



May 18, 2020

**M E M O R A N D U M**

**TO:** Jim Murdaugh, Ph.D.  
President

**FROM:** Barbara Wills, Ph.D.  
Vice President for Administrative Services and Chief Business Officer

**SUBJECT:** 2019-2020 Equity Report Update

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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 Update 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 Division of Administrative Services coordinates the completion of the annual equity report but has the support of the Division of Academic Affairs, Students Affairs, Institutional Effectiveness, and the TCC Athletics Department. This year, the Annual Equity Report was due to the State of Florida on May 1, 2020, and at the direction of the Florida College System was submitted without signature as follows; "while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees' approval after the May 1, 2020 deadline."

**Funding/ Financial Implications**

N/A.

**Past Actions by the Board**

TCC's Annual Equity Report for 2018-2019 was approved by this Board on June 16, 2019.

**Recommended Action**

Approve the 2019-2020 Equity Report as presented.

**Tallahassee Community College  
2019-2020 Equity Update  
Executive Summary**

Tallahassee Community College (TCC or the College) submits an equity update report to the State of Florida each year. The 2019-2020 Annual Equity Update will be adopted by the Board of Trustees on May 18, 2020, having been signed by the Board Chair and the College's President. This report provides updates on the College's efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment. Updates, observations and planned strategies are addressed for the following equity categories: (1) Employment Equity, (2) Student Participation, and (3) Gender Equity in Athletics. The Florida Department of Education (FLDOE) provided three years of data (2016-2017, 2017-2018 and 2018-2019) for each area. All racial/ethnic category labels reported here are those supplied by FLDOE. This summary highlights findings and strategies from the report.

**Employment Equity**

Following the Department of Education, Florida College System guidance the College initiated new goals in 2016-2017 for reporting Executive/Administrative/Managerial (EAM) Staff, Instructional Staff, and Instructional Staff with Continuing Contract representation utilizing the College's student population as its benchmark rather than the U.S. Census as was done in previous years.

***Executive/Administrative/Managerial (EAM) Staff:***

The College met its goals for all EAM categories by coming within ten percentage points of the student population. In addition, for the first time in its history of submitting the Annual Equity Update the College achieved representation in all EAM categories.

***Instructional Staff:***

The College met its goals for all Full-Time Instructional Staff categories by coming within ten percentage points of the student population.

***Instructional Staff with Continuing Contract:***

The College met its goals for all Full-Time Instructional Staff with Continuing Contract categories by coming within ten percentage points of the student population.

***Employment Equity Goal:***

The College's 2020 goal is to continue to have all employment categories reflect employment demographics within 10% of the College's student body population. The College will continue to focus on hiring strategies and recruitment efforts that target underrepresented populations as compared to our student population.

**Student Participation**

Three areas of "student participation" are addressed in the report: Enrollments, Completions, and Success in Targeted Programs. Findings and strategies are listed below by area:

**Enrollments**

TCC experienced declines in 2018-2019 for both overall (-2%) and FTIC (-5%) enrollments that have impacted our ability to meet student enrollment goals. We did experience a slight increase in FTIC black females but in most categories, numbers remained flat or slightly down. We continue to evaluate our recruitment and enrollment processes looking for stop-gaps in processes that can be addressed, have launched an online virtual tour for prospects from out of district, and offer a TCC Preview Day for local high school students. As stated last year, we continue to expand our dual enrollment outreach specifically to high schools in the 32304 Zip code, and marketing and recruitment strategies focused on

TCC2FSU and TCC2FAMU. We continued the use of texting and chat through our Enrollment Call Center and expanded the College's out-of-the-classroom non-academic supports. We also continue to support our Take Stock In Children and Talent Search programs.

***Race:***

The College did not meet its goal to reduce the enrollment percentage gap between Black Male FTIC as a percentage of total FTIC Enrollment, or Black Male FTIC and Black Male Total Enrollment, as both of these categories remained flat from 2017-2018 to 2018-2019. However, the gap between Black and White Female Total Enrollment and Black and White Total Enrollment decreased from the previous year by 1.3% and .8%, respectively. Positive movement was also seen in the category of Black and White Female FTIC; Black Female FTIC surpassed White Female FTIC Enrollment by 3.3%. The enrollment percentage gap between Hispanic and White Total Enrollment has continually decreased; most recently by .3%.

***Gender:***

The College enrollment percentage gap of Male Total Enrollment compared to Female Total Enrollment, and Black Male Total Enrollment compared to Black Female Total Enrollment increased by .8% and 1.1%, respectively. No disproportionate enrollment rates were identified when enrollments of Hispanic Males were compared to enrollment of Hispanic Females, and no disproportionate enrollment rates were identified when enrollment of White Males were compared to enrollment of White Females.

