



April 16, 2012

MEMORANDUM

TO: District Board of Trustees
FROM: Jim Murdaugh, President *JTM*
SUBJECT: 2011-12 Equity Plan

Item Description

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

Overview and Background

Each year Tallahassee Community College is required to submit an annual Equity Plan to the Florida Department of Education. This equity plan contains the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. The Office of Research and Planning coordinates the completion of the annual equity plan but has the support of the Divisions of Academic Affairs and Students Affairs, the Office of Human Resources, and the TCC Athletics Department. This year the Annual Equity Plan is due to the State of Florida, Division of Florida Colleges on April 30, 2012.

Past Actions by the Board

TCC's Annual Equity Plan for 2010-11 was submitted to the State of Florida, Division of Florida Colleges on June 30, 2011.

Funding/Financial Implications

N/A

Staff Resource

Teresa Smith

Recommended Action

Approve the 2011-12 Equity Plan as presented.

**Tallahassee Community College
2011-12 Equity Report
Executive Summary**

Following are highlights of the 2011-12 Equity Report. In working to complete the Equity Report, the Office of Institutional Research and Planning enlisted the support of the Divisions of Academic Affairs and Students Affairs, the Office of Human Resources, 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.

This Executive Summary provides a concise summary of this year's Report, and includes an overview of findings from the College's analyses of data provided by the State for use in completion of the Report and recommendations related to student enrollment, retention, completions, gender equity in athletics, and employment equity. The Equity report has been adopted by the full Board of Trustees at the April 16, 2012 TCC Board of Trustees Meeting, and signed by the Board Chair and College President.

Note: A.A.S. programs are included within A.S. programs within this report. Also, Certificates include Credit (technical) certificates as well as PSAV (Vocational Non-Credit) Certificates.

Current Observations and Planned Strategies from the 2011-12 Equity Report

Student Participation

Current Observations in Student Enrollment, Completions, Retention, and Success

The enrollment and other sections include both First Time In College (FTIC) and Overall Enrollments, and examines trends related to race, ethnicity, and gender.

Enrollment

- *The college has met the goal of increasing enrollment of Black FTIC by 3% by 2012-13 over the 2008-09 rate. Enrollments of FTIC Black males increased by 3.1% in 2011-12 compared to 2008-09.*
- *The college has met the goal of increasing Hispanic enrollments using 2009-10 data as a benchmark. Total Hispanic enrollment increased by 21% in 2011-12 over 2009-10.*
- *FTIC Hispanic enrollments increased 17% in 2011-12 compared to 2009-10. The percentage gap between FTIC white students and FTIC Hispanic students decreased by 6% over this same time period.*
- *Retention strategies for all students, and for Black students in particular, as well as strategies for recruiting non-traditional students should impact total enrollment numbers and close the gap between total enrollment of Black students and White students.*
- *Strategies that support school districts in their attempt to increase the number of graduates who earn standard diplomas have the potential to increase TCC's pool of potential students in all categories – race, gender, and ethnicity.*

Completions

- Completion percentages for White, Black and Hispanic students across the three degree types (A.A., A.S., and Certificates) have been fairly consistent over the last three years. Differences in completion rates for Black students compare to White students can be attributed to the fact that Black males represent 8-9% of A.A. completers and Black females 13-19%. Similar patterns exist for the A.S. degree and certificates.
- Completion percentages for females and males across the A.A. and the A.S. were consistent from 2008-2009 through 2010-2011. The percentage of males earning A.S. degrees is much lower than females. Until 2010-2011, males earned certificates at high rates than females.

Retention

- Retention rates have improved in 2011-12 (beginning of term) compared to the previous year for both male and female Asians and Hispanics, and White males.
- Retention rates for Black males and females, and White females have not significantly changed in 2011-12 compared to 2010-11.
- Retention rates for male and female non-residents decrease in 2011-12 compared to 2010-11.

Gatekeeper Course Analysis

MAT 0024

- Success rates for White students have increased slightly over the last three years.
- Success rates for Black students have remained relatively stable.
- Success rates for Hispanic students have decreased since 2008-09.

MAT 0033

- Success rates for White students have remained stable over the last three years.
- Success rates for Black students have decreased over the three year time period from 2008-09 to 2010-11.
- Success rates for Hispanic students increased in 2010-11 compared 2008-09 and 2000-10.

