorities	+/-2% of prior year	Yes	+/-2% of prior year	+/-2% of prior year	Yes	+/-2% of prior year
White	+/-5% of prior year	Yes	+/-5% of prior year	+/-5% of prior year	Yes	+/-5% of prior year
Female	+/-5% of prior year	Yes	+/-5% of prior year	+/-5% of prior year	Yes	+/-5% of prior year
Male	+/-5% of prior year	Yes	+/-5% of prior year	+/-5% of prior year	Yes	+/-5% of prior year
LEP	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)
DIS	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)	Maintain % of population (+/-1%)	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: **Yes** If no, provide:

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

**Response:** The College has met its stated target as they relate to the enrollment of underrepresented students.

New methods and strategies, if applicable.

**Response:**

The College's recruitment team is focused on community outreach targeting traditional and non-traditional students and is expanding its connections with organizations that primarily serve underrepresented populations. The College intends to expand its Propel series workshops to encourage learners to explore career education programs and is offering a summer workshop series that provide high-impact educational experiences across six campuses and centers.

**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 2021-22. 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).

College Annual Equity Update  
 2021-22 Template

<b>A.A. Degrees</b>	<b>2020-21 Goals</b>	<b>2020-21 Goals Achieved (Yes/No)</b>	<b>2021-22 Goals</b>
Black	+/-2% or higher from prior year	Yes	Ensure the underrepresented groups' completion rates are no less than 2 percentage points lower than prior year
Hispanic	+/-2% or higher from prior year	Yes	
Other Minorities	+/-2% or higher from prior year	Yes	
White	+/-2% from prior year	No	
Female	+/-2% from prior year	No	Increase male completions by at least 2%
Male	+/-2% from prior year	No	
LEP	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)
DIS	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)
<b>A.S./A.A.S. Degrees</b>	<b>2020-21 Goals</b>	<b>2020-21 Goals Achieved (Yes/No)</b>	<b>2021-22 Goals</b>
Black	-2% or higher from prior year	Yes	Ensure the underrepresented groups' completion rates are no less than 2 percentage points lower than prior year
Hispanic	-2% or higher from prior year	Yes	
Other Minorities	-2% or higher from prior year	Yes	
White	+/-4% from prior year	No	
Female	+/-2% from prior year	Yes	Increase male completions by at least 1%
Male	+/-2% from prior year	Yes	
LEP	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)
DIS	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)
<b>Certificates</b>	<b>2020-21 Goals</b>	<b>2020-21 Goals Achieved (Yes/No)</b>	<b>2021-22 Goals</b>
Black	-2% or higher from prior year	Yes	Ensure the underrepresented groups' completion rates are no less than 2 percentage points lower than prior year
Hispanic	-2% or higher from prior year	Yes	
Other Minorities	-2% or higher from prior year	Yes	
White	+/-4% from prior year	Yes	
Female	+/-2% from prior year	No	Increase male completions by at least 1%
Male	+/-2% from prior year	No	
LEP	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)

College Annual Equity Update  
 2021-22 Template

DIS	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)
Baccalaureate Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	-2% or higher from prior year	No	Ensure the underrepresented groups' completion rates are no less than 2 percentage points lower than prior year
Hispanic	-2% or higher from prior year	No	
Other Minorities	-2% or higher from prior year	Yes	
White	+/-4% from prior year	Yes	
Female	+/-2% from prior year	No	Increase male completions by at least 2%
Male	+/-2% from prior year	No	
LEP	Maintain % of population (+/-1%)	Yes	Maintain % of population (+/-1%)
DIS	Maintain % of population (+/-1%)	No	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:** The data provided shows the College met its stated completion goals for students from racial/ethnic minority backgrounds earning credentials in the lower-division programs. Here, we see gains as large as three percentage points for some populations. In contrast, Black and Hispanic students are underrepresented as upper-division program completers. In the most recent year, the upper-division credential attainment rates for Black and Hispanic students have declined by 3.4 and 2.9 percentage points, respectively. Globally, the College missed the targets set to monitor the performance of our students by sex. This statement also extends to white students completing associate degrees. The enrollment data provided shows a shrinking male population — in the most recent year, males account for just over a third of the total enrollment — that is reflected in the completion numbers. However, this disparity is more pronounced in upper-division completion; presently, 1 in 5 baccalaureate program completers is male.