***Methods and Strategies:***

1. In adopting the College's new strategic plan (2019-2023), equity, specifically closing equity achievement gaps, was identified as our top priority. As we disaggregated data, we found two equity challenges that the college is working to address: (a) Gaps in completion rate and (b) Low college enrollment and high failure rates of students at our closest (and majority/minority) high school. 2. TCC has invested in a Summer Bridge program (Eagles RISE Academy) to identify areas in which under-prepared students tend to struggle and then strengthens college readiness for these students who are transitioning to college from some of our most vulnerable high schools. This program provides students a jump start on building academic skills, especially in English and Math. It also provides students the opportunity to become acquainted with college resources and expectations, while enabling interaction with faculty and staff. Students participate in a learning community model where select classes are clustered along with a math immersion class and student engagement seminars. 3. Student onboarding practices have been realigned to help ensure a more seamless transition to college, with the new student orientation serving as a critical component in building strong and effective early connections. Participation in the college orientation program is the initial step of connecting students to advisers and helping them feel that they authentically belong and are supported as they start their college career. We focused our efforts to maximize our time with students to inform them of first-year programs, academic advising, learning support and charting their path to success at the college. In addition, we identified social and personal development services which meet the needs of students, such as mental health counseling services. 4. We have prioritized our partnerships with K- 12 by expanding dual enrollment opportunities, by supporting a mentoring program at our middle schools and by connecting our college faculty to high school faculty. Those strategies have been impactful and led to a 33 percent growth in dual enrollment over the past two years. 5. The College partnered with the Florida College Access Network to become the Local College Access Network (LCAN). LCANs are community-based bodies made up of representatives from K-12, higher education, nonprofits, local government, business and economic development, and philanthropic organizations. These collaborative networks are committed to increasing college and career readiness, access, and attainment rates.

## **Completions**

Completion is defined as the percentage of annual graduates represented by students in each racial/ethnic and gender category.

### ***Race:***

The College met its goal for Black students completing A.A. degrees and certificate programs by increasing the percentage of completion from the prior year by 1.8% and 7.9%, respectively. In addition, the completion percentage gap between Black and White students in A.A. degree and certificate programs decreased from the previous year by 4.2% and 14.8%, respectively. Black Females completing A.A. degrees increased by 2%, and Black Females completing certificate programs increased by 4.5%. However, Black Males completing A.S. degrees decreased by .4%. The College will continue to focus its efforts on increasing the percentage of Black students who complete A.A. degrees, A.S. degrees and certificate programs.

### ***Gender:***

The completion percentages for Females increased across the three award types (A.A., A.S., certificates); A.A. degrees, A.S. degrees, and certificate programs increased for this population from the previous year by 2.7%, 2.5% and 1%, respectively. There are still disproportionate completion rates when comparing Black Male and Female completion rates for A.S. degrees, and White Male and Female completion rates for both A.S. degrees and certificate programs; the College will continue to focus in these areas.

### ***Methods and Strategies:***

While the College has not achieved all goals, we have seen success in increasing the number of black students earning Associate in Arts degrees and certificates. We continued our work with mapping out academic pathways, strengthened our transfer support programs, and ensured students earned the certificates that were embedded into the A.S. programs.

1. Understanding that student pathways are personal and must be based on a student's strengths, interests, and values, the College launched the SuperStrong Assessment during orientation to help students make informed career decisions. Together, students and advisors determine the student's schedule and create a holistic support plan for a successful year.
2. Framed through the lens of our equity data, over 170 faculty and staff participated in design thinking sessions to address the question of "How might TCC redesign its student experience through an innovative model that removes barriers for all students to be successful?" Various sessions produced a list of campus-wide barriers and identified high impact strategies to address barriers. Through our CCSSE and SENSE data we gained an awareness that while we offer students a multitude of services, they did not see the relationship of those to their individual experience. This led to a strategy aligned to the strategic plan to redesign our student services model through the lens of students and to deepen the integration of those services. The redesigned model is founded on the principles of Connections, Academics, Resources, and Engagement.
3. Together with Flagler College's leadership, we have re-energized the partnership to align programming with in-demand professions across the state of Florida, while working to remove barriers to access for our students. To address the state's growing teaching shortage, leadership from both institutions worked to establish a 2+2 articulation agreement in Education at a cost of under \$10,000. Nursing, another in-demand career, is facing a state shortage that will create a need for more than 14,000 Registered Nurses (RN). In response, TCC developed a Bachelor of Science in Nursing (BSN) program in 2016. TCC established an articulation agreement with Lively Technical College to provide a bridge for its licensed practical nursing graduates into our BSN program.
4. We also launched Math Champions, a tutoring and intensive support program. The student-tutors are embedded in the developmental math courses as peer mentors and work with students during class time to provide one-on-one support.
5. We are expanding our

out-of-the-classroom support through such services as Talon's Market (TCC's free food pantry) and FarmShare. In addition to providing mental health counseling, we have also hired a case manager to work with students whose basic needs are impacting student success.

### **Success in Targeted Programs**

The College offers several programs that are geared towards increasing participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S. The programs include: Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP), Sister 2 Sister, and Black Male Achievers. Each program provides strategies to increase participation for underrepresented students and is outlined in detail in the 2019-2020 Equity Report.

