




June 20, 2011

MEMORANDUM

TO: District Board of Trustees
FROM: Jim Murdaugh, President 
SUBJECT: 2010-11 Equity Plan

Item Description:

Tallahassee Community College submits an annual Equity Plan to the state to update and provide a status report of the colleges' Educational Equity Plan which documents efforts to comply with state and federal civil rights laws related to nondiscrimination and equal access to postsecondary education and employment.

Overview:

Each year Tallahassee Community College is required to submit an annual Equity Plan to the Florida Department of Education. This equity plan contains the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. The Office of Research and Planning coordinates the completion of the annual equity plan but has the support of the Divisions of Academic Affairs and Students Affairs, the Office of Human Resources, and the TCC Athletics Department. This year the Annual Equity Plan is due to the State of Florida, Division of Florida Colleges on June 30, 2011

Salient Facts:

Required components of the Equity Plan are based on Section 1000.5, Florida Statutes (F.S.) and Section 1012.86, F.S.

Past Actions:

TCC's Annual Equity Plan for 2009-10 was submitted to the State of Florida, Division of Florida Colleges on April 30, 2010.

Future Actions:

TCC's Annual Equity Plan will need approval by the Board of Trustees each year.

Funding/Financial Matters:

N/A

Staff Resource:

Teresa Smith

Recommended Action:

Approve the 2010-11 Equity Plan as presented.

**The Florida College System
Annual Equity Update Report 2010-11**

**Part 2
Policies, Procedures and Student
Programs and Activities**

For

Tallahassee Community College

Submitted to

**The Division of Florida Colleges
Florida Department of Education**

Under Section 1000.05, Florida Statutes (F.S.);
Florida Educational Equity Act

**The Division of Florida Colleges
2010-11 Annual Equity Update Report
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General Information and Applicable Laws for Reporting

The purpose of the College's Annual Equity Update Report is to update and provide a status report of the college's Educational Equity Plan which documents efforts to comply with state and federal civil rights laws related to nondiscrimination and equal access to postsecondary education and employment. Required components of the plan are based on Section 1000.05, Florida Statutes (F.S.) and Section 1012.86, F.S.

This year, information required under Section 1012.86, F.S., The Community College Employment Equity Accountability Plan, was required to be submitted to the Department of Education by May 1st and is considered Part 1 of the College's Annual Equity Update Report. Part 2 complies with Section 1000.05, F.S., and should include:

- a description of the plan's development, including identity of the persons developing the plan;
- a review of the college's nondiscrimination and equity-related policies and procedures;
- analysis of efforts to overcome underrepresentation of students;
- information required related to substitution waivers for admissions and course substitutions for students with disabilities;
- the college's plan for gender equity in athletics, if the college has an athletic program;
- a status report on any pending issues resulting from an on-site civil rights compliance review of the college's methods of administration; and
- certification of approval of the report by the college's governing board, including the signature of the college president and/or other college personnel as appropriate.

Applicable federal civil rights laws for Part 2 include the following:

1. Title VI of the Civil Rights Act of 1964;
2. Section 504 of the Rehabilitation Act of 1973;
3. Title IX of the Education Amendments of 1972;
4. Age Discrimination Act of 1975;
5. Title II of the Americans with Disabilities Act of 1990.

Additional applicable Florida Statutes include the following:

1. Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: §1007.264, F.S., and Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: §1007.265, F.S.
2. Gender Equity in Intercollegiate Athletics: §1006.71, F.S.

Rules for implementation of the statutes are 6A-19.001-.010 of the Florida Administrative Code (F.A.C.).

The College Annual Equity Update Report is due to the Florida Department of Education Division of Florida Colleges by June 30, 2010. The report should be submitted by mail to: Lynda Earls, Division of Florida Colleges, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: Lynda.earls@fldoc.org. For assistance or questions, call 850-245-9468.

Reviews of each college's Annual Equity Update Report will be conducted by the DFC and comments or recommendations will be provided to the college. Some components of the report may require additional information, including corrective action plans where the college has not achieved or adequately addressed

its stated goals in applicable components of the plan. Each year's report should reflect positive results and documented evidence of the college's efforts to improve and promote diversity through equitable treatment of all persons in all academic and employment programs, activities, and practices.

A. Description of Plan Development

The college should provide an executive summary that describes the process used to prepare the report, the persons involved in the development of the report, a description of the participation of any advisory groups or persons, and the date of the report's adoption by the governing board. *Reference to a cover letter that includes this information may satisfactorily address part A.*

B. Policies and Procedures Prohibiting Discrimination

1. Describe the process used by the college's governing board to review policies and procedures used by the institution to assure compliance with the requirements of Section 1000.05, Florida Statutes, and Rules 6A-19.001-010.

Policies may be developed within a department or division and forwarded to the appropriate Vice President for approval.

The Vice President may reject the proposed policy and send it back for further review or approval by the department or division, or forward it to the appropriate standing committee for review and approval.

The standing committee may reject the policy and return it the Vice President for further review or forward the policy to the Coordinating Committee for further review.

The Coordinating Committee reviews the proposed policy and may return the proposed policy to the standing committee for further review or forward the policy to legal counsel for additional review.

Legal counsel may make or suggest revising the proposed policy or provide an approval. If revisions are required, the Coordinating Committee returns the policy to the appropriate standing committee to revise, per legal counsel.

If the policy is approved by legal counsel, the Coordinating Committee forwards the proposed policy to the College Board of Trustees for review and approval. The Board may approve the policy or may reject the policy and send it back to the Standing Committee for further review.

The President is authorized to adopt and amend internal procedures for the implementation of policies adopted by the District Board of Trustees. (Policy Number: 02-03)

Proposed policy changes may be obtained in the Office of the President, 444 Appleyard Drive, Tallahassee, Florida, seven (7) days before the meeting of the Board or by mail as provided in 120.54(1)(a) FS.

After publication of proposed new policies and revisions to or elimination of existing policies, individuals shall present their concerns to the President's designee before the public meeting. The President or

designee may then take any modifications to the Board, which in turn may modify or remove the proposed policy at the public meeting. The final version adopted by the Board at the public meeting then becomes the adopted policy.

2. Policy and Continuous Notice of Nondiscrimination and Notice of Equity Officer/Coordinator

The college must provide notification that discrimination on the basis of race, color, ethnicity, national origin, gender, age, disability, or marital status against a student, applicant for admission, employee, or applicant for employment in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, color, ethnicity, national origin, gender, age, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. (Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8)

Notice of Equity Officer:

The college's notice of nondiscrimination and notification of the designated coordinator or Equity Officer can be found on the college employment application, the new hire orientation packets, on-campus posters, the college's web page and in the student handbook.

NEW!

The U. S. Equal Employment Opportunity Commission enforces the Genetic Information Act (GINA) of 2008. Under Title II of GINA, it is illegal to discriminate against employees or applicants, including student employees, based on genetic information. Title II of GINA prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information. It is recommended that colleges include "genetic information" in nondiscrimination policies or in nondiscrimination policies related to employment, if it is not currently included.

The college shall identify a person or persons to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures. The college shall notify all its students and employees of the name, office address and telephone number of the person designated as the equity officer or coordinator (Title IX, Section 106.8). The identity of the equity coordinator shall be included in the regular notification of the policy of nondiscrimination (Rule 6A-19.010(g)).

Submit a copy of the college's notice of nondiscrimination as APPENDIX 1. This notice should be a copy of the college's policy of nondiscrimination as presented annually in publications, posters, or on the college's web site; and it should include the identity of the equity coordinator(s) designated to comply and carry out its responsibilities to prohibit discrimination. Please include the citing and/or name of the document from which the notice is taken. (Example: "College Course Catalog 2010-2011").

The following is the College's Revised Equity Statement

*No person shall, on the basis of race, age, religion, national origin, **gender**, disability, **genetic information** or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment under any education program or activity or in any employment conditions or practices of the College.*

*Evaluation, recruitment, consideration, and selection of candidates for employment shall be without regard to race, age, religion, national origin, **gender**, disability, **genetic information** or marital status. Fair and equitable employment practices shall be applied for minorities, females, and persons with disabilities in the application of equal opportunity policies.*

As an institution of higher education, the College reaffirms its policies of equal educational opportunity and open admissions.

The College is committed to maintaining and promoting nondiscrimination in all aspects of recruitment and employment of individuals. The College has an Equity Plan to ensure equal access/equal opportunity to all individuals.

The College will, in all solicitations and advertisements for employees placed by or on behalf of the College, state its position as an equal opportunity employer. The College will broadly publish and circulate its policy of equal employment opportunity by including the policy in correspondence, media communication, and printed matter for employment purposes. The College will engage the services of only those professional organizations, employment agencies, contracts, or agents whose policies are in alignment with the equal opportunity policy of the College.

3. Revised Policies and Procedures

Submit as APPENDIX 2 any policies and procedures related to civil rights for which revisions have been made since submission of the college's last Annual Equity Update Report. List the titles of any revised policies and/or procedures in this space. If no revisions have been made over the past year, disregard this section. Policies and procedures covered in this section include:

- a. Policy Prohibiting Discrimination
- b. Student and/or Employee Grievance Procedures
- c. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment
- d. AIDS/HIV Infectious Disease Policy/Procedures

Note: Revised policies and/or procedures may be submitted at any time in draft form for review and feedback from the DFC; however, they should be submitted in final form as approved and dated by the governing board and/or President of the college.