Across degree types for students with disabilities, the only goal not met was for baccalaureate students. However, this figure represents a year-over-year loss of three students.

While acknowledging the decline in male completers and the need to bolster efforts for improvement, we will also assess the metrics used in goal setting. The use of percentages to measure losses and gains within stated thresholds means the College reports unmet goals when rates exceed the target. Also, the nature of percentages limits our ability to set increases for all groups.

New methods and strategies, if applicable.

**Response:** The College implemented several strategies targeting leading indicators for credential completion. To address equity, the College is refining its equity definition. It will work with its Achieving the Dream coaches to identify actionable steps to address achievement gaps in our underserved populations.

As student engagement is central to persistence and completion, the College is expanding engagement strategies in the classroom through its Quality Enhancement Plan. Also, the College will administer the Community College Survey of Student Engagement (CCSSE) this term to all eligible students in credit-bearing courses. The data collected through CCSSE allows the College to benchmark results to identify possible differences in experiences for its underserved populations.

The seeks to implement a Last Mile Scholarship program that targets students within 25% of completing their credentials. The College intends to provide financial and academic support to help the near completers cross the finish line.

### **Student Success in Targeted Programs**

The college's plan for 2020-21 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:** The College remains committed to strategies that increase the participation of underrepresented student populations in programs and courses in which students have been traditionally underrepresented. In December 2021, the College hosted its first Propel series workshop in Crestview that provided almost 30 high school students the opportunity to learn more about the aviation programs. The 3-hour, Saturday program provided hands-on experiences culminating with students sitting in a Cesna plane and starting the engine.

New methods and strategies, if applicable.

**Response:** The College's career education program directors are highly engaged in recruitment activities and pursue opportunities to promote their programs to underrepresented student populations. These program directors regularly join the recruitment team at events to promote their academic programs. Further, the previously mentioned NWF Futures Forward program is scheduled for summer 2022 and will be held at various locations across the service district to attract potential students from areas with a higher density of underserved and underrepresented student populations. The programming includes hands-on experiences across welding, culinary, business, aviation, nursing, and emergency medical services programs.



College Annual Equity Update  
2021-22 Template

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
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.

<b>Disability Type</b>	<b>Number of Students</b>	<b>Required Course(s) (prefix, number and title)</b>	<b>Substituted Course(s) (prefix, number and title)</b>	<b>Discipline Area</b>
Deaf/Hard of Hearing	0	0	0	0
Visual Impairment	0	0	0	0
Specific Learning Disability	1	MGF1106	PHI2600	Social Work
		MGF1107	GEB2430	Social Work
	1	MGF1106	PHI2600	Psychology
Orthopedic Impairment	0	0	0	0
Speech/Language Impairment	0	0	0	0
Emotional or Behavioral Disability	0	0	0	0

College Annual Equity Update  
 2021-22 Template

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Autism Spectrum Disorder	0	0	0	0
Traumatic Brain Injury	0	0	0	0
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
<b>Fall 2020</b>	0	0
<b>Spring 2021</b>	0	0
<b>Summer 2021</b>	0	0
<b>Total</b>	0	0

**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.

**See Appendix A**

### Data Assessment

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

## College Annual Equity Update 2021-22 Template

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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.

**Response:** Northwest Florida State College successfully navigated a complete athletic season for each of its four sports despite the enormous challenges that COVID restrictions, protocols, and guidelines have presented. Specific challenges include roster expansions, compressed schedules, increased costs to comply with health and safety requirements, and reduced attendance at home events. Despite these challenges, the athletic department accomplished an impressive 92% graduation rate among all four sports and claimed their first ever national championship in women's basketball, the school's fourth overall.