### **Gender Equity in Athletics**

The College continues its commitment to provide equal opportunities to its male and female student-athletes. Eight sports are currently offered: men's and women's basketball, baseball, softball, men's and women's cross country, and men's and women's track (indoor and outdoor). Volleyball is still under consideration.

The College did not meet its goal for gender equity in athletics for 2018-2019. There were seven females (three softball, four cross country) who had originally agreed to participate in the College's programs, but did not follow through with their commitment. Had these individuals been part of the report, our participation numbers would have only been off by 0.5%.

All participants, regardless of gender, have access to comparable scholarships and like resources and facilities, in all aspects: housing, travel accommodations, coaches, support staff, and equipment and supplies. Academic support resources are also available to participants from all teams.

Tallahassee Community College

**College Annual Equity Update  
2019-2020  
Template for Submission**

**Deadline: May 1, 2020**

**Submission Information**

Equity Officer: Renae Tolson

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Date: April 27,2020



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### General Information and Applicable Laws for Reporting

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

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

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

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by May 1, 2020. The update should be submitted by email to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org). **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees’ approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for its next district board of trustees meeting.

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

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



For the 2019-20 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

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

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

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**Part I. Description of Plan Development**

Did the college make any changes to the development of the college equity plan? **Make a selection: No** If yes, provide the following applicable updates.

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

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

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

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

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

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

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**Part II. Policies and Procedures that Prohibit Discrimination**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Make a selection:** Select one.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		

Requirement	Response	Comments	Action
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.	Select one.		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

### Part III. College Employment Equity Accountability Plan

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

#### A. Data, Analysis and Benchmarks

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

**College Full-Time Executive/Administrative/Managerial Staff**

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

	2018-19 Report Year College Student Population (%)	EAM Actuals (%) Fall 2018	EAM Actuals (%) Fall 2019	EAM Stated Goals (%) Fall 2019	EAM Goal Met (Yes/No)	EAM Goals for Fall 2020
Black Female	20.4%	20.8%	19.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	13.1%	8.3%	7.7%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	6.5%	0.0%	3.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	7.1%	0.0%	3.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	3.0%	4.2%	3.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	2.2%	4.2%	3.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	23.2%	29.2%	23.1%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	24.5%	33.3%	34.6%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	53.1%	54.2%	50.0%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	46.9%	45.8%	50.0%	Within 10% of Student Population	Yes	Within 10% of Student Population

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** The College met all goals within the EAM category by coming well within ten percentage points of the student population. In addition, for the first time in its history of submitting the Annual Equity Update the College achieved representation in all EAM categories.

**College Full-Time Instructional Staff**

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

	2018-19 Report Year College Student Population (%)	INST Actuals (%) Fall 2018	INST Actuals (%) Fall 2019	INST Stated Goals (%) Fall 2019	INST Goal Met (Yes/No)	INST Goals for Fall 2020
Black Female	20.4%	10.5%	11.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	13.1%	9.4%	10.1%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	6.5%	3.9%	3.9%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	7.1%	4.4%	5.1%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	3.0%	3.3%	3.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	2.2%	0.6%	0.0%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	23.2%	41.4%	41.0%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	24.5%	26.5%	25.3%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	53.1%	59.1%	59.6%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	46.9%	40.9%	40.4%	Within 10% of Student Population	Yes	Within 10% of Student Population

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

**Response:** The College met all goals within the Full-Time Instructional Staff category by coming within ten percentage points of the student population.

**College Full-Time Instructional Staff with Continuing Contract**

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

	2018-19 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2018	INST-CONT Actuals (%) Fall 2019	INST-CONT Stated Goals (%) Fall 2019	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2020
Black Female	20.4%	10.9%	11.5%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	13.1%	8.5%	9.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	6.5%	3.9%	4.1%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	7.1%	5.4%	6.6%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	3.0%	2.3%	2.5%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	2.2%	0.8%	0.0%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	23.2%	42.6%	40.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	24.5%	25.6%	25.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	53.1%	59.7%	58.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	46.9%	40.3%	41.8%	Within 10% of Student Population	Yes	Within 10% of Student Population

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

**Response:** The College met all goals within the Full-Time Instructional Staff with Continuing Contract category by coming within ten percentage points of the student population.

**New Barriers (Optional)**

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

**Response:** There are no new barriers affecting the successful recruitment and/or retention of females and/or minorities in any employment category.

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

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

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

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

**Response:** The Provost’s evaluation of the Deans indicates that each Dean has supported and promoted the College’s diversity initiatives. Program Chairs, along with all other faculty members, are evaluated by their Dean. Diversity initiatives have been supported by each Dean through promoting diversity among faculty screening committees, participating in and instructing screening committees, and providing equity training 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 re-evaluating past efforts to determine why the goal was not met and to develop new strategies on how to meet future goals. Developing new strategies may include modifying the College’s use of the internet to identify targeted recruitment sites for qualified minority and female applicants, expanding publications and advertisements of its vacancies, and revisiting the College’s competitive and non-competitive promotional opportunities.

