

Northwest Florida State College

College Annual Equity Update 2022-2023 Template for Submission

Deadlines:

**Part II. College Employment Equity Accountability
Plan – May 1, 2023**

Entire College Annual Equity Update – July 3, 2023

Submission Information

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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 inputting data, setting goals, and reflecting on goal achievement. Please use the data supplied by the DFC to complete the tables.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **the deadlines**. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this 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.

For the 2022-23 report, the factors DFC will review for completeness will be embedded after sections of the report and DFC will use these sections to notify colleges of any omitted required information. These will be marked “Completed by Division of Florida Colleges.” Example:

<i>Review of Part I: Course Substitutions (Completed by Division of Florida Colleges)</i>			
Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Compliance with House Bill 7

During the 2022 legislative session, House Bill (HB) 7 amended multiple Florida Statutes related to non-discrimination in the Florida Civil Rights Act (FCRA) and Florida Education Code. At the time of the bill’s passage, the Florida Department of Education advised colleges to take the necessary action to ensure compliance. When completing the 2022-2023 College Annual Equity Update, colleges are expected to include all updates to board and administrative policies and procedures to conform with the provisions of HB 7.

Part I. 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:** **Yes** If yes, provide the following applicable updates.

Date of revision: 05/16/2023

Description of the revision: Updated language to state: "Northwest Florida State College does not discriminate on the basis of age, color, ethnicity, race, national origin, disability, marital status, pregnancy, religion, genetic information, sex, gender, or any other legally protected classification in its employment practices, programs, or activities."

Web link(s) to document the revision: Board Policy GP 6.00, page 13 of PDF,
[https://www.nwfsc.edu/wp-content/uploads/Board-Policy-Manual-\(Updated-May-2023\).pdf](https://www.nwfsc.edu/wp-content/uploads/Board-Policy-Manual-(Updated-May-2023).pdf)

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-19.001-.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 the aggrieved person(s)? **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. 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?	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?	Yes
Any additional policies or procedures pertaining to nondiscrimination practices?	No
Implementation of HB 7? (If not previously addressed)	No

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

Name of the policy and/or procedure(s): AIDS Policy (Acquired Immune Deficiency Syndrome)

Date of revision: [05/16/2023](#)

Description of the revision: [Updated policy for clarity and currency with College practices](#)

Web link(s) to document the revision: [Board Policy GP 12.00, page 21 of PDF,](#)

[https://www.nwfsc.edu/wp-content/uploads/Board-Policy-Manual-\(Updated-May-2023\).pdf](https://www.nwfsc.edu/wp-content/uploads/Board-Policy-Manual-(Updated-May-2023).pdf)

***Review of Part I: 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 person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.001-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		

Requirement	Response	Comments	Action
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.	-	-	-
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 II. 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 sex to be used as the benchmark for setting employment goals, as colleges continue to strive for alignment between student population and employment demographics.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the 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.

	2021-22 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2022	EAM Actuals (%) Fall 2022	EAM Goal Met (Yes/No)	EAM Goals for Fall 2023
Black Female	6.4	6.3	6.4	6.3	No	Meet the student population
Black Male	3.8	6.3	3.8	-	No	Meet the student population
Hispanic Female	8.2	-	8.2	-	No	Meet the student population
Hispanic Male	4.8	-	4.8	-	No	Meet the student population
Other Minorities Female	6.9	-	6.9	-	No	Meet the student population
Other Minorities Male	4	-	4.0	-	No	Meet the student population
White Female	39.8	43.8	39.8	50.0	No	Meet the student population
White Male	26.3	43.8	26.3	43.8	No	Meet the student population
Total Female	61.2	50.0	61.2	56.3	Yes	Meet the student population
Total Male	38.8	50.0	38.8	43.8	No	Meet the student population

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The College made progress in the last year in one of the reporting categories. The College continues to look at strategies for recruitment from underrepresented communities including placing job advertisements in more relevant and broad-reaching sources. Challenges in hiring any full-time staff

include the much higher salaries and competitive benefits offered by private sector and military employers in our service area. Housing costs in our area are also prohibitively high for many job candidates. Our College President has made strides over the last six years, including increasing the salary schedule to offer more competitive rates annual salary increases, and flexible work schedules.

College Full-Time Instructional Staff

Informed by the INST 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.

