



April 15, 2013

## MEMORANDUM

**TO:** District Board of Trustees

**FROM:** Jim Murdaugh, President 

**SUBJECT:** 2012-13 Equity Report

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### Item Description

Tallahassee Community College submits an annual Equity Report to the state to update and provide a status 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.

### Overview and Background

Each year Tallahassee Community College is required to submit an annual Equity Report to the Florida Department of Education. This equity report contains the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. The Office of Human Resources coordinates the completion of the annual equity report but has the support of the Division of Academic Affairs, Students Affairs, Research and Planning and the TCC Athletics Department. This year, the Annual Equity Report is due to the State of Florida, Division of Florida Colleges on April 30, 2013.

### Past Actions by the Board

TCC's Annual Equity Report for 2011-12 was submitted to the State of Florida, Division of Florida Colleges on April 30, 2012.

### Funding/Financial Implications

N/A

### Staff Resource

Teresa Smith

### Recommended Action

Approve the 2012-13 Equity Report as presented.

## Tallahassee Community College 2012-13 Equity Report Executive Summary

Tallahassee Community College (TCC) submits an equity report to the state of Florida each year. The 2012-2013 Equity Report will be adopted by the Board of Trustee's on April 15, 2013, having been signed by the Board Chair and the College's President. The report provides observations and planned strategies for equity categories: (1) Student Participation, (2) Gender Equity in Athletics, and (3) Employment Equity. The Florida Department of Education (FLDOE) provided three years of data (2009-10, 2010-11, and 2011-12) for each area. All racial/ethnic category labels reported here are those supplied by FLDOE. This summary highlights major findings (if any) and conclusions from the report.

### Student Participation

Four areas of "student participation" are addressed in the report: Enrollments, Completions, Retention, and Success Rates in Gatekeeper Math Courses. Major findings and strategies are listed below by area:

**Enrollments:** The non-minority enrollment percentage gap between Black and White first time in college (FTIC) students has increased by almost 3% over the previous year. Since 2009-10, 38-44% of FTICs have been White and 48-49% of FTICs have been Black. However, when reviewing total student enrollments, the percentage for all Black students enrolled decreases by 11 percentage points for Black FTIC students and increases by 11 percentage points for White FTIC students. The proportion of Hispanic students in the FTIC cohorts (7-9%) and in the entire student body (8%) continues to be lower than that of Black and White students. The number of Hispanic students enrolled at TCC can be attributed, in part, to low numbers of Hispanic students in the service district's pool of high school graduates. In terms of gender, approximately 52% of FTIC students are male. This percentage, however, decreases to 45% for the total population.

TCC will continue its efforts to decrease gaps in enrollment percentages between Black FTIC enrollment and Black total enrollment, and monitor the percentage of Hispanic students. The College will also continue its outreach efforts, including the College Reach-Out Program, the dual enrollment program, and programs designed to educate high school students about scholarship opportunities, particularly those that target minority populations.

**Completions:** Completion is defined as the percentage of annual graduates represented by students in each racial/ethnic and gender category. Completion percentages for White and Black students across the three award types (A.A, A.S., certificates) have been fairly consistent. Black students represented 29% of TCC A.A. graduates in 2011-12. This percentage rose from 28% in 2010-11 to 29% in 2011-12. Black students awarded the A.S. degree have increased from 30% in 2010-2011 to 32% in 2011-2012. However, there remains a gap between A.S. degrees awarded to White students (60%) versus Black students (32%). A significantly higher proportion of A.S. degrees are awarded to females compared to males. The gap continues to widen from a ratio of 75/25 in 2010-11 to 79/21 in 2011-12.

In an effort to increase the percentage of students who complete workforce-related degrees and certificates, TCC will monitor student progress toward those degrees and work to ensure that the degrees and certificates it offers lead to gainful employment. Retention efforts (described below) should also have a positive impact on student completions.

**Retention:** The Fall to Fall retention rate for students has shown slight improvement; however, retention gaps between Black and White students have not closed. Fall to Fall retention rates for full-time Black males FTICs in the Fall 2011 cohort was 41% and increased to 43% in the Fall 2012 cohort. Whereas, retention rates for full-time Black females decreased from 54% to 51% during this same period. The retention rate for full-time White students increased during this period as well, from 65% to 67%. Retention rates for part-time Black students decreased, especially in Black

males, from 36% in Fall 2011 to 32% in Fall 2012. The College will continue its efforts to increase student retention across all race/ethnicity categories. Student Success Advisors are assisting at-risk students and faculty with developing and implementing retention strategies. Data from the Survey of Entering Student Engagement (SENSE) are continued to be used to identify institutional practices and student behaviors in the first weeks of college to improve student experiences and promote retention.

**Success in Gateway Math Courses:** Success is defined as a grade of A, B, C or S. Success rates are calculated by determining the percentage of enrolled students who earned a “successful” grade. Gateway courses include the highest level developmental math course (MAT 0028), Intermediate Algebra (MAT 1033), College Algebra (MAC 1105), and Mathematics I for Liberal Arts (MGF 1106). Overall, the success rates for White students in gateway math courses have either remained stable or increased slightly since 2010-11. Success rate gaps still exist between Black students and White students, however the gap has decreased in two areas (MAC1105 and MGF1106). In 2011-12 Black students’ success rates in gateway math courses were 7 to 21 percentage points lower than their White counterparts, which is lower than the previous year.

TCC will continue to monitor the impact of the redesigned MAT 0028 in 2011-12 on success rates. It should be noted that since 2009 – 2010, which was the initial year of the redesign implementation, there have been gains in success by every group noted over the past year. A team comprised of full-time and adjunct faculty from both the Academic Support Division and the Science and Mathematics Division, staff from various student services programs, and students, have been working to identify the causes for the gap, and provide suggestions for remedying it. The work being done by the group is being funded through a PRESS for Completion Grant, which was awarded by Wal-Mart, and is associated with the Achieving the Dream Foundation.

### Gender Equity in Athletics

TCC promotes gender equity in intercollegiate athletics. Operating budgets, scholarship budgets (including housing), and facilities are very similar for men’s and women’s basketball, 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 they can ask for additional tutoring, if necessary. TCC’s athletic program complies with all state rules and regulations. As the program moves forward, emphasis will continue to be placed on providing equitable opportunities for men and women. The program will identify ways to improve and enhance its position related to gender equity and providing opportunities for racial minorities. Additionally, the percentage of female athletes is now greater than or within five (5) percentage points of the enrolled female student population.

### Employment Equity

The College has met its goal of female and minority representation, coming within 10 percentage points of the census population for minorities that have earned a graduate degree or higher. Female representation for positions classified as Executive, Administrator, or Managerial (EAMs) saw a 6% increase since 2011, increasing from 52% to 58%. The College continues to achieve its goal for female EAM representation, surpassing the national census representation by 11.6%. TCC will continue its efforts of having the percentage of EAM employees in each national census category fall within 10 percentage points of the census population with graduate degrees or higher. The College will also continue to make advancements in increasing minority representation in the EAM category. And, the College will continue to strive to add Hispanics to the ranks of its EAM employees.

The college will continue to use retention, promotion, and recruitment strategies to increase the percentage of female and minority employees in the EAM category by listing EAM vacancies with national publications such as *Hispanic Outlook in Higher Education*, *Issues in Higher Education*, and *The Chronicle of Higher Education*. The College is also using a number of web sites including CareerBuilder.com, Monster.com and HigherEdJobs.com to recruit female and minority candidates.

**The Florida College System  
Annual Equity Update Report  
Guidelines for 2012/2013**

For

**Tallahassee Community College**

Produced by:

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



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## General Information and Applicable Laws for Reporting

The purpose of the Annual College Equity Update Report is to provide a current status report of the College's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. Annual updates to college equity reports meet requirements under the following Florida Statutes and implementing State Board Rules in the Florida Administrative Code (FAC):

- §1000.05, Florida Statutes (F.S.) Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act."
- Implementing Rule 6A-19.010, FAC, Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, FAC, Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- Implementing Rule 6A-10.041, FAC, Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rules 6A-.001 – 6A-19.010, FAC, not previously mentioned and which address educational equity.

Additionally, the Annual College Equity Update Report serves to document efforts by each college in the Florida College System to meet federal laws related to civil rights and nondiscrimination in the treatment and admission of students and employees. Applicable federal laws and regulations enforced by the U.S. Department of Education, U. S. Department of Justice, and the Equal Employment Opportunity Commission include the following:

- Sections IV through VIII of The Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, and Handicap (referred hereafter as, "Guidelines")
- Title VI of the Civil Rights Act of 1964 and implementing regulations under 34 Code of Federal Regulations (C.F.R.) Part 100
- Title IX of the Education Amendments of 1972 and implementing regulations under 34 C.F.R. Part 106
- Section 504 of the Rehabilitation Act of 1973 and implementing regulations under 34 C.F.R. Part 104
- Age Discrimination Act of 1975
- Title II of the Americans with Disabilities Amendments Act of 2008 and implementing regulations under 28 C.F.R. Part 35
- Genetic Information Nondiscrimination Act of 2008

The Report should be prepared according to the following parts:

- Part I. Description of Plan Development
- Part II. Policies and Procedures that Prohibit Discrimination
- Part III. Strategies to Overcome Underrepresentation of Students
- Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
- Part V. Gender Equity in Athletics
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- Appropriate Appendices

Each part has instructions for completion along with appropriate legal citations. Each college is encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines.

One bound copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2013. The report should be submitted by mail to the Florida Department of Education, DFC, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: [lynda.earls@fldoe.org](mailto:lynda.earls@fldoe.org). For assistance or questions, call 850-245-9468.

## **PART I**

### **Description of Plan Development**

The college should provide the following as required under State Board Rule 6A-19.010, FAC. (use space as needed):

Description of plan development: The plan shall identify:

- the persons involved in the development of the plan, by title and organizational location;
- a description of the participation of any advisory groups or persons; and
- the date of adoption of the plan by the governing board.

In working to complete the Equity Report, the Human Resources Department enlisted the support of the Divisions of Academic Affairs and Students Affairs, the Office of Disability Support Programs, the Division of Science and Mathematics, and the TCC Athletics Department. The contributions contained in the report reflect the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. There were no advisory groups or persons involved with the development of the report and the Tallahassee Community College Board of Trustees adopted the report on April 15, 2013.

The following persons were invited to take part in the development of the report:

Barbara Sloan, Provost and Vice President of Academic Affairs  
Sally Search, Vice President of Student Affairs  
Frank Brown, Dean of Science and Mathematics Division  
Margaret Wingate, Director, Office of Institutional Research  
Steve Kimble, Research Analyst, Office of Institutional Research  
Rena Tolson, Director of Human Resources  
Horace Wright, Human Resources Specialist III  
Janita Patrick, Coordinator, Student Affairs  
Stephanie Crosby, Coordinator for Disability Support Services  
Rob Chaney, Athletics Director

The following persons contributed in the development of the report:

Rena Tolson, Director of Human Resources  
Horace Wright, Human Resources Specialist III  
Janita Patrick, Coordinator, Student Affairs  
Stephanie Crosby, Coordinator for Disability Support Services  
Rob Chaney, Athletics Director



## PART II

### Policies and Procedures that Prohibit Discrimination

#### A. Policy and Procedure Review Process:

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, FAC. Use space below as needed.

The process used by the College's governing board to review policies is as follows:

1. Policies may be recommended for drafting or revision by an employee, student, department, and/or division. This recommendation shall be forwarded to the appropriate Vice President for evaluation.
2. After evaluation, the Vice President will forward the proposed policy and/or procedure for drafting or revision to the appropriate committee.
3. Upon completion of policy and/or procedure drafting or revision, the appropriate committee(s) shall forward recommendation of the proposed policy to the Executive Team.
4. After review, the Executive Team will forward the proposed policy or policy revision to the college attorney for review.
5. Once approved by the College attorney, the proposed policy or policy revision is sent to the President for approval and presentation to the Board.

#### B. Policy of Nondiscrimination:

Provide the College's policy/policies of nondiscrimination adopted by the College's governing board. This may be inserted as Appendix 1.

See Appendix 1

**Check for compliance!** Does your College's policy of nondiscrimination address the following as required by state and federal laws that prohibit discrimination? Items 1 – 3 are provided as a checklist to ensure that requirements are met related to nondiscrimination policies. Check all that are in compliance:

1. Rule 6A-19.010(1)(f), FAC: Discrimination is prohibited against:
  - a. Students: YES
  - b. Employees: YES
  - c. Applicants for admission: YES
  - d. Applicants for employment: YES
  - e. The general public: YES

2. Discrimination is prohibited based on:

- a. Race: YES
- b. Ethnicity: YES
- c. National origin: YES
- d. Color: YES
- e. Gender or Sex: YES
- f. Disability: YES
- g. Marital status: YES
- h. Genetic information: YES

3. Both federal and state laws require that no person in this state shall, on the basis of race, ethnicity, national origin, color, sex or gender, age, disability, genetic information or marital status, **be excluded from participation in, be denied the benefits of, or be subjected to discrimination under public education program or activity, or in any employment conditions or practices.** The College's policy contains this or similar language: X yes or \_\_\_ no.

**C. *NEW for report!* Regular Notification: Rule 6A-19.010(f), FAC:** In addition to the policy adopted by the governing board, the plan shall include a description of the procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units and the general public of this policy. Please describe these procedures, using space as needed.

The College regularly notifies staff, students, applicants for employment and admission, parents, and the general public of its non-discrimination policy by, including but not limited to: providing the non-discrimination policy on the College's website; posting Equity Posters in high traffic areas around campus; publishing the non-discrimination policy and contact information in College Course Catalog and Student Handbook/Planner; publishing the non-discrimination policy and contact information on the College's website; advertisements; and tickets.

**D. Continuous Notice of Nondiscrimination:** Provide a copy of the College's continuous notice (statement) of nondiscrimination as posted in the College's public places (course catalog, posters, application forms, etc.) as Appendix 2. Please provide the source and/or name of the document from which the notice in Appendix 2 is taken:

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(source)

The above information is found in the:

- Student Handbook and Planner for 2012-13
- Equity Poster
- TCC Website <https://www.tcc.fl.edu/Pages/default.aspx>
- Employee Handbook
- Recruitment advertisements
- Legal notices and other advertisement
- On-line applications

**E. Notice of Equity Officer/Coordinator:**

Designation of Coordinators is required by state and federal laws:

- Rule 6A-19.010(g), FAC: Equity Coordinator. The implementation plan shall identify the person(s) by name and title, designated to coordinate the institution's compliance with Section 1000.05, F.S. and Rules 6A-19.0010.010, FAC. The identity of the Equity

Renae Tolson, Human Resources Director (Equity Officer)  
Room 146 Administration Building  
444 Appleyard Drive  
Tallahassee, FL 32304-2895  
(850) 201-8510  
[tolsonr@tcc.fl.edu](mailto:tolsonr@tcc.fl.edu)

- Coordinator shall be included in the regular notification of the policy of nondiscrimination.

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Room 146 Administration Building  
444 Appleyard Drive  
Tallahassee, FL 32304-2895  
(850) 201-8510  
[tolsonr@tcc.fl.edu](mailto:tolsonr@tcc.fl.edu)

- Title IX, 34 C.F.R. §106.8(a) requires designation of at least one employee to coordinate efforts to comply with and carry out Title IX responsibilities. Notification is required for all students and employees and must include the name, office address, and telephone number of the responsible employee or employees.

Renae Tolson, Human Resources Director (Equity Officer)  
Room 146, Administration Building  
444 Appleyard Drive  
Tallahassee, FL 32304-2895  
(850) 201-8510  
[tolsonr@tcc.fl.edu](mailto:tolsonr@tcc.fl.edu)

Rob Chaney, Athletic Director  
Room 206, Administration Building  
444 Appleyard Drive  
Tallahassee, FL 32304-2895  
(850) 201-6085  
[chaneyr@tcc.fl.edu](mailto:chaneyr@tcc.fl.edu)

- Section 504, 34 C.F.R. §104.7(a) requires the designation of at least one person to coordinate Section 504 compliance efforts.

Renae Tolson, Human Resources Director (Equity Officer)  
Room 146, Administration Building  
444 Appleyard Drive  
Tallahassee, FL 32304-2895  
(850) 201-8510  
[tolsonr@tcc.fl.edu](mailto:tolsonr@tcc.fl.edu)

Stephanie Crosby, Director of Disability Support Services  
Room 178, Student Union  
444 Appleyard Drive  
Tallahassee, FL 32304-2895  
(850) 201-6124  
[crosbys@tcc.fl.edu](mailto:crosbys@tcc.fl.edu)

- Title II, 28 C.F.R. §35.107 requires the designation of at least one employee to coordinate efforts to comply with and carry out Title II responsibilities. This includes investigation of any complaint communicated to the public entity alleging noncompliance with the regulation or alleging prohibited actions. Any public entity is required to make available to all interested individual the name, office address and telephone number of the responsible employee or employees.

Renae Tolson, Human Resources Director (Equity Officer)  
Room 146 Administration Building  
444 Appleyard Drive  
Tallahassee, FL 32304-2895  
(850) 201-8510  
[tolsonr@tcc.fl.edu](mailto:tolsonr@tcc.fl.edu)

**Equity Coordinator(s):**

a. Please provide the name and contact information for the person(s) designated to coordinate the College's compliance with Rule 6A-19.010, FAC, Title IX, Section 504, and Title II, using space as appropriate.

- Name: Renae Tolson  
Title: Human Resources Director (Equity Officer)  
Phone Number: (850) 201-6074 or 8510  
Address: 444 Appleyard Drive, Tallahassee, FL 32304-289
- Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Address: \_\_\_\_\_
- Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Address: \_\_\_\_\_

- b. Is the identity of the equity coordinator included in the regular notification (statement) of the policy of nondiscrimination as required under Rule 6A-19.010(g), FAC? Yes
- c. Does the nondiscrimination notice include the name, address, and phone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures, including responsibilities as the Title IX Coordinator as required under Title IX, Section 106.8, and under Title II? Yes

**F. NEW! Grievance or Complaint Procedures:** Please provide as Appendix 3, a copy of the grievance or complaint procedures for use by students, applicants, and employees who allege discrimination. Under Rule 6A-19.010(h), FAC, grievance or complaint procedures should address the following at a minimum:

1. The procedure shall be available to all students and their parents, employees, and applicants for admission or employment.
2. Notification of these procedures shall be placed in prominent and common information sources.
3. Procedures shall be designed to encourage prompt and equitable resolution of student, employee and applicant complaints but shall not prohibit individuals from seeking redress from other available sources.
4. Procedures shall prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.

**G. Revised Policies and Procedures – only related to Civil Rights and Grievance Procedures**

Submit as Appendix 4, any policies and procedures related to the following civil rights and grievance procedures for which revisions have been made since submission of the College’s last Annual Equity Update Report. **(Please note there is not an Appendix 4 in this report)**

1. Policy(s) Prohibiting Discrimination

i. Revisions made: (yes) \_\_\_ (no) X

ii. If yes, name of policy(s) and date of Board approval:

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2. Student and/or Employee Grievance Procedures

i. Revisions made: (yes) \_\_\_ (no) X

ii. If yes, name of procedures(s) and date of revision:

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3. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment

i. Revisions made: (yes) \_\_\_ (no) X

ii. If yes, name of policy(s) and date of Board approval:

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4. AIDS/HIV Infectious Disease Policy/Procedures

i. Revisions made: (yes) \_\_\_ (no) X

ii. If yes, name of policy and date of Board approval/date of revision:

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

## PART III

### Strategies to Overcome Underrepresented Students

#### Plan for Diversity in Student Participation

The Florida Educational Equity Act, Section 1000.05, F.S., 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.”

#### A. Student Enrollments

Colleges will continue to examine trends in the representation of students by race and gender, students who have self-reported a disability, and national origin minority students with limited-English language proficiency (LEP) skills for First-Time-In-College (FTIC) and for Overall Enrollment. 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.