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



**Response:** In May of 2019 the TCC District Board of Trustees indicated that TCC is truly fortunate to have President Murdaugh at the helm. His vision for the future of the College, his awareness of its current needs, and his ability to inspire his team to accomplish the mission are superb. President Murdaugh creates an open, inclusive and collegial environment in which all ideas are heard, discussed and given the respect that they deserve. Dr. Murdaugh continues to demonstrate the passion, leadership and vision for the College’s success.

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

**Response:** May 20, 2019

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

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

**C. Additional Requirements**

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

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

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

**Response:** : Prior to the release of applications, the hiring authority will recommend names of persons to serve on the Review Team, and specify a person to serve as Review Team Chair. Inclusion of women and minorities is strongly recommended. 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) Briefly describe the process used to grant continuing contracts.

**Response:** Faculty members must serve at the College in a probationary status in accordance with the provisions and intent of 6A-14.0411(1)(a)(b)(c)(d) FAC for five full years in the capacity of a full-time faculty member. Continuing Contract is recommended to the Board of Trustees by the President for faculty members who have received satisfactory ratings on the evaluation of the performance of their duties and responsibilities during the probationary period.

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

**Response:** Full-time faculty and Deans meet to set/review goals in the fall of each year. The Deans meet with faculty members in the spring to provide an evaluation based on the goals established in the fall, including a variety of measures related to teaching and other faculty responsibilities. Each faculty member will receive an annual classroom observation (Continuing Contract faculty receive a bi-annual classroom observation unless a more frequent review is needed). The visits are conducted by the Dean/Division Director or Program Chair and will be followed by a conference to discuss the observations. The results of the observation and conferences may be incorporated as a part of the annual evaluation report. For Continuing Contract faculty, the conference may be a part of the annual assessment conference. During the assessment conference, the faculty member will review his/her progress toward established goals and present next year's goals to the Dean/Division Director. The discussion consists of observations based on any classroom visit, items suggested in student evaluations and other resources as appropriate.

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

**Response:** The College allocates funds for 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 to campus for interviews.

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

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

	<b>Job Classification</b>	<b># of New Hires*</b>	<b>New Hires* Salary Range</b>	<b># of Existing Employee(s) with Comparable Experience</b>	<b>Existing Employee* Salary Range</b>
Row 1	Managerial Professional	3	\$69,360 - \$86,700	38	\$51,676 - \$120,460
Row 2	Faculty: Annual Contract	4	\$46,240 - \$49,274	68	\$47,196 - \$55,216
Row 3	Classified Staff	36	\$18,622 - \$39,261	175	\$24,960 - \$53,868
Row 4	Classified Staff/Professionals	26	\$32,626 - \$65,000	169	\$25,459 - \$79,233
Row 5	Administrative	0			
Row 6	Executive	1	\$212,000	14	\$93,126 - \$166,100
Row 7					

*\*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2018, and October 31, 2019, 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, 2018.*

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

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

Requirement	Response	Comments	Action
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

#### Part IV. Strategies to Overcome Underrepresentation of Students

##### A. Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2018-19 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black Males	Increase the percentage of Black Male FTIC as a percentage of the total number of FTIC students	NO, The gap between Black Male FTIC as a percentage of the total number of FTIC remained flat (decreased by .1%)	Increase the percentage of Black Male FTIC as a percentage of the total number of FTIC students	Decrease the gap between Black Male FTIC and Black Male Total Enrollment by 1%	No, The gap between Black Males FTIC and Black Male Total Enrollment remained flat (increased by .2%)	Decrease the gap between Black Male FTIC and Black Male Total Enrollment by 1%
Black Females	None	None	None	Decrease the gap between Black Female and Black Male Total Enrollment by 1%	No, The gap between Black Female and Black Male Total Enrollment increased by 1.1%	Decrease the gap between Black Female and Black Male Total Enrollment by 1%

Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Hispanic	None	None	None	Increase the Hispanic Total Enrollment by 1% over prior year Total Enrollment	No, The Hispanic Total Enrollment remained flat	Increase the Hispanic Total Enrollment by 1% over prior year Total Enrollment
Other Minorities	None	None	None	None	None	None
White	None	None	None	None	None	None
Female	None	None	None	None	None	None
Male	None	None	None	None	None	None
LEP	None	None	None	None	None	None
DIS	None	None	None	None	None	None

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

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

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

**Response:** TCC experienced enrollment declines for 2018-2019 both overall (-2%) and FTIC (-5%) that have impacted our ability to meet student enrollment goals. We did experience a slight increase in FTIC black females but in most categories numbers remained flat or slightly down. We continue to evaluate our recruitment and enrollment processes looking for stop-gaps in processes that can be addressed, have launched an online virtual tour for prospects from out of district, and offer a TCC Preview Day for local high school students. As stated last year, we continue to expand our dual enrollment outreach specifically to high schools in the 32304 Zip code, continue marketing and recruitment strategies focused on TCC2FSU and TCC2FAMU, are using texting and chat through our Enrollment Call Center, added Track and Field, and expanded our out of class non-academic supports. We also continue to support our Take Stock In Children and Talent Search programs.