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Black Female	6.4	6.7	6.4	5.0	No	Meet the Student population
Black Male	3.8	1.3	3.8	5.0	Yes	Meet the Student population
Hispanic Female	8.2	2.7	8.2	2.5	No	Meet the Student population
Hispanic Male	4.8	2.7	4.8	5.0	Yes	Meet the Student population
Other Minorities Female	6.9	1.3	6.9	2.5	No	Meet the Student population
Other Minorities Male	4	5.3	4.0	5.0	Yes	Meet the Student population
White Female	39.8	46.7	39.8	43.8	Yes	Meet the Student population
White Male	26.3	33.3	26.3	31.3	Yes	Meet the Student population
Total Female	61.2	57.3	61.2	53.8	No	Meet the Student population
Total Male	38.8	42.7	38.8	46.3	Yes	Meet the Student population

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

Response: The College continues to improve in this category. We use the same recruitment tools as we do with other categories, and we experience the same challenges as mentioned previously. The College continues to revise and update strategies for recruitment goals of underrepresented communities such as creative advertising strategies and professional development opportunities.

College Full-Time Instructional Staff with Continuing Contract

Informed by the CONT 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.

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Black Female	6.4	-	6.4	3.7	No	Meet the Student population
Black Male	3.8	2.9	3.8	3.7	No	Meet the Student population
Hispanic Female	8.2	-	8.2	-	No	Meet the Student population
Hispanic Male	4.8	-	4.8	-	No	Meet the Student population
Other Minorities Female	6.9	-	6.9	-	No	Meet the Student population
Other Minorities Male	4	5.9	4.0	7.4	Yes	Meet the Student population
White Female	39.8	47.1	39.8	29.6	No	Meet the Student population
White Male	26.3	44.1	26.3	55.6	No	Meet the Student population
Total Female	61.2	47.1	61.2	33.3	No	Meet the Student population

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Total Male	38.8	52.9	38.8	66.7	Yes	Meet the Student population

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

Response: As our College improves in recruitment and retention of all faculty positions, the pool of faculty eligible for continuing contract will improve. The College continues to look at strategies to support faculty in ensuring they are prepared to meet the needs of our students each year and continues to provide professional development for those faculty who are on track to be eligible for continuing contract status.

New Barriers (Optional)

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

Response: Yes. Within the last year, the inflation rate has severely exacerbated all of the challenges mentioned in prior answers. Our College has attempted to combat the effect of inflation by offering higher salary increases where possible.

Review of Part II (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:	-	-	-
EAM positions?	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		

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

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 Annual Accountability Update; performance goals in the required Annual Accountability Update, and gender in athletics plus 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 17, 2022

***Review of Part II (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 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 sex 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: Our College uses interview panels to assist in reviewing applicants for vacancies. Human Resources ensures that the panels are diverse in sex and ethnic composition, as required, and that they provide representation from across College departments.

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

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

- 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 for specified populations.

Response: At the end of each academic year full-time faculty members who are in a continuing-contract eligible position participate in performance evaluation 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's budgetary incentives for recruiting and retaining qualified employees include items that support attaining the required employment equity accountability goals: (1) Human Resources receives funding to broadly and creatively advertise vacancy advertisements; (2) the College's Staff & Program Development plan receives funding to ensure that when employees join 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, such as the President's Speaker Series; and (4) the College has been able to offer significant base salary increases, which we believe will make us better able to compete for candidates and retain employees.

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 sex 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	10	\$51,377-\$97,760	50	\$51,377-\$106,876
Row 2	Business & Financial Operations	2	\$26,550-\$36,000	11	\$26,550-\$65,319
Row 3	Community, Social Service, Legal Arts, Entertainment, Sports, & Media	7	\$31,500-\$48,081	11	\$28,875-\$48,081
Row 4	Instruction	28	\$42,141-\$67,976	83	\$42,361-\$74,970
Row 5	Service Occupations	17	\$31,290-\$50,000	62	\$31,290-\$55,000
Row 6	Student, Academic Affairs, and Other Education Service	1	\$58,000	1	\$58,000
Row 7	Computer, Engineering, & Science Occupations	1	\$31,290	2	\$31,290-\$32,000
Row 8	Office & Administrative Support	8	\$26,550-\$28,837	35	\$26,550-\$43,263
Row 9	Natural Resources, Construction, & Maintenance	1	\$53,000	18	\$26,642-\$53,000

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2021, and October 31, 2022, 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, 2022.*

Review of Part II(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 provide a summary of the process utilized to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise eligible faculty of their progress towards attaining 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 III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENTS tab, in the representation of students by race, ethnicity, sex, 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 2022-2023 reporting year.