C. Strategies to Overcome Underrepresented Students

Plan for Diversity in Student Participation

The Florida Educational Equity Act, Section 1000.05, F.S., states that discrimination against students and employees in the Florida K-20 public education system is prohibited and equality of access is required. Part (4) requires that, "Public schools and community colleges shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education."

1. Student Enrollments

Colleges will continue to examine trends in the representation of students by race and gender for First-Time-In-College (FTIC) and Overall Enrollment; however, this year's report includes students who have self-reported a disability and national origin minority students with limited-English-Language skills. The reporting period is from 2007-08 through 2009-10. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments (i.e., percentage point differences in comparison to non-minority student enrollments or increases/decreases in enrollments from one year to the next) and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

1.a. Charts reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System								
College: Tallahassee								
Student Participation-Enrollments								
RACE	GENDER	Rpt Year	FTIC			Total Enrollments		
			Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
Black	Female	2007-08	755	3,209	23.53	4,018	18,724	21.46
		2008-09	905	3,608	25.08	4,173	19,374	21.54
		2009-10	1,043	3,831	27.23	4,652	20,025	23.23
	Male	2007-08	631	3,209	19.66	2,320	18,724	12.39
		2008-09	652	3,608	18.07	2,353	19,374	12.15
		2009-10	777	3,831	20.28	2,662	20,025	13.29
	TOTAL	2007-08	1,386	3,209	43.19	6,338	18,724	33.85
		2008-09	1,557	3,608	43.15	6,526	19,374	33.68
		2009-10	1,820	3,831	47.51	7,314	20,025	36.52

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: Tallahassee								
Student Participation-Enrollments								
			FTIC			Total Enrollments		
RACE	GENDER	Rpt Year	Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
Hisp.	Female	2007-08	110	3,209	3.43	642	18,724	3.43
		2008-09	136	3,608	3.77	706	19,374	3.64
		2009-10	114	3,831	2.98	681	20,025	3.40
	Male	2007-08	123	3,209	3.83	657	18,724	3.51
		2008-09	138	3,608	3.82	685	19,374	3.54
		2009-10	172	3,831	4.49	713	20,025	3.56
	TOTAL	2007-08	233	3,209	7.26	1,299	18,724	6.94
		2008-09	274	3,608	7.59	1,391	19,374	7.18
		2009-10	286	3,831	7.47	1,394	20,025	6.96

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: Tallahassee								
Student Participation-Enrollments								
			FTIC			Total Enrollments		
RACE	GENDER	Rpt Year	Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
Other	Female	2007-08	20	3,209	0.62	199	18,724	1.06
		2008-09	30	3,608	0.83	205	19,374	1.06
		2009-10	31	3,831	0.81	226	20,025	1.13
	Male	2007-08	29	3,209	0.90	188	18,724	1.00
		2008-09	44	3,608	1.22	215	19,374	1.11
		2009-10	25	3,831	0.65	191	20,025	0.95
	TOTAL	2007-08	49	3,209	1.53	387	18,724	2.07
		2008-09	74	3,608	2.05	420	19,374	2.17
		2009-10	56	3,831	1.46	417	20,025	2.08

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: Tallahassee								
Student Participation-Enrollments								
RACE	GENDER	Rpt Year	FTIC			Total Enrollments		
			Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
White	Female	2007-08	701	3,209	21.84	5,539	18,724	29.58
		2008-09	738	3,608	20.45	5,584	19,374	28.82
		2009-10	757	3,831	19.76	5,618	20,025	28.05
	Male	2007-08	840	3,209	26.18	5,161	18,724	27.56
		2008-09	965	3,608	26.75	5,453	19,374	28.15
		2009-10	912	3,831	23.81	5,282	20,025	26.38
	TOTAL	2007-08	1,541	3,209	48.02	10,700	18,724	57.15
		2008-09	1,703	3,608	47.20	11,037	19,374	56.97
		2009-10	1,669	3,831	43.57	10,900	20,025	54.43

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: Tallahassee								
Student Participation-Enrollments								
GENDER	Rpt Year	FTIC			Total Enrollments			
		Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%	
Female	2007-08	1,586	3,209	49.42	10,398	18,724	55.53	
	2008-09	1,809	3,608	50.14	10,668	19,374	55.06	
	2009-10	1,945	3,831	50.77	11,177	20,025	55.82	
Male	2007-08	1,623	3,209	50.58	8,326	18,724	44.47	
	2008-09	1,799	3,608	49.86	8,706	19,374	44.94	
	2009-10	1,886	3,831	49.23	8,848	20,025	44.18	
TOTAL	2007-08	3,209	3,209	100.00	18,724	18,724	100.00	
	2008-09	3,608	3,608	100.00	19,374	19,374	100.00	
	2009-10	3,831	3,831	100.00	20,025	20,025	100.00	

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System						
College: Tallahassee						
Student Participation-Enrollments						
			FTIC		Total Enrollments	
GENDER	GENDER	Rpt Year	LEP	DIS	LEP	DIS
Female	Female	2007-08	10	57	66	538
		2008-09	9	48	60	537
		2009-10	7	46	60	572
Male	Male	2007-08	6	48	43	436
		2008-09	7	82	44	514
		2009-10	4	80	38	512
TOTAL	TOTAL	2007-08	16	105	109	974
		2008-09	16	130	104	1,051
		2009-10	11	126	98	1,084

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

1.b. Indicate changes in enrollment (increases/decreases) by race, gender, and any areas if the analysis indicates improvement is warranted.

FTIC and overall student enrollment in the table provided by the State were examined to identify decreased percentages in enrollment from one year to the next for each race and race by gender group for the following years: 2007-2008, 2008-2009, and 2009-2010. A gap was defined as an enrollment discrepancy of 10% or higher.

Minority and Non-Minority Enrollment Trends and Comparisons:

Table 1: Black Students Compared to White Students by Enrollment Category

Year	White FTICs	Black FTICs	Gap
2007-2008	48%	43%	5%
2008-2009	47%	43%	4%
2009-2010	44%	48%	-4%
Year	White Total Enrollment	Black Total Enrollment	Gap
2007-2008	57%	34%	23%
2008-2009	57%	34%	23%
2009-2010	54%	37%	17%

Enrollment percentages for Black and White students in both enrollment categories (FTIC students and total enrollment) have been consistent over the three years of data displayed in Table 1.

There are no major gaps between enrollment percentages of Black and White FTIC students (Table 1). In fact, in 2009-10 the percentage of black FTICs was greater than the percentage of White FTICs. Enrollment gaps exist between Black student total enrollment and White student total enrollment for each of the three years of data displayed in the table, but in 2009-10 the gap is starting to close. The gap for total enrollment is at least four times that for the FTIC enrollment category (see fourth column of Table 1). This gap may be attributed, in part, to student retention.

Table 2: Hispanic Students Compared to White Students by Enrollment Category

Year	White FTICs	Hispanic FTICs	Gap
2007-2008	48%	7.3%	40.7%
2008-2009	47%	7.6%	39.4%
2009-2010	44%	7.5%	36.5%
Year	White Total Enrollment	Hispanic Total Enrollment	Gap
2007-2008	57%	6.9%	50.1%
2008-2009	57%	7.2%	49.8%
2009-2010	54%	7.0%	47.0%

Gaps were found when enrollments of Hispanic students were compared to enrollments of White students in both enrollment categories (Table 2). While the gaps are very large, racial demographics of students who earn standard diplomas from public high schools in TCC's service district suggest the College has limited opportunities to increase Hispanic enrollments over current percentages (see Table 3 below).

Table 3: Number of Students Who Earned a Standard Diploma from a Public High School in 2009-2010 by Race and Gender in Each Service District County¹

District	White Female	White Male	White Total	Black Female	Black Male	Black Total	Hispanic Female	Hispanic Male	Hispanic Total	Total Female	Total Male	Total
Gadsden	4	6	10	126	109	235	18	10	28	148	125	273
Leon	510	502	1,012	317	228	545	35	32	67	862	762	1,624
Wakulla	118	94	212	9	15	24	3	1	4	130	110	240
Service District Total	632	602	1,234	452	352	805	56	43	99	1140	997	2,138

¹Data for Race/Gender and Race (shaded columns) are from data tables available on the FLDOE Web site: <http://www.fl DOE.org/eias/eiaspubs/default.asp>. See linked titled "Florida Public High School Graduates 2009-2010 (Excel) and worksheet titled "Table 1: High School Standard Diplomas, 2009-10"

Gender Comparisons:

Table 4: Females Compared to Males by Enrollment Category

Year	Female FTICs	Male FTICs	Gap
2007-2008	49%	51%	-2%
2008-2009	50%	50%	0%
2009-2010	51%	49%	2%
Year	Female Total Enrollment	Male Total Enrollment	Gap
2007-2008	56%	44%	12%
2008-2009	55%	45%	10%
2009-2010	56%	44%	12%

Enrollment percentages for female and male students in both enrollment categories (FTIC students and Total Enrollment) have been consistent over the four years displayed in Table 4.

No gaps were found between female and male FTICs (Table 4). However, gaps were identified when Female Total Enrollment is compared to Male Total Enrollment (Table 4).

Across group race by gender enrollment trends (e.g., Black males vs. Black females; Black female FTICs vs. Black female total enrollment):

Table 5: Black Male Students Compared to Black Female Students by Enrollment Category

Year	Black Female FTICs	Black Male FTICs	Gap
2007-2008	24%	20%	4%
2008-2009	25%	18%	7%
2009-2010	27%	20%	7%
Year	Black Female Total Enrollment	Black Male Total Enrollment	Gap
2007-2008	21%	12%	9%
2008-2009	22%	12%	10%
2009-2010	23%	13%	10%

Black males are enrolled at lower rates than Black females in the Total Enrollment category (Table 5). A comparison of Black male FTICs and Black male total enrollment suggests retention is having an impact on Black male enrollments (Table 5). Gaps of 6-8% were identified between Black male FTIC enrollment and Black male total enrollment.