### Florida College System College: Tallahassee Student Participation-Enrollments

| Race: Black |          | FTIC  |                    |       | Total Enrollments |                    |       |
|-------------|----------|-------|--------------------|-------|-------------------|--------------------|-------|
|             |          | Total | Overall Enrollment | %     | Total             | Overall Enrollment | %     |
| Gender      | Rpt Year |       |                    |       |                   |                    |       |
| Female      | 2009-10  | 1,043 | 3,831              | 27.23 | 4,652             | 20,025             | 23.23 |
|             | 2010-11  | 889   | 3,663              | 24.27 | 4,666             | 20,281             | 23.01 |
|             | 2011-12  | 883   | 3,593              | 24.58 | 4,648             | 20,372             | 22.82 |
| Male        | 2009-10  | 777   | 3,831              | 20.28 | 2,662             | 20,025             | 13.29 |
|             | 2010-11  | 851   | 3,663              | 23.23 | 2,939             | 20,281             | 14.49 |
|             | 2011-12  | 870   | 3,593              | 24.21 | 3,143             | 20,372             | 15.43 |
| Total       | 2009-10  | 1,820 | 3,831              | 47.51 | 7,314             | 20,025             | 36.52 |
|             | 2010-11  | 1,740 | 3,663              | 47.50 | 7,605             | 20,281             | 37.50 |
|             | 2011-12  | 1,753 | 3,593              | 48.79 | 7,791             | 20,372             | 38.24 |

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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: Hispanic |          | FTIC  |                    |      | Total Enrollments |                    |      |
|----------------|----------|-------|--------------------|------|-------------------|--------------------|------|
| Gender         | Rpt Year | Total | Overall Enrollment | %    | Total             | Overall Enrollment | %    |
| Female         | 2009-10  | 114   | 3,831              | 2.98 | 681               | 20,025             | 3.40 |
|                | 2010-11  | 167   | 3,663              | 4.56 | 831               | 20,281             | 4.10 |
|                | 2011-12  | 136   | 3,593              | 3.79 | 851               | 20,372             | 4.18 |
| Male           | 2009-10  | 172   | 3,831              | 4.49 | 713               | 20,025             | 3.56 |
|                | 2010-11  | 163   | 3,663              | 4.45 | 728               | 20,281             | 3.59 |
|                | 2011-12  | 178   | 3,593              | 4.95 | 833               | 20,372             | 4.09 |
| Total          | 2009-10  | 286   | 3,831              | 7.47 | 1,394             | 20,025             | 6.96 |
|                | 2010-11  | 330   | 3,663              | 9.01 | 1,559             | 20,281             | 7.69 |
|                | 2011-12  | 314   | 3,593              | 8.74 | 1,684             | 20,372             | 8.27 |

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FI. DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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: Other |          | FTIC  |                    |      | Total Enrollments |                    |      |
|-------------|----------|-------|--------------------|------|-------------------|--------------------|------|
| Gender      | Rpt Year | Total | Overall Enrollment | %    | Total             | Overall Enrollment | %    |
| Female      | 2009-10  | 31    | 3,831              | 0.81 | 226               | 20,025             | 1.13 |
|             | 2010-11  | 76    | 3,663              | 2.07 | 417               | 20,281             | 2.06 |
|             | 2011-12  | 90    | 3,593              | 2.50 | 481               | 20,372             | 2.36 |
| Male        | 2009-10  | 25    | 3,831              | 0.65 | 191               | 20,025             | 0.95 |
|             | 2010-11  | 78    | 3,663              | 2.13 | 358               | 20,281             | 1.77 |
|             | 2011-12  | 83    | 3,593              | 2.31 | 368               | 20,372             | 1.81 |
| Total       | 2009-10  | 56    | 3,831              | 1.46 | 417               | 20,025             | 2.08 |
|             | 2010-11  | 154   | 3,663              | 4.20 | 775               | 20,281             | 3.82 |
|             | 2011-12  | 173   | 3,593              | 4.81 | 849               | 20,372             | 4.17 |

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FI. DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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: White |          | FTIC  |                    |       | Total Enrollments |                    |       |
|-------------|----------|-------|--------------------|-------|-------------------|--------------------|-------|
|             |          | Total | Overall Enrollment | %     | Total             | Overall Enrollment | %     |
| Gender      | Rpt Year |       |                    |       |                   |                    |       |
| Female      | 2009-10  | 757   | 3,831              | 19.76 | 5,618             | 20,025             | 28.05 |
|             | 2010-11  | 661   | 3,663              | 18.05 | 5,334             | 20,281             | 26.30 |
|             | 2011-12  | 611   | 3,593              | 17.01 | 5,126             | 20,372             | 25.16 |
| Male        | 2009-10  | 912   | 3,831              | 23.81 | 5,282             | 20,025             | 26.38 |
|             | 2010-11  | 778   | 3,663              | 21.24 | 5,008             | 20,281             | 24.69 |
|             | 2011-12  | 742   | 3,593              | 20.65 | 4,922             | 20,372             | 24.16 |
| Total       | 2009-10  | 1,669 | 3,831              | 43.57 | 10,900            | 20,025             | 54.43 |
|             | 2010-11  | 1,439 | 3,663              | 39.28 | 10,342            | 20,281             | 50.99 |
|             | 2011-12  | 1,353 | 3,593              | 37.66 | 10,048            | 20,372             | 49.32 |

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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: All |          | FTIC  |                    |        | Total Enrollments |                    |        |
|-----------|----------|-------|--------------------|--------|-------------------|--------------------|--------|
|           |          | Total | Overall Enrollment | %      | Total             | Overall Enrollment | %      |
| Gender    | Rpt Year |       |                    |        |                   |                    |        |
| Female    | 2009-10  | 1,945 | 3,831              | 50.77  | 11,177            | 20,025             | 55.82  |
|           | 2010-11  | 1,793 | 3,663              | 48.95  | 11,248            | 20,281             | 55.46  |
|           | 2011-12  | 1,720 | 3,593              | 47.87  | 11,106            | 20,372             | 54.52  |
| Male      | 2009-10  | 1,886 | 3,831              | 49.23  | 8,848             | 20,025             | 44.18  |
|           | 2010-11  | 1,870 | 3,663              | 51.05  | 9,033             | 20,281             | 44.54  |
|           | 2011-12  | 1,873 | 3,593              | 52.13  | 9,266             | 20,372             | 45.48  |
| Total     | 2009-10  | 3,831 | 3,831              | 100.00 | 20,025            | 20,025             | 100.00 |
|           | 2010-11  | 3,663 | 3,663              | 100.00 | 20,281            | 20,281             | 100.00 |
|           | 2011-12  | 3,593 | 3,593              | 100.00 | 20,372            | 20,372             | 100.00 |

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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 |       |
|-------------|----------|------|-----|-------------------|-------|
|             |          | LEP  | DIS | LEP               | DIS   |
| Gender      | Rpt Year |      |     |                   |       |
| Female      | 2009-10  | 7    | 46  | 60                | 572   |
|             | 2010-11  | 9    | 57  | 64                | 579   |
|             | 2011-12  | 6    | 46  | 59                | 530   |
| Male        | 2009-10  | 4    | 80  | 38                | 512   |
|             | 2010-11  | 5    | 70  | 32                | 490   |
|             | 2011-12  | 4    | 50  | 32                | 496   |
| Total (ALL) | Rpt Year |      |     |                   |       |
|             | 2009-10  | 11   | 126 | 98                | 1,084 |
|             | 2010-11  | 14   | 127 | 96                | 1,069 |
|             | 2011-12  | 10   | 96  | 91                | 1,026 |

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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. Program Analysis:

Provide a summary of the results of analyses of student enrollments by race, gender, students with disabilities and students with limited English proficiencies. (Use space as needed.)

The College evaluated enrollment trends, identified 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).

*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     |
|-----------|------------------------|------------------------|---------|
| 2008-2009 | 47.20%                 | 43.15%                 | 4.05%   |
| 2009-2010 | 43.57%                 | 47.51%                 | -3.94%  |
| 2010-2011 | 39.28%                 | 47.50%                 | -8.22%  |
| 2011-2012 | 37.66%                 | 48.79%                 | -11.13% |
| Year      | White Total Enrollment | Black Total Enrollment | Gap     |
| 2008-2009 | 56.97%                 | 33.68%                 | 23.29%  |
| 2009-2010 | 54.43%                 | 36.52%                 | 17.91%  |
| 2010-2011 | 50.99%                 | 37.50%                 | 13.49%  |
| 2011-2012 | 49.32%                 | 38.24%                 | 11.08%  |

The enrollment percentage gap between Black and White FTIC students has increased by almost 3% over the previous year. This is due to a continual decrease in the percentage of White FTIC enrollments. Enrollment gaps also exist between Black student total enrollment and White student total enrollment for each of the years of data displayed in the table. This gap may be attributed, in part, to student retention, as the percentage of Black Total Enrollment is at least 10 percentage points lower than that for Black FTIC students.

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

| Year      | White FTICs            | Hispanic FTICs            | Gap    |
|-----------|------------------------|---------------------------|--------|
| 2008-2009 | 47.20%                 | 7.59%                     | 36.61% |
| 2009-2010 | 43.57%                 | 7.47%                     | 36.10% |
| 2010-2011 | 39.28%                 | 9.01%                     | 30.27% |
| 2011-2012 | 37.66%                 | 8.74%                     | 28.92% |
| Year      | White Total Enrollment | Hispanic Total Enrollment | Gap    |
| 2008-2009 | 56.97%                 | 7.18%                     | 49.79% |
| 2009-2010 | 54.43%                 | 6.96%                     | 47.47% |
| 2010-2011 | 50.99%                 | 7.69%                     | 43.30% |
| 2011-2012 | 49.32%                 | 8.27%                     | 41.05% |

Gaps were found when enrollments of Hispanic students were compared to enrollments of White students in both enrollment categories, but are steadily decreasing by small increments. 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: 2011-2012 Cohort Graduation Rates Using Federal Guidelines<sup>1</sup> (# cells indicate subgroup population was fewer than 10 students)<sup>2</sup>

| District | Metric          | White Total | Black Total | Hispanic Total |
|----------|-----------------|-------------|-------------|----------------|
| Gadsden  | Graduated       | 4           | 180         | 33             |
|          | Cohort          | 16          | 291         | 45             |
|          | Graduation Rate | 25%         | 61.86%      | 73.33%         |
| Leon     | Graduated       | 1027        | 521         | 51             |
|          | Cohort          | 1256        | 933         | 71             |
|          | Graduation Rate | 81.77%      | 55.84%      | 71.83%         |
| Wakulla  | Graduated       | 202         | 28          | #              |
|          | Cohort          | 293         | 33          | #              |
|          | Graduation Rate | 68.94%      | 84.85%      | #              |

<sup>1</sup> Federal graduation rate counts as graduates only recipients of standard diplomas, not special diplomas or GEDs. Transfers to adult education centers and Department of Juvenile Justice facilities remain in the cohort.

<sup>2</sup>Data are from data tables available on the FLDOE Web site: <http://www.fl DOE.org/eias/eiaspubs/default.asp>. Under "Students" see linked titled "Florida's Federal High School Graduation Rates, 2011-12 (Excel)."

### Gender Comparisons:

Table 4: Females Compared to Males by Enrollment Category

| Year      | Female FTICs            | Male FTICs            | Gap    |
|-----------|-------------------------|-----------------------|--------|
| 2008-2009 | 50.14%                  | 49.86%                | 0.28%  |
| 2009-2010 | 50.77%                  | 49.23%                | 1.54%  |
| 2010-2011 | 48.95%                  | 51.05%                | -2.10% |
| 2011-2012 | 47.87%                  | 52.13%                | -4.26% |
| Year      | Female Total Enrollment | Male Total Enrollment | Gap    |
| 2008-2009 | 55.06%                  | 44.94%                | 10.12% |
| 2009-2010 | 55.82%                  | 44.18%                | 11.64% |
| 2010-2011 | 55.46%                  | 44.94%                | 10.52% |
| 2011-2012 | 54.52%                  | 45.48%                | 9.04   |

No gaps were found between female and male FTICs, until 2011-12 when the gap more than doubled from the previous year. Gaps are also identified when Female Total Enrollment is compared to Male Total Enrollment.

### ***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   |
|-----------|-------------------------------|-----------------------------|-------|
| 2008-2009 | 25.08%                        | 18.07%                      | 7.01% |
| 2009-2010 | 27.23%                        | 20.28%                      | 6.95% |
| 2010-2011 | 24.27%                        | 23.23%                      | 1.04% |
| 2011-2012 | 24.58%                        | 24.21%                      | 0.37% |
| Year      | Black Female Total Enrollment | Black Male Total Enrollment | Gap   |
| 2008-2009 | 21.54%                        | 12.15%                      | 9.39% |
| 2009-2010 | 23.23%                        | 13.29%                      | 9.94% |
| 2010-2011 | 23.01%                        | 14.49%                      | 8.52% |
| 2011-2012 | 22.82%                        | 15.43%                      | 7.39% |

Black males are enrolled at lower rates than Black females in the Total Enrollment category, however the gap is closing due to decreasing total enrollment by Black females. A comparison of Black male FTICs and Black male total enrollment suggests retention is having an impact on Black male enrollments. Gaps of 6-9% 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    |
|-----------|----------------------------------|--------------------------------|--------|
| 2008-2009 | 3.77%                            | 3.82%                          | -0.05% |
| 2009-2010 | 2.98%                            | 4.49%                          | -1.51% |
| 2010-2011 | 4.56%                            | 4.45%                          | 0.11%  |
| 2011-2012 | 3.79%                            | 4.95%                          | -1.16% |
| Year      | Hispanic Female Total Enrollment | Hispanic Male Total Enrollment | Gap    |
| 2008-2009 | 3.64%                            | 3.54%                          | 0.10%  |
| 2009-2010 | 3.40%                            | 3.56%                          | -0.16% |
| 2010-2011 | 4.10%                            | 3.59%                          | 0.51%  |
| 2011-2012 | 4.18%                            | 4.09%                          | 0.09%  |

*No disproportionate enrollment rates were identified when enrollments of Hispanic males were compared to Hispanic females.*

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

| Year      | White Female FTICs            | White Male FTICs            | Gap    |
|-----------|-------------------------------|-----------------------------|--------|
| 2008-2009 | 20.45%                        | 26.75%                      | -6.30% |
| 2009-2010 | 19.76%                        | 23.81%                      | -4.05% |
| 2010-2011 | 18.05%                        | 21.24%                      | -3.19% |
| 2011-2012 | 17.01%                        | 20.65%                      | -3.64% |
| Year      | White Female Total Enrollment | White Male Total Enrollment | Gap    |
| 2008-2009 | 28.82%                        | 28.15%                      | 0.67%  |
| 2009-2010 | 28.05%                        | 26.38%                      | 1.67%  |
| 2010-2011 | 26.30%                        | 24.69%                      | 1.61%  |
| 2011-2012 | 25.16%                        | 24.16%                      | 1.00%  |

No disproportionate enrollment rates were identified when enrollments of White males were compared to White females. Interestingly the gap between White female FTICs and White male FTICs is steadily closing while the gap is steadily widening between total White females and total White males.

**Limited English Proficiency and Disabled Students**

The College continues to serve a small number of limited English proficiency students. The number of disabled students has remained stable during the 2008-09 to 2010-11 time periods identified in Table 8.

Table 8: Enrolment of Limited English Proficiency and Disabled Students by Enrollment Category

| Gender      | Year      | FTIC |     | Total Enrollments |       |
|-------------|-----------|------|-----|-------------------|-------|
|             |           | LEP  | DIS | LEP               | DIS   |
| Female      | 2008-2009 | 9    | 48  | 60                | 537   |
|             | 2009-2010 | 7    | 46  | 60                | 572   |
|             | 2010-2011 | 9    | 57  | 64                | 579   |
|             | 2011-2012 | 6    | 46  | 59                | 530   |
| Male        | 2008-2009 | 7    | 82  | 44                | 514   |
|             | 2009-2010 | 4    | 80  | 38                | 512   |
|             | 2010-2011 | 5    | 70  | 32                | 490   |
|             | 2011-2012 | 4    | 50  | 32                | 496   |
| Total (ALL) | Year      |      |     |                   |       |
|             | 2008-2009 | 16   | 130 | 104               | 1,051 |
|             | 2009-2010 | 11   | 126 | 98                | 1,084 |
|             | 2010-2011 | 14   | 127 | 96                | 1,069 |
|             | 2011-2012 | 10   | 96  | 91                | 1026  |

**2. Achievement of goals:**

Based on goals from previous equity reports, identify areas where goals set by the College were achieved. A table is provided to use as appropriate.

| Group | 2011/12 Goal for FTIC  | Achieved Y/N | Modification of Goals   | 2011/12 Goal for Overall Enrollments | Achieved Y/N | Modification of Goals |
|-------|--|--------------|---|--------------------------------------|--------------|-----------------------|
| Black | By 2012-2013, increase enrollment of FTIC Black males over the 2008-2009 rate by 3%. | Y            | Enrollments of FTIC Black males increased by 6.14% in 2011-12 compared to 2008-2009.<br><br>Continue tracking through 2012-13 using 2008-09 as the benchmark. |                                      |              |                       |

|          |   |   |  |  |   |   |
|----------|---|---|--|--|---|---|
|          |   |   |  | 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 20.28% of the FTIC population and only 13.29% of total enrollment for 2009-2010 for a gap of 6.99%.) | N | The gap increased to 1.9%. In 2011-12, Black male FTICs represented 24.21% of the FTIC population and 15.43% of the total enrollment for a gap of 8.78%.<br><br>Continue working toward closing the gap using 2009-10 as the benchmark. |
|          |   |   |  | By 2012-13, decrease enrollment gap between Black female total enrollment and Black male total enrollment, using 2009-10 data as a benchmark. 2009-10 gap was 9.94%  | N | The gap closed 2.55%. The 2011-12 enrollment gap is 7.39%.<br><br>Continue working toward closing the gap using 2009-10 as the benchmark.   |
| Hispanic | By 2012-13, increase enrollment of FTIC and total enrollment of Hispanic students, using 2009-10 data as a benchmark. | Y | <ul style="list-style-type: none"> <li>• 2009-10 to 2011-12, the number of FTIC Hispanic students increased by 1.27%.</li> <li>• 2009-10 to 2011-12, the enrollment gap between FTIC Hispanic students and FTIC White students decreased by 7.18%.</li> <li>• 2009-10 to 2011-12, the total</li> </ul> |  |   |   |

|          |                                    |  |  |  |  |  |
|----------|------------------------------------|--|--|--|--|--|
|          |                                    |  | enrollment for Hispanic students increased by 1.52%.         |  |  |  |
|          |                                    |  | Continue working on goal, using 2009-10 data as a benchmark. |  |  |  |
| Other    |                                    |  |  |  |  |  |
| White    |                                    |  |  |  |  |  |
| Male     | See goals above for Black males.   |  |  |  |  |  |
| Female   | See goals above for Black females. |  |  |  |  |  |
| Disabled |                                    |  |  |  |  |  |
| LEP      |                                    |  |  |  |  |  |

### 3. Methods and Strategies

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. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project, targeted group, goals and timeframe for achieving stated goals.

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 specifically for minority populations.
3. TCC hosted a special community event called "Good to Great", or G2G. It was an opportunity for local community members to explore the many programs and services the College offers. The event encompassed a wide variety of activities for all ages.
4. TCC's Channel 22 changed its format to air news shows promoting college readiness and student life, including the development of "The TCC Report" a news magazine show with stories about college activities, programs and services as well as showcasing accomplishments by faculty, staff and students.
  - a. The college readiness series initially included segments on motivation, college success and financial tips all with the goal of helping prospective and current students succeed in college and life. It has expanded to include a college tour, workshops on various topics (such as interviewing, social networking, standardized tests, how to get to TCC, new student orientation, student life , choosing major, entrepreneurial excellence and the Learning Commons).



- b. 224U is a show produced for the channel by students about campus activities and what's happening around town, the best spots for food and where to find cheap entertainment. One of its first segments was student perspectives on the student trip to Ground Zero for the tenth anniversary of September 11.
    - c. Another show on the channel, The SKiNNY covers a variety of topics to help prepare prospective and current students for and adjust to college life and succeed in their academic and professional careers. They learn from experts in their fields, hear what other students have to say about college life, and get practical tips to help make the most of their college experience. This show is the result of a partnership with CommunityCollegeSuccess.com.
5. Continue outreach programs in Gadsden County, such as the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC), which provides afterschool programs for students in grades K-8, and Educational Talent Search (ETS) and the College Reach Out Program (CROP), which targets students in grades 6 through 12, with the goal of increasing the number of at-risk youth in Gadsden county who complete high school and complete a postsecondary education.
  - a. 21<sup>st</sup> CCLC addresses three urgent needs in the community, academic enrichment services (tutoring in reading, math and science), personal enrichment services (visual and performing arts, character education, counseling, drug and violence prevention, technology and youth development education), and parental involvement (monthly parent sessions/contact, literacy and educational services for parents). There were 226 Gadsden county students served during the academic year with an additional 100 during both the academic year and summer. Of these students, 74 maintained an A in math or increased their math grade by a half grade or more and 63 maintained an A in reading/language arts or increased their reading/language arts grade by a half grade or more. This program has expanded to Jefferson and Wakulla counties to include an additional 438 students served during the academic year and 87 during both the academic year and summer.
  - b. For the 2011-12 academic year ETS served 502 students in Gadsden County which included 19 White, 370 Black, and 95 Hispanic. 74 of the students were High School seniors, all of which graduated and 61% (40 of 70) enrolled at Tallahassee Community College. Services by the program include: academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary program; career exploration and aptitude assessment; tutorial services; information on postsecondary education; exposure to college campuses; information on student financial aid; assistance in completing college admissions and financial aid applications; and assistance in preparing for college entrance exams.
  - c. Of all CROP students since 1995, 91.2% have enrolled at Tallahassee Community College. CROP provides the same services as ETS, but includes Leon and Wakulla county students. CROP staff members work collaboratively with recruitment staff to bring CROP students to campus for TCC Preview Nights and have the opportunity to apply to TCC online with the supervision and support of the CROP staff. CROP utilizes prepared curriculum for in-school mentors to orient students to skills required for college readiness. It also offers non-residential camps over spring break and summer breaks to help minimize the need for college remediation.
6. 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.
7. An Enrollment Management Plan is being developed to guide our enrollment strategies and provide data for tracking their effectiveness.

**B. Student Completions (college degree and certificate programs)**

This year's report evaluates degree and certificate completions from 2009-10 to 2011-12 by race, gender, disability, and minority LEP 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.A. 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.