Targets and Goals in Student Enrollment, Completions, Retention, and Success

Enrollment

- Decrease the gap between Black male FTIC enrollment and Black male total enrollment, using the 2009-2010 gap as a benchmark (Black male FTICs represented 48% of the FTIC populations and only 37% of total enrollment in 2009-2010).
- Decrease enrollment gap between Black female total enrollment and Black male total enrollment, using 2009-2010 data as a benchmark (Black females were 23% of total enrollments; Black males were 13% of total enrollment).
- Increase enrollment of FTIC and total enrollment of Hispanic students, using 2009-2010 data as a benchmark (Hispanic females 3.8% of FTICs and 3.6% of total enrollment; Hispanic males 3.8% of FTICs and 3.5% of total enrollment).

Completions

- By 2012-13, increase the number of students who complete A.S. and Certificate programs over benchmark data from 2008-09 and 2009-2010.
- Continue to offer degrees and certificates that provide program graduates with access to jobs.

Retention

- *Increase the number of FTIC students who are retained across all categories, including race, gender, and ethnicity.*

Gatekeeper Course Analysis

- *Increase success rates for all gatekeeper courses within each sub-category, race, gender, and ethnicity.*

Planned Strategies and Interventions to Increase Student Enrollment, Completions, Retention, and Gatekeeper Success for TCC

Enrollment

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

- *Continue to emphasize the College's Dual Enrollment Program*
- *Continue working with tri-county school districts to educate students about scholarship opportunities that target minority populations.*
- *Continue outreach programs in Gadsden County, such as CROP, which target students in grades 6 through 12.*
- *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.*
- *Retention strategies that focus on Black males should impact the percentage of Black males found in the overall population (total enrollment).*

Completions

- *It is difficult to assess completion percentages without data on students' educational goals (degree objectives). Tallahassee Community College is in the first phase of a Student Individual Learning Plan with FTICs who enrolled in Fall 2010. This tool will allow the College to track students' progress toward and attainment of their educational goals, and provide more meaningful data on program completion percentages in the future.*
- *Continue to offer degrees and certificates that provide program graduates with access to jobs.*

Retention

- *Participation in SENSE (Survey of Entering Student Engagement) to determine institutional practices and student behaviors in the earliest weeks of college to improve student experiences and promote student retention.*
- *The College has hired a multicultural adviser, who is bilingual, to work with at-risk, underprepared students focusing on diversity issues and student success strategies.*
- *Continue sponsorship of the Black Male Achievers program.*
- *Each academic division has one Student Success Adviser co-located in the division to assist at-risk students and faculty with developing/implementing retention strategies and addressing early alert behaviors.*

Gatekeeper Course Analysis

- *Continue to monitor the impact of the redesigned MAT0024 on the success rates of all students. **Note: College Prep Algebra course MAT0024 is renamed MAT0028 in the 2011-12 academic year.***
- *Alternatives that allow students to accelerate through MAT 0028 are in place including a Fast Track which is based on diagnostics and provides individualized pathways, and express terms that allow students to complete MAT 0028 and MAT 1033 in the same semester.*
- *Face-to-face labs for MAT 0028 that increase time-on-task are being piloted.*

- Continue to support programs, such as HP-MESA and FGLSAMP that support minority students who are pursuing degrees in STEM areas and which provide students with tutoring, professional development activities, and mentoring. This strategy is relevant to MAC1105.
- There is a positive relationship between student success and use of Learning Commons resources. Continue to monitor the relationship of Learning Commons usage and performance in the gatekeeper math courses.

Gender Equity in Athletics

Current Observations in Offering Equitable Opportunities for Participation in Athletics

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

Planned Strategies and Interventions to Maintain Gender Equity in Athletics

TCC's athletics program remains in compliance with all state rules and regulations. As the athletics program moves forward, emphasis will continue to be placed on providing equitable opportunities for men and women and in identifying ways to improve and enhance our position related to gender equity and providing opportunities for racial minorities.

Employment Equity (Part 1 of Equity Report)

Current Observations in Employment Equity

- 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.
- Female representation in EAMs saw a 2% increase since 2010, increasing from 50% to 52%. The College continues to achieve its goal for female EAM representation, surpassing the national census representation by 5.3%.
- The College continues to be within ten percentage points of EAM employment for Hispanics with graduate degrees or higher.