The percentage of Black female FTICs vs. Black female total enrollment are in similar ranges.

Table 6: Hispanic Male Students Compared to Hispanic Female Students by Enrollment Category

Year	Hispanic Female FTICs	Hispanic Male FTICs	Gap
2007-2008	3.4%	3.8%	-0.4%
2008-2009	3.8%	3.8%	0.0%
2009-2010	3.0%	4.5%	-1.5%
Year	Hispanic Female Total Enrollment	Hispanic Male Total Enrollment	Gap
2007-2008	3.4%	3.5%	-0.1%
2008-2009	3.6%	3.5%	0.1%
2009-2010	3.4%	3.6%	-0.2%

No disproportionate enrollment rates were identified when enrollments of Hispanic males were compared to Hispanic females (Table 6).

Table 7: White Male Students Compared to White Female Students by Enrollment Category

Year	White Female FTICs	White Male FTICs	Gap
2007-2008	22%	26%	-4%
2008-2009	20%	27%	-7%
2009-2010	20%	24%	-4%
Year	White Female Total Enrollment	White Male Total Enrollment	Gap
2007-2008	30%	28%	2%
2008-2009	29%	28%	1%
2009-2010	28%	26%	2%

No disproportionate enrollment rates were identified when enrollments of White males were compared to White females (Table 7).

Conclusions:

- 1. No areas of improvement are warranted for recruitment of FTICs based on race alone and gender alone as categories.*
- 2. Black students are enrolled at lower rates than White students in the Total Enrollment category.*
- 3. Black males are enrolled at lower rates than White males and Black females in the Total Enrollment category.*
- 4. Retention strategies for all students, and for Black students in particular; and strategies for recruiting non-traditional students should impact total enrollment numbers and close the gap between total enrollment of Black students and White students.*
- 5. Strategies that support school districts in their attempt to increase the number of graduates who earn standard diplomas have the potential to increase TCC's pool of potential students in all categories – race, gender, and race/gender.*
- 6. Strategies for increasing the enrollment of Hispanic students should be developed in light of the number of Hispanic students earning standard diplomas from service district high schools and by determining whether there are others avenues for recruiting Hispanic students.*

1.c. Achievement of goals and timelines: Based on the data, modify goals for 2011/12 through 2012/13 as necessary. Report goals below.

By 2012-2013, increase enrollment of FTIC Black males over the 2008-2009 rate by 3%.

- Progress toward this goal: The College achieved this goal. In 2009-2010, 20% of FTICs were Black males. The number of FTIC Black males increased by 25 students in 2009-2010. This represents a 16% increase.*
- Modified goal: Decrease the gap between Black male FTIC enrollment and Black male total enrollment, using the 2009-2010 gap as a benchmark (Black male FTICs represented 48% of the FTIC populations and only 37% of total enrollment in 2009-2010).*

By 2012-2013, decrease enrollment gap between Black female total enrollment and Black male total enrollment, using 2008-2009 data as a benchmark (Black females were 22% of total enrollments; Black males were 12% of total enrollment).

- Progress toward this goal: Data for 2009-2010 indicate that the College has not decreased the enrollment gap between Black female total enrollment and Black male total enrollment. While enrollment has increased 1 percentage point for each group, the gap remains at 10% (Black female represented 23% of total 2009-2010 enrollment; Black male represented 13% of total enrollment).*
- Modified goal: Continue to pursue the goal in concept; however, modify it by using 2009-2010 data as the benchmark. By 2012-2013, decrease enrollment gap between Black female total enrollment and Black male total enrollment, using 2009-2010 data as a benchmark.*

By 2012-2013, increase enrollment of FTIC and total enrollment of Hispanic students, using 2008-2009 data as a benchmark (Hispanic females 3.8% of FTICs and 3.6% of total enrollment; Hispanic males 3.8% of FTICs and 3.5% of total enrollment).

- Progress toward this goal: In 2009-2010, the number of Hispanic FTICs increased by 12 students over 2008-2009. The number of total Hispanic students increased by 3 students. These increases in enrollment did not impact the percentages identified as benchmarks in the original goal.*
- Continue work toward original goal; however, change the benchmark year to 2009-2010. By 2012-2013, increase enrollment of FTIC and total enrollment of Hispanic students, using 2009-2010 data as a benchmark.*

1.d. Based on the analysis and goals, list the methods and strategies to be used by the college to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.

TCC will continue its efforts to improve access to education for all students. The College will implement and assess the following strategies:

- 1. Continue to emphasize the College's Dual Enrollment Program with service district high schools, particularly those in Gadsden County. This has been a successful recruitment strategy in the past.*
- 2. Continue working with tri-county school districts to educate students about scholarship opportunities that target minority populations.*
- 3. Continue outreach programs in Gadsden County, such as CROP, which target students in grades 6 through 12. 93% of all CROP students since 1995 have enrolled at Tallahassee Community College. Successful strategies include the following; scholarships for active participants, college remediation classes at Gadsden County high schools, CROP staff administers placement tests as a recruitment tool. Students are brought to campus to apply on-line with supervision and support from CROP staff. CROP staff members work collaboratively with recruitment staff to bring CROP students to campus for TCC Preview Nights. We utilize in-school mentors to orient students to skills required for college readiness by using a prepared curriculum. TCC Career Center staff offers group counseling for high school juniors and one on one counseling for our seniors.. We offer non-residential camps over spring break and summer breaks to help minimize the need for college remediation. In Summer 2011 we will co-sponsor enrichment workshops with Enrollment Services and Technology and Professional Programs departments on campus to highlight Associate in Science degree programs.*
- 4. Continue efforts to secure grants to provide supplemental and enrichment activities for students in grades 6 through 12, and monitor impact of those programs on TCC enrollments.*
- 5. Retention strategies, particularly those that focus on Black males, should impact the percentage of Black males found in the overall population (total enrollment). The Black Male Achievers program lost some momentum last year when the coordinator returned to Graduate school. We are currently working with a new staff member in the Campus Life Department to collaborate with the Black Male Achievers and established programs on campus. There are 29 active students in the program at present. Activities are offered in the following areas: Enrichment (dress etiquette, communication w/faculty and peers), Engagement (participation in campus events and Campus*

Life trips such as White Water rafting) and Participation (required study /tutor assistance, use of Campus Resources such as our Learning Commons).

2. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2007-08 to 2009-10 by race, gender, disability, and minority limited-English-language skills of students achieving A.A. Degrees, A.S. Degrees, or Certificates of Completions (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.S. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2011/12 through 2012/13.

2.a. Charts reflecting Program Completions by AA and AS Degrees and by Certificates

Florida College System										
College: Tallahassee										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Black Female	2007-08	255	1,924	13.25	72	214	33.64	67	304	22.04
	2008-09	268	2,036	13.16	49	172	28.49	90	414	21.74
	2009-10	475	2,516	18.88	69	234	29.49	52	401	12.97
Black Male	2007-08	140	1,924	7.28	9	214	4.21	46	304	15.13
	2008-09	163	2,036	8.01	10	172	5.81	73	414	17.63
	2009-10	236	2,516	9.38	17	234	7.26	58	401	14.46
Black Total	2007-08	395	1,924	20.53	81	214	37.85	113	304	37.17
	2008-09	431	2,036	21.17	59	172	34.30	163	414	39.37
	2009-10	711	2,516	28.26	86	234	36.75	110	401	27.43

CCTCMIS - CCEE0192 03/02/2011 14:41:04 Source: AA1A2008, AA1A2009, AA1A2010
 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
 Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Tallahassee										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Hisp. Female	2007-08	88	1,924	4.57	3	214	1.40	6	304	1.97
	2008-09	79	2,036	3.88	3	172	1.74	3	414	0.72
	2009-10	84	2,516	3.34	7	234	2.99	0	0	0
Hisp. Male	2007-08	76	1,924	3.95	3	214	1.40	10	304	3.29
	2008-09	87	2,036	4.27	1	172	0.58	8	414	1.93
	2009-10	105	2,516	4.17	2	234	0.85	19	401	4.74
Hisp. Total	2007-08	164	1,924	8.52	6	214	2.80	16	304	5.26
	2008-09	166	2,036	8.15	4	172	2.33	11	414	2.66
	2009-10	189	2,516	7.51	9	234	3.85	19	401	4.74

CCTCMIS - CCEE0192 03/02/2011 14:41:04 Source: AA1A2008, AA1A2009, AA1A2010
 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
 Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Tallahassee										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Other Female	2007-08	17	1,924	0.88	8	214	3.74	2	304	0.66
	2008-09	10	2,036	0.49	5	172	2.91	6	414	1.45
	2009-10	21	2,516	0.83	3	234	1.28	2	401	0.50
Other Male	2007-08	25	1,924	1.30	2	214	0.93	4	304	1.32
	2008-09	34	2,036	1.67	0	0	0	0	0	0
	2009-10	33	2,516	1.31	2	234	0.85	2	401	0.50
Other Total	2007-08	42	1,924	2.18	10	214	4.67	6	304	1.97
	2008-09	44	2,036	2.16	5	172	2.91	6	414	1.45
	2009-10	54	2,516	2.15	5	234	2.14	4	401	1.00