New methods and strategies, if applicable.

**Response:** 1. In adopting the College's new strategic plan (2019-2023), equity, specifically closing equity achievement gaps, was identified as our top priority. As we disaggregated data, we found two equity challenges that the college is working to address: (a) Gaps in completion rate and (b) Low college enrollment and high failure rates of students at our closest (and majority/minority) high school. 2. TCC has invested in a Summer Bridge program (Eagles RISE Academy) which identifies areas in which under-prepared students tend to struggle and then strengthens college readiness for these students who are transitioning to college from some of our most vulnerable high schools. This program provides students a jump start on building academic skills, especially in English and Math. It provides students the opportunity to become acquainted with college resources, college expectations, and to interact with faculty and staff. Students participate in a learning community model where select classes are clustered along with a math immersion class and student engagement seminars. 3. Student onboarding practices have been realigned to help ensure a more seamless transition to college, with the new student orientation serving as a critical component in building strong and effective early connections. Participation in the college orientation program is the initial step of connecting students to advisers and helping them feel that they authentically belong and are supported as they start their college career. We focused our efforts to maximize our time with students to inform them of first-year programs, academic advising, learning support and charting their path to success at the college. In addition, we identified social and personal development services which meet the needs of students, such as mental health counseling services. 4. We have prioritized our partnerships with K- 12 by expanding dual enrollment opportunities, by supporting a mentoring program at our middle schools and by connecting our college faculty to high school faculty. Those strategies have been impactful and led to a 33 percent growth in dual enrollment over the past two years. 5. The college partnered with the Florida College Access Network to become the Local College Access Network (LCAN). LCANs are community-based bodies made up of representatives from K-12, higher education, nonprofits, local government, business and economic development, and philanthropic organizations. These collaborative networks are committed to increasing college and career readiness, access, and attainment rates.

### **B.Student Completions**

This year's report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2019-20. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

<b>AA Degrees</b>	<b>2018-19 Goals</b>	<b>2018-19 Goals Achieved (Yes/No)</b>	<b>2019-20 Goals</b>
Black	Increase the percentage of Black students who complete AA degrees by 1%	Yes, The percentage of Black students who completed AA degrees increased by 1.8%	Increase the percentage of Black students who complete AA degrees by 1%
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	Increase the percentage of Male students who complete AA degrees by 1%	No, The percentage of Male students who completed AA degrees decreased by 2.7%	Increase the percentage of Male students who complete AA degrees by 1%
LEP	None	None	None
DIS	None	None	None
<b>AS/AAS Degrees</b>	<b>2018-19 Goals</b>	<b>2018-19 Goals Achieved (Yes/No)</b>	<b>2019-20 Goals</b>
Black Males	Increase the percentage of Black Male students who complete AS degrees by 1%	No, The percentage of Black Male students who completed AS degrees remained flat (decreased by .4%)	Increase the percentage of Black Male students who complete AS degrees by 1%
Black Females	Increase the percentage of Black Female students who complete AS degrees by 1%	No, The percentage of Black Female students who completed AS degrees decreased by 4.5%	Increase the percentage of Black Female students who complete AS degrees by 1%
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	None
LEP	None	None	None
DIS	None	None	None

Certificates	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	Increase the percentage of Black students who complete certificate programs by 1%	Yes, The percentage of Black students who completed certificate programs increased by 7.9%	Increase the percentage of Black students who complete certificate programs by 1%
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	None
LEP	None	None	None
DIS	None	None	None
Baccalaureate Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	None	None	None
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	None
LEP	None	None	None
DIS	None	None	None

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

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

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

**Response:** While the College has not achieved all goals, we have seen success in increasing the number of black students earning Associate in Arts degrees and certificates. We continued our work with mapping out academic pathways, strengthened our transfer support programs, and ensured students earned the certificates that were embedded into the A.S. programs.

New methods and strategies, if applicable.

**Response:** 1. Understanding that student pathways are personal and must be based on a student's strengths, interests, and values, the College launched the SuperStrong Assessment during orientation to help students make informed career decisions. Together, students and advisors determine the student's schedule and create a holistic support plan for a successful year. 2. Framed through the lens of our equity data, over 170 faculty and staff participated in



design thinking sessions to address the question of “How might TCC redesign its student experience through an innovative model that removes barriers for all students to be successful?” Various sessions produced a list of campus-wide barriers and identified high impact strategies to address barriers. Through our CCSSE and SENSE data we gained an awareness that while we offer students a multitude of services, they did not see the relationship of those to their individual experience. This led to a strategy aligned to the strategic plan to redesign our student services model through the lens of students and to deepen the integration of those services. The redesigned model is founded on the principles of Connections, Academics, Resources, and Engagement. 3. Together with Flagler’s leadership, we have re-energized the partnership to align programming with in- demand professions across the state of Florida, while working to remove barriers to access for our students. To address the state’s growing teaching shortage, leadership from both institutions worked to establish a 2+2 articulation agreement in Education at a cost of under \$10,000. Nursing, another in-demand career, is facing a state shortage that will create a need for more than 14,000 Registered Nurses (RN). In response, TCC developed a Bachelor of Science in Nursing (BSN) program in 2016. TCC established an articulation agreement with Lively Technical College to provide a bridge for its licensed practical nursing graduates into our BSN program. 4. We also launched Math Champions, a tutoring and intensive support program. The student-tutors are embedded in the developmental math courses as peer mentors and work with students during class time to provide one-on-one support. 5. We are expanding our out of class support through such services as Talon’s Market (free food pantry) and FarmShare, mental health counseling, and have hired a case manager to work with students whose basic needs are impacting student success.