**Charts reflecting Program Completions by AA and AS Degrees and by Certificates**

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

| Race: Black |          | AA Degrees |       |       | AS Degrees |       |       | Certificates |       |       |
|-------------|----------|------------|-------|-------|------------|-------|-------|--------------|-------|-------|
|             |          | Num        | Total | %     | Num        | Total | %     | Num          | Total | %     |
| Gender      | Rpt Year |            |       |       |            |       |       |              |       |       |
| Female      | 2009-10  | 475        | 2,516 | 18.88 | 69         | 234   | 29.49 | 52           | 401   | 12.97 |
|             | 2010-11  | 419        | 2,320 | 18.06 | 53         | 224   | 23.66 | 82           | 409   | 20.05 |
|             | 2011-12  | 539        | 2,888 | 18.66 | 74         | 272   | 27.21 | 65           | 466   | 13.95 |
| Male        | 2009-10  | 236        | 2,516 | 9.38  | 17         | 234   | 7.26  | 58           | 401   | 14.46 |
|             | 2010-11  | 220        | 2,320 | 9.48  | 14         | 224   | 6.25  | 55           | 409   | 13.45 |
|             | 2011-12  | 287        | 2,888 | 9.94  | 14         | 272   | 5.15  | 66           | 466   | 14.16 |
| Total       | 2009-10  | 711        | 2,516 | 28.26 | 86         | 234   | 36.75 | 110          | 401   | 27.43 |
|             | 2010-11  | 639        | 2,320 | 27.54 | 67         | 224   | 29.91 | 137          | 409   | 33.50 |
|             | 2011-12  | 826        | 2,888 | 28.60 | 88         | 272   | 32.35 | 131          | 466   | 28.11 |

CCTCMIS = CCEE0192 01/14/2013 12:50:38 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, 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.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

| Race: Hispanic |          | AA Degrees |       |      | AS Degrees |       |      | Certificates |       |      |
|----------------|----------|------------|-------|------|------------|-------|------|--------------|-------|------|
|                |          | Num        | Total | %    | Num        | Total | %    | Num          | Total | %    |
| Gender         | Rpt Year |            |       |      |            |       |      |              |       |      |
| Female         | 2009-10  | 84         | 2,516 | 3.34 | 7          | 234   | 2.99 | 0            | 401   | 0.00 |
|                | 2010-11  | 114        | 2,320 | 4.91 | 4          | 224   | 1.79 | 5            | 409   | 1.22 |
|                | 2011-12  | 101        | 2,888 | 3.50 | 14         | 272   | 5.15 | 8            | 466   | 1.72 |
| Male           | 2009-10  | 105        | 2,516 | 4.17 | 2          | 234   | 0.85 | 19           | 401   | 4.74 |
|                | 2010-11  | 73         | 2,320 | 3.15 | 8          | 224   | 3.57 | 13           | 409   | 3.18 |
|                | 2011-12  | 135        | 2,888 | 4.67 | 7          | 272   | 2.57 | 22           | 466   | 4.72 |
| Total          | 2009-10  | 189        | 2,516 | 7.51 | 9          | 234   | 3.85 | 19           | 401   | 4.74 |
|                | 2010-11  | 187        | 2,320 | 8.06 | 12         | 224   | 5.36 | 18           | 409   | 4.40 |
|                | 2011-12  | 236        | 2,888 | 8.17 | 21         | 272   | 7.72 | 30           | 466   | 6.44 |

CCTCMIS = CCEE0192 01/14/2013 12:50:38 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, 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.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

| Race: Other |          | AA Degrees |       |      | AS Degrees |       |      | Certificates |       |      |
|-------------|----------|------------|-------|------|------------|-------|------|--------------|-------|------|
|             |          | Num        | Total | %    | Num        | Total | %    | Num          | Total | %    |
| Gender      | Rpt Year |            |       |      |            |       |      |              |       |      |
| Female      | 2009-10  | 21         | 2,516 | 0.83 | 3          | 234   | 1.28 | 2            | 401   | 0.50 |
|             | 2010-11  | 50         | 2,320 | 2.16 | 6          | 224   | 2.68 | 10           | 409   | 2.44 |
|             | 2011-12  | 53         | 2,888 | 1.84 | 3          | 272   | 1.10 | 5            | 466   | 1.07 |
| Male        | 2009-10  | 33         | 2,516 | 1.31 | 2          | 234   | 0.85 | 2            | 401   | 0.50 |
|             | 2010-11  | 46         | 2,320 | 1.98 | 5          | 224   | 2.23 | 7            | 409   | 1.71 |
|             | 2011-12  | 43         | 2,888 | 1.49 | 0          | 272   | 0.00 | 6            | 466   | 1.29 |
| Total       | 2009-10  | 54         | 2,516 | 2.15 | 5          | 234   | 2.14 | 4            | 401   | 1.00 |
|             | 2010-11  | 96         | 2,320 | 4.14 | 11         | 224   | 4.91 | 17           | 409   | 4.16 |
|             | 2011-12  | 96         | 2,888 | 3.32 | 3          | 272   | 1.10 | 11           | 466   | 2.36 |

CCTCMIS = CCEE0192 01/14/2013 12:50:38 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, 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.

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**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

| Race: White |          | AA Degrees |       |       | AS Degrees |       |       | Certificates |       |       |
|-------------|----------|------------|-------|-------|------------|-------|-------|--------------|-------|-------|
|             |          | Num        | Total | %     | Num        | Total | %     | Num          | Total | %     |
| Gender      | Rpt Year |            |       |       |            |       |       |              |       |       |
| Female      | 2009-10  | 745        | 2,516 | 29.61 | 97         | 234   | 41.45 | 51           | 401   | 12.72 |
|             | 2010-11  | 687        | 2,320 | 29.61 | 106        | 224   | 47.32 | 75           | 409   | 18.34 |
|             | 2011-12  | 846        | 2,888 | 29.29 | 123        | 272   | 45.22 | 70           | 466   | 15.02 |
| Male        | 2009-10  | 817        | 2,516 | 32.47 | 37         | 234   | 15.81 | 217          | 401   | 54.11 |
|             | 2010-11  | 711        | 2,320 | 30.65 | 28         | 224   | 12.50 | 162          | 409   | 39.61 |
|             | 2011-12  | 884        | 2,888 | 30.61 | 37         | 272   | 13.60 | 224          | 466   | 48.07 |
| Total       | 2009-10  | 1,562      | 2,516 | 62.08 | 134        | 234   | 57.26 | 268          | 401   | 66.83 |
|             | 2010-11  | 1,398      | 2,320 | 60.26 | 134        | 224   | 59.82 | 237          | 409   | 57.95 |
|             | 2011-12  | 1,730      | 2,888 | 59.90 | 160        | 272   | 58.82 | 294          | 466   | 63.09 |

CCTCMIS = CCEE0192 01/14/2013 12:50:38 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, 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.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

| Race: All |          | AA Degrees |       |        | AS Degrees |       |        | Certificates |       |        |
|-----------|----------|------------|-------|--------|------------|-------|--------|--------------|-------|--------|
|           |          | Num        | Total | %      | Num        | Total | %      | Num          | Total | %      |
| Gender    | Rpt Year |            |       |        |            |       |        |              |       |        |
|           | 2009-10  | 1,325      | 2,516 | 52.66  | 176        | 234   | 75.21  | 105          | 401   | 26.18  |
|           | 2010-11  | 1,270      | 2,320 | 54.74  | 169        | 224   | 75.45  | 172          | 409   | 42.05  |
| Female    | 2011-12  | 1,539      | 2,888 | 53.29  | 214        | 272   | 78.68  | 148          | 466   | 31.76  |
|           | 2009-10  | 1,191      | 2,516 | 47.34  | 58         | 234   | 24.79  | 296          | 401   | 73.82  |
|           | 2010-11  | 1,050      | 2,320 | 45.26  | 55         | 224   | 24.55  | 237          | 409   | 57.95  |
| Male      | 2011-12  | 1,349      | 2,888 | 46.71  | 58         | 272   | 21.32  | 318          | 466   | 68.24  |
|           | 2009-10  | 2,516      | 2,516 | 100.00 | 234        | 234   | 100.00 | 401          | 401   | 100.00 |
|           | 2010-11  | 2,320      | 2,320 | 100.00 | 224        | 224   | 100.00 | 409          | 409   | 100.00 |
| Total     | 2011-12  | 2,888      | 2,888 | 100.00 | 272        | 272   | 100.00 | 466          | 466   | 100.00 |

CCTCMIS = CCEE0192 01/14/2013 12:50:38 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, 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.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

|             |          | AA Degrees |     | AS Degrees |     | Certificates |     |
|-------------|----------|------------|-----|------------|-----|--------------|-----|
|             |          | LEP        | DIS | LEP        | DIS | LEP          | DIS |
| Gender      | Rpt Year |            |     |            |     |              |     |
|             | 2009-10  | 11         | 113 | 1          | 19  | 1            | 2   |
| Female      | 2010-11  | 7          | 86  | 4          | 27  | 3            | 10  |
|             | 2011-12  | 11         | 102 | 1          | 34  | 1            | 8   |
|             | 2009-10  | 9          | 105 | 0          | 9   | 6            | 7   |
| Male        | 2010-11  | 4          | 72  | 1          | 8   | 1            | 10  |
|             | 2011-12  | 5          | 98  | 0          | 8   | 4            | 12  |
|             | Rpt Year |            |     |            |     |              |     |
| Total (ALL) | 2009-10  | 20         | 218 | 1          | 28  | 7            | 9   |
|             | 2010-11  | 11         | 158 | 5          | 35  | 4            | 20  |
|             | 2011-12  | 16         | 200 | 1          | 42  | 5            | 20  |

CCTCMIS = CCEE0192 01/14/2013 12:50:38 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, 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.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

## 1. Program Analysis

Identify areas of disproportionate program completions of students of a particular race, sex, handicap, or national origin minority having limited English proficiency skills. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.

### Minority and Non-Minority Completion Trends and Comparisons:

Table 9: Completion Percentages by Racial Category

| Year      | White AA Degrees   | Black AA Degrees   | Hispanic AA Degrees   |
|-----------|--------------------|--------------------|-----------------------|
| 2008-2009 | 68.52%             | 21.17%             | 8.15%                 |
| 2009-2010 | 62.08%             | 28.26%             | 7.51%                 |
| 2010-2011 | 60.26%             | 27.54%             | 8.06%                 |
| 2011-2012 | 59.90%             | 28.60%             | 8.17%                 |
| Year      | White AS Degrees   | Black AS Degrees   | Hispanic AS Degrees   |
| 2008-2009 | 60.47%             | 34.30%             | 2.33%                 |
| 2009-2010 | 57.26%             | 36.75%             | 3.85%                 |
| 2010-2011 | 59.82%             | 29.91%             | 5.36%                 |
| 2011-2012 | 58.82%             | 32.35%             | 7.72%                 |
| Year      | White Certificates | Black Certificates | Hispanic Certificates |
| 2008-2009 | 56.52%             | 39.37%             | 2.66%                 |
| 2009-2010 | 66.83%             | 27.43%             | 4.74%                 |
| 2010-2011 | 57.95%             | 33.50%             | 4.40%                 |
| 2011-2012 | 63.09%             | 28.11%             | 6.44%                 |

According to the data in Table 9, completion percentages for White and Black students across the three award types (A.A., A.S., certificates) have been fairly consistent. Completion percentages for Hispanic students have been fairly consistent for A.A. degrees but the percentages for A.S. degrees and certificates is showing continual increase 2008-09 through 2011-12.

Disproportionate completion rates for Black students compare to White students can be attributed to the fact only 9-10% of A.A. completers are Black males and 18-19% are Black females. Similar patterns exist for the A.S. degree and certificates.

### Gender Comparisons:

Table 10: Completion Rates by Gender

| Year      | Female AA Degrees   | Male AA Degrees   |
|-----------|---------------------|-------------------|
| 2008-2009 | 50.59%              | 49.41%            |
| 2009-2010 | 52.66%              | 47.34%            |
| 2010-2011 | 54.74%              | 45.26%            |
| 2011-2012 | 53.29%              | 46.71%            |
| Year      | Female AS Degrees   | Male AS Degrees   |
| 2008-2009 | 79.07%              | 20.93%            |
| 2009-2010 | 75.21%              | 24.79%            |
| 2010-2011 | 75.45%              | 24.55%            |
| 2011-2012 | 78.68%              | 21.32%            |
| Year      | Female Certificates | Male Certificates |
| 2008-2009 | 39.61%              | 60.39%            |
| 2009-2010 | 26.18%              | 73.82%            |
| 2010-2011 | 42.05%              | 57.95%            |
| 2011-2012 | 31.76%              | 68.24%            |

Completion percentages for females and males across the A.A. and the A.S. were consistent from 2008-09 through 2011-12. The percentage of males earning A.S. degrees is much lower than that for females, but males have earned certificates at higher rates than females consistently from 2008-09 through 2011-12.

Table 11: Completion Numbers for LEP and DIS Students

|             |           | AA Degrees |     | AS Degrees |     | Certificates |     |
|-------------|-----------|------------|-----|------------|-----|--------------|-----|
|             |           | LEP        | DIS | LEP        | DIS | LEP          | DIS |
| Gender      | Year      |            |     |            |     |              |     |
| Female      | 2008-2009 | 7          | 85  | 0          | 21  | 1            | 2   |
|             | 2009-2010 | 11         | 113 | 1          | 19  | 1            | 2   |
|             | 2010-2011 | 7          | 86  | 4          | 27  | 3            | 10  |
|             | 2011-2012 | 11         | 102 | 1          | 34  | 1            | 8   |
| Male        | 2008-2009 | 6          | 88  | 0          | 3   | 0            | 12  |
|             | 2009-2010 | 9          | 105 | 0          | 9   | 6            | 7   |
|             | 2010-2011 | 4          | 72  | 1          | 8   | 1            | 10  |
|             | 2011-2012 | 5          | 98  | 0          | 8   | 4            | 12  |
| Total (ALL) | Year      |            |     |            |     |              |     |
|             | 2008-2009 | 13         | 173 | 0          | 24  | 1            | 14  |
|             | 2009-2010 | 20         | 218 | 1          | 28  | 7            | 9   |
|             | 2010-2011 | 11         | 158 | 5          | 35  | 4            | 20  |
|             | 2011-2012 | 16         | 200 | 1          | 42  | 5            | 20  |

### Number of Students Pursuing Each Degree Type:

Table 12: Total Number of AA, AS, and Certificate Completions

| Year      | AA Degree | AS Degree | Certificate | Total (ALL) | Total (AS + Certificate Only) |
|-----------|-----------|-----------|-------------|-------------|-------------------------------|
| 2008-2009 | 2,036     | 172       | 414         | 2622        | 586                           |
| 2009-2010 | 2,516     | 234       | 401         | 3151        | 635                           |
| 2010-2011 | 2,320     | 224       | 409         | 2953        | 633                           |
| 2011-2012 | 2888      | 272       | 466         | 3626        | 738                           |

### 2. Achievement of goals:

Based on the data, modify goals as necessary. Report goals below:

Our 2011/12 goal was not based upon race, gender, LEP or disability. The goal was “By 2012-13, to increase the number of students who complete A.S. and certificate programs over benchmark data from 2008-09 and 2009-10”. This goal was met with the 2011-2012 total number of students who completed A.S. and certificate programs showing a 25.93% increase over the 2009-09 total and 16.22% increase over the 2009-10 total.

In the tables below are the goals for 2012-2013.

| Group | AA Degrees | 2011/12 Goal | Achieved | Modification of |
|-------|------------|--------------|----------|-----------------|
|-------|------------|--------------|----------|-----------------|

|            |   |  |     |                   |
|------------|---|--|-----|-------------------|
|            |   |  | Y/N | Goals for 2012/13 |
| Black      |   |  |     |                   |
| Hispanic   |   |  |     |                   |
| Other      |   |  |     |                   |
| White      |   |  |     |                   |
| Male       |   |  |     |                   |
| Female     |   |  |     |                   |
| LEP        |   |  |     |                   |
| Disability | Of the total DIS population, 3% will complete their degree. |  |     |                   |

| Group      | AS Degrees  | 2011/12 Goal | Achieved Y/N | Modification of Goals for 2012/13  |
|------------|---|--------------|--------------|--|
| Black      |   |              |              |  |
| Hispanic   |   |              |              |  |
| Other      |   |              |              |  |
| White      |   |              |              |  |
| Male       |   |              |              | To increase the percentage of male students who complete A.S. programs over the previous year. |
| Female     |   |              |              | To increase the percentage of female students who complete A.S. programs the previous year.    |
| LEP        |   |              |              |  |
| Disability | Of the total DIS population, 3% will complete their degree. |              |              |  |

| Group    | Certificates | 2011/12 Goal | Achieved Y/N | Modification of Goals for 2012/13   |
|----------|--------------|--------------|--------------|---|
| Black    |              |              |              |   |
| Hispanic |              |              |              |   |
| Other    |              |              |              |   |
| White    |              |              |              |   |
| Male     |              |              |              | To increase the percentage of students who complete certificate programs over the |



|            |   |  |  |  |
|------------|---|--|--|--|
|            |   |  |  | previous year.   |
| Female     |   |  |  | To increase the percentage of students who complete certificate programs over the previous year. |
| LEP        |   |  |  |  |
| Disability | Of the total DIS population, 3% will complete their degree. |  |  |  |

### 3. Methods and Strategies:

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. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project/program, targeted group, goals and timeframe for achieving stated goals.

Continue applying for grants/outside funding addressing student success strategies. Currently we are receiving the following grants addressing student success strategies for course completions which should lead to increased college completions:

Connect2Complete: An opportunity for students enrolled in developmental and College Success courses to work with other students in their classes and with Peer Leaders. Peer Leaders are experienced students who work with faculty and staff and small groups of C2C students to assist them with setting goals, connecting to college life, navigating college systems, utilizing college resources and services, and developing a commitment to leadership and service. Most of the developmental education courses on campus have a Peer Leader assigned to them. Not only do the students and faculty benefit from their presence, but the Peer Leader also benefits by learning/strengthening their leadership skills.

Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP): This is a coalition of 12 institutions in Florida and one in Georgia. The primary focus of FGLSAMP is to increase the number of baccalaureate, masters and doctorate degrees granted to underrepresented students in the science, technology, engineering and math (STEM) disciplines. TCC has approximately 60 students in the program annually. Internships at Brookhaven National Laboratory are offered to select students in the program.

STEM Stars: A grant to provide scholarships, internships, and mentoring to approximately 30 STEM students who are financially needy and meet high academic standards.

Statway: Fall 2010 TCC partnered with the Carnegie Foundation for the Advancement of Teaching to develop an innovative new method to improve student success. As a part of a collaborative three-year program with seventeen other community colleges across the United States, TCC will help design a new mathematics course structure called Statway for students needing developmental math classes. Statway will help students prepare for and move through transferable college statistics in one year. A five-member TCC team has been formed to work

together to draft, test, implement, and measure the success of the new Statway curriculum. The goal of the program is to improve the retention and success rates of students who are placed in developmental mathematics classes. Since a majority of our students require developmental mathematics courses, this program has the potential to positively impact many TCC students.

Walmart PRESS: A grant from the Walmart Foundation to bolster broad and substantive faculty and staff engagement strategies and increase the number of faculty and staff involved in the Achieving the Dream reform efforts on their respective campuses.

Fall 2012 Tallahassee Community College began contacting students who show in the system as 100% complete but did not apply for graduation. The students have approximately two weeks to “opt-out” of being graduated. If they opt-out they must tell why and provide their anticipated date of graduation. They are then changed in the system for the graduation at the anticipated date. If the student does not respond or chooses to not opt-out, they are processed and graduated that semester. To date, twenty six students were in this category and approximately only six have chosen to opt-out.

TCC has partnered with numerous community social services to partially fund and house the Fostering Achievement Fellowship Program on TCC’s campus. The program provides academic, career readiness, and social support to assist college bound youth aging out of foster care pursue a college education and have a chance to achieve their full potential. Adult mentoring, life skills training, and a variety of other supports assist these youth in overcoming the day to day obstacles to their success.

Academic Support Programs offer fast track developmental courses. This allows students the opportunity to satisfy their college prep needs faster and begin their college credit courses. They also offer a bridge course (MAT0055) for students with a PERT math score of 108-112. Students attend an intensive 2 week course during which they take an initial diagnostic to identify their specific area(s) of need, work on modules for that area(s), and then take the MAT0028 exit exam. If they pass 80% or more on the exam, they receive a waiver for MAT0028 and can register for the express session MAT1033. This allows them to complete two developmental math courses in one semester.

During the 2011-12 academic year the Veterans’ Center opened. It offers study, computer and social areas for the exclusive use of veterans. A veteran’s services coordinator is available to assist veterans with their GI Bill benefits and support them as they transition to college life.

Academic maps were designed for use by TCC faculty and staff when assisting a student planning to transfer to Florida A&M University or Florida State University. The maps were aligned with each institution’s prerequisite requirements for the top ten majors students at TCC transfer into at that institution and provide pertinent transfer information such as required GPA and contact information for a specific person at that institution.

Florida A & M University and Florida State University established a presence on the TCC campus with the opening of the Rattler Room and the Seminole Room respectively. TCC students interested in transferring to one of these institutions now have immediate access to the college representatives, without leaving campus, to discuss the admission process and other transfer related topics such as limited access programs and specific prerequisite courses.

The TCC Career Center assists all students, including A.S. and certificate students with developing professional skills (social networking, work etiquette and appropriate dress, etc.) and job search skills (resume, mock interview, etc.) to become quality employees. Internship opportunities aligned to the student's stated career goal are also available through the Career Center. Internships allow the student to view their intended career field from the inside, thus helping them determine if this is the right field for them. From initial contact to graduation, the staff reinforces program completion and informs the student the further they progress the more the staff can assist them.

TCC will continue to recruit students to career and technical education fields. We are reviewing our recruitment efforts for programs in these fields. This includes consideration of individuals actively going into the communities and schools to market the programs and incorporating faculty in the recruitment activities. This strategy includes presenting to students the alternatives to traditional college (ready to work programs). This should increase the number and percentage of TCC students who pursue AS degrees and certificates. The College has 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.

TCC will continue to offer degrees and certificates that provide program graduates with access to jobs. Fall 2011, TCC offered six new certificate programs: Alternative Energy Systems Specialist; CNC Machinist; Composite Fabrication and Testing; Electronics Aide; Lean Six Sigma Green Belt; and Pneumatics, Hydraulics and Motors for Manufacturing. Fall 2012 we began offering an Engineering Technology Support Specialist program, Medical Coder/Biller College Credit Certificate and A.S. in Health Information Technology, and Applied Welding Technologies PSAV. Spring 2013 we began offering an A.S. with related Water Quality College Credit Certificate and A.S. with related Surgical Technology Credit Certificate. We anticipate offering an A.S. certificate in Engineering Technology Fall 2013.

Created an Institutional Effectiveness and Planning Office to bring together the College's staff and resources for institutional research and planning to support efforts to improve academic and student service outcomes (including student learning outcomes), and to enhance institutional performance. An Associate Vice-President of Institutional Effectiveness was hired and began March 2012.

Program reviews are being conducted to evaluate programs' effects on their established goals and outcomes. Among these is student success (program progression, retention and completion).

### **C. Student Retention by Race and Gender**

The College 2012-13 Update Report should include analysis of data and identification 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 2010-11 FTIC students returning Fall 2011-12 and Fall 2011-12 FTIC students returning Fall 2012-13.