Enrollments	FTIC				Total Enrollments			
	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	8.10%	9.60%	Yes	+ or max loss of 3%	8.20%	10.10%	Yes	+ or max loss of 3%

Enrollments	FTIC				Total Enrollments			
	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
				of prior year				of prior year
Hispanic	10.60%	13.70%	Yes	+ or max loss of 3% of prior year	9.70%	13.00%	Yes	+ or max loss of 3% of prior year
Other Minorities	9.60%	11.00%	Yes	+ or max loss of 3% of prior year	9.30%	10.80%	Yes	+ or max loss of 3% of prior year
White	60.70%	65.70%	Yes	+ or max loss of 5% of prior year	61.70%	66.70%	Yes	+ or max loss of 5% of prior year
Female	50.20%	50.30%	Yes	+ or max loss of 5% of prior year	57.80%	61.20%	Yes	+ or max loss of 5% of prior year
Male	39.80%	49.70%	Yes	+ or max loss of 5% of prior year	32.20%	38.80%	Yes	+ or max loss of 5% of prior year
LEP	1	0	No		28	22	No	Maintain % of student population (+/- 1%)
DIS	14	18	Yes	+ or max loss of 3% of prior year	137	143	Yes	+ or max loss of 3% of prior year

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 most of its stated targets as they relate to the enrollment with the exception of students with limited English-Language proficiency. This shortfall is due to the small

population of LEP students overall.

The College strives to deliver a variety of program offerings that meet the needs of all students within our service territory. The College implements many marketing and recruitment strategies to ensure that academic and workforce programs are effectively shared with all prospective students. Specific strategies included the expansion of Propel workshop offerings to incorporate aviation, engineering technology, and fine and performing arts. The Admissions team also implemented a new student orientation program for both the Fall and Spring terms, providing orientation options at various times and through multiple modalities. The College similarly deploys academic interventions to support retention efforts. These methods and strategies are sufficient and effective to increase student enrollments from various groups.

New methods and strategies, if applicable.

Response: The College intends to continue its current program of work activities focused on increasing student enrollments.

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 COMPLETIONS 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).

A.A. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	6.80%	5.90%	No	Maintain or increase
Hispanic	9.40%	13.30%	Yes	+ or max loss of 3 percentage points of prior year
Other Minorities	11.00%	12.80%	Yes	+ or max loss of 2 percentage points of prior year
White	64.90%	67.90%	Yes	+ or max loss of 5 percentage points of prior year
Female	N/A	64.00%	N/A	Increase male completions by at least 2%
Male	35.70%	36.00%	Yes	
LEP	0.00%	0.20%	Yes	Maintain % of population (+/- 1%)
DIS	3.80%	4.60%	Yes	Maintain % of population (+/- 1%)
A.S./A.A.S. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	6.10%	9.90%	Yes	+ or max loss of 2 percentage points of prior year
Hispanic	10.50%	15.80%	Yes	+ or max loss of 3 percentage points of prior year
Other Minorities	9.90%	9.90%	Yes	+ or max loss of 2 percentage points of prior year
White	65.50%	64.50%	No	+ or max loss of 2 percentage points of prior year
Female	N/A	73.70%	N/A	Increase male completions by at least 2%
Male	27.60%	26.30%	No	
LEP	3.00%	0.00%	No	Maintain % of population (+/- 1%)
DIS	3.40%	3.90%	Yes	Maintain % of population (+/- 1%)
Certificates	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	10.50%	6.30%	No	Increase by 2 percentage points over prior year

Hispanic	7.30%	10.90%	Yes	+ or max loss of 2 percentage points of prior year
Other Minorities	4.50%	5.20%	Yes	+ or max loss of 2 percentage points of prior year
White	69.80%	77.60%	Yes	+ or max loss of 6 percentage points of prior year
Female	N/A	46.60%	N/A	Maintain % of population (+/- 2%)
Male	63.10%	53.40%	No	
LEP	0.00%	0.00%	Yes	Maintain % of population (+/- 1%)
DIS	2.20%	2.90%	Yes	Maintain % of population (+/- 1%)
Baccalaureate Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	2.20%	7.10%	Yes	+ or max loss of 3 percentage points of prior year
Hispanic	5.00%	11.10%	Yes	+ or max loss of 5 percentage points of prior year
Other Minorities	7.10%	9.50%	Yes	+ or max loss of 2 percentage points of prior year
White	78.00%	72.20%	No	Flat or increase
Female	N/A	77.00%	N/A	Increase male completions by at least 3%
Male	20.90%	23.00%	Yes	
LEP	4.00%	0.80%	No	Maintain % of population (+/- 1%)
DIS	2.50%	4.80%	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: The data show the College did not meet its goals with respect to racial/ethnic minority backgrounds earning certificates and A.A. degrees. Notably, Hispanic students saw

completion gains of 3 percentage points or greater across all credential types, gaining more than 5 percentage points in baccalaureate degree attainment.