### **C. Student Success in Targeted Programs**

The college’s plan for 2018-19 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

**Response:** Tallahassee Community College offers several programs that are geared towards increasing participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S. The programs include: Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP), Sister 2 Sister, and Black Male Achievers. Each program provides strategies to increase participation for underrepresented students such as:

<b>Strategy</b>	<b>Expected Outcomes</b>	<b>Assessment Method</b>	<b>Results</b>
<p>The College offers paid Internship Opportunities for underrepresented students who are enrolled in STEM related courses and programs. Provide better marketing to current students by contacting students who identify as being interested in STEM. Also, work with faculty to identify interested students within the STEM classes.</p>	<p>Number of underrepresented students participating in STEM internships will increase by 10%.</p>	<p>Compare number of underrepresented students participating in internships during 2016-2017 to 2017-2018 to 2018-2019.</p>	<p>2016-2017: 12 students 2017-2018: 18 students 2018-2019: 18 students</p> <p>The College did not experience an increase in underrepresented students participating in STEM internships. The number of students remained the same. The College will continue to explore methods to further increase participation. 2019-2020 data will not be available until June 2020.</p>
<p>The college offers scholarship opportunities for underrepresented students who are enrolled in STEM related programs (scholarships provided through FGLSAMP and STEM Star). Provide better marketing to incoming high school students by visiting high school senior nights; participating in the scholarship fairs; contacting students who identify as being interested in STEM.</p>	<p>Number of qualified awardees will increase by 10%.</p>	<p>Compare number of underrepresented students awarded scholarships during 2016-2017 to 2017-2018 to 2018-2019.</p>	<p>2016-2017; 30 students 2017-2018: 30 students 2018-2019: 35 students</p> <p>The College increased the number of underrepresented students who were awarded scholarships. The College will continue to explore more options to increase the number of students. 2019-2020 data will not be available until June 2020.</p>

<p>The College offers STEM Center tutoring for STEM Gateway Courses.</p>	<p>Number of underrepresented students successfully completing STEM Gateway Courses will increase by 10%.</p>	<p>Compare the success rates of underrepresented students participating in tutoring provided by the STEM Center to the underrepresented students who are not participating in tutoring during 2016-2017 to 2017-2018 to 2018-2019.</p>	<p>2016-2017: 24 students 2017-2018: 36 students 2018-2019: 38 students</p> <p>The College experienced a very small increase in underrepresented students participating in STEM internships. The College will continue to explore methods to further increase participation. 2019-2020 data will not be available until June 2020.</p>
<p>The College offers extracurricular Workshops to increase STEM awareness: Robotics Workshop; Drone Workshop; 3 D Printing Workshop; Auto-Cad Workshop. Increase marketing for the workshops as well as increase the number of available workshops.</p>	<p>Number of underrepresented students participating in extracurricular workshops will increase by 10%.</p>	<p>Compare number of underrepresented students participating in the activities during 2016-2017 to 2017-2018 to 2018-2019.</p>	<p>2016-2017: 51 students 2017-2018: 86 students 2018-2019: 88 students</p> <p>The College experienced a small increase in underrepresented students participating in extracurricular workshops and STEM internships. The College will continue to explore methods to further increase participation. 2019-2020 data will not be available until June 2020.</p>
<p>The College offers Career Awareness Workshops for underrepresented students: Increase the offerings of STEM Career Workshops and invite underrepresented professionals to discuss their career pathway.</p>	<p>Increase the number of Career Awareness Workshops for underrepresented students.</p>	<p>Compare the number of workshops offered each year.</p>	<p>2017-2018: 5 workshops 2018-2019: 10</p> <p>The College offered increased Career Awareness Workshops for students by 50%. The College continues to</p>

			develop workshops. 2019-2020 data will not be available until June 2020.
The College has implemented a Math Champions initiative to provide peer tutoring. Students will provide tutoring and study workshops.	An increase of success for participating students in Math by 5%. Increase time to completion of Math sequence.	Success rates for underrepresented students participating vs. control (students that do not).	The success rates of students participating in the Math Champions initiative was 5% points higher than non-participants based on students enrolled in math courses during the 2017-2020 academic year.