Florida College System

College: Tallahassee

Full-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

|               | Non-Resident Alien |        | Black |        | American Indian or Alaskan Native |        | Asian |        | Hispanic |        | White |        | Unknown/Not Reported |        | All Students |        |       |
|---------------|--------------------|--------|-------|--------|-----------------------------------|--------|-------|--------|----------|--------|-------|--------|----------------------|--------|--------------|--------|-------|
|               | Male               | Female | Male  | Female | Male                              | Female | Male  | Female | Male     | Female | Male  | Female | Male                 | Female | Male         | Female | Total |
| FTIC          | 12                 | 10     | 469   | 497    | 0                                 | 3      | 10    | 5      | 140      | 101    | 552   | 512    | 74                   | 63     | 1,257        | 1,191  | 2,448 |
| Num. Retained | 10                 | 7      | 200   | 254    | 0                                 | 1      | 7     | 4      | 64       | 56     | 371   | 345    | 46                   | 35     | 698          | 702    | 1,400 |
| % Retained    | 83                 | 70     | 43    | 51     | 0                                 | 33     | 70    | 80     | 46       | 55     | 67    | 67     | 62                   | 56     | 56           | 59     | 57    |

CCTCMIS - Retention 01/18/2013 9:33:27

Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Tallahassee

Full-Time Student Retention (FTIC)2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term

|               | Non-Resident Alien |        | Black |        | American Indian or Alaskan Native |        | Asian |        | Hispanic |        | White |        | Unknown/Not Reported |        | All Students |        |       |
|---------------|--------------------|--------|-------|--------|-----------------------------------|--------|-------|--------|----------|--------|-------|--------|----------------------|--------|--------------|--------|-------|
|               | Male               | Female | Male  | Female | Male                              | Female | Male  | Female | Male     | Female | Male  | Female | Male                 | Female | Male         | Female | Total |
| FTIC          | 20                 | 7      | 478   | 546    | 1                                 | 7      | 15    | 15     | 119      | 121    | 552   | 515    | 55                   | 40     | 1,240        | 1,251  | 2,491 |
| Num. Retained | 12                 | 4      | 196   | 293    | 0                                 | 5      | 13    | 11     | 65       | 80     | 367   | 331    | 31                   | 24     | 684          | 748    | 1,432 |
| % Retained    | 60                 | 57     | 41    | 54     | 0                                 | 71     | 87    | 73     | 55       | 66     | 66    | 64     | 56                   | 60     | 55           | 60     | 57    |

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Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall 2010 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Tallahassee

Part-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

|               | Non-Resident Alien |        | Black |        | American Indian or Alaskan Native |        | Asian |        | Hispanic |        | White |        | Unknown/Not Reported |        | All Students |        |       |
|---------------|--------------------|--------|-------|--------|-----------------------------------|--------|-------|--------|----------|--------|-------|--------|----------------------|--------|--------------|--------|-------|
|               | Male               | Female | Male  | Female | Male                              | Female | Male  | Female | Male     | Female | Male  | Female | Male                 | Female | Male         | Female | Total |
| FTIC          | 1                  | 2      | 205   | 244    | 0                                 | 0      | 3     | 4      | 22       | 30     | 176   | 142    | 30                   | 30     | 437          | 452    | 889   |
| Num. Retained | 0                  | 2      | 66    | 113    | 0                                 | 0      | 1     | 2      | 9        | 14     | 69    | 73     | 9                    | 14     | 154          | 218    | 372   |
| % Retained    | 0                  | 100    | 32    | 46     | 0                                 | 0      | 33    | 50     | 41       | 47     | 39    | 51     | 30                   | 47     | 35           | 48     | 42    |

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Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Tallahassee

Part-Time Student Retention (FTIC)2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term

|               | Non-Resident Alien |        | Black |        | American Indian or Alaskan Native |        | Asian |        | Hispanic |        | White |        | Unknown/Not Reported |        | All Students |        |       |
|---------------|--------------------|--------|-------|--------|-----------------------------------|--------|-------|--------|----------|--------|-------|--------|----------------------|--------|--------------|--------|-------|
|               | Male               | Female | Male  | Female | Male                              | Female | Male  | Female | Male     | Female | Male  | Female | Male                 | Female | Male         | Female | Total |
| FTIC          | 0                  | 5      | 179   | 201    | 1                                 | 3      | 7     | 5      | 26       | 32     | 173   | 173    | 14                   | 13     | 400          | 432    | 832   |
| Num. Retained | 0                  | 1      | 64    | 95     | 0                                 | 2      | 5     | 4      | 11       | 22     | 91    | 112    | 8                    | 5      | 179          | 241    | 420   |
| % Retained    | 0                  | 20     | 36    | 47     | 0                                 | 67     | 71    | 80     | 42       | 69     | 53    | 65     | 57                   | 38     | 45           | 56     | 50    |

CCTCMIS - Retention 01/18/2013 9:33:27

Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall 2010 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall Enrollment

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

**a. Full-time students:**

Hispanic males decreased by 9%.

Hispanic female decreased by 11%.

Black and White (males and females) decreased from 1-3%, so there was only slight change.

**b. Part-time students:**

Hispanic females decreased by 22%.

White males and females both decreased by 14%.

Males (all races) decreased by 10%.

Females (all races) decreased by 8%.

Overall part-time retention decreased by 8%.

**2. Identify methods and strategies the college will implement in efforts to increase the retention rates. If methods and strategies differ between full-time and part-time students, please provide information accordingly.**

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

1. Participation in SENSE (Survey of Entering Student Engagement), a national survey, fall 2011 and Fall 2012 to determine institutional practices and student behaviors in the earliest weeks of college to improve student experiences and promote student retention.
2. Participation in CCSSE (Community College Survey of Student Engagement), a national survey, spring 2013. This survey focuses on teaching, learning, and retention in community colleges. It will help us in identifying what our students do in and out of the classroom, knowing their goals, and understanding their external responsibilities
3. Continue sponsorship of the Black Male Achievers program.
4. 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 courses. This person works in collaboration with Learning Specialists in the Learning Commons to help students develop appropriate strategies for success.
5. September 2011, we opened a First Year Academic Advising Center. The purpose of the Center is to work with new students throughout their first academic year (less than 18 college credits) on identifying educational and career goals, designing semester schedules that help students balance school and life challenges, and mapping out all of the required courses and requirements for their educational objective. There are times available for students to schedule individual appointments, participate in group workshops, and use the open computer lab to work on their education and career plans.

#### D. Student Success Rates in Gatekeeper Mathematic Courses by Race

The College 2012-13 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, MGF1106, and STA2023) from 2009-10 through 2011-12. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black 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. Courses with grades of X, P, PR, and Z are excluded from the data.
3. In the Gap Comparison Table, a *negative gap* indicates that the percentage of successful black or Hispanic students 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.
4. **NEW!** Statistics 2023 (Statistical Methods I) has been added in the reporting year.
5. **Important!** MAT 0028 has been recently implemented as the highest level course in developmental mathematics, replacing MAT 0024. Colleges determined the term of implementation, but all colleges were expected to implement by spring 2012. For next year's report, the template will be revised to reflect this number change.

### Charts of Success Rates in Gatekeeper Mathematic Courses by Race

#### Florida College System

#### Part III Student Participation

#### Gatekeeper Courses: Disparity Gaps

#### Success Rates for White Students at Tallahassee Fall End-of-Term

| White<br>Course | 2009-10               |                     |                       | 2010-11               |                     |                       | 2011-12               |                     |                       |
|-----------------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|
|                 | White #<br>Successful | White #<br>Enrolled | White %<br>Successful | White #<br>Successful | White #<br>Enrolled | White %<br>Successful | White #<br>Successful | White #<br>Enrolled | White %<br>Successful |
| MAT0024         | 260                   | 482                 | 53.94                 | 320                   | 568                 | 56.34                 | 0                     | 0                   | 0.00                  |
| MAT1033         | 521                   | 903                 | 57.70                 | 427                   | 730                 | 58.49                 | 436                   | 747                 | 58.37                 |
| MAC1105         | 501                   | 914                 | 54.81                 | 495                   | 807                 | 61.34                 | 538                   | 833                 | 64.59                 |
| MGF1106         | 281                   | 393                 | 71.50                 | 278                   | 367                 | 75.75                 | 233                   | 297                 | 78.45                 |
| STA2023         | 0                     | 0                   | 0.00                  | 0                     | 0                   | 0.00                  | 241                   | 364                 | 66.21                 |

CCTCMIS - Disparity Gap 01/18/2013 9:35:21

Source: SDB2009 - SDB2012 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

Florida College System  
Part III Student Participation  
Gatekeeper Courses: Disparity Gaps

Success Rates for Black Students at Tallahassee Fall End-of-Term

| Black   | 2009-10               |                     |                       | 2010-11               |                     |                       | 2011-12               |                     |                       |
|---------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|
|         | Black #<br>Successful | Black #<br>Enrolled | Black %<br>Successful | Black #<br>Successful | Black #<br>Enrolled | Black %<br>Successful | Black #<br>Successful | Black #<br>Enrolled | Black %<br>Successful |
| Course  |                       |                     |                       |                       |                     |                       |                       |                     |                       |
| MAT0024 | 257                   | 675                 | 38.07                 | 321                   | 800                 | 40.13                 | 0                     | 0                   | 0.00                  |
| MAT1033 | 252                   | 574                 | 43.90                 | 257                   | 575                 | 44.70                 | 267                   | 715                 | 37.34                 |
| MAC1105 | 187                   | 396                 | 47.22                 | 138                   | 359                 | 38.44                 | 155                   | 354                 | 43.79                 |
| MGF1106 | 141                   | 234                 | 60.26                 | 118                   | 207                 | 57.00                 | 149                   | 235                 | 63.40                 |
| STA2023 | 0                     | 0                   | 0.00                  | 0                     | 0                   | 0.00                  | 85                    | 144                 | 59.03                 |

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Source: SDB2009 - SDB2012 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

Florida College System  
Part III Student Participation  
Gatekeeper Courses: Disparity Gaps

Success Rates for Hispanic Students at Tallahassee Fall End-of-Term

| Hispanic | 2009-10                  |                        |                          | 2010-11                  |                        |                          | 2011-12                  |                        |                          |
|----------|--------------------------|------------------------|--------------------------|--------------------------|------------------------|--------------------------|--------------------------|------------------------|--------------------------|
|          | Hispanic #<br>Successful | Hispanic #<br>Enrolled | Hispanic %<br>Successful | Hispanic #<br>Successful | Hispanic #<br>Enrolled | Hispanic %<br>Successful | Hispanic #<br>Successful | Hispanic #<br>Enrolled | Hispanic %<br>Successful |
| Course   |                          |                        |                          |                          |                        |                          |                          |                        |                          |
| MAT0024  | 47                       | 98                     | 47.96                    | 63                       | 117                    | 53.85                    | 0                        | 0                      | 0.00                     |
| MAT1033  | 79                       | 135                    | 58.52                    | 104                      | 154                    | 67.53                    | 96                       | 168                    | 57.14                    |
| MAC1105  | 84                       | 141                    | 59.57                    | 103                      | 152                    | 67.76                    | 108                      | 160                    | 67.50                    |
| MGF1106  | 25                       | 39                     | 64.10                    | 29                       | 46                     | 63.04                    | 30                       | 45                     | 66.67                    |
| STA2023  | 0                        | 0                      | 0.00                     | 0                        | 0                      | 0.00                     | 47                       | 73                     | 64.38                    |

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Source: SDB2009 - SDB2012 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).



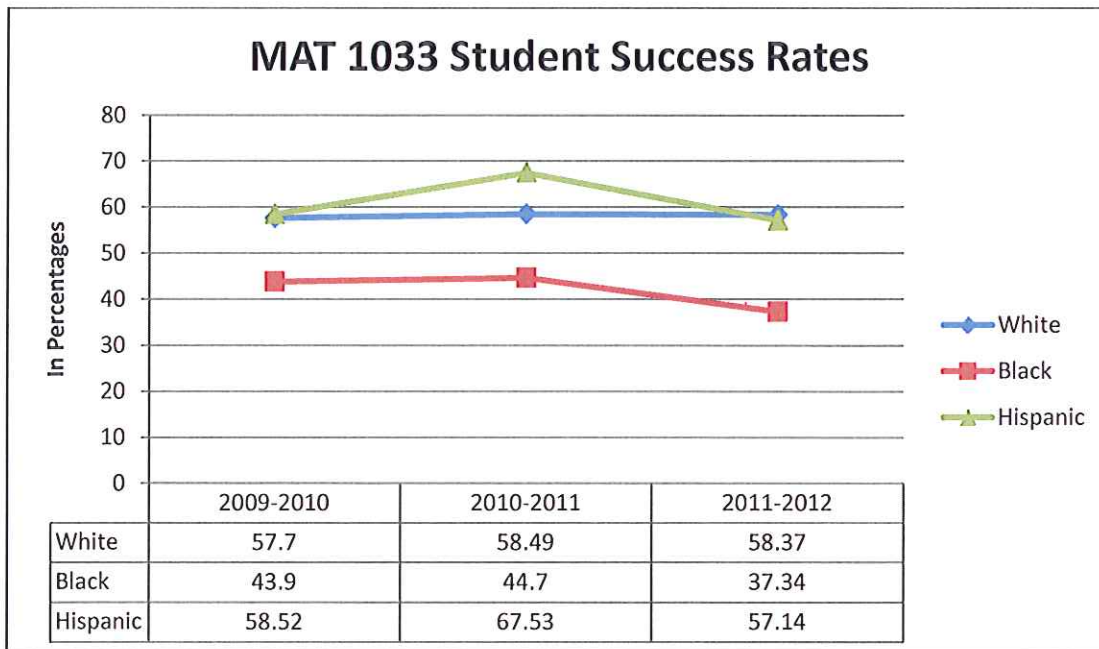
Florida College System  
Part III Student Participation  
Gatekeeper Courses: Disparity Gaps

Gap Comparison in Percentage Successful at Tallahassee Fall End-of-Term

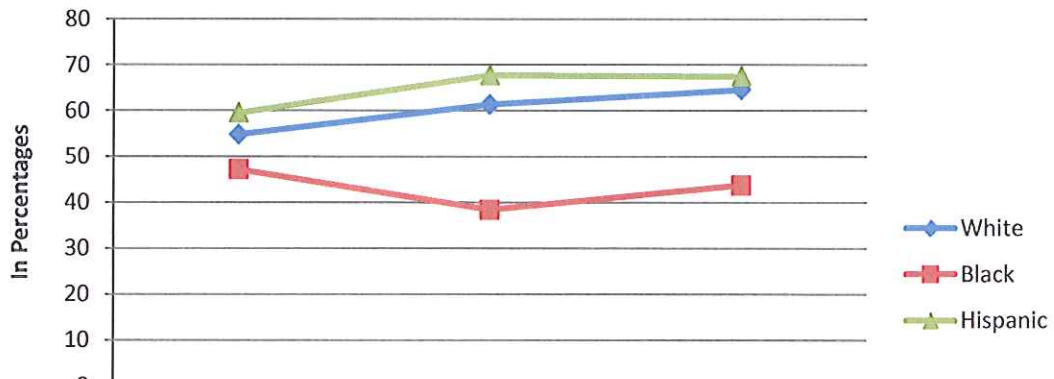
| Course  | 2009-10         |                    | 2010-11         |                    | 2011-12         |                    |
|---------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|
|         | Black-White Gap | Hispanic-White Gap | Black-White Gap | Hispanic-White Gap | Black-White Gap | Hispanic-White Gap |
| MAT0024 | -15.87          | -5.98              | -16.21          | -2.49              | 0.00            | 0.00               |
| MAT1033 | -13.80          | 0.82               | -13.79          | 9.04               | -21.03          | -1.23              |
| MAC1105 | -7.59           | 4.76               | -22.90          | 6.42               | -20.80          | 2.91               |
| MGF1106 | -11.24          | -7.40              | -18.75          | -12.71             | -15.05          | -11.78             |
| STA2023 | 0.00            | 0.00               | 0.00            | 0.00               | -7.18           | -1.83              |

CCTCMIS - Disparity Gap 01/18/2013 9:35:21

Source: SDB2009 - SDB2012 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

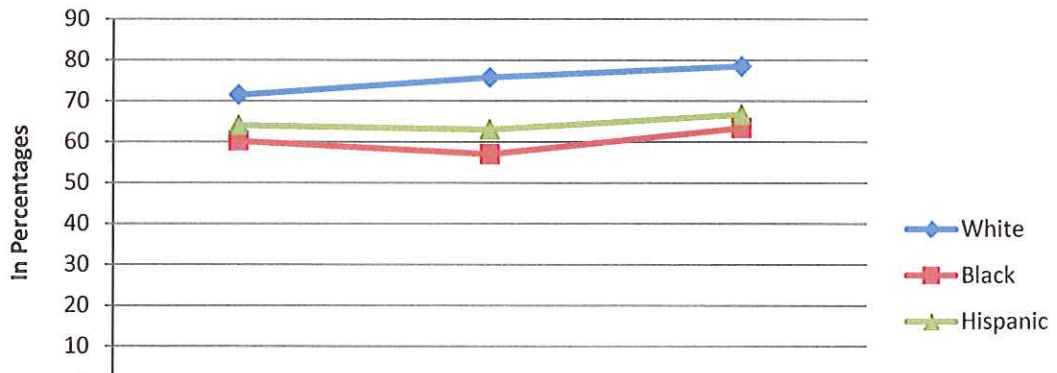


### MAC 1105 Student Success Rates



|          | 2009-2010 | 2010-2011 | 2011-2012 |
|----------|-----------|-----------|-----------|
| White    | 54.81     | 61.34     | 64.59     |
| Black    | 47.22     | 38.44     | 43.79     |
| Hispanic | 59.57     | 67.76     | 67.5      |

### MGF 1106 Student Success Rates



|          | 2009-2010 | 2010-2011 | 2011-2012 |
|----------|-----------|-----------|-----------|
| White    | 71.5      | 75.75     | 78.45     |
| Black    | 60.26     | 57        | 63.4      |
| Hispanic | 64.1      | 63.04     | 66.67     |

## 1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2009-10 through 2011-12.

The general trends in the Student success rates and the gaps are listed in the table below:

### Trends in the Student Success Rates (SSR) and “Gaps”

| Course     | SSR White  | SSR Black  | SSR Hispanic | Gap White-Black | Gap White-Hispanic |
|------------|------------|------------|--------------|-----------------|--------------------|
| MAT0024*** | Increasing | Increasing | Increasing   | Increasing      | Decreasing         |
| MAT1033    | Increasing | Decreasing | Decreasing   | Increasing      | Decreasing         |
| MAC1105    | Increasing | Decreasing | Increasing   | Increasing*     | Decreasing**       |
| MGF1106    | Increasing | Increasing | Increasing   | Increasing*     | Increasing*        |

\*One year trend: gap is decreasing

\*\* Note that Hispanics are more successful than Whites

\*\*\*Only two years of data

## 2. 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. Please include any programs the college has implemented that target a particular race or ethnicity.

### Disparity Gaps in MAT0024/28

The disparity gap between minority students, especially black students, and white students in successful completion of the MAT0024 (now MAT0028) course is a trend that was noted by our program during previous program reviews. A factor that was determined to be significant to the gap was the course redesign that was implemented in 2009. The redesign places an emphasis on the use of technology, and it was noted that many of the students in our program were not accustomed to, or adept at, working with the learning platforms. Additionally, it was noted that it was not only our program that had become more technology driven, but the other developmental education programs had done so as well. The general “feel” by our program was that perhaps we were “overloading” students with technology, and they were seeing it as a burden, instead of the learning tool we hoped. We have since lessened the technology use required by our students, and have streamlined how the students access the computer-based learning platform used in the course. It should be noted that since 2009 – 2010, which was the initial year of the redesign implementation, there have been gains in success by every group noted.

### Strategies for Other Math Courses

Faculty from both the Academic Support Division and the Science and Mathematics Division are participating in the STATWAY Project which was initiated at the Carnegie Foundation for the Advancement of Teaching at Stanford University. The preliminary results indicate that this approach greatly enhances student success in all groups in transitioning from developmental math to college level statistics.

Over the past year, a team comprised of full-time and adjunct faculty from both the Academic Support Division and the Science and Mathematics Division, staff from various student services programs, and students, have been working to identify the causes for the gap, and provide suggestions for remedying it. The work being done by the group is being funded through a PRESS for Completion Grant, which was awarded by Wal-Mart, and is associated with the Achieving the Dream Foundation. Below is a compilation of several of the findings/remedies the group has suggested and implemented.

- List of students who made a “C” in MAT0018 made available to MAT0028 instructors and similar information given to MAT1033 instructors
- List of “repeaters” in gateway credit level math courses made available to instructors
- Create a list of “open office hours” for students to in both developmental and gateway math courses
- Conduct a Culturally Responsive Teaching Workshop scheduled for March 25 (PRESS related but hosted by CTLL)
- Teaching and Learning Book Club “Why Are All the Black Kids Sitting Together in the Cafeteria?” scheduled for March 29, April 12 and April 26 (PRESS related but hosted by CTLL)
- Increase students’ awareness of /participation in the Black Male Achievers organization and the Black Student Union
- Purchase math related motivational/informational posters for classrooms
- Identify/create academic infomercials to make available for viewing in the classroom
- Student Survey in PassPort (link made available to developmental and gateway math instructors to share with students to gather information regarding students’ views of their reasons for success or lack of success in math)
- Informal meetings to increase dialogue between fulltime and adjunct math faculty from both Academic Support and Science and Mathematics Division
- Provide list of all developmental and gateway math courses including modes of delivery and student characteristics to help academic advisors better inform students of their math pathway options
- Identify best strategies for providing incoming students information about the PERT (Florida’s placement exam) and prep sessions for the PERT
- Increase credit level math faculty presence in the Learning Commons
- Collaborate with Learning Commons to offer topic reviews for MAT0028, MAT1033, MAC1105, MGF1106, and STA2023
- Consider prescriptive based referrals to the 30 minute conferences available for MAT1033 and MAC1105 students
- Researching FLIP classrooms
- Researching INTRUSIVE advising
- The C2C program is continuing its development. Due to the success in MAT0018 lab requirements, labs for MAT0028 are being piloted. Data is available supporting success.

**Part IV**  
**Substitution Waivers for Admissions and Course Substitutions**  
**for Students with Disabilities**

**This Part applies to all college academic programs.**

**Florida Statutes (F.S.)**

**§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations:** Applies to any student with a disability, as defined in §1007.02(2), F.S., who is otherwise eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability.

**§1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations:** Applies to any student with a disability, as defined in §1007.02(2), F.S., in a public postsecondary educational institution shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

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, FA.C, and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.

**Rule 6A-10.041(1), FAC,** 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.

**Rule 6A-10.041(2), FAC,** 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.

**Rule 6A-10.041(3), FAC,** requires that the policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

**Rule 6A-10.041(4), FAC**, 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.

- A.** **Rule 6A-10.041, FAC**, was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. For the 2012/2013 Equity Update Report, colleges should submit as Appendix 5, copies of the policies and procedures developed for compliance with Rule 6A-10.041, FAC.
  
- B.** **Rule 6A-10.041(6)** states, "Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within The Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010."