The College missed its targets for male completers for certificates and A.S./A.A.S. degrees. There is a 10-percentage point drop in male certificate earners. Further, LEP goals were not met by those earning A.S./A.A.S. or baccalaureate degrees. The LEP data is not concerning given the very small population of LEP students.

Since the previous equity report, the College has conducted CCSSE evaluations for all eligible students enrolled in credit-bearing courses. The results reveal that the College's level of engagement surpasses the national average in four out of the five benchmarks but falls below the average in the aspects that constitute the Support to Learners benchmark. When analyzing the benchmark scores based on course load, it becomes evident that part-time students display a consistently lower level of engagement across all categories, as do male students. However, there is no discernible pattern indicating a lack of engagement among any specific racial or ethnic group when examining the data by racial/ethnic identity.

New methods and strategies, if applicable.

Response: In Fall 2022, the College was awarded a Title III grant, which delivers a comprehensive strategy to increase performance and retention through expansion of Learning Commons support through Achievement Mentors dedicated for academic outreach and intervention, a revision of the College Success course, and a career exploration tool to help students best prepare for their future plans in the workforce. These grant activities are expected to increase student completions due to an increase in timely, relevant interventions that target courses, modalities, and term lengths where students may be most likely to struggle.

Student Success in Targeted Programs

The college's plan for 2021-22 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(5), 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 students in programs and courses in which students have traditionally been underrepresented. This past year, College outreach in targeted programs occurred through the College's Propel Workshop offerings, new student orientations, and two open house events at outlying campus center locations. In addition, the recruitment team brought multiple community organizations representing various populations on campus for group tours.

New methods and strategies, if applicable.

Response: The College's apprenticeship program is an area of growth offering seven career education program opportunities to students. Additionally, the College launched its Futures Forward program to provide high impact summer educational experiences to students in career and technical fields last summer. The program has expanded with program offerings at four campus/center locations this summer.

***Review of Part III: 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, sex, 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, sex, 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 IV. 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	N/A
Visual Impairment	0	0	0	NA
Specific Learning Disability	2	MGF 1106	PHI 2600	Math
Orthopedic Impairment	0	0	0	N/A
Speech/Language Impairment	0	0	0	N/A
Emotional or Behavioral Disability	1	MGF 1106	PHI 2660	Math
Autism Spectrum Disorder	0	0	0	N/A

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Traumatic Brain Injury	0	0	0	N/A
Other Health Impairment	1 1			
		MGF 1107	GEB 2430	Math
		MAC 1105	ECO 2013	Math

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 2021	3	3
Spring 2022	1	1
Summer 2022	1	1
Total	5	5

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

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

Part V. 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.

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.

Response: Northwest Florida State College continues to excel in intercollegiate athletics within the scope of the rules, regulations, bylaws, and procedures of the National Junior College Athletic Association (NJCAA) and Florida College System Activities Association (FCSAA).

The 2021-22 academic year produced a 100% graduation rate among all four sports and the men's basketball program won the 2021-22 NJCAA National Championship for the College's fifth national title in school history. Moreover, each of the four sports were consistently ranked in the NJCAA National Polls for the vast majority of the season. The women's basketball program also won the FCSAA State Championship after claiming its first national title the previous season.

Athletic financial aid for the 2021-22 season saw the female student-athletes receive more than the male student-athletes for the second consecutive year. This underscores the commitment by NWFSC to ensuring equal opportunity for academic and athletic success for both male and female student-athletes.

Regarding infrastructure and investment, just a year ago, 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. Additionally, the baseball and softball programs continue to benefit from new, 12,000- sq ft indoor practice facility that opened in 2020. 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. Finally, NWFSC is at the forefront in the NJCAA of equal salary distribution among the coaching staffs for the male and female sports. The female sport's coaching salaries, plus benefits, are right in line with the male sports' coaching salaries/positions.

While the participation numbers and percentages are not within the 5% range, the ratio has improved from the 2020-21 numbers (21% down to 18%). This is due to COVID roster expansions in baseball being removed in 2021-22.

Since 2019-20, the College has 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. While not applicable to the 2021-22 athlete numbers, the College also launched E-Sports in 2022-23.