For the 2020-21 academic year, athletic expenditures for the female sports exceeded those in the male sports. Financial aid, for example, saw the female student-athletes receive roughly \$17,000 more than the male student-athletes. This equates to a 6% difference in athletic aid disbursements for female compared to males. The College also invested approximately \$20,000 on a new scoreboard for the softball program, which contributed to increased spending for the female sport offerings. This feature has greatly enhanced the softball complex, making it one of the best junior college softball facilities in the country.

This was also the first full season the baseball and softball student-athletes could use the brand new, 12,000-sq ft indoor practice facility. This state-of-the-art complex allows the baseball and softball teams to practice during inclement weather and work on their skill development all throughout the day. This significant investment by the College (\$950,000) was one that the administration felt necessary in order to give both our female and male student-athletes the best opportunity to develop.

The data we are reviewing this year shows increased participation by male athletes, but that is an artificial expansion due to COVID-19 restrictions. The increased participation numbers for the male sports were due to the roster expansions approved by the NJCAA and FCSAA in the sport of baseball. This roster expansion, which is only for the 2020-21 academic year, was due to COVID canceling the baseball season for the 2020 season. This created a situation where baseball players had nowhere to go so the NJCAA wanted to give them an option to return. Thus, the baseball roster, which is usually capped at 26, expanded to 30 for one year to accommodate these students who needed to return to junior college. Roster limitations return to 26 in baseball for the 2021-22 season.

For the second consecutive year, the College hosted the FCSAA State/NJCAA Region VIII men's and women's basketball tournaments. This event consists of the top 8 women's and 8 men's programs in the entire state. It is a significant time and financial investment by the College to put this event on but one in which the College believes supports the mission of providing the best opportunities possible for male and female student-athletes.

Northwest Florida State College also provides opportunities for females to part of our cheerleading program. The College offers 12 tuition-only scholarships for the spring semester to those who participate in our cheer program. While NWFSC has not declared this as a competitive sport yet, the NJCAA does officially recognize competitive cheer as a sport effective 2021-22. Currently, the College has 11 females and one male who are on cheer scholarships.

### **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, 2019, through June 30, 2020, and July 1, 2020, through June 30, 2021**

	2019-20			2020-21			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	38	30	68	Total Number of Athletes	41	30	71
Percent of Athletes by Gender	56%	44%	100%	Percent of Athletes by Gender	58%	42%	100%
Total Number of Enrollments	1,961	3,082	5,043	Total Number of Enrollments	1,703	2,881	4,584
Percent of Enrollments by Gender	39%	61%	100%	Percent of Enrollments by Gender	37%	63%	100%
Difference between the percent of athletes and the percent of students enrolled	17%	-17%	0	Difference between the percent of athletes and the percent of students enrolled	21%	-21%	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? **2019-20: No 2020-21: 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.

College Annual Equity Update  
2021-22 Template

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
<p><b>#2 Substantial Proportionality</b></p>	<p>An immediate solution to the proportionality disparity was the return to the pre-COVID baseball roster limit size in 2021-22.</p> <p>During the last year, the College has engaged in extensive research and dialogue as adding either women’s cross country or competitive cheer. However, after compiling the data and assessing financial outlook, tuition rates, inflation, increased utility costs, and enrollment trends, the College could not add either additional program. For instance, NWFSC has not increased tuition in several years. This, combined with significant inflation and declining enrollment, has severely limited the ability of the College to take on more expenses. Although neither of those programs fit our resources in this reporting period, the College has moved forward with acquiring resources and assigning space for an E-Sports team, which will be open to both female and male athletes; implementation work on E-Sports will continue through 2022-2023.</p> <p>Currently, NWFSC is proud of its exceptional compliance in all other components of Title IX. Salaries, facilities, scholarships, budgets, and academic resources are equally distributed between the male and female athletic programs. Moving forward, the College is committed to expanding female opportunities, provided enrollment improves and financial stability is more secure.</p>	<p>Ramsey Ross, <a href="mailto:ramseyr@nwfsc.edu">ramseyr@nwfsc.edu</a>, 850-729-5358</p>	<p>Roster size in baseball has already decreased to pre-COVID levels in 2021-2022</p> <p>Continued implementation of expanding options for female athletes will continue through FY2022-2023</p>



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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2021?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within 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.		