Identified Targets and Goals in Employment Equity

- 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.
- The College continues to make advancements in 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.

Planned Strategies and Interventions in Employment Equity

- 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.
- Over the past year, the economy has improved, which allowed the College's past budget barriers to be somewhat eradicated.

**The Florida College System
Annual Equity Update Report 2011/2012**

For

Tallahassee Community College

Submitted to

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

Under Section 1000.05, Florida Statutes (F.S.),
Florida Educational Equity Act and
Section 1012.86, F.S, Community College Employment
Equity Accountability Program



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General Information and Applicable Laws for Reporting

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

- a description of the plan's development;
- a review of the college's nondiscrimination and equity-related policies and procedures;
- analysis of efforts to overcome underrepresentation of students by race, gender, limited English language skills, or disability;
- the college's plan for gender equity in athletics, if the college has athletic programs;
- analysis of the college's employment equity accountability program;
- a status report on any pending issues resulting from an on-site civil rights compliance review of the college's methods of administration; and
- certification of the report by the college's governing board, including the signature of the college president and/or other college personnel as appropriate.

Applicable federal civil rights laws include the following:

1. Title VI of the Civil Rights Act of 1964;
2. Section 504 of the Rehabilitation Act of 1973;
3. Title IX of the Education Amendments of 1972;
4. Age Discrimination Act of 1975;
5. Title II of the Americans with Disabilities Amendments Act of 2008 and
6. Genetic Information Nondiscrimination Act of 2008.

Additional applicable Florida Statutes include the following:

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

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

The College Annual Equity Update Report is due to the Florida Department of Education Division of Florida Colleges by April 30, 2012. The report should be submitted by mail to: Lynda Earls, Division of Florida Colleges, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: lynda.earls@fldoe.org. For assistance or questions, call 850-245-9468.

PART I
Description of Plan Development

The college should provide the following (use space as needed):

A. Describe the **process** used to prepare the report:

In working to complete the Equity Report, the Office of Institutional Research and Planning enlisted the support of the Divisions of Academic Affairs and Students Affairs, the Office of Human Resources, 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.

B. List the **names and titles of persons involved** in the development of the report:

*Barbara Sloan, Provost and Vice President of Academic Affairs
Teresa Smith, Vice President for Administrative Services and Chief Financial Officer
Margaret Wingate, Director, Office of Institutional Research
Steve Kimble, Research Analyst, Office of Institutional Research
Barbara Gill, Director of Educational Research
Renaë Tolson, Director of Human Resources
Horace Wright, Human Resources Specialist II
Sharon Jefferson, Vice President of Student Affairs
Janita Patrick, Coordinator, Student Affairs
Stephanie Crosby, Coordinator for Disability Support Services
Rob Chaney, Athletics Director*

C. Describe the **participation of any advisory groups or persons**:

None.

D. Provide the **date of the report's adoption** by the governing board:

April 16, 2012.

PART II

Policies and Procedures Prohibiting 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. Use space 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 to the President for approval and presentation to the Board.*

Note: The development and/or revision of College procedures follow a similar process. However, board approval is not required in the development of procedures.

B. Policy of Nondiscrimination:

Provide the college's **policy/policies** of nondiscrimination as *Appendix 1*. If the college has separate policies for students/applicants and employees/applicants, please provide both policies.

See Appendix 1.

C. Continuous Notice of Nondiscrimination and Notice of Equity Officer/Coordinator:

Provide a copy of the college's notice (statement) as of nondiscrimination as posted in the college's public places (course catalog, handbooks, code of conduct, etc.) as *Appendix 2*. Please include the source and/or name of the document from which the notice is taken. (Example: "College Course Catalog 2011-2012") and address the following questions:

Does your college's policy of nondiscrimination address the following as required by Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8, the Genetic Information Nondiscrimination Act (GINA)? Check all that are in compliance:

See Appendix 2 for example of College Course Catalog 2011-2012; Student Handbook and Planner 2011-2012; Employee Handbook, College Document Packet, College Course Catalog 2011-2012; Student Handbook and Planner 2011-2012;

- 1. Discrimination is prohibited against:*

- a. Students: YES
- b. Employees: YES
- c. Applicants for admission: YES
- d. Applicants for employment: YES

2. Discrimination is prohibited based on:

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

3. Inclusion of the following statement or similar wording:

No covered person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices. YES

4. 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)? YES

Does the nondiscrimination statement 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?** YES

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

Submit as *Appendix 3* 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.