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

**Course Substitution Report, Form CSR01**

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

<b>Disability Type</b>	<b>Number of Students</b>	<b>Required Course(s) (prefix, number and title)</b>	<b>Substituted Course(s) (prefix, number and title)</b>	<b>Discipline Area</b>
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	<b>26</b>	<ul style="list-style-type: none"> <li>• <b>MGF1106 Mathematics I for Liberal Arts</b></li> <li>• <b>MGF1107 Mathematics II for Liberal Arts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>MAT1033 Intermediate Algebra</b></li> <li>• <b>OCE1001 Introductory Oceanography</b></li> <li>• <b>EVR1001 Introduction to Environmental Sciences</b></li> <li>• <b>BSC1005 Introduction to Biological Sciences</b></li> <li>• <b>AST1002 Introduction to Astronomy</b></li> <li>• <b>MET1010 Meteorology</b></li> <li>• <b>GLY2160 Geology of National Parks</b></li> <li>• <b>ESC1000 Earth and Its Environment</b></li> <li>• <b>CGS1060 Computer and Internet Literacy</b></li> <li>• <b>EME2040 Introduction to Technology for Educators</b></li> </ul>	<b>General Education Mathematics</b>

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		Two (2) Semesters of Foreign Language	<ul style="list-style-type: none"> <li>ANT2410 Introduction to Cultural Anthropology</li> </ul>	Foreign Language
Orthopedic Impairment				
Speech/Language Impairment	1	Two (2) Semesters of Foreign Language	<ul style="list-style-type: none"> <li>AML2600 African American Literature</li> <li>LIT2323 Multicultural Mythology</li> </ul>	Foreign Language
Emotional or Behavioral Disability	5	<ul style="list-style-type: none"> <li>MGF1106 Mathematics I for Liberal Arts</li> <li>MGF1107 Mathematics II for Liberal Arts</li> </ul>	<ul style="list-style-type: none"> <li>CGS1060 Computer and Internet Literacy</li> <li>AST1002 Introduction to Astronomy</li> <li>EME2040 Introduction to Technology for Educators</li> </ul>	General Education Mathematics
		Two (2) Semesters of Foreign Language	<ul style="list-style-type: none"> <li>AML2600 African American Literature</li> <li>ANT2410 Introduction to Cultural Anthropology</li> </ul>	Foreign Language
Autism Spectrum Disorder	1	<ul style="list-style-type: none"> <li>MGF1106 Mathematics I for Liberal Arts</li> <li>MGF1107 Mathematics II for Liberal Arts</li> </ul>	<ul style="list-style-type: none"> <li>CGS1060 Computer and Internet Literacy</li> <li>OCE1001 Introductory Oceanography</li> </ul>	General Education Mathematics
Traumatic Brain Injury	1	<ul style="list-style-type: none"> <li>MGF1106 Mathematics I for Liberal Arts</li> </ul>	<ul style="list-style-type: none"> <li>EVR1001 Introduction to Environmental Sciences</li> <li>CGS1060 Computer and Internet Literacy</li> </ul>	General Education Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		<ul style="list-style-type: none"> <li>MGF1107 Mathematics II for Liberal Arts</li> </ul>		
Other Health Impairment	1	Two (2) Semesters of Foreign Language	N/A	Foreign Language

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	23	19
Spring	15	12
Summer	5	4
Total	43	35

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

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

### Part VI. Gender Equity in Athletics

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

#### Assessment of Athletic Programs

Section 1006.71, F.S., Gender equity in intercollegiate athletics, is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs shall develop a gender equity plan pursuant to section 1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings and funds allocated for administration, recruitment, comparable coaching, publicity and promotion and other support costs. An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished.

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

#### Data Assessment

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

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

#### Compliance with Title IX

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

**Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2017, through June 30, 2018, and July 1, 2018, through June 30, 2019**

	2017-18			2018-19			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	44	41	85	Total Number of Athletes	54	41	95
Percent of Athletes by Gender	51.8%	48.2%	100%	Percent of Athletes by Gender	56.8%	43.2%	100%
Total Number of Enrollments	6,833	7,609	14,443	Total Number of Enrollments	6,619	7,497	14,116
Percent of Enrollments by Gender	47.3%	52.7%	100%	Percent of Enrollments by Gender	46.9%	53.1%	100%
Difference between the percent of athletes and the percent of students enrolled	4.5%	-4.5%		Difference between the percent of athletes and the percent of students enrolled	9.9%	-9.9%	



**Proportionality of Participation**

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2017-18: Yes 2018-19: No**

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

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

**Corrective Action Plan**

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
Athletic Participation by Gender Compared to Student Enrollments	<p>There were a total of seven females (three softball, four cross country) who had originally committed to participating but did not follow through, and replacing those individuals is not always realistic. Had these individuals been part of the report, our participation numbers would have only been off by 0.5%.</p> <p>Cross country provides the best opportunity for growth in female participation. To help with recruitment and participation, emails will be sent to the student population throughout summer term, seeking female interest.</p> <p>Additionally, athletics will coordinate a campus tour opportunity in conjunction with the FHSAA Cross Country Championships, which will be held in Tallahassee in November 2020. This will provide a dedicated opportunity to be in front of potential recruits, connect with admissions representatives and visit campus while learning about the cross country program.</p>	<p>Rob Chaney <a href="mailto:chaneyr@tcc.fl.edu">chaneyr@tcc.fl.edu</a> 850-201-6085</p>	<p>May-August 2020 – email campaign to TCC students.</p> <p>November 2020 – hold recruitment event</p>