CCTCMIS - CCEE0192 03/02/2011 14:41:04 Source: AA1A2008, AA1A2009, AA1A2010
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Tallahassee										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
White Female	2007-08	636	1,924	33.06	92	214	42.99	55	304	18.09
	2008-09	673	2,036	33.06	79	172	45.93	65	414	15.70
	2009-10	745	2,516	29.61	97	234	41.45	51	401	12.72
White Male	2007-08	687	1,924	35.71	25	214	11.68	114	304	37.50
	2008-09	722	2,036	35.46	25	172	14.53	169	414	40.82
	2009-10	817	2,516	32.47	37	234	15.81	217	401	54.11
White Total	2007-08	1,323	1,924	68.76	117	214	54.67	169	304	55.59
	2008-09	1,395	2,036	68.52	104	172	60.47	234	414	56.52
	2009-10	1,562	2,516	62.08	134	234	57.26	268	401	66.83

CCTCMIS - CCEE0192 03/02/2011 14:41:04 Source: AA1A2008, AA1A2009, AA1A2010
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Tallahassee										
Student Participation/Completions										
Class	Rpt Year	AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Female	2007-08	996	1,924	51.77	175	214	81.78	130	304	42.76
	2008-09	1,030	2,036	50.59	136	172	79.07	164	414	39.61
	2009-10	1,325	2,516	52.66	176	234	75.21	105	401	26.18
Male	2007-08	928	1,924	48.23	39	214	18.22	174	304	57.24
	2008-09	1,006	2,036	49.41	36	172	20.93	250	414	60.39
	2009-10	1,191	2,516	47.34	58	234	24.79	296	401	73.82
Total	2007-08	1,924	1,924	100.00	214	214	100.00	304	304	100.00
	2008-09	2,036	2,036	100.00	172	172	100.00	414	414	100.00
	2009-10	2,516	2,516	100.00	234	234	100.00	401	401	100.00

CCTCMIS - CCEE0192 03/02/2011 14:41:04 Source: AA1A2008, AA1A2009, AA1A2010
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Tallahassee										
Student Participation/Completions										
Class	Rpt Year	AA Degrees		AS Degrees		Certificates				
		LEP	DIS	LEP	DIS	LEP	DIS			
Female	2007-08	10	79	2	19	2	3			
	2008-09	7	85	0	21	1	2			
	2009-10	11	113	1	19	1	2			
Male	2007-08	0	59	1	1	0	8			
	2008-09	6	88	0	3	0	12			
	2009-10	9	105	0	9	6	7			
Total	2007-08	10	138	3	20	2	11			
	2008-09	13	173	0	24	1	14			
	2009-10	20	218	1	28	7	9			

CCTCMIS - CCEE0192 03/02/2011 14:41:04 Source: AA1A2008, AA1A2009, AA1A2010
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

2.b. Identify areas of disproportionate completions and any areas for improvement if the analysis indicates improvement is warranted. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.

Completion percentages in the tables provided by the state are based on the total number of completers in each category (AA degrees, AS degrees, and Certificates) relative to the total number of completers. It is difficult to identify discrepancies in completion percentages among racial and gender groups without data on the number of students in each category who were pursuing each degree and certificate. Therefore, in this analysis, the completion percentages for each student group were reviewed solely to identify increases and decreases over the last three years.

Minority and Non-Minority Completion Trends and Comparisons:

Table 8: Completion Percentages by Racial Category

Year	White AA Degrees	Black AA Degrees	Hispanic AA Degrees
2007-2008	68.8%	20.5%	8.52%
2008-2009	68.5%	21.2%	8.15%
2009-2010	62.1%	28.3%	7.51%
Year	White AS Degrees	Black AS Degrees	Hispanic AS Degrees
2007-2008	54.7%	37.9%	2.80%
2008-2009	60.5%	34.3%	2.33%
2009-2010	57.3%	36.8%	3.85%
Year	White Certificates	Black Certificates	Hispanic Certificates
2007-2008	55.6%	37.2%	5.26%
2008-2009	56.5%	39.4%	2.66%
2009-2010	66.8%	27.4%	4.74%

According to the data in Table 8, completion percentages for White, Black and Hispanic students across the three degree types (A.A, A.S, Certificates) have been consistent until 2009-2010. In 2009-2010, the percentage of AA and AS degrees awarded to Black students increased. Two-thirds of all certificates were awarded to White students in 2009-2010.

Gender Comparisons:

Table 9: Completion Rates by Gender

Year	Female AA Degrees	Male AA Degrees
2007-2008	51.8%	48.2%
2008-2009	50.6%	49.4%
2009-2010	52.7%	47.3%
Year	Female AS Degrees	Male AS Degrees
2007-2008	81.8%	18.2%
2008-2009	79.1%	20.9%
2009-2010	75.2%	24.8%
Year	Female Certificates	Male Certificates
2007-2008	42.8%	57.2%
2008-2009	39.6%	60.4%
2009-2010	26.2%	73.8%

According to the data in Table 9, completion percentages for females and males across the AA and the AS were consistent from 2007-2008 through 2008-2009. In 2009-2010, the number of males earning certificates grew by 46 students (250 males in 2008-2009 compared to 296 in 2009-2010). This represents an 18% increase in the number of certificates awarded to males. On the other hand, the number of females earning a certificate over the same time period decreased by 59 students or 36% (164 certificates were awarded to females in 2008-2009 versus 105 in 2009-2010).

Number of Students Completing Each Degree Type:

Table 10: Total Number of AA, AS, and Certificate Completions

Year	AA Degree	AS Degree	Certificate
2007-2008	1,924	214	304
2008-2009	2,036	172	414
2009-2010	2,516	234	401

2.c. Achievement of goals and timelines: Based on the data, modify goals for 2011/12 through 2012/13 as necessary. Report goals below.

By 2012-2013, increase the number of students who complete AS and certificate programs over benchmark data from 2007-2008 and 2008-2009.

- *Progress toward goal: Data in Table 10 indicate that the number of students completing A.S. degrees in 2009-2010 increased 9% from 2007-2008 and 36% from 2008-2009. The number of students completing Certificates in 2009-2010 increased 32% from 2007-2008 and 3% from 2008-2009.*
- *Modified goal: Modify goal to include 2009-2010 data in the benchmark. By 2012-2013, increase the number of students who pursue and complete AS and certificate programs over benchmark data from 2008-2009 and 2009-2010.*

2.d. Based on the analysis and goals, list the methods and strategies used by the college to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.

It is difficult to assess completion percentages without data on students' educational goals (degree objectives). Tallahassee Community College is in the first phase of a Student Individual Learning Plan with FTICs who will enroll for Fall 2010. This tool will allow the College to track students' progress toward and attainment of their educational goals, and provide more meaningful data on program completion percentages.

Students were introduced to this tool through new student orientations and academic advising during the fall 2010 and spring 2011 terms. Initial data from the learning plan shows that students are selecting a career objective and beginning to use the tool but not at the desired level required to track student progress and relate it to degree completion. The tool has undergone enhancements that will assist both students and advisers in building the plan. The enhanced version is scheduled to be released this summer.

The College acknowledges that completions are tied to students' degree objectives. Therefore, TCC will continue to recruit students to career and technical education fields. This strategy should increase the number and percentage of TCC students who pursue AS degrees and certificates.

In 2010-2011, the College's recruitment activities have focused more on linking both workforce development and Career and Technical Education program information into all recruitment events and activities in area high schools, TCC Preview Events, and information sessions.

Continue to offer degrees and certificates that provide program graduates with access to jobs. Two new programs will be offered. A Pharmacy Technician PSAV program was established in Spring 2010. A new Healthcare Information Specialist Certificate program was available for the first time in Fall 2010. In Fall 2011, the TCC will offer six new certificate programs. They include: Alternative Energy Systems Specialist; CNC Machinist; Composite Fabrication and Testing; Electronics Aide; Lean Six Sigma Green Belt; and Pneumatics, Hydraulics and Motors for Manufacturing.

3. Student Retention by Race and Gender

The College 2010-11 Update Report should include analysis of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2008-09 FTIC students returning Fall 2009-10 and Fall 2009-10 FTIC students returning Fall 2010-11.

3.a. FULL-TIME STUDENTS

Florida College System																		
College: Tallahassee																		
Full-Time Student Retention (FTIC) 2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term																		
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
FTIC	17	5	443	597	3	7	13	11	121	86	659	558	13	16	1,269	1,280	2,549	
Num. Retained	13	4	187	317	0	3	10	7	61	46	418	375	9	7	698	759	1,457	
% Retained	76	80	42	53	0	43	77	64	50	53	63	67	69	44	55	59	57	
CCTCMIS - Retention 03/02/2011 9:25:21 Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment																		

Florida College System																		
College: Tallahassee																		
Full-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																		
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
FTIC	10	4	350	507	4	4	24	15	90	93	642	587	32	42	1,152	1,252	2,404	
Num. Retained	8	4	168	271	1	2	11	14	50	63	414	427	17	27	669	808	1,477	
% Retained	80	100	48	53	25	50	46	93	56	68	64	73	53	64	58	65	61	
CCTCMIS - Retention 03/02/2011 9:25:22 Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment																		

3.b. Identify areas by race and gender where the retention rates have not improved from the previous year.