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, 2020, through June 30, 2021, and July 1, 2021, through June 30, 2022**

	2020-21				2021-22		
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	41	30	71	Total Number of Athletes	40	31	71
Percent of Athletes by Gender	58%	42%	100%	Percent of Athletes by Gender	57%	43%	100%
Total Number of Enrollments	1,703	2,881	4,584	Total Number of Enrollments	1,593	2,511	4,104
Percent of Enrollments by Gender	37%	63%	100%	Percent of Enrollments by Gender	39%	61%	100%
Percentage difference between athletes and students enrolled	21%	-21%	0	Percentage difference between athletes and students enrolled	18%	-18%	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? **2020-21: No 2021-22: 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
<p>#2 Substantial Proportionality</p>	<p>While the proportionality difference has improved from the previous year (from 21% down to 18%), NWFSC is still evaluating various options in improving its female participation numbers.</p> <p>The College added E-Sports in 2022-23, a sport in which participation is not divided by male and female participants, but rather welcomes both genders to participate. It is still unclear as to how this will affect the ratio discrepancy for the 2022-2023 data, but it is believed to be a neutral impact due to the interest from both males and females this has garnered.</p> <p>Other top athletic expansion opportunities consist of competitive cheer and cross-country. Currently, the College has made a commitment to enhancing its cheer program by creating a full-time salaried position for a cheer coach. This could set up NWFSC in future years for a competitive cheer program within the scope of the NJCAA.</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. It's worth noting that 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.</p>	<p>Ramsey Ross Email: ross2@nwfsc.edu (850) 729-5379</p>	<p>Continued implementation of expanding options for female athletes occurred in 2022-2023 and will continue through 2023-2024</p>

***Review of Part V: 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 2022?	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.		

Part II Signature Page –4/18/23

Part VI. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT 2022-23 ANNUAL EQUITY UPDATE REPORT *Signature Page*

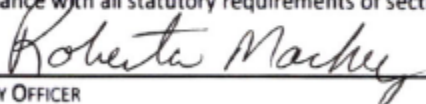
Northwest Florida State College

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, sex, 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 1007.265, 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.



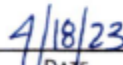
EQUITY OFFICER



DATE



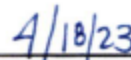
COLLEGE PRESIDENT



DATE



CHAIR OF DISTRICT BOARD OF TRUSTEES



DATE

This concludes the 2022-23 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by **May 1, 2023**. Colleges may attach additional files (PDF or Word) as appendices.

Parts I, III, IV, and 5 Signature Page – 6/20/23

Part VI. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2022-23 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

Northwest Florida State College

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EQUITY OFFICER

DATE

COLLEGE PRESIDENT

DATE

CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE

Appendix A

2021-2022 Equity in Athletics Disclosure Act Report

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

Northwest Florida State College

October 12, 2022



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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- 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
783	613

Athletics Participation - Men's and Women's Teams

Varsity Teams	Men's Teams	Women's Teams
Baseball	26	
Basketball	14	14
Softball		17
Total Participants Men's and Women's Teams	40	31
Unduplicated Count of Participants	40	31

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

	Men's Teams	Women's Teams	Total
Amount of Aid	182,284	187,625	369,909
Ratio (percent)	49	51	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	\$77,500		\$15,200	\$16,400
# of Coaches included	2	2		5	5
Avg. Salary per FTE	\$75,000	\$77,500		\$21,714	\$18,222
Sum of FTE used to calculate avg. salary	2	2		3.50	4.50
Volunteers	-	-		0	0

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	1	2	1	-	-	-	-
TOTAL	3	2	3	2	-	-	-	-

Revenues for Women's and Men's Teams

Sport	Women	Men
Baseball	-	\$333,483
Basketball	\$336,160	\$397,560
Softball	\$301,605	-
TOTAL	\$637,765	\$731,043
Percentage	47%	53%

Operating Expenses for Women's and Men's Teams

Sport	Women	Men
Baseball	-	\$49,123
Basketball	\$75,283	\$81,174
Softball	\$41,195	-
TOTAL	\$116,478	\$130,297
Percentage	47%	53%

****Men's and women's basketball expenses are higher due to both teams' extensive travel to their respective national tournaments.**

Overall Expenses for Women's and Men's Teams

Sport	Women	Men
Baseball	-	\$329,328
Basketball	\$331,459	\$392,859
Softball	\$301,065	-
TOTAL	\$632,524	\$722,187
Percentage	47%	53%

****Men's and women's basketball expenses are higher due to both teams' extensive travel to their respective national tournaments.**