**Provide the following information for eligible students with disabilities, using Form CSR01.**

### Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.

| Disability                         | Number of students | Required Course(s) | Substituted Course(s)   | Discipline Area |
|------------------------------------|--------------------|--------------------|---|-----------------|
| Deaf/Hard of Hearing               |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
| Visual Impairment                  |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
| Specific Learning Disabilities     | 69                 | MGF1106            | EME2040,<br>CGS1060,<br>OCE1001,<br>BSC1005,<br>BSC1050,<br>AST1002 | Mathematics     |
|                                    |                    | MGF1107            | EME2040,<br>CGS1060,<br>OCE1001,<br>BSC1005,<br>BSC1050,<br>AST1002 | Mathematics     |
| Orthopedic Impairment              |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
| Speech Impairment                  |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
| Emotional or Behavioral Disability |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
| Autism Spectrum Disorder           |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
| Traumatic Brain Injury             |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
| Other Health Impairment            |                    |                    |   |                 |
|                                    |                    |                    |   |                 |
|                                    |                    |                    |   |                 |

**How many requests for course substitutions were requested and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.)**

| <b>Semester</b> | <b>Number of substitutions requested</b> | <b>Number of substitutions granted</b> |
|-----------------|--|--|
| <b>Fall</b>     | <b>28</b>                                | <b>28</b>                              |
| <b>Spring</b>   | <b>19</b>                                | <b>19</b>                              |
| <b>Summer</b>   | <b>14</b>                                | <b>14</b>                              |



**PART V  
GENDER EQUITY IN ATHLETICS**

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

**§1006.71, F.S., Gender Equity in Intercollegiate Athletics:** 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:

- A. an assessment of its athletic programs on each of the statutory areas listed below;
- B. a copy of the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2012 (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
- C. *Corrective Action Plan*, if applicable. The college may find it necessary to update an existing plan or 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 FAC., 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 equity 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. Please include the assessment below, using space as needed:

*Tallahassee Community College continues to promote gender equity in intercollegiate athletics. Operating budgets, scholarships budgets – including housing – and facilities are very similar for men’s and women’s basketball, 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:** Colleges 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 2011-12 and 2012-13.

- 1) In response to this requirement, the college should insert the EADA Survey Federal Report for 2012 as Appendix 6.
- 2) 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 EADA Survey Federal Report:

**Athletic Participation by Gender Compared to Student Enrollments by Gender for 2011-12 and 2012-13**

|   | 2011-2012 |         |       | 2012-2013   |       |         |       |
|---|-----------|---------|-------|---|-------|---------|-------|
|   | Males     | Females | Total |   | Males | Females | Total |
| Total Number of Athletes  | 37        | 26      | 63    | Total Number of Athletes  | 37    | 29      | 66    |
| % of Athletes by Gender   | 58.7%     | 41.3%   | 100%  | % of Athletes by Gender   | 56.1% | 43.9%   | 100%  |
|   |           |         |       |   |       |         |       |
| Total Number Enrollments  | 3,740     | 3,653   | 7,393 | Total Number Enrollments  | 3,568 | 3,272   | 6,840 |
| % of Enrollments by Gender  | 50.6%     | 49.4%   | 100%  | % of Enrollments by Gender  | 52.2% | 47.8%   | 100%  |
| Record the difference between the percent of athletes and the percent of students enrolled: | +8.1%     | -8.1%   |       | Record the difference between the percent of athletes and the percent of students enrolled: | +3.9% | -3.9%   |       |

**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?

2011-2012: \_\_\_\_NO\_\_ (yes/no)

2012-2013: \_\_\_\_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 Table B (above) to show the relationship between the rate at which females are enrolled full-time in the college and the rate at which females are participating in intercollegiate sports.

C. Following the College's assessment outlined in parts A and B, the college should check at least one component 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

D. If there are any disparities in section A or B, or if the college has a disproportionate rate of female participantes compared to female enrollments, a priority Corrective Action Plan for compliance shall be included in this report.

#### Corrective Action Plan for Non-Compliance Components in Athletics

Specify modifications proposed for 2012-13 and include a time line for completion of the plan.

| (1)<br>Gender Equity in Athletics Component  | (2)<br>Planned Actions To Address Deficiencies Found in Athletics   | (3)<br>Responsible Person(s) and Contact Information                              | (4)<br>Time Lines |
|--|---|---|-------------------|
| The difference between the percent of athletes and the percent of students enrolled: | <p>Although TCC's percentage of female athletes falls within 5 percentage points of the percent of female students enrolled, this can be attributed to a significant decrease in the number of female students enrolled in 2012-13.</p> <p>To be prepared for an increase in enrollment, as well as the opportunity to strengthen the College's position on gender equity, I will develop a business model for adding a female sport.</p> | <p>Rob Chaney<br/>Athletic Director<br/>(850) 201-6085<br/>chaneyr@tcc.fl.edu</p> | <p>Fall 2013</p>  |

**E. Presidential Evaluation:**

Has the local or District Board of Trustees evaluated the College President on the extent to which gender equity goals were achieved during the previous year?

Yes  No  Month and Date of Evaluation: June 18, 2012

If not, please ensure completion of the evaluation prior to submission of the 2012-13 Annual Equity Update Report.

## PART VI EMPLOYMENT EQUITY ACCOUNTABILITY PLAN

The Florida College System Employment Equity Accountability Program: §1012.86, F.S., requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions and in full-time faculty positions, and for increasing the representation of women and minorities who have attained continuing contract status. The plan must include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Department of Education. This part constitutes the College's progress report related to its Employment Equity Accountability Program required in Section 1012.86, F.S.

### **A. Data, Analysis and Benchmarks**

#### **Employment Analysis**

Data to evaluate employment trends for females and minorities in senior level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff, and continuing contract instructional positions are from the Annual Personnel Report (APR) and includes the collection years of 2008-09 through 2012-13.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2011-12 with 2012-13. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

#### **Benchmarks**

Colleges are provided with two sets of data reflecting the College's service region from the U.S. Census Bureau as benchmarks for measuring success in the employment of underrepresented females and minorities in the three categories being evaluated. Colleges may choose either data reflecting percentages of persons by race and gender over age 25 who have achieved a master's degree and above *or* data of persons over age 25 who have achieved a bachelor's degree and above. The choice should reflect the educational credentials required for the majority of employment positions in each category. Colleges are also provided student data by race and gender reflecting the overall student enrollment population of the college. The student enrollment ratios or other comparisons may also be used as *additional* benchmarks to evaluate success of its employment strategies for females and minorities.

Executive/administrative/managerial Staff:

Florida College System

College: Tallahassee

Historical Track Of College Full-Time Exec/Administrative/Managerial Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

|                     |        | Census                |       |                       |       |          | Employment |            |         |            |         |            |         |            |         |            |                       |                       |
|---------------------|--------|-----------------------|-------|-----------------------|-------|----------|------------|------------|---------|------------|---------|------------|---------|------------|---------|------------|-----------------------|-----------------------|
|                     |        | Bach. Deg. and Higher |       | Grad. Deg. and Higher |       | Stu Pop. | 2008-09    |            | 2009-10 |            | 2010-11 |            | 2011-12 |            | 2012-13 |            | # DIF 2011-12 2012-13 | % DIF 2011-12 2012-13 |
|                     |        | #                     | %     | #                     | %     | %        | #          | % of total | #       | % of total | #       | % of total | #       | % of total | #       | % of total |                       |                       |
| Black               | Female | 3,672                 | 9.7   | 2,326                 | 8.5   | 22.2%    | 2          | 7.4        | 1       | 3.6        | 1       | 4.5        | 2       | 8.0        | 2       | 8.3        | 0                     | 0.0%                  |
|                     | Male   | 2,381                 | 6.3   | 1,837                 | 6.7   | 12.6%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|                     | Total  | 6,053                 | 16.0  | 4,163                 | 15.2  | 34.8%    | 2          | 7.4        | 1       | 3.6        | 1       | 4.5        | 2       | 8.0        | 2       | 8.3        | 0                     | 0.0%                  |
| Hispanic            | Female | 482                   | 1.3   | 328                   | 1.2   | 5.66%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|                     | Male   | 367                   | 1.0   | 397                   | 1.5   | 3.59%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|                     | Total  | 849                   | 2.2   | 725                   | 2.6   | 9.25%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
| Non-Resident Aliens | Female | 0                     | 0.0   | 0                     | 0.0   | 0.48%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|                     | Male   | 0                     | 0.0   | 0                     | 0.0   | 0.31%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|                     | Total  | 0                     | 0.0   | 0                     | 0.0   | 0.78%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
| Other               | Female | 821                   | 2.2   | 764                   | 2.8   | 7.24%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 1       | 4.2        | 1                     | 100.0%                |
|                     | Male   | 609                   | 1.6   | 1,058                 | 3.9   | 4.52%    | 1          | 3.7        | 1       | 3.6        | 1       | 4.5        | 1       | 4.0        | 0       | 0.0        | -1                    | (100.0%)              |
|                     | Total  | 1,430                 | 3.8   | 1,822                 | 6.7   | 11.8%    | 1          | 3.7        | 1       | 3.6        | 1       | 4.5        | 1       | 4.0        | 1       | 4.2        | 0                     | 0.0%                  |
| White               | Female | 14,744                | 39.1  | 9,364                 | 34.2  | 22.0%    | 14         | 51.9       | 13      | 46.4       | 10      | 45.5       | 11      | 44.0       | 11      | 45.8       | 0                     | 0.0%                  |
|                     | Male   | 14,666                | 38.9  | 11,291                | 41.3  | 21.4%    | 10         | 37.0       | 13      | 46.4       | 10      | 45.5       | 11      | 44.0       | 10      | 41.7       | -1                    | ( 9.1%)               |
|                     | Total  | 29,410                | 77.9  | 20,655                | 75.5  | 43.4%    | 24         | 88.9       | 26      | 92.9       | 20      | 90.9       | 22      | 88.0       | 21      | 87.5       | -1                    | ( 4.5%)               |
| Total               | Female | 19,719                | 52.2  | 12,782                | 46.7  | 57.5%    | 16         | 59.3       | 14      | 50.0       | 11      | 50.0       | 13      | 52.0       | 14      | 58.3       | 1                     | 7.7%                  |
|                     | Male   | 18,023                | 47.8  | 14,583                | 53.3  | 42.5%    | 11         | 40.7       | 14      | 50.0       | 11      | 50.0       | 12      | 48.0       | 10      | 41.7       | -2                    | ( 16.7%)              |
|                     | Total  | 37,742                | 100.0 | 27,365                | 100.0 | 100%     | 27         | 100.0      | 28      | 100.0      | 22      | 100.0      | 25      | 100.0      | 24      | 100.0      | -1                    | ( 4.0%)               |

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

**1. Executive/administrative/managerial Staff:**

- a. Describe the analysis of the employment of females and minorities, comparing the College’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:

The College used the percent of the Census population with graduate degrees as a benchmark to compare employment of females and minorities. Employee percentage gaps between the percent of the Census population with graduate degrees greater than 10% are considered a significant gap.

- b. Did the college achieve its goals as stated in the 2010/2011 Equity Update Report?

|                | Actual Data (%) 2011-12 | Actual Data (%) 2012-13 | U.S Census Data (select Benchmark) | Stated Goals (2012-13)      | Met Goal (yes/no) | Goals for 2013-14           |
|----------------|-------------------------|-------------------------|------------------------------------|-----------------------------|-------------------|-----------------------------|
| Black          | 8.0%                    | 8.3%                    | 15.2%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 8.0%                    | 8.3%                    | 8.5%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 0.0%                    | 0.0%                    | 6.7%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Hispanic       | 0.0%                    | 0.0%                    | 2.6%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 0.0%                    | 0.0%                    | 1.2%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 0.0%                    | 0.0%                    | 1.5%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| White          | 88.0%                   | 87.5%                   | 75.5%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 44.0%                   | 45.8%                   | 34.2%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 44.0                    | 41.7%                   | 41.3%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Other Minority | 4.0%                    | 4.2%                    | 6.7%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 0.0%                    | 4.2%                    | 2.8%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 4.0                     | 0.0%                    | 2.9%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| by Gender      | 100.0%                  | 100%                    | 100%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Female (total) | 52.0%                   | 58.3%                   | 46.7%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Male (total)   | 48.0%                   | 41.7%                   | 53.3%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |

Employment of EAM compared to Census Population with a Graduate Degree or higher

The College has met its goal of female and minority representation, coming within ten percentage points of the census population for minorities that have earned a graduate degree or higher. The goal of the College is to continue its efforts of having the percentage of EAM employees, in each national census category, fall within ten percentage points of the census population with graduate degrees or higher. Since 2010, the College has continued its efforts to close the gap for African American representation as compared to the national census and again shows an increase in this area from 8.0% to 8.3%.

Female representation in EAMs saw a 6.3% increase since 2011, increasing from 52% to 58.3%. The College continues to achieve its goal for female EAM representation, surpassing the national census representation by 11.6%. Unfortunately, the increase in female representation has produced a decrease in male representation.

The College continues to be within ten percentage points of EAM employment for both Hispanics and Other Minorities with graduate degrees or higher.

During the 2012-2013 academic year, the College initiated two recruitment searches for EAM positions: (1) The Vice President for Workforce Development and (2) the Vice President for Information Technology. The Vice President for Workforce Development search is complete and a female candidate of African American ancestry was chosen. The Vice President of Information Technology was filled by a male of European ancestry. A third EAM, the Vice President of Student Affairs was filled by a female of European ancestry.

**c. List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities:**

The College continues to make inroads into increasing female and minority representation in the EAM category. And, the College will continue to strive to add Hispanics to the ranks of its EAM employees. The goal of the College is to have the percentage of EAM employees in each category fall within ten percentage points of the census population having graduate degrees or higher.

**d. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?**

Over the past year, the economy has continued to improved, which allowed the College's past budget barriers to be somewhat eradicated. However, the College continues to compete with other colleges in the city of Tallahassee, as well as the state of Florida, and colleges located throughout the southeastern part of the U.S.



**Full-time Instructional Staff:**

**Florida College System**

**College: Tallahassee**

**Historical Track of College Full-Time Instructional Staff**

**Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

|                     |        | Census                |       |                       |       |          | Employment |            |         |            |         |            |         |            |         |            |                       |                       |
|---------------------|--------|-----------------------|-------|-----------------------|-------|----------|------------|------------|---------|------------|---------|------------|---------|------------|---------|------------|-----------------------|-----------------------|
|                     |        | Bach. Deg. and Higher |       | Grad. Deg. and Higher |       | Stu Pop. | 2008-09    |            | 2009-10 |            | 2010-11 |            | 2011-12 |            | 2012-13 |            | # DIF 2011-12 2012-13 | % DIF 2011-12 2012-13 |
|                     |        | #                     | %     | #                     | %     | %        | #          | % of total | #       | % of total | #       | % of total | #       | % of total | #       | % of total |                       |                       |
| Black               | Female | 3,672                 | 9.7   | 2,326                 | 8.5   | 22.2%    | 16         | 8.9        | 19      | 10.3       | 16      | 9.1        | 17      | 9.1        | 19      | 9.8        | 2                     | 11.8%                 |
|                     | Male   | 2,381                 | 6.3   | 1,837                 | 6.7   | 12.6%    | 16         | 8.9        | 16      | 8.7        | 16      | 9.1        | 17      | 9.1        | 17      | 8.8        | 0                     | 0.0%                  |
|                     | Total  | 6,053                 | 16.0  | 4,163                 | 15.2  | 34.8%    | 32         | 17.9       | 35      | 19.0       | 32      | 18.3       | 34      | 18.3       | 36      | 18.6       | 2                     | 5.9%                  |
| Hispanic            | Female | 482                   | 1.3   | 328                   | 1.2   | 5.66%    | 5          | 2.8        | 5       | 2.7        | 7       | 4.0        | 7       | 3.8        | 8       | 4.1        | 1                     | 14.3%                 |
|                     | Male   | 367                   | 1.0   | 397                   | 1.5   | 3.59%    | 4          | 2.2        | 4       | 2.2        | 6       | 3.4        | 7       | 3.8        | 8       | 4.1        | 1                     | 14.3%                 |
|                     | Total  | 849                   | 2.2   | 725                   | 2.6   | 9.25%    | 9          | 5.0        | 9       | 4.9        | 13      | 7.4        | 14      | 7.5        | 16      | 8.2        | 2                     | 14.3%                 |
| Non-Resident Aliens | Female | 0                     | 0.0   | 0                     | 0.0   | 0.48%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|                     | Male   | 0                     | 0.0   | 0                     | 0.0   | 0.31%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|                     | Total  | 0                     | 0.0   | 0                     | 0.0   | 0.78%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
| Other               | Female | 821                   | 2.2   | 764                   | 2.8   | 7.24%    | 1          | 0.6        | 2       | 1.1        | 2       | 1.1        | 2       | 1.1        | 3       | 1.5        | 1                     | 50.0%                 |
|                     | Male   | 609                   | 1.6   | 1,058                 | 3.9   | 4.52%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|                     | Total  | 1,430                 | 3.8   | 1,822                 | 6.7   | 11.8%    | 1          | 0.6        | 2       | 1.1        | 2       | 1.1        | 2       | 1.1        | 3       | 1.5        | 1                     | 50.0%                 |
| White               | Female | 14,744                | 39.1  | 9,364                 | 34.2  | 22.0%    | 76         | 42.5       | 79      | 42.9       | 74      | 42.3       | 80      | 43.0       | 83      | 42.8       | 3                     | 3.8%                  |
|                     | Male   | 14,666                | 38.9  | 11,291                | 41.3  | 21.4%    | 61         | 34.1       | 59      | 32.1       | 54      | 30.9       | 56      | 30.1       | 56      | 28.9       | 0                     | 0.0%                  |
|                     | Total  | 29,410                | 77.9  | 20,655                | 75.5  | 43.4%    | 137        | 76.5       | 138     | 75.0       | 128     | 73.1       | 136     | 73.1       | 139     | 71.6       | 3                     | 2.2%                  |
| Total               | Female | 19,719                | 52.2  | 12,782                | 46.7  | 57.5%    | 98         | 54.7       | 105     | 57.1       | 99      | 56.6       | 106     | 57.0       | 113     | 58.2       | 7                     | 6.6%                  |
|                     | Male   | 18,023                | 47.8  | 14,583                | 53.3  | 42.5%    | 81         | 45.3       | 79      | 42.9       | 76      | 43.4       | 80      | 43.0       | 81      | 41.8       | 1                     | 1.3%                  |
|                     | Total  | 37,742                | 100.0 | 27,365                | 100.0 | 100%     | 179        | 100.0      | 184     | 100.0      | 175     | 100.0      | 186     | 100.0      | 194     | 100.0      | 8                     | 4.3%                  |

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

**2. Full-time Instructional Staff:**

a) Describe the analysis of the employment of females and minorities, comparing the College's data with the benchmark(s). If more than one benchmark is used, explain the analysis:

b) Did the college achieve its goals as stated in the 2011/2012 Equity Update Report?

|                | Actual Data (%) 2011-12 | Actual Data (%) 2012-13 | U.S Census Data (select Benchmark) | Stated Goals (2012-13)      | Met Goal (yes/no) | Goals for 2013-14           |
|----------------|-------------------------|-------------------------|------------------------------------|-----------------------------|-------------------|-----------------------------|
| Black          | 18.3%                   | 18.6%                   | 15.2%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 9.1%                    | 9.8%                    | 8.5%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 9.1%                    | 8.8%                    | 6.7%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Hispanic       | 7.5%                    | 8.2%                    | 2.6%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 3.8%                    | 4.1%                    | 1.2%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 3.8%                    | 4.1%                    | 1.5%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| White          | 73.1%                   | 71.6%                   | 75.5%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 43.0%                   | 42.8%                   | 34.2%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 30.1%                   | 28.9%                   | 41.3%                              | Within 10% of the US Census | No                | Within 10% of the US Census |
| Other Minority | 1.1%                    | 1.5%                    | 6.7%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 1.1%                    | 1.5%                    | 2.8%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 0.0%                    | 0.0%                    | 2.9%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| by Gender      | 100%                    | 100%                    | 100%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Female (total) | 57.0%                   | 58.2%                   | 46.7%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Male (total)   | 43.0%                   | 41.8%                   | 53.3%                              | Within 10% of the US Census | No                | Within 10% of the US Census |

Employment of Full-Time Instructional Staff compared to Census Population with a Graduate Degree or higher

The College has met its goal of female and minority representation, coming within ten percentage points of the census population for minorities that have earned a graduate degree or higher. The goal of the College is to continue its efforts of having the percentage of Full-time Faculty employees, in each national census category, fall within ten percentage points of the census population with graduate degrees or higher. Since 2010, the College has continued its efforts to close the gap for African American representation as compared to the national census. The gap for African American representation as Full-time Faculty at TCC, compared to the national census, closed by .3% percentage points in 2012.

Female representation as Full-time Faculty saw a 1.2% increase since 2011, increasing from 57% to 58.2%. The College continues to achieve its goal for female Full-time Faculty representation, surpassing the national census representation by 11.5% in 2012. Unfortunately, the increase in female representation has produced a decrease in male representation. The overall male population is the only Full-time Faculty category whereby the College was unable to reach its goal of 10% within the Census totals.

The College continues to exceed its Full-time Faculty employment goals for Hispanics with graduate degrees or higher. In 2012 the College exceeded the census Hispanic representation by 5.6%. The College also continues to meet its goal for other minorities in Full-time Faculty employment.

**c) Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:**

The College continues to exceed its goals for female and minority representation for Full-time Instructional Staff. No modifications have been made to the goal or timeline in this area.

**d) List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities:**

The College will continue to use retention, promotion and recruitment strategies to maintain the percentage of female and minority employees in the Instructional Staff category. The College will also continue to post vacancies on the websites of publications that target specific minorities such as *Issues in Higher Education*, and *Hispanics Outlook in Higher Education*, as well as the other national publications such as *The Chronicle of Higher Education*. The College also uses search engines that include, but are not limited to CareerBuilder.com and HigherEdJobs.com to recruit applicants for instructional vacancies.

**e) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?**

Currently, barriers affecting the successful recruitment and/or retention of females and/or minorities faculty include, but are not limited to the competition from other institutions of higher education, competing with the private sector, and the economy is improving, budgetary constraints continue to be concern.