FULL-TIME First Time in College (FTIC) Students

- Full-Time FTIC Retention Trends by Race

Table 11: Full-Time Student Fall to Fall Retention Rates for 2008-09 and 2009-10 FTICs by Race

FTIC Cohort	White Students	Black Students	Hispanic Students
2008-09 FTIC	68%	51%	62%
2009-10 FTIC	65%	48%	52%

- **Full-Time FTIC Retention Trends by Gender**

Table 12: Full-time Student Fall to Fall Retention Rates for 2008-09 and 2009-10 FTICs by Gender

FTIC Cohort	Female Students	Male Students
2008-09 FTIC	65%	58%
2009-10 FTIC	59%	55%

- **Full-Time FTIC Retention Trends and Comparisons for Race by Gender Groups:**

Table 13: Full-Time Student Fall to Fall Retention Rates for 2008-09 and 2009-10 FTICs by Racial/Gender Groups

FTIC Cohort	White Males	Black Males	Hispanic Males
2008-09 FTIC	64%	48%	56%
2009-10 FTIC	63%	42%	50%

FTIC Cohort	White Females	Black Females	Hispanic Females
2008-09 FTIC	73%	53%	68%
2009-10 FTIC	67%	53%	53%

As the data in Tables 11-13 indicate, there have been no improvements in the fall to fall retention rates of full-time FTICs. The retention rate for Black females has remained stable at 53%.

3.c. Identify methods and strategies the college will implement in efforts to increase the retention rates.

Methods and strategies to increase the retention rates of FTIC students include:

- 1. Participation in SENSE (Survey of Entering Student Engagement) Fall 2011 to determine institutional practices and student behaviors in the earliest weeks of college to improve student experiences and promote student retention*
- 2. Each academic division has one Student Success Adviser co-located in the division to assist faculty and students with at-risk students, early alert behaviors and retention strategies*
- 3. The College has hired a multicultural adviser, who is bilingual, to work with at-risk, underprepared students focusing on diversity issues and student success strategies.*
- 4. Continue sponsorship of the Black Male Achievers program.*
- 5. The adviser in the Learning Commons who is assigned to work with college preparatory students focuses primarily on working with students who are repeating college preparatory students. This person works in collaboration with Learning Specialists in the Learning Commons to help students develop appropriate strategies for success.*

3.d. PART-TIME STUDENTS

Florida College System																	
College: Tallahassee																	
Part-Time Student Retention (FTIC) 2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	0	2	128	207	6	1	3	5	23	21	179	190	5	9	344	435	779
Num. Retained	0	0	52	99	3	1	2	4	15	12	81	100	3	2	156	218	374
% Retained	0	0	41	48	50	100	67	80	65	57	45	53	60	22	45	50	48

CCTCMIS - Retention 03/02/2011 9:25:23
Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System																	
College: Tallahassee																	
Part-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	2	3	121	161	3	1	5	8	23	29	185	184	10	11	349	397	746
Num. Retained	1	2	38	73	0	1	3	6	10	12	89	107	5	6	146	207	353
% Retained	50	67	31	45	0	100	60	75	43	41	48	58	50	55	42	52	47

CCTCMIS - Retention 03/02/2011 9:25:21
Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment

3.e. Identify areas by race and gender where the retention rates have not improved from the previous year.

PART-TIME First Time in College (FTIC) Students

- Part-Time FTIC Retention Trends by Race

Table 14: Part-Time Student Fall to Fall Retention Rates for 2008-09 and 2009-10 FTICs by Race

FTIC Cohort	White Students	Black Students	Hispanic Students
2008-09 FTIC	53%	39%	42%
2009-10 FTIC	49%	45%	84%

- Part-Time FTIC Retention Trends by Gender

Table 15: Part-Time Student Fall to Fall Retention Rates for 2008-09 and 2009-10 FTICs by Gender

FTIC Cohort	Female Students	Male Students
2008-09 FTIC	52%	42%
2009-10 FTIC	50%	45%

- **Part-Time FTIC Retention Trends and Comparisons for Race by Gender Groups:**

Table 16: Part-Time Student Fall to Fall Retention Rates for 2008-09 and 2009-10 FTICs by Racial/Gender Groups

FTIC Cohort	White Males	Black Males	Hispanic Males
2008-09 FTIC	48%	31%	43%
2009-10 FTIC	45%	41%	65%

FTIC Cohort	White Females	Black Females	Hispanic Females
2008-09 FTIC	58%	45%	41%
2009-10 FTIC	53%	48%	57%

As the data in Tables 14-16 indicate, fall to fall retention rates have improved for the following groups: Black students, Hispanic students, male students, Black males, Hispanic males, Black females, and Hispanic females.

3.f. Identify methods and strategies the college will implement in efforts to increase the retention rates.

The strategies for full-time FTIC students apply to part-time students as well. Part time students are offered access to many if not all of the student life programs on campus. Major events for example, the Student-Faculty day luncheon and club fair offers a daytime schedule of activities and entertainment as well as a repeat evening schedule. In all of the clubs and organizations you will find non-traditional age, part time and fulltime students on the rosters that participate in all events, competitions, and campus field trips.

4. Student Success Rates in Gatekeeper Mathematic Courses by Race

The College 2010-11 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, and MGF1106) from 2007-08 through 2009-10. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps between success rates for white students compared to black students and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

Notes regarding the Disparity reports:

1. Success is defined as grades of A, B, C, and S
2. Grades of X, P, PR, and Z are not included in the data chart.
3. Grades of WP and WF are considered the same as W.
4. In the Gap Comparison Table, a **negative gap** indicates that the percentage of black or Hispanic students successfully completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

Florida College System									
Part III Student Participation									
Gatekeeper Courses: Disparity Gaps									
Success Rates for White Students at Tallahassee Fall End-of-Term									
Course	2007-08			2008-09			2009-10		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
MAT0024	293	572	51.22	275	529	51.98	260	482	53.94
MAT1033	524	884	59.28	568	972	58.44	521	903	57.70
MAC1105	457	826	55.33	564	961	58.69	501	914	54.81
MGF1106	298	409	72.86	279	397	70.28	281	393	71.50

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 14:47
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System									
Part III Student Participation									
Gatekeeper Courses: Disparity Gaps									
Success Rates for Black Students at Tallahassee Fall End-of-Term									
Course	2007-08			2008-09			2009-10		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
MAT0024	197	493	39.96	244	583	41.85	257	675	38.07
MAT1033	250	554	45.13	231	461	50.11	252	574	43.90
MAC1105	118	334	35.33	136	340	40.00	187	396	47.22
MGF1106	117	250	46.80	112	211	53.08	141	234	60.26

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 14:47
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System									
Part III Student Participation									
Gatekeeper Courses: Disparity Gaps									
Success Rates for Hispanic Students at Tallahassee Fall End-of-Term									
Course	2007-08			2008-09			2009-10		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
MAT0024	22	69	31.88	43	75	57.33	47	98	47.96
MAT1033	64	140	45.71	83	142	58.45	79	135	58.52
MAC1105	56	111	50.45	73	127	57.48	84	141	59.57
MGF1106	33	50	66.00	29	45	64.44	25	39	64.10

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 14:47
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System						
Part III Student Participation						
Gatekeeper Courses: Disparity Gaps						
Gap Comparison in Percentage Successful at Tallahassee Fall End-of-Term						
Course	2007-08		2008-09		2009-10	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT0024	-11.26	-19.34	-10.13	5.35	-15.87	-5.98
MAT1033	-14.15	-13.57	-8.33	0.01	-13.80	0.82
MAC1105	-20.00	-4.88	-18.69	-1.21	-7.59	4.76
MGF1106	-26.06	-6.86	-17.20	-5.84	-11.24	-7.40

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 14:47
DOE collection years begin with the summer term.
(Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

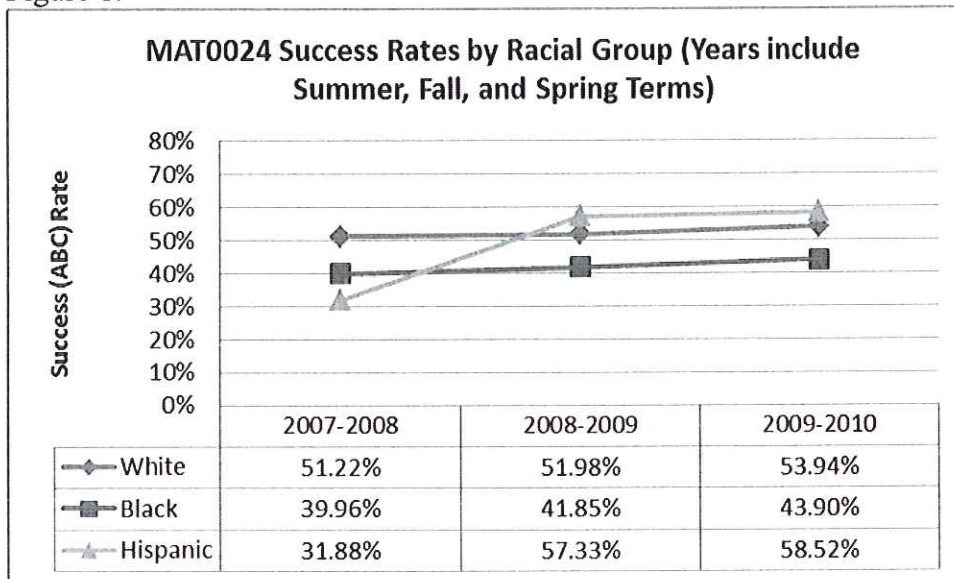
4.a. For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2007-08 through 2009-10.