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Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT  
2021-22 Annual EQUITY UPDATE REPORT  
*Signature Page*

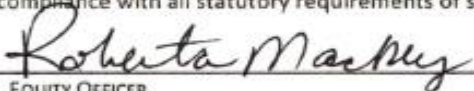
# Northwest Florida State College

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 4/19/2022  
DATE

  
\_\_\_\_\_  
COLLEGE PRESIDENT 4/19/22  
DATE

  
\_\_\_\_\_  
CHAIR OF DISTRICT BOARD OF TRUSTEES 4/19/22  
DATE

This concludes the **2021-22** Annual Equity Update Report, which must be submitted, as a Word document, to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org) by **April 29, 2022**. Colleges may attach additional files (PDF or Word) as appendices.

# APPENDIX A

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

Northwest Florida State College

October 15, 2021

## Introduction

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

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- 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
981	659

### Athletics Participation - Men's and Women's Teams

<b>Varsity Teams</b>	<b>Men's Teams</b>	<b>Women's Teams</b>
<b>Baseball</b>	<b>29</b>	
<b>Basketball</b>	<b>12</b>	<b>12</b>
<b>Softball</b>		<b>18</b>
<b>Total Participants Men's and Women's Teams</b>	<b>41</b>	<b>30</b>
<b>Unduplicated Count of Participants</b>	<b>41</b>	<b>30</b>

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

	<b>Men's Teams</b>	<b>Women's Teams</b>	<b>Total</b>
<b>Amount of Aid</b>	<b>290,702</b>	<b>307,401</b>	<b>598,103</b>
<b>Ratio (percent)</b>	<b>49</b>	<b>51</b>	<b>100%</b>



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

	Head Coaches		Assistant Coaches	
<b>Sport by Gender</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>
Avg. Salary per Coach	\$75,000	\$75,000	\$17,000	\$17,750
# of Coaches included	2	2	3	4
Avg. Salary per FTE	\$75,000	\$75,000	\$25,500	\$20,286
Sum of FTE used to calculate avg. salary	2	2	2	3.50
Volunteers	-	-	1	0



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

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

Women's Teams	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT Coach	FT Employ	PT Employ or Volunteer	FT coach	PT Coach	FT Employ	PT Employ or Volunteer
Basketball	-	1	-	2	-	1	-	1
Softball	-	-	-	-	1	-	1	-
<b>TOTAL</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Men's Teams	Male Assistant Coaches				Female Assistant Coaches			
	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	-	-	-	-	-
<b>TOTAL</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Revenues for Women's and Men's Teams

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

### Operating Expenses for Women's and Men's Teams

<b>Sport</b>	<b>Women</b>	<b>Men</b>
<b>Baseball</b>	-	<b>\$89,179</b>
<b>Basketball</b>	<b>\$80,446</b>	<b>\$55,413</b>
<b>Softball</b>	<b>\$56,348</b>	-
<b>TOTAL</b>	<b>\$136,794</b>	<b>\$144,592</b>
<b>Percentage</b>	<b>49%</b>	<b>51%</b>

### Overall Expenses for Women's and Men's Teams

Sport	Women	Men
Baseball	-	\$391,911
Basketball	\$348,237	\$277,239
Softball	\$347,741	-
<b>TOTAL</b>	<b>\$695,708</b>	<b>\$669,150</b>
<b>Percentage</b>	<b>49%</b>	<b>51%</b>