Full-time Continuing Contract Instructional Staff:

Florida College System

College: Tallahassee

Historical Track of College Full-Time Continuing Contract Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

|                     |        | Census                |       |                       |       |          | Employment |            |         |            |         |            |         |            |         |            |         |         |
|---------------------|--------|-----------------------|-------|-----------------------|-------|----------|------------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|---------|
|                     |        | Bach. Deg. and Higher |       | Grad. Deg. and Higher |       | Stu Pop. | 2008-09    |            | 2009-10 |            | 2010-11 |            | 2011-12 |            | 2012-13 |            | # DIF   | % DIF   |
|                     |        | #                     | %     | #                     | %     | %        | #          | % of total | #       | % of total | #       | % of total | #       | % of total | #       | % of total | 2011-12 | 2011-12 |
|                     |        |                       |       |                       |       |          |            |            |         |            |         |            |         |            |         |            | 2012-13 | 2012-13 |
| Black               | Female | 3,672                 | 9.7   | 2,326                 | 8.5   | 22.2%    | 12         | 8.3        | 14      | 9.0        | 11      | 7.6        | 10      | 6.7        | 12      | 8.2        | 2       | 20.0%   |
|                     | Male   | 2,381                 | 6.3   | 1,837                 | 6.7   | 12.6%    | 12         | 8.3        | 13      | 8.4        | 15      | 10.4       | 15      | 10.0       | 14      | 9.5        | -1      | ( 6.7%) |
|                     | Total  | 6,053                 | 16.0  | 4,163                 | 15.2  | 34.8%    | 24         | 16.6       | 27      | 17.4       | 26      | 18.1       | 25      | 16.7       | 26      | 17.7       | 1       | 4.0%    |
| Hispanic            | Female | 482                   | 1.3   | 328                   | 1.2   | 5.66%    | 2          | 1.4        | 3       | 1.9        | 6       | 4.2        | 7       | 4.7        | 7       | 4.8        | 0       | 0.0%    |
|                     | Male   | 367                   | 1.0   | 397                   | 1.5   | 3.59%    | 3          | 2.1        | 4       | 2.6        | 4       | 2.8        | 4       | 2.7        | 4       | 2.7        | 0       | 0.0%    |
|                     | Total  | 849                   | 2.2   | 725                   | 2.6   | 9.25%    | 5          | 3.4        | 7       | 4.5        | 10      | 6.9        | 11      | 7.3        | 11      | 7.5        | 0       | 0.0%    |
| Non-Resident Aliens | Female | 0                     | 0.0   | 0                     | 0.0   | 0.48%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0%    |
|                     | Male   | 0                     | 0.0   | 0                     | 0.0   | 0.31%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0%    |
|                     | Total  | 0                     | 0.0   | 0                     | 0.0   | 0.78%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0%    |
| Other               | Female | 821                   | 2.2   | 764                   | 2.8   | 7.24%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 1       | 0.7        | 2       | 1.4        | 1       | 100.0%  |
|                     | Male   | 609                   | 1.6   | 1,058                 | 3.9   | 4.52%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0%    |
|                     | Total  | 1,430                 | 3.8   | 1,822                 | 6.7   | 11.8%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 1       | 0.7        | 2       | 1.4        | 1       | 100.0%  |
| White               | Female | 14,744                | 39.1  | 9,364                 | 34.2  | 22.0%    | 68         | 46.9       | 71      | 45.8       | 63      | 43.8       | 63      | 42.0       | 62      | 42.2       | -1      | ( 1.6%) |
|                     | Male   | 14,666                | 38.9  | 11,291                | 41.3  | 21.4%    | 48         | 33.1       | 50      | 32.3       | 45      | 31.3       | 50      | 33.3       | 46      | 31.3       | -4      | ( 8.0%) |
|                     | Total  | 29,410                | 77.9  | 20,655                | 75.5  | 43.4%    | 116        | 80.0       | 121     | 78.1       | 108     | 75.0       | 113     | 75.3       | 108     | 73.5       | -5      | ( 4.4%) |
| Total               | Female | 19,719                | 52.2  | 12,782                | 46.7  | 57.5%    | 82         | 56.6       | 88      | 56.8       | 80      | 55.6       | 81      | 54.0       | 83      | 56.5       | 2       | 2.5%    |
|                     | Male   | 18,023                | 47.8  | 14,583                | 53.3  | 42.5%    | 63         | 43.4       | 67      | 43.2       | 64      | 44.4       | 69      | 46.0       | 64      | 43.5       | -5      | ( 7.2%) |
|                     | Total  | 37,742                | 100.0 | 27,365                | 100.0 | 100%     | 145        | 100.0      | 155     | 100.0      | 144     | 100.0      | 150     | 100.0      | 147     | 100.0      | -3      | ( 2.0%) |

CCTCMIS EQUITY 01/14/13 13:10:04 Source: APR2009 - APR2013, 2009 American FactFinder Educational Attainment Census Data, SDB2012

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

**3. Full-time Continuing Contract Instructional Staff:**

- a) Describe the analysis of the employment of females and minorities, comparing the College’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:

Unlike last year, the College has experienced an increase during this academic period in female and all minority faculty representation for full-time Continuing Contract Instructional Staff. The College also continues to meet its goal of falling within ten percentage points of the census population with graduate degrees or higher for faculty representation in this category.

- b) Did the college achieve its goals as stated in the 2010/2011 Equity Update Report?

The College has achieved its goals as stated in the 2011/2012 Equity Update Report of having its Continuing Contract Instructional Staff fall within an acceptable range (10%) of the census benchmarks of people with graduate degrees. The College has outpaced the census benchmark by: 2.5% for African American (an increase of 1.0% over last year); 4.9% for Hispanics; and 7.3% for females. Last year was the first time there was any representation of other minorities in the Continuing Contract Instructional Staff category. This year, the other minority representation in the Continuing Contract Instructional Staff category has doubled.

|                | Actual Data (%) 2011-12 | Actual Data (%) 2012-13 | U.S Census Data (select Benchmark) | Stated Goals (2012-13)      | Met Goal (yes/no) | Goals for 2013-14           |
|----------------|-------------------------|-------------------------|------------------------------------|-----------------------------|-------------------|-----------------------------|
| Black          | 16.7%                   | 17.7%                   | 15.2%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 6.7%                    | 8.2%                    | 8.5%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 10.0%                   | 9.5%                    | 6.7%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Hispanic       | 7.3%                    | 7.5%                    | 2.6%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 4.7%                    | 4.8%                    | 1.2%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 2.7%                    | 2.7%                    | 1.5%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| White          | 75.3%                   | 73.5%                   | 75.5%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 42.0%                   | 43.2%                   | 34.2%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 33.3%                   | 31.3%                   | 41.3%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Other Minority | 0.7%                    | 1.4%                    | 6.7%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -female        | 0.7%                    | 1.4%                    | 2.8%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| -male          | 0.0%                    | 0.0%                    | 2.9%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| by Gender      | 100%                    | 100%                    | 100%                               | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Female (total) | 54.0%                   | 56.5%                   | 46.7%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |
| Male (total)   | 46.0%                   | 43.5%                   | 53.3%                              | Within 10% of the US Census | Yes               | Within 10% of the US Census |

Employment of Full-Time Continuing Contract Instructors compared to Census Population with a Graduate Degree or higher

- c) Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:

The College has exceeded its goal for female, Hispanic and African American Continuing Contract Instructional Staff and has met its goal regarding other minorities. Therefore, the College sees no need to modify its goals and/or timelines at this time.

- d) **List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities:**

The College will continue to focus on retention, promotion and recruitment strategies to maintain the percentage of female and minority employees in Full-Time Instructional Staff hires, thus allowing Instructional Staff to ultimately become Full-Time Continuing Contract Instructional Staff.

- e) **Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?**

Barriers facing the College continue to be competition with other institutions of higher education, as well as the private sector to attract qualified staff. With that said, it should be made clear that once faculty hires are made, the retention efforts made by the College are very effective in keeping faculty members.

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

- 1) **The college should provide a summary of results as requested in Section 1012.86(3)(a), F.S., which provides that:**

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

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

The Provost and Vice Presidents continue to take into consideration the College's employment plan when conducting searches to fill vacancies in their areas of responsibility. The Provost and Vice Presidents provide leadership and properly address the College's staffing needs. The Provost and Vice Presidents also maintain a line of communication with Human Resources during the employment recruitment processes.

The Provost evaluation of the Deans indicates each Dean has supported and promoted the College diversity initiatives. Diversity initiatives have been supported by each Dean through promoting diversity among faculty screening committees, participating in and instructing screening committees, and equity training is provided for program chairs. Deans understand and

communicate to the program chairs the importance and associated benefits to the college of having a well diverse faculty.

Remedial steps are taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Such steps will involve the supervisor speaking to the employee to determine why the goal was not met and to discuss new strategies, if warranted, on how to meet future goals.

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

Florida College System institution boards of trustees shall annually evaluate the performance of the Florida College System institution presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of Education as part of the Florida College System institution's annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

The college should provide below a response to this section of law, including the most recent month, date, year and summary of the president's performance evaluation. Provide a response in the space below:

The Board's evaluation of the President continues denote high ratings on student welfare, articulation, professionalism and indicates the President is doing an outstanding job demonstrating leadership and commitment for progress in meeting the goals and objectives of the College's employment accountability plan.

**C. Additional Requirements:**

**The college should complete the following related to additional processes required by Section 1012.86, F.S. The Signature Page of this report will suffice as certification of each:**

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

When submitting the Request to Advertise form, the hiring authority recommends the names of persons to serve on the Review Team and specifies a person to serve as Review Team chair. Inclusion of women and minorities is strongly recommended. The President, Provost, Vice President or Human Resources Representative must approve the review team. It is the responsibility of the hiring authority to ensure that the Review Team composition is in accordance with the College's equity plan. The make-up of the Review Team may encompass two or more members, excluding non-voting or ex-officio members. The President has the flexibility of altering the selection process for executive positions.

- 2) The college sets forth the requirements for receiving continuing contracts for instructional staff. The process used to grant continuing contracts is described below:

The faculty member shall have served at the College in annual contract status in accordance with the provisions and intent of 6A-14.0411(2)(a)(b) of the Florida Administrative Code (FAC) for five (5) full years of satisfactory service at Tallahassee Community college during a period not in excel of seven (7) years.

Continuing contract must be based on explicit judgment of qualifications and performance. In accordance with 6A-14.0411(3) FAC, the criteria shall include 1) quantifiable measured effectiveness in the performance of faculty duties, 2) continuing professional development, 3) currency and scope of subject matter knowledge, 4) relevant feedback from students, faculty, and employers of students, 5) service to the department, college, and community; and 6) appropriate criteria measuring student success.

- 3) The following describes the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status:

Prior to initial appointment to continuing contract, faculty members must be carefully evaluated by the program director or dean. The faculty member will provide to the supervisor a professional portfolio containing a factual description of the faculty member's teaching, curriculum, service and professional development strengths and accomplishments. The portfolio will include empirical evidence as well as a self-assessment as required in the Tallahassee Community College Board of Trustee policies. The Dean shall consider all of the evaluation materials, including immediate supervisor's assessment in making recommendation to the Provost and President.

- 4) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to Section 1012.86, F.S. Summarized below is a description of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner:

The College allocates funds for the recruitment of minority candidates at colleges, universities, and conference. Funds are also dedicated to advertising in national publications and web sites with direct marketing strategies targeting specific minority groups. In addition, the College allocates travel funds to invite applicants on campus for interviews.

- 5) The following describes how funds are used to increase the number of females and minorities receiving continuing contracts:

Professional development funds are used for mentoring and engaging in activities associated with evaluations for continuing contract status. Faculty on annual contracts have as a resource faculty seminars that are designed to introduce new faculty to Tallahassee Community College's learning centered philosophy; share information about programs, resources, and services that support faculty and students; provide opportunities to openly share and discuss issues related to teaching and learning; offer a forum for sharing experiences and best practices; learn about and participate in shared governance; and discuss issues and other factors related to professional growth.

- 6) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.



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

| Job Classification<br>(the IPEDS Fall Staff Survey<br>job classifications may be<br>used as appropriate) | # of New<br>Hires* | Salary Range            | # of Existing<br>Employee(s)<br>with Comparable<br>Experience | Salary Range      |
|--|--------------------|-------------------------|---|-------------------|
| Assistant Professors   | 13                 | \$41,177 - \$52,267 (F) | 170   | \$41,177- 52,267  |
| Computer Systems Analyst   | 1                  | \$49,060 - \$53,730 (G) | 4   | \$49,140- 55,879  |
| Contract Specialist  | 1                  | \$49,140 - \$75,600 (G) | 11  | \$43,614- 69,285  |
| English/Language Arts<br>Content Manager   | 1                  | \$55,000 (G)            | 170   | \$41,177- 52,267  |
| Executive Director, Wakulla<br>Environmental Institutions  | 1                  | \$120,000 (Ex)          | 0   | N/A               |
| Gear Up Coach  | 1                  | \$40,000 (G)            | 16  | \$40,000-45,000   |
| Vice President for<br>Information Technology   | 1                  | \$155,000 (Ex)          | 0   | N/A               |
| Custodial Worker   | 2                  | \$19,300 (C)            | 35  | \$18,403-28,697   |
| Staff Assistant II   | 1                  | \$29,971 (C)            | 5   | \$25,186-39,274   |
| Senior Financial Aid<br>Assistant  | 1                  | \$27,583 (C)            | 0   | \$21,529-33572    |
| FPSI Business Office Director  | 1                  | \$56,419 (MP)           | 0   | \$49,180-70,000   |
| Director of Budget & Cost<br>Analysis  | 1                  | \$70,000 (MP)           | 0   | N/A               |
| Supervisor Landscape<br>Services   | 1                  | \$42,248 (C)            | 0   | \$31,868- 49,694  |
| Library Technical Assistant II   | 1                  | \$28,331 - \$31,028 (C) | 13  | \$28,331- 52,266  |
| TCC Foundation<br>Development and<br>Communications Associate  | 1                  | \$43,000 (C)            | 1   | \$35,848 - 55,900 |
| Program Specialist   | 1                  | \$32,000 (G)            | 320   | \$22,390- 33,560  |
| Program Specialist II  | 1                  | \$36,000 - \$42,000 (G) | 260   | \$34,901- 42,464  |

\* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2012 either for the first time (new to the institution) or after a break in service AND who are still on the payroll of the institution as November 1, 2012.”

FLORIDA EDUCATIONAL EQUITY ACT

2012-13 ANNUAL EQUITY UPDATE REPORT

*Signature Page*

Tallahassee Community College

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The college ensures that Section 1000.05, F.S. and Section 1012.86, 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, color, ethnicity, national origin, gender, disability, age, genetic information, 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 college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of Section 1012.86, F.S.

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)

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Name (Renaë Tolson, HR Director & Equity Officer)

Date

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Name (Jim Murdaugh, Ph.D., President)

Date

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Name (Dr. Dana G. Callen, Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2012/2013.

# **APPENDIX 1**

## **Policy of Nondiscrimination**

**TALLAHASSEE COMMUNITY COLLEGE  
DISTRICT BOARD OF TRUSTEES  
P O L I C Y**

|   |                      |
|---|----------------------|
| <b>TITLE:</b> Equal Opportunity, Discrimination, Sexual Misconduct, and Unlawful Harassment   | <b>NUMBER:</b> 03-01 |
| <b>AUTHORITY:</b><br>Florida Statute: 1001.64, 1001.65, 1006.35, 1006.67<br>Florida Administrative Code: 6A-14.0262, 6A-14.060, 6A-19.008<br>Age Discrimination in Employment Act of 1967, as amended<br>Executive Order 11246<br>Section 504, Rehabilitation Act of 1973 as amended<br>Title II, Genetic Information Non-Discrimination Act of 2008<br>Titles VI and VII of the Civil Rights Act of 1964, amended 1972<br>Title IX, Education Amendments of 1972<br>Florida Educational Equity Act of 1984, as amended | <b>SEE ALSO:</b>     |
| <b>DATE ADOPTED:</b> 12/01/97; revised 01/22/01; 09/21/09; 08/20/12   |                      |

**A. EQUAL OPPORTUNITY**

Tallahassee Community College (TCC) does not discriminate against any person on the basis of race, color, ethnicity, genetic information, national origin, religion, gender, marital status, disability, or age in its programs and activities.

As an institution of higher education, the College reaffirms its policies of equal opportunity and open admissions, and is committed to maintaining and promoting nondiscrimination in all aspects of its programs and activities. The College has an Equity Plan to ensure equal access/equal opportunity to all individuals and has designated a College Equity Officer to ensure compliance with applicable TCC Policy, State and Federal laws.

The College will broadly publish and circulate its policy of equal access/equal opportunity by including the policy in correspondence, media communication, and printed matter. The College will engage the services of only those professional organizations, employment agencies, contracts, or other agents whose policies are in alignment with the equal opportunity policy of the College.

## **B. POLICY STATEMENT**

1. The College is committed to having a learning and working environment that is free of discrimination, sexual misconduct, and unlawful harassment. Discrimination, sexual misconduct, or harassment of students or employees in the learning and/or working environment will not be tolerated. Accordingly, members of the college community, including students, faculty, administrators, staff, vendors and the public can expect professional and courteous treatment at all times.
2. It shall be a violation of this policy for a student, faculty member, administrator, or staff member of the College to discriminate against, participate in sexual misconduct, or harass another student, faculty member, administrator, staff member, or vendor.
3. The College will not tolerate retaliation against employees or witnesses for filing complaints, or protesting practices which are prohibited under this policy.
4. Terms and conditions of employment based on a bona fide occupational requirement or distinction (i.e. gender specific restrooms, athletic activities, or other areas) is not a violation of this policy.
5. Discrimination, sexual misconduct, and unlawful harassment on the part of vendors toward any member of the College community will not be tolerated. Vendors will be required to promptly investigate claims of discrimination, sexual misconduct, or harassment reported against their employees or subcontractors.

## **C. DEFINITIONS**

1. Discrimination is defined as treating any member of the College community differently than others on the basis of race, color, ethnicity, genetic information, national origin, religion, gender, marital status, disability, age or other legally protected classifications.

Conduct which falls under the definition of discrimination and which is prohibited by this policy includes, but is not limited to:

- a. Disparate treatment in employment, job placement, promotions, demotions, salaries or wages, benefits, terms and conditions of employment, on the basis of one of the protected categories outlined above in III(A).
  - b. Limiting a person's access to athletic, social, cultural or other activities of the college on the basis of one of the protected categories outlined above in III(A).
2. Sexual Misconduct is defined as a range of behaviors including rape, sexual assault (which includes any kind of nonconsensual sexual contact), sexual harassment, intimate partner violence, stalking, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing.

- a. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or communication of a sexual nature when:
  1. Submission to or rejection of such conduct is used explicitly or implicitly as a basis for any decision affecting terms or conditions of an individual's employment, academic status, participation in any program or activity, receipt of College services; or
  2. Such conduct has the purpose or effect of interfering with an individual's work performance or academic experience by creating an intimidating, hostile, or offensive environment for work or learning.

Sexual harassment can occur between any persons including students, faculty, administrators, staff, vendors, or visitors.

Sexual harassment can be verbal, visual, or physical. Conduct which falls within the definition of sexual harassment may include, but is not limited to:

- Unwelcome physical contact of a sexual nature, such as patting, pinching, or nonconsensual touching of another's body.
  - Verbal innuendoes or jokes of a sexual nature including graphic or degrading comments about an individual or his/her appearance.
  - Sexual assaults or batteries
  - Overt or implied requests for sexual favors as a condition of employment or for continued employment or preferences in the workplace.
  - Use of suggestive gestures or remarks to describe a person's body, clothing or sexual activity.
  - Display or posting of sexually explicit or suggestive photographs or materials in the workplace.
3. Unlawful harassment is defined as conduct that is a) unwelcome and b) unreasonably interferes with an individual's ability to learn or work due to the creation of an intimidating, hostile, or offensive environment.
    - a. Unlawful harassment may include, but is not limited to:
      1. Offensive treatment
      2. Demeaning language
      3. Objectionable epithets
      4. Threatened or actual physical harm or abuse
      5. Intimidating or insulting conduct

## **D. REPORTING, INVESTIGATION, AND RESOLUTION**

The College strongly encourages persons to promptly report violations of this policy as outlined below and commits that a thorough review will be undertaken with the ultimate goal of resolution.

### 1. Duty to Report

- a. Complaints of discrimination, retaliation, sexual misconduct, or unlawful harassment by and against students should be filed promptly with the Student Judicial Advisor. Complaints of discrimination, retaliation, sexual misconduct, or unlawful harassment involving faculty or staff should be filed promptly with the Director of Human Resources/College Equity Officer.
- b. Administrators and supervisors who become aware of an alleged conduct of discrimination, sexual misconduct, unlawful harassment, or retaliation must immediately report this information to the appropriate intake person named above.
- c. All complaints of discrimination and unlawful harassment received by the Student Judicial Officer or College Equity Officer will be logged. The log will include the complainant's name, person whom the complaint is filed against, incident date(s), brief summary, and the resolution. The College Equity Officer is the official custodian of the log.
- d. The Student Judicial Advisor will submit all student complaints, including resolution, to the College Equity Officer for review and inclusion in the log on a monthly basis.
- e. The Student Judicial Advisor and College Equity Officer shall meet each quarter to review the complaint log.

### 2. Investigation

- a. Upon receipt of a complaint, the Student Judicial Advisor or College Equity Officer will conduct a prompt and confidential investigation. The registering of a complaint will not be used or held against the student or employee, nor will it have an adverse impact on the complainant's educational or employment status.
- b. The investigating official (College Equity Officer or designee) for matters involving employees will submit a written report to the appropriate Vice President (VP) as soon as possible, not to exceed 30 working days of receiving the written complaint. The report will include findings, a conclusion as to whether this policy has been violated, and a recommendation of the appropriate action to be initiated.
- c. For matters involving students, the Student Judicial Advisor will follow the guidelines of the Student Code of Conduct in reviewing the complaint. The Student Judicial

Officer will send the investigative report to the College Equity Officer for input and approval prior to sending the findings and recommendations to the Vice President of Student Affairs. The Student Judicial Officer will keep the Vice President for Student Affairs apprised of the review process.