Following State guidelines, data were evaluated to identify increases and decreases in the percentages of students by race that successfully completed the courses (within race comparisons). Next success rates for Black students and Hispanic students were compared to rates for White students (across race comparisons). The gap data in the “across race comparison” tables were provided by the State. Unlike other tables in this report, the State identified gaps by subtracting data for White students from that for the minority students. Other tables in this report took the opposite approach.

Within Race Comparisons for MAT0024 (Figure 1):

- MAT0024 success rates for White and Black students have been increasing, albeit slightly, over the last three years.
- Success rates for Hispanic students in 2009-2010 are 2 percentage points higher than those for 2008-2009. However, the 2009-2010 rates are considerably higher than those for 2007-2008 (58% versus 32%, respectively).

Figure 1.



Across Race Comparisons for MAT 0024 (Table 17):

- White students have been more successful in MAT 0024 than Black students. Gaps between the success rates of Black and White students increased in 2009-2010 compared to 2007-2008 and 2008-2009.
- The large gap between the success rates of White versus Hispanic students in 2007-2008 was closed in 2008-2009 and 2009-2010 when Hispanic students were more successful than White students.

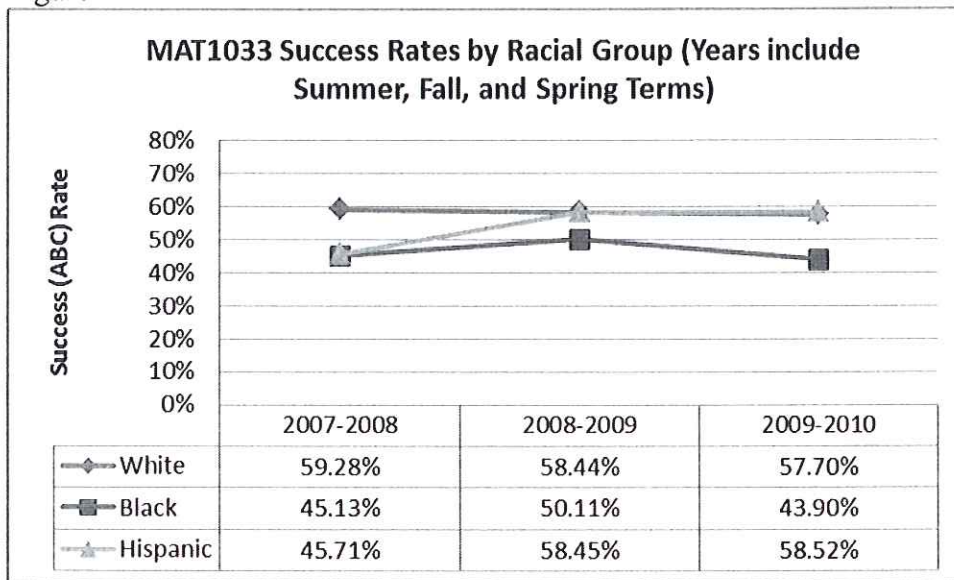
Table 17: MAT 0024 Success Rates of White Students Compared to Minority Students

	2007-2008	2008-2009	2009-2010
Black – White Gap	-11.26	-10.13	-15.87
Hispanic – White Gap	-19.34	5.35	-5.98

Within Race Comparisons for MAT1033 (Figure 2):

- MAT1033 success rates for White have remained stable for White students. Hispanic students have been increasing, albeit slightly, over the last three years.
- Success rates for Hispanic students in 2008-2009 and 2009-2010 were stable at 58-59 percent. However, success rates for those two years are approximately 12 points higher than the rate (45.71%) for 2007-2008.

Figure 2



Across Race Comparisons for MAT1033 (Table 17):

- White students have been more successful in MAT1033 than Black students. Gaps between the success rates of Black and White students increased in 2009-2010 compared to 2008-2009 and are approximately the same as the gap for 2007-2008.
- The large gap between the success rates of White versus Hispanic students in 2007-2008 was closed in 2008-2009 and 2009-2010 when Hispanic students as successful as White students.

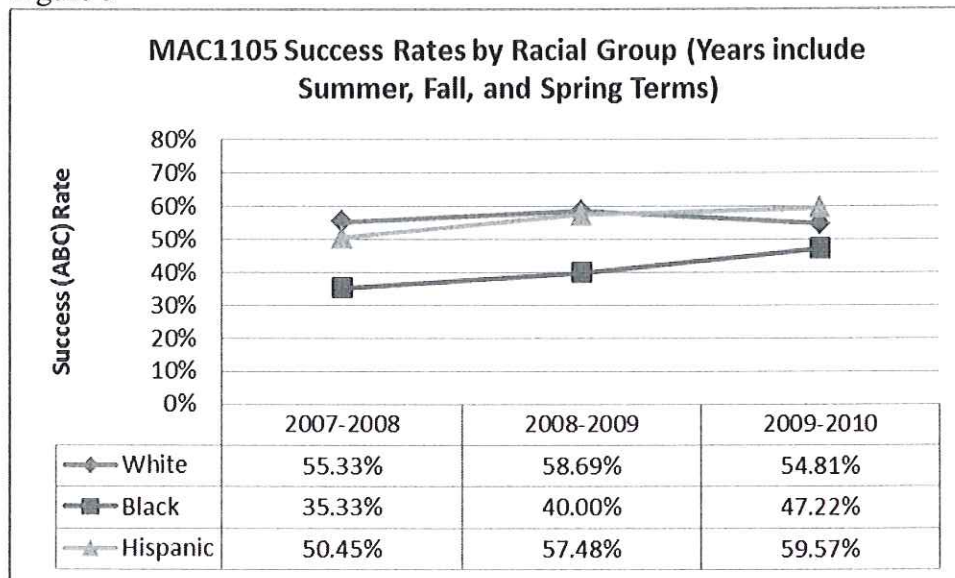
Table 17: MAT1033 Success Rates of White Students Compared to Minority Students

	2007-2008	2008-2009	2009-2010
Black – White Gap	-14.15	-8.33	-13.80
Hispanic – White Gap	-13.57	0.01	0.82

Within Race Comparisons for MAC1105 (Figure 3):

- MAC 1105 success rates for White students increased 2 percentage points from 2007-2008 to 2008-2009. In 2009-2010 was equal to that of 2007-2008.
- There has been a growth in the success rates of both Black and Hispanic students over the last three years.

Figure 3



Across Race Comparisons for MAC1105 (Table 18):

- *White students have been more successful in MAC1105 than Black students. Gaps, however, have been decreasing since 2007-2008.*
- *A success gap between Hispanic and White students has also decreased since 2007-2008. In 2009-2010, Hispanic students were more successful than White students.*

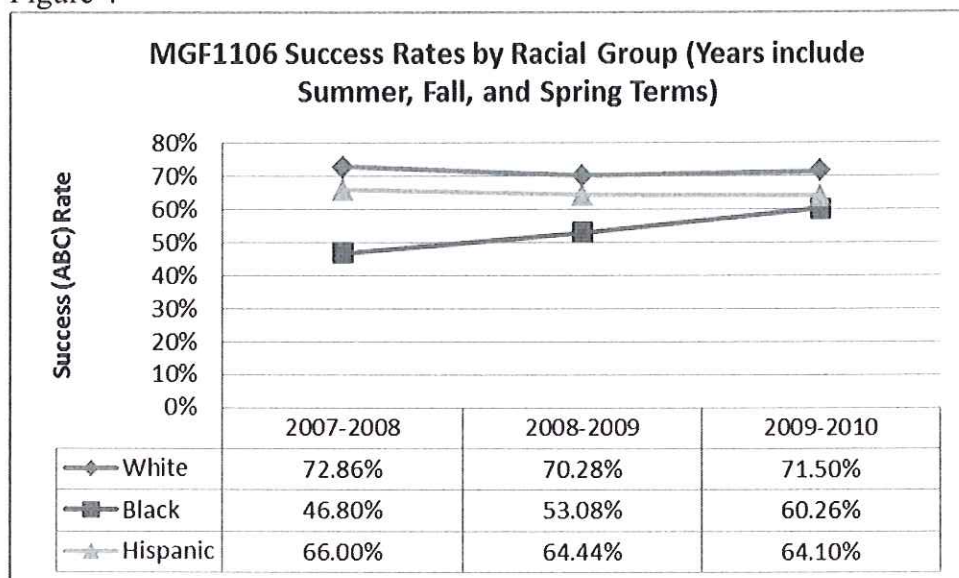
Table 18: MAC 1105 Success Rates of White Students Compared to Minority Students

	2007-2008	2008-2009	2009-2010
Black – White Gap	-20.00	-18.69	-7.59
Hispanic – White Gap	-4.88	-1.21	4.76

Within Race Comparisons for MGF1106 (Figure 4):

- *MGF1106 success rates for White students and for Hispanic students have been relatively stable since 2007-2008.*
- *The success rate for Black students has increased steadily since 2007-2008.*

Figure 4



Across Race Comparisons for MGF1106 (Table 17):

- *White students have been more successful in MGF1106 than Black students; however, the success rate gap has closed over the last three years from -26.06 in 2007-2008 to -11.24 in 2009-2010.*
- *White students have been more successful in MGF1106 than Hispanic students. Success rates for Hispanic students have been 6-7 points lower than that for White students.*

Table 19: MGF1106 Success Rates of White Students Compared to Minority Students

	2007-2008	2008-2009	2009-2010
Black – White Gap	-26.06	-17.20	-11.24
Hispanic – White Gap	-6.86	-5.84	-7.40

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

Methods and strategies to increase the success rates of students overall and to close identified achievement gaps between minority students and Whites students include:

1. *Continue to monitor the impact of the redesigned MAT0024 on the success rates of all students.*
2. *There is a positive relationship between student success and use of Learning Commons resources. Continue to monitor the relationship of Learning Commons usage and performance in the gatekeeper math courses.*
3. *Continue to support programs, such as HP-MESA and FGLSAMP that support minority students who are pursuing degrees in STEM areas and which provide students with tutoring, professional development activities, and mentoring. This strategy is relevant to MAC1105.*
4. *Continue to pursue funding for math programs that have the potential to increase success rates of minority students in math courses. TCC’s most recent math-related grant, STATWAY, is such a program. STATWAY is an acceleration method that supports student progress through developmental math and*

statistics. The College will implement STATWAY in fall 2011 and monitor the success rates of students, including minority students, who participate in the program.