1. Policy(s) Prohibiting Discrimination

- i. Revisions made: (yes) (no) X
- ii. If yes, name of policy(s) and date of Board approval:

The Equal Opportunity Act Policy language has been revised and was recently forwarded to the Vice President for review. After completing the revision review process, the revised Equal Opportunity Act Policy, will be presented to the Board for final approval in June 2012.

2. Student and/or Employee Grievance Procedures

- i. Revisions made: (yes) X (no)
- ii. If yes, name of procedures(s) and date of revision:

The Grievance Procedure was adopted by the Board on November 22, 2010.

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:

The Discrimination & Unlawful Harassment Policy has been revised and was recently forwarded to the Vice President for review. After completing the revision review process, the revised Discrimination & Unlawful Harassment Policy, will be presented to the Board for final approval in June 2012.

4. *AIDS/HIV Infectious Disease Policy/Procedures*

- i. Revisions made: (yes) X (no) ___
- ii. If yes, name of policy and date of Board approval/date of revision:

The Communicable Diseases Policy was adopted by the Board on September 21, 2009.

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 in final form.

PART III

Strategies to Overcome Underrepresented Students

Plan for Diversity in Student Participation

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

A. Student Enrollments

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

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

Florida College System

College: Tallahassee

Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2008-09	905	3,608	25.08	4,173	19,374	21.54
	2009-10	1,043	3,831	27.23	4,652	20,025	23.23
	2010-11	889	3,663	24.27	4,666	20,281	23.01
Male	2008-09	652	3,608	18.07	2,353	19,374	12.15
	2009-10	777	3,831	20.28	2,662	20,025	13.29
	2010-11	851	3,663	23.23	2,939	20,281	14.49
Total	2008-09	1,557	3,608	43.15	6,526	19,374	33.68
	2009-10	1,820	3,831	47.51	7,314	20,025	36.52
	2010-11	1,740	3,663	47.50	7,605	20,281	37.50

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). 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	2008-09	136	3,608	3.77	706	19,374	3.64
	2009-10	114	3,831	2.98	681	20,025	3.40
	2010-11	167	3,663	4.56	831	20,281	4.10
Male	2008-09	138	3,608	3.82	685	19,374	3.54
	2009-10	172	3,831	4.49	713	20,025	3.56
	2010-11	163	3,663	4.45	728	20,281	3.59
Total	2008-09	274	3,608	7.59	1,391	19,374	7.18
	2009-10	286	3,831	7.47	1,394	20,025	6.96
	2010-11	330	3,663	9.01	1,559	20,281	7.69

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). 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	2008-09	30	3,608	0.83	205	19,374	1.06
	2009-10	31	3,831	0.81	226	20,025	1.13
	2010-11	76	3,663	2.07	417	20,281	2.06
Male	2008-09	44	3,608	1.22	215	19,374	1.11
	2009-10	25	3,831	0.65	191	20,025	0.95
	2010-11	78	3,663	2.13	358	20,281	1.77
Total	2008-09	74	3,608	2.05	420	19,374	2.17
	2009-10	56	3,831	1.46	417	20,025	2.08
	2010-11	154	3,663	4.20	775	20,281	3.82

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). 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		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2008-09	738	3,608	20.45	5,584	19,374	28.82
	2009-10	757	3,831	19.76	5,618	20,025	28.05
	2010-11	661	3,663	18.05	5,334	20,281	26.30
Male	2008-09	965	3,608	26.75	5,453	19,374	28.15
	2009-10	912	3,831	23.81	5,282	20,025	26.38
	2010-11	778	3,663	21.24	5,008	20,281	24.69
Total	2008-09	1,703	3,608	47.20	11,037	19,374	56.97
	2009-10	1,669	3,831	43.57	10,900	20,025	54.43
	2010-11	1,439	3,663	39.28	10,342	20,281	50.99

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). 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		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2008-09	1,809	3,608	50.14	10,668	19,374	55.06
	2009-10	1,945	3,831	50.77	11,177	20,025	55.82
	2010-11	1,793	3,663	48.95	11,248	20,281	55.46
Male	2008-09	1,799	3,608	49.86	8,706	19,374	44.94
	2009-10	1,886	3,831	49.23	8,848	20,025	44.18
	2010-11	1,870	3,663	51.05	9,033	20,281	44.54
Total	2008-09	3,608	3,608	100.00	19,374	19,374	100.00
	2009-10	3,831	3,831	100.00	20,025	20,025	100.00
	2010-11	3,663	3,663	100.00	20,281	20,281	100.00