### 3. Resolution

- a. For matters involving employees, once the recommendation of the College Equity Officer is approved by the appropriate VP, the complainant will be advised of the results of the investigation.
- b. For matters involving students, once the recommendation of the Student Judicial Officer is reviewed by the College Equity Officer and approved by the Vice President of Student Affairs, the complainant will be advised of the results of the investigation.
- c. If the decision regarding the complaint is not satisfactory for the complainant, it may be appealed to the President. The complainant must file a written appeal to the President within ten days after the decision is rendered. The President may adjudicate the complaint based on the records or may call witnesses or examine other documents as deemed necessary.
- d. If the President's decision is not satisfactory for the complainant, it may be appealed to the District Board of Trustees (Board). The complainant must file a written appeal to the President within ten days after receipt of the President's decision. The President shall submit to the Board the request for appeal and a copy of the record for their consideration at a regular or special meeting. The decision of the Board shall be made on the record and shall be final.

## **E. RETALIATION**

Retaliatory acts include adverse actions taken against the person who makes or supports a complaint of discrimination, sexual misconduct, or harassment.

Students and/or employees who believe that retaliatory actions have been taken against them for having filed a complaint of discrimination, sexual misconduct or harassment, or having provided testimony in an investigation should notify the College Equity Officer. Any such reports will be investigated and findings of retaliatory conduct will be dealt with through appropriate action.

## **F. CONFIDENTIALITY/PUBLIC RECORDS**

1. All information regarding discrimination, harassment, retaliation, and sexual misconduct will remain confidential to the extent possible to provide for an effective investigation, and as allowed by law.



2. Only those individuals necessary for the investigation and resolution of the complaint shall be involved. All parties to the complaint, including witnesses, should treat the matter under investigation with discretion and have respect for the reputation of everyone involved.
3. Written records developed through the use of this internal complaint process are confidential in accordance with state law until a final determination is made.

#### **G. FALSE COMPLAINTS**

Any person who knowingly files a false complaint of discrimination, harassment, retaliation, or sexual misconduct against another will be in violation of this policy.

#### **H. DISCIPLINE**

Violation of this policy shall result in appropriate corrective and/or disciplinary action.

# **APPENDIX 2**

## **Continuous Notice of Nondiscrimination and Designation of Equity Officer**

Tallahassee Community College does not discriminate against any person on the basis of race, color, ethnicity, genetic information, national origin, religion, gender, marital status, disability, or age in its programs and activities. Inquiries regarding the non-discrimination policies may be directed to:

Renae Tolson, Equity Officer  
Room 146 Administration Building  
444 Appleyard Drive  
Tallahassee, FL 32304-2895  
(850) 201-8510  
[tolsonr@tcc.fl.edu](mailto:tolsonr@tcc.fl.edu)

Sources are as follows:

- Student Handbook and Planner for 2012-13
- Equity Poster
- TCC Website <https://www.tcc.fl.edu/Pages/default.aspx>
- Employee Handbook
- Recruitment advertisements
- Legal notices and other advertisement
- On-line applications

# **APPENDIX 3**

## **The College's Grievance or Complaint Procedures**

**TALLAHASSEE COMMUNITY COLLEGE  
DISTRICT BOARD OF TRUSTEES  
P O L I C Y**

|   |                      |
|---|----------------------|
| <b>TITLE:</b> Grievance Procedure   | <b>NUMBER:</b> 06-16 |
| <b>AUTHORITY:</b><br>Florida Statute: 1001.64, 1001.65<br>Florida Administrative Code: 6A-14.0261 | <b>SEE ALSO:</b>     |
| <b>DATE ADOPTED:</b> 12/1/97; Revised 1/22/01, 11/22/10   |                      |

The College assures prompt and impartial consideration of grievances.

A grievance is defined as the dissatisfaction that occurs when an employee thinks or feels that any condition affecting the employee is unjust, inequitable, a hindrance to effective operation, or creates a problem. The following are exceptions.

1. An employee shall not have the right to file a grievance against performance appraisal unless it is alleged that the appraisal is based on factors other than the employee's performance.
2. An employee who is promoted and subsequently demoted before attaining permanent status in the higher class shall not have the right to appeal the demotion unless such demotion is to a lower class than the class in which the employee was serving before promotion.
3. An employee who accepts a reduction in pay, a demotion, or a reassignment shall waive all rights to grieve such action if the employee has signed a written statement that the action is voluntary.
4. An employee whose position is reclassified to a lower class resulting in a demotion appointment shall not have the right to grieve.
5. An employee who is dismissed because of engagement in concerted activity as outlined in 06-14, Standard 33 shall not have the right to grieve the dismissal.

An employee who is not serving a probationary period may initiate the grievance procedure. Employees may use this procedure without fear of reprisal or penalty.

## A. Initiating the Procedure

The Grievance Procedure must be initiated within five (5) working days following occurrence of the action/event giving rise to the grievance. Employees may not use College materials, SUNCOM system, or work time to prepare grievances.

The employee and the supervisor may agree in writing to allow additional time during steps one and two of the following procedure.

### Step One: Filing a Grievance

The employee shall present the grievance to the immediate supervisor in writing no later than five (5) working days following occurrence of the action/event giving rise to the grievance. The immediate supervisor's written response should be made within five (5) work days after receipt of the grievance. The supervisor's response should state the action to be taken in an effort to resolve the grievance or shall outline the reasons that the immediate supervisor is unable to resolve the grievance to the satisfaction of the employee.

If the Vice President for Administrative Services is the immediate supervisor, then the Vice President for Student Affairs is the person to whom the grievance should be presented. If this is the case, the grievance is considered to be at step three of the process.

### Step Two: Review by Next Level Supervisor

If a mutually satisfactory adjustment is not reached between the employee and the immediate supervisor or if the immediate supervisor does not respond to the grievance within the time limit in step one, the employee may submit the written grievance to the next higher level supervisor within five (5) work days from the receipt of the immediate supervisor's response to the grievance or, for non-response, within five (5) work days from the time limit for step one. If the employee fails to grieve the disposition of step one within the time limit allowed, the disposition shall be considered settled and binding on the employee and the College.

If the Vice President for Administrative Services is the immediate supervisor, then the Vice President for Student Affairs is the person to whom the grievance should be presented. If this is the case, the grievance is considered to be at step three of this process.

The next higher level supervisor should respond to the grievance in writing within five (5) work days after receipt of the grievance at this step.

### Step Three: Review by Vice President for Administrative Services

If a mutually satisfactory solution is not reached or if the next higher level supervisor does not respond to the grievance within the time limit for step two, the employee may submit the written grievance to the Vice President for Administrative Services within the five (5) subsequent work days. If the employee fails to grieve the disposition of step two within the time limit allowed, the disposition shall be considered settled and binding on the employee and the College.

Before making a disposition, the Vice President shall discuss the grievance with all parties concerned. The employee may request a meeting of the supervisor, the next higher level supervisor, and the Vice President. If the Vice President for Administrative Services should be the first or next higher level supervisor, the Vice President for Student Affairs shall serve at this level.

Step Four: Appeal to the President

1. If the grievance involves a final notice action for a suspension or dismissal, then the affected employee may, within five (5) work days after receipt of the notification of such action, grieve to the President who shall render a decision based upon the record or may call witnesses as deemed necessary and then render a decision. If the grievant is called, he/she may bring a representative to assist or advise, but discovery, cross-examination, and similar legal procedures are not permissible. The President reserves the right to also have a representative present.
2. If the decision of the Vice President for Administrative Services (or Vice President for Student Affairs) at step three is unsatisfactory to the employee or either the first or next higher level supervisor, then any of these parties may, within five (5) work days after receipt of the decision of the Vice President, file a written notice of appeal to the President of the College, who may render a decision or have the matter studied by a committee established especially for the case.

## B. Review by Grievance Committee

If a grievance committee is to be established, the President shall request a list from the Human Resources Department of managerial/professional, classified staff, and grant employees on permanent status. The grievant shall select one member from this list, the appropriate supervisor shall select the second member from this list, and the third member shall be selected from this list by the other two and shall serve as chair of the committee.

The Grievance Committee shall accumulate and study the facts of the case. The grievant and the appropriate supervisors shall be called to give testimony to the Grievance Committee and shall not be present at other sessions of the Committee unless specifically asked to be there. Legal counsel for the grievant, the appropriate supervisors, and the College shall not be present at the hearings of the Grievance Committee. Upon conclusion of the review, the Grievance Committee shall submit a written report and recommendation to the President.

The President shall render a decision based upon the record or may call witnesses as deemed necessary.

Step Five: Appeal to the Board

Should the grievant or either the first or next higher level supervisor not find satisfaction in the President's decision, any of these parties may request that the President present the grievance

and the dispositions made at each step to the District Board of Trustees for review.

This appeal to the Board must be made within ten (10) work days after the receipt of the President's decision. Should the grievant wish to address the Board regarding the grievance, the appeal must so indicate, and the request will be included on the next available Board agenda.

If the grievant is called, the grievant may bring a representative to assist or advise, but discovery, cross-examination, and similar legal procedures are not permissible. The Board reserves the right to also have a representative present. The decision of the Board shall be made on the record and shall be final.



# **APPENDIX 4**

## **Revised Policies and Procedures**

**The College has no new or revised policies and procedures for this reporting period.**

# **APPENDIX 5**

## **Policies and Procedures for Program Admissions and/or Course Substitution Waivers for Eligible Students with Disabilities**

**TALLAHASSEE COMMUNITY COLLEGE  
DISTRICT BOARD OF TRUSTEES  
P O L I C Y**

|   |                      |
|---|----------------------|
| <b>TITLE:</b> Substitute Admission and Graduation Requirements  | <b>NUMBER:</b> 08-13 |
| <b>AUTHORITY:</b><br>Florida Statute: 1001.64; 1001.65; 1007.02(2); 1007.264;<br>1007.265<br>Florida Administrative Code: 6A-10.041 | <b>SEE ALSO:</b>     |
| <b>DATE ADOPTED:</b> 03/19/01; Revised 07/01/08; 05/17/10; 08/20/12   |                      |

Tallahassee Community College (TCC) provides reasonable substitution for eligible students to meet requirements for admission (both general and for a program of study) and graduation from TCC. The Office of Disability Support Service (DSS) provides general information and guidelines concerning the accommodations available for students with disabilities, including the granting of substitutions, modifications, or waivers of requirements for admission or graduation for students with disabilities.

In accordance with State Board Rule 6A-10.041(3), Florida Administrative Code, the College will accept all substitutions previously granted by a state post-secondary institution.

**A. ELIGIBILITY**

In determining whether to grant a substitution, modification, or waiver, the College requires documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the institution, admission to a program of study, entry to upper division, or graduation. In determining whether to grant a substitution, the college may consider pertinent educational records.

The evaluation must be conducted by a professional who is certified/licensed to diagnose the disability and the effects of the disability on a student's ability to master material. The evaluator's name, title, and professional credentials and affiliation should be provided.

The definitions provided in State Board of Education Rule 6A-10.041, Substitution for Requirements for Eligible Disabled Students at State Universities, Community Colleges, and Postsecondary Vocational Institutions informed and extended by definitions contained in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 for persons with disabilities shall be applied for determining student eligibility to submit a request for substitution, modification, or waiver of any college requirements for admission or graduation.

While the College is guided by the definitions that follow, the legal authority of the provision of services clearly requires that the institution be concerned with the functional limitations that inhibit student performance.

Disabilities may include but are not limited to physical disability, hearing impairment, visual impairment, and specific learning disabilities including reading or writing disorders, speech or language disorders, mathematics disorders, or other cognitive processing or attention disorders (e.g. Non-Verbal Learning Disability, Attention Deficit Hyperactivity Disorder). Learning disabilities may be developmental (i.e., inherited or congenital), secondary to a neurological disorder, or acquired through trauma (e.g. head injury).

**1. Hearing Impairment:** A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone-hearing loss of deafness, and acoustic trauma hearing loss or deafness.

**2. Visual Impairment:** Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision that may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

**3. Specific Learning Disability:** A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

**4. Orthopedic Impairment:** A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

**5. Speech/Language Impairment:** Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

**6. Emotional or Behavioral Disability:** Any mental or psychological disorder including but not limited to organic brain syndrome, emotional or mental illness, or attention deficit disorders.

**7. Autism Spectrum Disorder:** Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

**8. Traumatic Brain Injury:** An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.

**9. Other Health Impairment:** Any disability not identified in paragraphs (1)(a) through (h) of this rule, except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

## **B. SUBSTITUTIONS**

A student seeking a course substitution must meet with a counselor in the DSS office. If a student is determined to be eligible to pursue a course substitution based on disability, the student's academic information will go to a committee consisting of the ADA Coordinator, a DSS representative, a faculty member from the department that a substitution is being requested in, and an enrollment services representative. The committee will review the student's degree goal, academic history, and documentation before making recommendations.

The DSS Coordinator will serve as the primary contact point for persons who may qualify under the terms of statutes. Students with disabilities are asked to self-identify as they register for classes. Students may also be referred by faculty or may make direct contact with the campus DSSs, where they will complete a form, which indicates their disability, as required by the State Auxiliary Learning Aids regulations. In addition, the student will be asked to supply appropriate documentation to verify the disability.

Depending on the disability, the college requires that documentation be sent from a licensed or certified professional such as a medical doctor, neurologist, audiologist, psychologist, education specialist, or other health care specialist and the documentation must include a written statement of the disability (identifying the instruments used), and professional interpretation of testing results. Such documentation of a disability may include, but is not limited to, a physician's statement, vocational rehabilitation records, or public school records.

Students seeking a course substitution and who have learning disabilities should have a psycho-educational or neuropsychological evaluation utilizing an adult evaluation tool which includes a battery of generally accepted, current, and well-standardized assessment tests including IQ, comprehensive academic achievement, and cognitive processing tests.

The College may seek the advice of a qualified outside consultant regarding review of documentation, to validate a disability and the need for accommodation, whenever appropriate.

At the College's option, the student may be required to obtain a second opinion if the documentation does not support the "disability" claim of the student. In addition, the College reserves the right to refer the student to a designated professional for a new evaluation at the College's expense.

As provided in State Board Rule 6A-10.0315, F.A.C., students who qualify for a course substitution may be exempted from the College's preparatory requirements 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.

With an "open door" admissions policy, TCC provides equal educational opportunity for every individual. The academic and technical standards required for acceptance to a particular program or for participation in a specific activity shall be carefully studied and documented to provide reasonable access for all students with disabilities.

The College will provide reasonable instructional support services as well as substitution, modification, or waiver of any requirement for admission or graduation for any student with a documented disability which substantially impairs that person's visual, auditory, manual or speaking abilities, or who has a learning disability as recognized by the State Board of Education Rules or ADA (a) where documentation can be provided that the student's failure to meet the requirement is related to the disability, and (b) where the failure to meet the requirement does not constitute a fundamental alteration of the nature of the program of study. A student need not be admitted to a program (a) where the College can demonstrate undue hardship in the provision of the modifications, or (b) where the student, even if modifications are made, poses a direct threat to the health or safety of students, staff or others.

If an Associate of Science Degree has no mathematics requirements except that students are required to show either through Postsecondary Education Readiness Test (PERT) scores or course completion that they have met the requirement that they are college-ready in mathematics. In these cases, the DSS office will work with the department to allow a student to attempt the program without PERT scores or course completion.

The campus DSS Coordinator, working in conjunction with the Deans and Directors will be responsible for maintaining, reviewing, and updating the recommended course substitutions list on a regular basis.

The availability of course substitutions and program admission waivers to qualified students with disabilities will be included in various college-wide publications with sufficient information to assure that the student will know what steps he or she needs to take to initiate the process.

Any student may submit an appeal to the next level of the review process regarding the denial of a course substitution or program admission modification. The findings of the Student Support Services Director may be appealed directly to the Vice President of Student Affairs.

# **APPENDIX 6**

## **Equity in Athletics Disclosure Act (EADA) Survey Federal Report for 2012**



**The Equity in Athletics Disclosure Act (EADA)  
Survey Federal Report for 2012 does not apply to the  
College.**

**APPENDIX 7**  
**Fall Staff Report**

Number of full-time instructional staff with faculty status who are tenured by academic rank, gender, and race/ethnicity

**Part A - Full-time instructional staff**

As of November 1, 2012

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                 | Professors | Associate professors | Assistant professors | Instructors | Lecturers | No academic rank | Total |
|---|------------|----------------------|----------------------|-------------|-----------|------------------|-------|
| <b>Men</b>                                |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 3          | 0                    | 1                    | 0           | 0         | 0                | 4     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Asian                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Black or African American                 | 2          | 0                    | 11                   | 1           | 0         | 0                | 14    |
| Native Hawaiian or Other Pacific Islander | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| White                                     | 17         | 0                    | 27                   | 1           | 0         | 1                | 46    |
| Two or more races                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Race and ethnicity unknown                | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| <b>Total men</b>                          |            | 22                   | 0                    | 39          | 2         | 0                | 64    |
| <b>Women</b>                              |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 2          | 0                    | 4                    | 1           | 0         | 0                | 7     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Asian                                     | 0          | 0                    | 1                    | 0           | 0         | 1                | 2     |
| Black or African American                 | 1          | 0                    | 8                    | 1           | 0         | 2                | 12    |
|   |            |                      |                      |             |           |                  | 0     |
|   |            |                      |                      |             |           |                  |       |

|                                    |    |   |     |   |   |   |  |  |       |
|------------------------------------|----|---|-----|---|---|---|--|--|-------|
| Hawaiian or Other Pacific Islander |    |   |     |   |   |   |  |  |       |
| White                              | 8  | 0 | 49  | 5 | 0 | 0 |  |  | 62    |
| Two or more races                  | 0  | 0 | 0   | 0 | 0 | 0 |  |  | 0     |
| Race and ethnicity unknown         | 0  | 0 | 0   | 0 | 0 | 0 |  |  | 0     |
| <b>Total women</b>                 | 11 | 0 | 62  | 7 | 0 | 0 |  |  | 3 83  |
| <b>Total (men+women)</b>           | 33 | 0 | 101 | 9 | 0 | 0 |  |  | 4 147 |

**Part A - Full-time instructional staff**

Number of full-time instructional staff with faculty status who are on tenure track  
 by academic rank, gender, and race/ethnicity

As of November 1, 2012

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                 | Professors | Associate professors | Assistant professors | Instructors | Lecturers | No academic rank | Total |
|---|------------|----------------------|----------------------|-------------|-----------|------------------|-------|
| <b>Men</b>                                |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 0          | 0                    | 1                    | 1           | 0         | 2                | 4     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Asian                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Black or African American                 | 0          | 0                    | 0                    | 0           | 0         | 3                | 3     |
| Native Hawaiian or Other Pacific Islander | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| White                                     | 1          | 0                    | 3                    | 0           | 0         | 4                | 8     |
| Two or more races                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Race and ethnicity unknown                | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| <b>Total men</b>                          |            | 1                    | 0                    | 4           | 1         | 0                | 9     |
| <b>Women</b>                              |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 1                | 1     |
| Asian                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Black or African American                 | 0          | 0                    | 1                    | 1           | 0         | 5                | 7     |
|   | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |

|   |          |          |          |          |          |          |           |           |
|---|----------|----------|----------|----------|----------|----------|-----------|-----------|
| Native Hawaiian or Other Pacific Islander |          |          |          |          |          |          | 21        |           |
| White                                     | 0        | 0        | 4        | 2        | 0        | 15       |           | 0         |
| Two or more races                         | 0        | 0        | 0        | 0        | 0        | 0        |           | 1         |
| Race and ethnicity unknown                | 0        | 0        | 0        | 0        | 0        | 1        |           |           |
| <b>Total women</b>                        | <b>0</b> | <b>0</b> | <b>5</b> | <b>3</b> | <b>0</b> | <b>0</b> | <b>22</b> | <b>30</b> |
| <b>Total (men+women)</b>                  | <b>1</b> | <b>0</b> | <b>9</b> | <b>4</b> | <b>0</b> | <b>0</b> | <b>31</b> | <b>45</b> |

**Part A - Full-time instructional staff**

Number of full-time instructional staff with faculty status who are not on tenure track  
 with multi-year contract  
 by academic rank, gender, and race/ethnicity

As of November 1, 2012

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                 | Professors | Associate professors | Assistant professors | Instructors | Lecturers | No academic rank | Total |
|---|------------|----------------------|----------------------|-------------|-----------|------------------|-------|
| <b>Men</b>                                |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Asian                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Black or African American                 | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Native Hawaiian or Other Pacific Islander | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| White                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Two or more races                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Race and ethnicity unknown                | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| <b>Total men</b>                          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| <b>Women</b>                              |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Asian                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Black or African American                 | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| American                                  | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
|   | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| Native Hawaiian or Other Pacific Islander |   |   |   |   |   |   |   | 0 |
| White                                     | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or more races                         | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Race and ethnicity unknown                | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total women                               | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total (men+women)                         | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |



**Part A - Full-time instructional staff**

Number of full-time instructional staff with faculty status who are not on tenure track  
 with annual contract  
 by academic rank, gender, and race/ethnicity

As of November 1, 2012

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                 | Professors | Associate professors | Assistant professors | Instructors | Lecturers | No academic rank | Total |
|---|------------|----------------------|----------------------|-------------|-----------|------------------|-------|
| <b>Men</b>                                |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Asian                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Black or African American                 | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Native Hawaiian or Other Pacific Islander | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| White                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Two or more races                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Race and ethnicity unknown                | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| <b>Total men</b>                          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| <b>Women</b>                              |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Asian                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Black or African American                 | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| American                                  | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
|   | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| Native Hawaiian or Other Pacific Islander |   |   |   |   |   |   |   |   |   |
| White                                     | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or more races                         | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Race and ethnicity unknown                | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total women                               | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total (men+women)                         | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Part A - Full-time instructional staff**

Number of full-time instructional staff with faculty status who are not on tenure track  
 with less than annual contract  
 by academic rank, gender, and race/ethnicity