5. Continue work on refining the design of courses that have undergone redesign – MAT0024 and MAT1033.
6. TCC began a learning outcome/assessment initiative in the area of general education in 2009-2010. The next step in the project is to purchase and implement REMARK software which will allow the College to track student attainment of learning outcomes in MAC1105 and MGF1106. Tracking student attainment of learning outcomes will allow faculty to identify specific course problem areas and strategies for addressing them. This project has the potential to impact student success, beginning in Spring 2012.

D. Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: and §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: Applies to any student with a disability, except those students who have been documented as having intellectual disabilities, and their eligibility for admission, graduation and/or admission into a program of study or upper division.

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

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

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by Sections 1007.264 and 1007.265, Florida Statutes, Rule 6A-10.041 F.A.C., and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.

1. Rule 6A-10.041(1) requires that reasonable substitutions are made available for eligible students for the following:

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

2. Rule 6A-10.041(2) requires that the college have policies and procedures addressing the following to implement Section 1007.264, F.S., and Section 1007.265, F.S.

- A mechanism to identify persons eligible for reasonable substitutions due to a disability;
- A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability;
- A mechanism for making the designated substitutions known to affected persons;

- A mechanism for making substitution decisions on an individual basis; and
- A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

3. Rule 6A-10.041(2) requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student’s academic program. **Please refer to and complete APPENDIX 3, Course Substitution Information. In the rule, this template is specifically mentioned. Equity and disability services should work on this together.**

4. For the 2010/2011 Equity Update Report, colleges should submit copies of the policies and procedures developed for compliance with Section 1007.264, F.S., and Section 1007.265, F.S. and in accordance with Rules 6A-10.041(1)(2). Reference as APPENDIX 4.

E. GENDER EQUITY IN ATHLETICS

(Do not include Part V if the college does not offer intercollegiate athletics)

Gender Equity in Intercollegiate Athletics: §1006.71, F.S., applicable to postsecondary institutions offering athletic programs states that, “Each community college and state university shall develop a gender equity plan pursuant to §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. The college’s annual assessment of its gender equity plan should be included in this part.

This year’s Gender Equity in Athletics Update should include: (1) an assessment of its athletic programs on each of the statutory areas listed below; (2) a copy of the Equity in Athletic Disclosure Act (EADA) Report for 2010 (submitted annually to the U.S. Department of Education Policy and Budget Development Staff and as required by section 485(g) of the Higher Education Act of 1965); and (3) an update on any outstanding Corrective Action Plan. The college may find it necessary to create a new Corrective Action Plan if it determines it is out of compliance with any of the following components of the Florida Educational Equity Act.

a. Assessment of Athletic Programs: Both Sections 1006.71, F.S. and 1000.05, F.S., require an assessment of major areas to evaluate the college’s progress toward gender equity in athletics. Rule 6A-19.004 F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics also identifies areas required for compliance. The following areas are required to be addressed in the assessment:

1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders.
2. Participation rates, substantially proportionate to the enrollment of males and females.
3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities.
4. Scholarship offerings for athletes.
5. Funds allocated for:

- a. The athletic program overall
 - b. Administration
 - c. Recruitment
 - d. Comparable coaching
 - e. Publicity and promotion
 - f. Other support costs
 - g. Travel and per diem allowances
6. Provision of equipment and supplies.
 7. Scheduling of games and practice times.
 8. Opportunities to receive tutoring.
 9. Compensation of coaches and tutors.
 10. Medical and training services.
 11. Housing and dining facilities and services.

The assessment should be a narrative evaluation of the effectiveness of efforts within the athletic program to ensure equity according to the factors listed in this part and for efforts toward gender participation and coaching equity in the report year. Consider the inclusion of accolades, statistical achievement, surveys, addressing areas for improvement for prior years, and other documentation.

Tallahassee Community College continues to promote gender equity in intercollegiate athletics. Operating budgets, scholarship budgets – including housing – and facilities are very similar for men’s and women’s basketball, as well as baseball and softball. Each team has 12 available housing scholarships. Training services are offered to all teams. All student-athletes have access to student support services on campus and can ask for additional tutoring, if necessary.

- b. Data Assessment:** The college should also include data related to: employment of athletic directors and coaches; sports offerings for males and females; and student athletic participation rates by gender for 2010-11. In response to this requirement, the college should insert the EADA Survey Federal Report for 2010 as APPENDIX 5.

To determine if the student athletic participation rates are proportionately equal to the college’s rates of male and female enrollment, the college should complete the following table based on data from the report:

Athletic Participation by Gender Compared to Student Enrollments by Gender for 2009-10 and 2010-11

	2009-2010			2010-2011			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	38	28	66	Total Number of Athletes	34	30	64
% of Athletes by Gender	57.6%	42.4%	100%	% of Athletes by Gender	53.1%	46.9%	100%
Total Number Enrollments	3,774	3,795	7,569	Total Number Enrollments	3,773	3,797	7,570
% of Enrollments by Gender	49.9%	50.1%	100%	% of Enrollments by Gender	49.9%	50.1%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	7.7%	-7.7%		Record the difference between the percent of athletes and the percent of students enrolled:	3.2%	-3.2%	

Proportionality of Participation:

Is the percentage of female athletes greater than the percentage of female students enrolled or at least within 5 percentage points of the percent of female students enrolled?

2009-2010: No (yes/no)

2010-2011: Yes (yes/no)

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all colleges offering intercollegiate sports. Use the table above to show the relationship between the rate at which females are enrolled full-time in the college and the rate at which females are participating in intercollegiate sports.

c. Following the college’s assessment outlined in parts A and B, the college should check at least one basis below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:

- accommodation of interests and abilities**
- substantial proportionality**
- history and practice of expansion of sports**

e. Corrective Action Plan for Non-Compliance Components in Athletics: If no basis is checked, or if there are any disparities in compliance with areas in section a or b, a priority Corrective Action Plan for compliance shall be included in this report.

Tallahassee Community College is in compliance with gender equity requirements. No corrective action plan is required.

Specify modifications proposed for 2010-11 and include a time line for completion of the plan.

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines

- f. **Presidential Evaluation - Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2009 to June 30, 2010?**
Yes _____ No X Month and Date of Evaluation: _____
If not, please ensure completion of the evaluation prior to submission of the 2009-10 Annual Equity Update Report.

During the time period as indicated above, the College's past President accepted the Presidency at another College within the Florida College System. Tallahassee Community College is proud to announce that it recently completed a national search for a new President in November of 2010. The Board of Trustees has yet to conduct a performance evaluation of the new President.

F. ONSITE CIVIL RIGHTS COMPLIANCE REVIEW PENDING ACTION

This part of the Equity Update Report is for monitoring resolution of reported findings resulting from any on-site review of a college's Methods of Administration (MOA) of civil rights compliance that have not been adequately addressed and are considered "open". If the college has had a recent state/federal MOA on-site review; and if there are findings requiring corrective action by the college, they will be identified in the college's annual equity update review. All open findings are addressed in an Appendix and require a response from the college. The findings will be considered closed upon compliance with state and federal rules and laws. A status report of such findings and corrective actions taken are provided to the U.S. Department of Education Office for Civil Rights. If this part of the update is not applicable, do not include it in the report.

In February of 2011, the Department of Education, Division of Florida College, Office of Equity and Civil Rights Compliance conducted an on-site review of the College's Methods of Administration of civil rights compliance. The College was well prepared for the review, thanks to the cooperation of Division and Departments working together. Although we have only received the preliminary results of the review, we are optimistic that the final results will also be positive.

FLORIDA EDUCATIONAL EQUITY ACT
2010-11 ANNUAL EQUITY UPDATE REPORT
Signature Page

(name of institution)

The college ensures that Section 1000.05, F.S. and implementing Rules 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, ethnicity, national origin, gender, 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 Sections 1007.264 and 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)

Name (Equity Officer)

Date

Name (College President)

Date

Name (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2010/2011.

-Appendix 1-

Notice of Policy of Nondiscrimination and Designation of Equity Officer(s)

Affirmative Action/Equal Employment Opportunity

Tallahassee Community College is committed to equal opportunity for all persons and no person shall, on the basis of race, age, religion, national origin, sex, disability, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment under any education program or activity or in any employment conditions or practices of the College. Evaluation, recruitment, consideration, and selection of candidates for employment shall be without regard to race, age, religion, national origin, gender, disability, or marital status.

As an institution of higher education, the College reaffirms its policies of equal educational opportunity and open admissions. The College is committed to maintaining and promoting nondiscrimination in all aspects of recruitment and employment of individuals.