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2019?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT**  
**2019-2020 Annual EQUITY UPDATE REPORT**  
*Signature Page*

**Tallahassee Community College**

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

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

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

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

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Renaë Tolson, Equity Officer

DATE

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Jim Murdaugh, Ph.D., President

DATE

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Eugene Lamb, Jr., Chair, College Board Of Trustees

DATE

Per DFC instruction, Tallahassee Community College's 2019-2020 Equity Report approval is scheduled for the next District Board of Trustees meeting which will be held on May 18, 2020.

**This concludes the 2019-20 Annual Equity Update Report, which must be submitted, as a Word document, to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org) by May 1, 2020. Colleges may attach additional files (PDF or Word) as appendices. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees' approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for the next district board of trustees meeting.**

The Report on Athletic Program Participation Rates  
and  
Financial Support Data  
*EADA Report*

Tallahassee Community College  
October 15, 2019

Any coeducational institution of higher education that participates in Title IV, the federal student aid program, and has an intercollegiate athletics program, must comply with the EADA by preparing an annual report, officially called The Report on Athletic Program Participation Rates and Financial Support Data; more commonly known as the EADA Report. The EADA Report must be published by October 15 each year and must be made available upon request to students, prospective students, and the public. A prospective student is defined as an individual who has contacted an eligible institution requesting information concerning admission to that institution.

### Total Institutional Undergraduate Population by Gender

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

	Number	Percentage
Male	2,923	50%
Female	2,880	50%
<b>TOTAL</b>	<b>5,803</b>	<b>100%</b>

### Sports Teams and Participation by Gender

Sport	Male	Female
Baseball	26	
Basketball	15	14
Softball		17
Track and Field and Cross Country (combined)		
Track and Field (Indoor)	0	0
Track and Field (Outdoor)	7	5
Cross Country	7	7
<b>TOTAL</b>	<b>55</b>	<b>43</b>
Total Unduplicated Participants	54	41
Percentage	56.8%	43.2%

**NOTES:**

Cross country includes five males and four females who participated in the event of half marathon.

One male and two females who participated in cross country also participated in track and field (outdoor).

### Total Amount of Athletically Related Student Aid Awarded

	Male	Female	Total
	\$483,791	\$477,591	\$961,382
Percentage	50.3%	49.7%	100%

### Total Expenses Incurred

	Male	Female	Total
	\$818,206	\$757,407	\$1,575,613
Percentage	51.9%	48.1%	100%

### Total Revenues

	Male	Female	Total
	\$818,206	\$757,407	\$1,575,613
Percentage	51.9%	48.1%	100%

### Total Expenses By Team

	Male	Female	Total
Baseball	\$403,095		
Basketball	\$399,301	\$375,275	
Cross Country and Track & Field	\$15,810	\$24,620	
Softball		\$357,512	
<b>TOTAL</b>	<b>\$818,206</b>	<b>\$757,407</b>	<b>\$1,575,613</b>
Percentage	51.9%	48.1%	100%

### Total Revenues By Team

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Percentage	51.9%	48.1%	100%

### Head Coaches - Men's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Baseball	1		1					
Basketball	1		1					
Cross Country and Track & Field		1*		1*				
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>				

\*- the same individual coached both the cross country and track and field teams

### Head Coaches - Women's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Basketball		1		1				
Cross Country and Track & Field		1*		1*				
Softball					1		1	
<b>TOTAL</b>		<b>2</b>		<b>2</b>	<b>1</b>		<b>1</b>	

\*- the same individual coached both the cross country and track and field teams

### Head Coaches Salaries

	Men's Teams	Women's Teams
Average salary	\$40,062	\$36,637
No. of coaches included	3	3
Average salary per FTE	\$56,692	\$51,845
No. of FTE included	2.12	2.12



### Assistant Coaches - Men's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Baseball		5		5				
Basketball		3		3				
Cross Country & Track and Field						1		1
<b>TOTAL</b>		<b>8</b>		<b>8</b>		<b>1</b>		<b>1</b>

### Assistant Coaches - Women's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Basketball		3		3		1		1
Cross Country & Track and Field						1		1
Softball						2		2
<b>TOTAL</b>		<b>3</b>		<b>3</b>		<b>4</b>		<b>4</b>

NOTE: The same individual was an assistant coach for cross country and track & field.

### Assistant Coaches Salaries

	Men's Teams	Women's Teams
Average salary	\$7,957	\$8,033
No. of coaches used to calculate the average salary	7	6
No. of volunteer coaches	2	1
Average salary per FTE	\$41,566	\$22,628
No. of FTE included	1.34	2.13