As of November 1, 2012

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                 | Professors | Associate professors | Assistant professors | Instructors | Lecturers | No academic rank | Total |
|---|------------|----------------------|----------------------|-------------|-----------|------------------|-------|
| <b>Men</b>                                |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Asian                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Black or African American                 | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Native Hawaiian or Other Pacific Islander | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| White                                     | 0          | 0                    | 0                    | 0           | 0         | 1                | 1     |
| Two or more races                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Race and ethnicity unknown                | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| <b>Total men</b>                          |            | 0                    | 0                    | 0           | 0         | 0                | 1     |
| <b>Women</b>                              |            |                      |                      |             |           |                  |       |
| Nonresident alien                         | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Hispanic/Latino                           | 0          | 0                    | 0                    | 0           | 0         | 1                | 1     |
| American Indian or Alaska Native          | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Asian                                     | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
| Black or African American                 | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |
|   | 0          | 0                    | 0                    | 0           | 0         | 0                | 0     |

|  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| <u>Native Hawaiian or Other Pacific Islander</u> |   |   |   |   |   |   |   |   |   |
| White  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or more races                                | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| <u>Race and ethnicity unknown</u>                | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total women                                      | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |   |
| Total (men+women)                                | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |   |

**Part A - Full-time instructional staff**

Number of full-time instructional staff without faculty status  
by gender and race/ethnicity

As of November 1, 2012

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                        | Total |
|--|-------|
| <b>Men</b>                                       |       |
| <u>Nonresident alien</u>                         | 0     |
| <u>Hispanic/Latino</u>                           | 0     |
| <u>American Indian or Alaska Native</u>          | 0     |
| <u>Asian</u>                                     | 0     |
| <u>Black or African American</u>                 | 0     |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0     |
| <u>White</u>                                     | 0     |
| Two or more races                                | 0     |
| <u>Race and ethnicity unknown</u>                | 0     |
| <b>Total men</b>                                 | 0     |
| <b>Women</b>                                     |       |
| <u>Nonresident alien</u>                         | 0     |
| <u>Hispanic/Latino</u>                           | 0     |
| <u>American Indian or Alaska Native</u>          | 0     |
| <u>Asian</u>                                     | 0     |
| <u>Black or African American</u>                 | 0     |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0     |
| <u>White</u>                                     | 0     |
| Two or more races                                | 0     |
| <u>Race and ethnicity unknown</u>                | 0     |
| <b>Total women</b>                               | 0     |
| <b>Total (men+women)</b>                         | 0     |

**Part A - Full-time instructional staff**

| Number of full-time instructional staff<br>by tenure status, and function |         |                 |                     |                 |                           |                        |       |
|---|---------|-----------------|---------------------|-----------------|---------------------------|------------------------|-------|
|   | Tenured | On Tenure Track | Not on Tenure Track |                 |                           | Without Faculty status | Total |
|   |         |                 | Multi-year contract | Annual contract | Less-than-annual contract |                        |       |
| Total carried forward from previous screens                               | 147     | 45              | 0                   | 0               | 2                         | 0                      | 194   |
| <u>Instruction</u>  | 147     | 45              | 0                   | 0               | 2                         | 0                      | 194   |
| Exclusively credit  | 144     | 43              | 0                   | 0               | 0                         | 0                      | 187   |
| Exclusively not-for-credit  | 0       | 1               | 0                   | 0               | 2                         | 0                      | 3     |
| Combined credit/not-for-credit  | 3       | 1               | 0                   | 0               | 0                         | 0                      | 4     |
| Instruction/research/public service                                       | 0       | 0               | 0                   | 0               | 0                         | 0                      | 0     |

**Part A - Full-time instructional staff - Totals**

Total number of full-time instructional staff  
by gender and race/ethnicity

As of November 1, 2012

| Race/ethnicity                            | Total men | Total women | Total (men+women) |
|---|-----------|-------------|-------------------|
| Nonresident alien                         | 0         | 0           | 0                 |
| Hispanic/Latino                           | 8         | 8           | 16                |
| American Indian or Alaska Native          | 0         | 1           | 1                 |
| Asian                                     | 0         | 2           | 2                 |
| Black or African American                 | 17        | 19          | 36                |
| Native Hawaiian or Other Pacific Islander | 0         | 0           | 0                 |
| White                                     | 55        | 83          | 138               |
| Two or more races                         | 0         | 0           | 0                 |
| Race and ethnicity unknown                | 0         | 1           | 1                 |
| <b>Total</b>                              | <b>80</b> | <b>114</b>  | <b>194</b>        |

**Part B - Full-time non-instructional staff**

Number of full-time non-instructional staff  
by occupational category, gender, and race/ethnicity

As of November 1, 2012

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                 | Instructional Staff<br>(carried forward<br>from Part A) | Postsecondary Teachers |                |
|---|---|------------------------|----------------|
|   |   | Research               | Public Service |
| <b>Men</b>                                |   |                        |                |
| Nonresident alien                         | 0   | 0                      | 0              |
| Hispanic/Latino                           | 8   | 0                      | 0              |
| American Indian or Alaska Native          | 0   | 0                      | 0              |
| Asian                                     | 0   | 0                      | 0              |
| Black or African American                 | 17  | 0                      | 0              |
| Native Hawaiian or Other Pacific Islander | 0   | 0                      | 0              |
| White                                     | 55  | 0                      | 1              |
| Two or more races                         | 0   | 0                      | 0              |
| Race and ethnicity unknown                | 0   | 0                      | 0              |
| <b>Total men</b>                          | <b>80</b>   | <b>0</b>               | <b>1</b>       |
| <b>Women</b>                              |   |                        |                |
| Nonresident alien                         | 0   | 0                      | 0              |
| Hispanic/Latino                           | 8   | 0                      | 0              |
| American Indian or Alaska Native          | 1   | 0                      | 0              |
| Asian                                     | 2   | 0                      | 0              |
| Black or African American                 | 19  | 0                      | 0              |
| Native Hawaiian or Other Pacific Islander | 0   | 0                      | 0              |
| White                                     | 83  | 0                      | 0              |
| Two or more races                         | 0   | 0                      | 0              |



|                                   |     |   |   |
|-----------------------------------|-----|---|---|
| <u>Race and ethnicity unknown</u> | 1   | 0 | 0 |
| Total women                       | 114 | n | n |
| Total (men+women)                 | 194 | 0 | 1 |

**Part B - Full-time non-instructional staff**

Number of full-time non-instructional staff  
by occupational category, gender, and race/ethnicity

As of November 1, 2012

• Report Hispanic/Latino individuals of any race as Hispanic/Latino

• Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                 | Archivists, Curators, and Museum Technicians | Librarians | Library Technicians | Other Teachers and Instructional Support Staff |
|---|--|------------|---------------------|--|
| <b>Men</b>                                |  |            |                     |  |
| Nonresident alien                         | 0  | 0          | 0                   | 0  |
| Hispanic/Latino                           | 0  | 0          | 0                   | 0  |
| American Indian or Alaska Native          | 0  | 0          | 0                   | 0  |
| Asian                                     | 0  | 0          | 0                   | 0  |
| Black or African American                 | 0  | 0          | 1                   | 0  |
| Native Hawaiian or Other Pacific Islander | 0  | 0          | 0                   | 0  |
| White                                     | 0  | 2          | 2                   | 3  |
| Two or more races                         | 0  | 0          | 0                   | 0  |
| Race and ethnicity unknown                | 0  | 0          | 0                   | 0  |
| <b>Total men</b>                          | <b>0</b>                                     | <b>2</b>   | <b>3</b>            | <b>3</b>                                       |
| <b>Women</b>                              |  |            |                     |  |
| Nonresident alien                         | 0  | 0          | 0                   | 0  |
| Hispanic/Latino                           | 0  | 0          | 0                   | 1  |
| American Indian or Alaska Native          | 0  | 0          | 1                   | 1  |
| Asian                                     | 0  | 0          | 0                   | 1  |
| Black or African American                 | 0  | 1          | 4                   | 2  |
|   | 0  | 0          | 0                   | 0  |

|  |   |    |    |    |
|--|---|----|----|----|
| Hawaiian or<br>Other Pacific<br>Islander |   |    |    |    |
| White                                    | 0 | 7  | 5  | 7  |
| Two or more<br>races                     | 0 | 0  | 0  | 0  |
| Race and<br>ethnicity<br>unknown         | 0 | 0  | 1  | 0  |
| <b>Total women</b>                       | 0 | 8  | 11 | 12 |
| <b>Total<br/>(men+women)</b>             | 0 | 10 | 14 | 15 |

**Part B - Full-time non-instructional staff**

Number of full-time non-instructional staff  
 by occupational category, gender, and race/ethnicity

As of November 1, 2012

• Report Hispanic/Latino individuals of any race as Hispanic/Latino

• Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                 | Management Occupations | Business and Financial Operations Occupations | Computer, Engineering, and Science Occupations | Community Service, Legal, Arts, and Media Occupations | Healthcare Practitioners and Technical Occupations |
|---|------------------------|---|--|---|--|
| <b>Men</b>                                |                        |   |  |   |  |
| Nonresident alien                         | 0                      | 0   | 0  | 0   | 0  |
| Hispanic/Latino                           | 0                      | 1   | 2  | 0   | 0  |
| American Indian or Alaska Native          | 0                      | 1   | 0  | 0   | 0  |
| Asian                                     | 0                      | 1   | 0  | 0   | 0  |
| Black or African American                 | 0                      | 16  | 1  | 1   | 0  |
| Native Hawaiian or Other Pacific Islander | 0                      | 0   | 0  | 0   | 0  |
| White                                     | 10                     | 34  | 40   | 10  | 1  |
| Two or more races                         | 0                      | 0   | 0  | 0   | 0  |
| Race and ethnicity unknown                | 0                      | 1   | 0  | 0   | 0  |
| <b>Total men</b>                          | <b>10</b>              | <b>54</b>                                     | <b>43</b>                                      | <b>11</b>   | <b>1</b>   |
| <b>Women</b>                              |                        |   |  |   |  |
| Nonresident alien                         | 0                      | 0   | 0  | 1   | 0  |
| Hispanic/Latino                           | 0                      | 1   | 1  | 2   | 2  |
| American Indian or Alaska Native          | 0                      | 0   | 0  | 0   | 0  |
| Asian                                     | 1                      | 0   | 1  | 0   | 0  |
| Black or African American                 | 2                      | 50  | 1  | 6   | 0  |

|   |    |     |    |    |   |
|---|----|-----|----|----|---|
| Native Hawaiian or Other Pacific Islander | 0  | 0   | 0  | 0  | 0 |
| White                                     | 11 | 62  | 9  | 11 | 1 |
| Two or more races                         | 0  | 0   | 0  | 0  | 0 |
| Race and ethnicity unknown                | 0  | 0   | 1  | 0  | 0 |
| <b>Total women</b>                        | 14 | 113 | 13 | 20 | 3 |
| <b>Total (men+women)</b>                  | 24 | 167 | 56 | 31 | 4 |

**Part B - Full-time non-instructional staff**

Number of full-time non-instructional staff  
 by occupational category, gender, and race/ethnicity

As of November 1, 2012

•Report Hispanic/Latino individuals of any race as Hispanic/Latino

•Report race for non-Hispanic/Latino individuals only

| Gender and race/ethnicity                          | Service Occupations | Sales and Related Occupations | Office and Administrative Support Occupations | Natural Resources, Construction, and Maintenance Occupations | Production, Transportation, and Material Moving Occupations | Grand Total (All full-time staff) |
|--|---------------------|-------------------------------|---|--|---|-----------------------------------|
| <b>Men</b>   |                     |                               |   |  |   |                                   |
| Nonresident alien                                  | 0                   | 0                             | 0   | 0  | 0   | 0                                 |
| Hispanic/Latino                                    | 1                   | 0                             | 2   | 0  | 0   | 14                                |
| American Indian or Alaska Native                   | 0                   | 0                             | 0   | 0  | 0   | 1                                 |
| Asian  | 0                   | 0                             | 0   | 0  | 0   | 80                                |
| Black or African American                          | 38                  | 0                             | 6   | 0  | 0   | 0                                 |
| American Native Hawaiian or Other Pacific Islander | 0                   | 0                             | 0   | 0  | 0   | 220                               |
| White  | 31                  | 0                             | 25  | 6  | 0   | 0                                 |
| Two or more races                                  | 0                   | 0                             | 0   | 0  | 0   | 2                                 |
| Race and ethnicity unknown                         | 0                   | 0                             | 1   | 0  | 0   |                                   |
| <b>Total men</b>                                   | <b>70</b>           | <b>0</b>                      | <b>34</b>                                     | <b>6</b>   | <b>0</b>  | <b>318</b>                        |
| <b>Women</b>                                       |                     |                               |   |  |   |                                   |
| Nonresident alien                                  | 0                   | 0                             | 0   | 0  | 0   | 1                                 |
| Hispanic/Latino                                    | 0                   | 0                             | 3   | 0  | 0   | 18                                |
| American Indian or Alaska Native                   | 1                   | 0                             | 3   | 0  | 0   | 7                                 |
| Asian  | 0                   | 0                             | 1   | 0  | 0   | 6                                 |
|  |                     |                               |   |  |   | 147                               |
|  | 27                  | 1                             | 34  | 0  | 0   |                                   |

|   |            |          |            |          |          |          |            |
|---|------------|----------|------------|----------|----------|----------|------------|
| Black or African American                 |            |          |            |          |          |          |            |
| Native Hawaiian or Other Pacific Islander | 0          | 0        | 0          | 0        | 0        |          | 0          |
| White                                     | 6          | 1        | 64         | 0        | 0        |          | 267        |
| Two or more races                         | 0          | 0        | 0          | 0        | 0        |          | 0          |
| Race and ethnicity unknown                | 0          | 0        | 2          | 0        | 0        |          | 5          |
| <b>Total women</b>                        | <b>34</b>  | <b>2</b> | <b>107</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>451</b> |
| <b>Total (men+women)</b>                  | <b>104</b> | <b>2</b> | <b>141</b> | <b>6</b> | <b>0</b> | <b>0</b> | <b>769</b> |

**Part B - Full-time non-instructional staff**

**Number of full-time non-instructional staff  
by tenure status and occupational category**

As of November 1, 2012

| Occupational category                                 | Tenured | On Tenure Track | Not on Tenure Track |                 |                           | Without Faculty status | Total |
|---|---------|-----------------|---------------------|-----------------|---------------------------|------------------------|-------|
|   |         |                 | Multi-year contract | Annual contract | Less-than-annual contract |                        |       |
| Postsecondary Teachers - Research                     | 0       | 0               | 0                   | 0               | 0                         | 0                      | 0     |
| Postsecondary Teachers - Public Service               | 0       | 0               | 0                   | 0               | 1                         | 0                      | 1     |
| Archivists, Curators, and Museum Technicians          | 0       | 0               | 0                   | 0               | 0                         | 0                      | 0     |
| Librarians  | 2       | 0               | 0                   | 0               | 0                         | 8                      | 10    |
| Library Technicians                                   | 0       | 0               | 0                   | 0               | 0                         | 14                     | 14    |
| Other Teachers and Instructional Support Staff        | 0       | 0               | 0                   | 0               | 0                         | 15                     | 15    |
| Management Occupations                                | 2       | 0               | 0                   | 0               | 0                         | 22                     | 24    |
| Business and Financial Operations Occupations         | 0       | 0               | 0                   | 0               | 0                         | 167                    | 167   |
| Computer, Engineering, and Science Occupations        | 0       | 0               | 0                   | 0               | 0                         | 56                     | 56    |
| Community Service, Legal, Arts, and Media Occupations | 3       | 0               | 0                   | 0               | 0                         | 28                     | 31    |
| Healthcare Practitioners and Technical Occupations    | 0       | 0               | 0                   | 0               | 0                         | 4                      | 4     |



**Part B - Full-time non-instructional staff Total**

Summary of full-time, non-instructional staff  
by occupational category

As of November 1, 2012

| Occupational category  | Total |
|--|-------|
| Postsecondary Teachers - Research                            | 0     |
| Postsecondary Teachers - Public Service                      | 1     |
| Library and Instructional Support Occupations                | 39    |
| Librarians, Curators, and Archivists                         | 24    |
| Archivists, Curators, and Museum Technicians                 | 0     |
| Librarians   | 10    |
| Library Technicians  | 14    |
| Other Teachers and Instructional Support Staff               | 15    |
| Management Occupations                                       | 24    |
| Business and Financial Operations Occupations                | 167   |
| Computer, Engineering, and Science Occupations               | 56    |
| Community Service, Legal, Arts, and Media Occupations        | 31    |
| Healthcare Practitioners and Technical Occupations           | 4     |
| Service Occupations  | 104   |
| Sales and Related Occupations                                | 2     |
| Office and Administrative Support Occupations                | 141   |
| Natural Resources, Construction, and Maintenance Occupations | 6     |
| Production, Transportation, and Material Moving Occupations  | 0     |

**Part C - Full-time summary non-medical**

Summary of full-time, non-medical school, staff  
by tenure status and occupational category

As of November 1, 2012

| Occupational category  | Tenured | On Tenure Track     |                 | Not on Tenure Track       |                 |                           | Without Faculty status | Total      |
|--|---------|---------------------|-----------------|---------------------------|-----------------|---------------------------|------------------------|------------|
|  |         | Multi-year contract | Annual contract | Less-than-annual contract | Annual contract | Less-than-annual contract |                        |            |
| Postsecondary Teachers                                       | 147     | 45                  | 0               | 0                         | 0               | 3                         | 0                      | 195        |
| Instruction  | 147     | 45                  | 0               | 0                         | 0               | 2                         | 0                      | 194        |
| Exclusively credit   | 144     | 43                  | 0               | 0                         | 0               | 0                         | 0                      | 187        |
| Exclusively not-for-credit                                   | 0       | 1                   | 0               | 0                         | 0               | 2                         | 0                      | 3          |
| Combined credit/not-for-credit                               | 3       | 1                   | 0               | 0                         | 0               | 0                         | 0                      | 4          |
| Instruction/research/public service                          | 0       | 0                   | 0               | 0                         | 0               | 0                         | 0                      | 0          |
| Research   | 0       | 0                   | 0               | 0                         | 0               | 0                         | 0                      | 0          |
| Public Service   | 0       | 0                   | 0               | 0                         | 0               | 1                         | 0                      | 1          |
| Archivists, Curators, and Museum Technicians                 | 0       | 0                   | 0               | 0                         | 0               | 0                         | 0                      | 0          |
| Librarians   | 2       | 0                   | 0               | 0                         | 0               | 0                         | 8                      | 10         |
| Library Technicians  | 0       | 0                   | 0               | 0                         | 0               | 0                         | 14                     | 14         |
| Other Teachers and Instructional Support Staff               | 0       | 0                   | 0               | 0                         | 0               | 0                         | 15                     | 15         |
| Management Occupations                                       | 2       | 0                   | 0               | 0                         | 0               | 0                         | 22                     | 24         |
| Business and Financial Operations Occupations                | 0       | 0                   | 0               | 0                         | 0               | 0                         | 167                    | 167        |
| Computer, Engineering, and Science Occupations               | 0       | 0                   | 0               | 0                         | 0               | 0                         | 56                     | 56         |
| Community Service, Legal, Arts, and Media Occupations        | 3       | 0                   | 0               | 0                         | 0               | 0                         | 28                     | 31         |
| Healthcare Practitioners and Technical Occupations           | 0       | 0                   | 0               | 0                         | 0               | 0                         | 4                      | 4          |
| Service Occupations  |         |                     |                 |                           |                 |                           |                        | 104        |
| Sales and Related Occupations                                |         |                     |                 |                           |                 |                           |                        | 2          |
| Office and Administrative Support Occupations                |         |                     |                 |                           |                 |                           |                        | 141        |
| Natural Resources, Construction, and Maintenance Occupations |         |                     |                 |                           |                 |                           |                        | 6          |
| Production, Transportation, and Material Moving Occupations  |         |                     |                 |                           |                 |                           |                        | 0          |
| <b>Total</b>   |         |                     |                 |                           |                 |                           |                        | <b>769</b> |

**Part G - Salary Worksheet**

Number of full-time, non-medical, instructional staff for calculation of total number of months

As of November 1, 2012

| Gender and academic rank   | 9-Month Contract or Employment agreement | 10-Month Contract or Employment agreement | 11-Month Contract or Employment agreement | 12-Month Contract or Employment agreement | Total employees for Salary reporting | Total Number of Months | Total full-time, non-medical, instructional staff from Part A | Balance (All other full-time instructional staff) |
|----------------------------|--|---|---|---|--------------------------------------|------------------------|---|---|
| <b>Men</b>                 |  |   |   |   |                                      |                        |   |   |
| Professors                 | 9  | 0   | 0   | 14  | 23                                   | 249                    | 23  | 0   |
| Associate professors       | 0  | 0   | 0   | 0   | 0                                    | 0                      | 0   | 0   |
| Assistant professors       | 17                                       | 0   | 0   | 26  | 43                                   | 465                    | 43  | 0   |
| Instructors                | 2  | 0   | 0   | 1   | 3                                    | 30                     | 3   | 0   |
| Lecturers                  | 0  | 0   | 0   | 0   | 0                                    | 0                      | 0   | 0   |
| No academic rank           | 4  | 0   | 0   | 7   | 11                                   | 120                    | 11  | 0   |
| <b>Total men</b>           | <b>32</b>                                | <b>0</b>                                  | <b>0</b>                                  | <b>48</b>                                 | <b>80</b>                            | <b>864</b>             | <b>80</b>   | <b>0</b>  |
| <b>Women</b>               |  |   |   |   |                                      |                        |   |   |
| Professors                 | 4  | 0   | 0   | 7   | 11                                   | 120                    | 11  | 0   |
| Associate professors       | 0  | 0   | 0   | 0   | 0                                    | 0                      | 0   | 0   |
| Assistant professors       | 28                                       | 0   | 0   | 39  | 67                                   | 720                    | 67  | 0   |
| Instructors                | 2  | 0   | 0   | 8   | 10                                   | 114                    | 10  | 0   |
| Lecturers                  | 0  | 0   | 0   | 0   | 0                                    | 0                      | 0   | 0   |
| No academic rank           | 7  | 0   | 0   | 19  | 26                                   | 291                    | 26  | 0   |
| <b>Total women</b>         | <b>41</b>                                | <b>0</b>                                  | <b>0</b>                                  | <b>73</b>                                 | <b>114</b>                           | <b>1,245</b>           | <b>114</b>  | <b>0</b>  |
| <b>Total (men + women)</b> | <b>73</b>                                | <b>0</b>                                  | <b>0</b>                                  | <b>121</b>                                | <b>194</b>                           | <b>2,109</b>           | <b>194</b>  | <b>0</b>  |