The College has an Equity Plan to ensure equal access/equal opportunity to all individuals. The College will, in all solicitations and advertisements for employees placed by or on behalf of the College, state its position as an equal opportunity employer. The College will broadly publish and circulate its policy of equal employment opportunity by including the policy in correspondence, media communication, and printed matter for employment purposes. The College will engage the services of only those professional organizations, employment agencies, contracts, or agents whose policies are in alignment with the equal opportunity policy of the College.

The complaint of any student, employee or applicant who has reason to feel he or she has been affected by discrimination or harassment will be addressed through appropriate procedures. See Policy number 03-01 for complaint procedures.

In accordance with the Educational Equity Act, the College has designated Renae Tolson, Human Resources Director, as the College's Equity Coordinator. Ms. Tolson is located in the Human Resources Suite, room number 146 on the first floor of the Administration Building.

You may also report workplace or classroom harassment, discrimination in hiring or admission practices, ADA complaints and other acts of discrimination or harassment by calling Renae Tolson the Human Resources Director/Equity Officer at (850) 201-8510, email tolsonr@tcc.fl.edu or postmark to:

Tallahassee Community College
Attn: Renae Tolson, Equity Officer
Room 146 Administration Building
444 Appleyard Drive
Tallahassee, FL 32304-2895

-Appendix 2-

No Board approved revised policy/procedures at this time.

-Appendix 3-

COURSE SUSTITUTION INFORMATION

AND

-Appendix 4-

**POLICIES AND PROCEDURES FOR PROGRAM
ADMISSIONS AND/OR COURSE SUBSTITUTION WAIVERS
FOR ELIGIBLE STUDENTS WITH DISABILITIES**

-Appendix 5-

**Equity in Athletics Disclosure Act Report for
2010**

**TALLAHASSEE COMMUNITY COLLEGE
DISTRICT BOARD OF TRUSTEES
POLICY**

TITLE: Substitute Admission and Graduation Requirements	NUMBER: 08-13
AUTHORITY: Florida Statute: 1001.64; 1001.65; 1007.264 Florida Administrative Code: 6H-1.041	SEE ALSO:
DATE ADOPTED: 03/19/01; Revised 07/01/08; 05/17/10	

Tallahassee Community College provides reasonable substitution for eligible students to meet requirements for admission (both general and for a program of study) and graduation from TCC.

Tallahassee Community College shall honor substitutions granted by other state postsecondary institutions in the state of Florida.

A. Eligibility

A specific learning disability in mathematics (dyscalculia) is a disorder in one or more of the basic psychological or neurological processes involved in understanding or using mathematical concepts or calculations. To be eligible for accommodations, a student must have a diagnosis of dyscalculia from a licensed practitioner who recommends course substitution. The documented disability must reasonably be expected to prevent the individual from meeting requirements of the college. Such disabilities do not include learning problems which are due primarily to hearing impairments, motor handicaps, intellectual disabilities, emotional disturbances, or environmental deprivation. The DSS Coordinator shall verify that the documentation substantiates the disability which can reasonably be expected to prevent the individual from meeting requirements.

B. Substitutions

The Director of Disability Support Services shall maintain a list of approved substitutions and shall report annually to the Academic Affairs/Curriculum Committee on the use of the courses.

The DSS Office shall have the responsibility of making the above substitutions known to affected persons.

Annually, the Academic Affairs/Curriculum Committee shall review the course list for substitutions and approve modifications as appropriate.

Equity in Athletics 2010

Institution: Tallahassee Community College (137759)

User ID: E1377591

Screening Questions

- Please answer these questions carefully as your responses will determine which subsequent data entry screens are appropriate for your institution.

1. How will you report Operating (Game-day) Expenses?

By Team

Per Participant

2. Select the type of varsity sports teams at your institution.

Men's Teams

Women's Teams

Coed Teams

3. Do any of your teams have assistant coaches?

Yes

Men's Teams

Women's Teams

Coed Teams

No

- If you save the data on this screen, then return to the screen to make changes, note the following:
 - 1) If you select an additional type of team remember to include associated data for that type of team on subsequent screens;
 - 2) If you delete a type of team but have already entered associated data on other screens, all associated data for that type of team will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.
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Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.				
Sport	Men's	Women's Sport	Men's	Women's
Archery	<input type="checkbox"/>	Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey		Football	<input type="checkbox"/>	
Golf	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball		Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	Swimming and Diving (combined)	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming		Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

CAVEAT

* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please also specify in the caveat box that your institution has a letter from the Office of Civil Rights confirming that the OCR has determined that Dancing and/or Cheerleading are varsity sports at your institution.

- If you save the data on this screen, then return to the screen to make changes, note the following:
 - 1) If you select an additional team remember to include associated data for that sport on subsequent screens;
 - 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest:		
Varsity Teams	Men's Teams	Women's Teams
Baseball	26	
Basketball	12	13
Softball		15
Total Participants Men's and Women's Teams	38	28
Unduplicated Count of Participants (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	38	28

CAVEAT

If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

Head Coaches - Men's Teams

- For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.
- The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches			Female Head Coaches			Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	
Baseball	1	1					1
Basketball	1	1					1
Coaching Position Totals	2	0	2	0	0	0	2
CAVEAT							

Head Coaches - Women's Teams

- For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.
- The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball				1			1		1
Softball				1			1		1
Coaching Position Totals	0	0	0	0	2	0	2	0	2
CAVEAT									

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Head Coaches' Salaries - Men's and Women's Teams

- Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.
- Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.
- For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	59,266	50,896
Number of Head Coaches Used to Calculate the Average	2	2
Number of Volunteer Head Coaches (Do not include these coaches in your salary or FTE calculations.)		
Average Annual Institutional Salary per Full-time equivalent (FTE)	59,266	50,896
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	2.00	2.00
CAVEAT		

Assistant Coaches - Men's Teams

• For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball		5		5					5
Basketball		3		3					3
Coaching Position Totals	0	8	0	8	0	0	0	0	8
CAVEAT									

Assistant Coaches - Women's Teams

• For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches			Female Assistant Coaches			Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	
Basketball	1		1				1
Softball				3		3	3
Coaching Position Totals	0	1	0	1	0	3	4
CAVEAT							

Assistant Coaches' Salaries - Men's and Women's Teams

- Enter only salaries and bonuses that your institution pays assistant coaches as compensation for coaching. Do not include benefits on this screen.
- Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.
- For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	7,000	11,667
Number of Assistant Coaches Used to Calculate the Average	5	3
Number of Volunteer Assistant Coaches. (Do not include these coaches in your salary or FTE calculations.)	3	1
Average Annual Institutional Salary per Full-time equivalent (FTE)	23,333	23,334
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.50	1.50

CAVEAT



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

• Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	278,942	316,777	595,719
Ratio (percent)	47	53	100%
CAVEAT			



Recruiting Expenses - Men's and Women's Teams

Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	15,000	17,000	32,000
CAVEAT			



Operating (Game-Day) Expenses - Men's and Women's Teams by Team

- Operating expenses are all expenses an Institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.
- For a sport with a men's team and a women's team that have a combined budget, click on the "Need help? Click here for screen instructions" link for special instructions.

Varsity Teams	Men's Teams			Women's Teams			Total Operating Expenses
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	12	2,605	31,254	13	2,297	29,859	61,113
Baseball	26	1,731	45,008				45,008
Softball				15	2,833	42,497	42,497
Total Operating Expenses Men's and Women's Teams CAVEAT	38		76,262	28		72,356	148,618

Note: This screen is for game-day expenses only.

Total Expenses - Men's and Women's Teams

• Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	298,648	302,762	601,410
Baseball	258,181		258,181
Softball		271,413	271,413
Total Expenses of all Sports, Except Football and Basketball, Combined	258,181	271,413	529,594
Total Expenses Men's and Women's Teams	556,829	574,175	1,131,004
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)		132,168	
Grand Total Expenses			1,263,172
CAVEAT			

Total Revenues - Men's and Women's Teams

• Your total revenues must cover your total expenses.
 • Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance, guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	298,648	302,762	601,410
Baseball	258,181		258,181
Softball		271,413	271,413
Total Revenues of all Sports, Except Football and Basketball, Combined	258,181	271,413	529,594
Total Revenues Men's and Women's Teams	556,829	574,175	1,131,004
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)		132,168	
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,263,172

CAVEAT

Summary - Men's and Women's Teams

* Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.			
	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	118,532	101,792	220,324
2 Total of Assistant Coaches' Salaries	35,000	35,001	70,001
3 Total Salaries (Lines 1+2)	153,532	136,793	290,325
4 Athletically Related Student Aid	278,942	316,777	595,719
5 Recruiting Expenses	15,000	17,000	32,000
6 Operating (Game-Day) Expenses	76,262	72,356	148,618
7 Summary of Subset Expenses (Lines 3+4+5+6)	523,736	542,926	1,066,662
8 Total Expenses for Teams	558,829	574,175	1,131,004
9 Total Expenses for Teams Minus Subset Expenses (Line 8 - Line 7)	33,093	31,249	64,342
10 Not Allocated Expenses			132,168
11 Grand Total Expenses (Lines 8+10)			1,263,172
12 Total Revenues for Teams	558,829	574,175	1,131,004
13 Not Allocated Revenues			132,168
14 Grand Total Revenues (Lines 12+13)			1,263,172
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	0	0	0
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

To return to a data entry screen, click on the link in the Navigation Menu.
 To proceed to the Supplemental Information screen, click on the link in the Navigation Menu or click on the "Next" button on this screen.

Supplemental Information (optional)

- This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program.
 - This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk.
 - To explain specific data entered on a previous screen, please use the caveat box on that screen.
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