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). 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	2008-09	9	48	60	537
	2009-10	7	46	60	572
	2010-11	9	57	64	579
Male	2008-09	7	82	44	514
	2009-10	4	80	38	512
	2010-11	5	70	32	490
Total (ALL)	Rpt Year				
	2008-09	16	130	104	1,051
	2009-10	11	126	98	1,084
	2010-11	14	127	96	1,069

CCTCMIS = CCEE0191 02/10/2012 14:43:31

Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). 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.

The College evaluated 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).

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%
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%

There are no major gaps between enrollment percentages of Black and White FTIC students (Table 1). Enrollment gaps, however, do exist between Black student total enrollment and White student total enrollment for each of the three 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%
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%

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

Table 3: 2010-2011 Cohort Graduation Rates Using Federal Guidelines¹ (# cells indicate subgroup population was fewer than 10 students)²

District	Metric	White Total	Black Total	Hispanic Total
Gadsden	Graduated	6	171	28
	Cohort	11	313	51
	Graduation Rate	54.55%	54.63%	54.90%
Leon	Graduated	1,042	517	38
	Cohort	1,335	972	56
	Graduation Rate	78.05%	53.19%	67.86%
Wakulla	Graduated	244	19	#
	Cohort	321	30	#
	Graduation Rate	76.01%	63.33%	#

¹ 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.

²Data are from data tables available on the FLDOE Web site: <http://www.fl DOE.org/eias/eiaspubs/default.asp>. See linked titled “Florida’s Federal Graduation Rates, 2010-11 (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%
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%

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

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

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

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

Year	Black Female FTICs	Black Male FTICs	Gap
2008-2009	25.08%	18.07%	7.01%
2009-2010	27.23%	20.28%	6.95%
2010-2011	24.27%	23.23%	1.04%
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%

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

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

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

Year	Hispanic Female FTICs	Hispanic Male FTICs	Gap
2008-2009	3.77%	3.82%	-0.05%
2009-2010	2.98%	4.49%	-1.51%
2010-2011	4.56%	4.45%	0.11%
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%

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

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

Year	White Female FTICs	White Male FTICs	Gap
2008-2009	20.45%	26.75%	-6.30%
2009-2010	19.76%	23.81%	-4.05%
2010-2011	18.05%	21.24%	-3.19%
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%

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

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: Enrollment 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
Male	2008-2009	7	82	44	514
	2009-2010	4	80	38	512
	2010-2011	5	70	32	490
Total (ALL)	Year				
	2008-2009	16	130	104	1,051
	2009-2010	11	126	98	1,084
	2010-2011	14	127	96	1,069

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.

The 2010-11 Equity Report required the College set achievement goals and timelines for 2011/12 through 2012/13. The goals the College set in the 2010-11 report are displayed in the following table.

Group	2010/11 Goal	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 3.1% in 2011-12 compared to 2008-2009.
	Decrease the gap between Black male FTIC enrollment and Black male total enrollment, using the 2009-2010 gap as a benchmark (Black male FTICs represented 48% of the FTIC population and only 37% of total enrollment for 2009-2010 for a gap of 11%. See Table 1.)	N	The gap closed slightly. In 2011-12, Black male FTICs represented 48% of the FTIC population and 38% of the total enrollment for a gap of 10%. Continue working toward goal.
	By 2012-13, decrease enrollment gap between Black female total enrolment and Black male total enrollment, using 2009-10 data as a benchmark. 2009-10 gap was 9.94%	N	The gap closed 1 percentage point in 2011-12. 2011-12 gap is 8.52%. Continue working toward closing the gap.
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"> The number of FTIC Hispanic students increased by 42 in 2011-12 over 2009-10. This represents a 17% increase in FTIC Hispanic students. The percentage gap between FTIC Hispanic students and FTIC White students decreased by 6 percentage points from 2009-10 to 2011-12. Total enrollment numbers for Hispanic students increased by 212 students in 2011-12 over 2009-10. This represents an 21% increase in Hispanic student enrollments. <p>Continue working on goal, using 2011-12 data as a benchmark.</p>
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 that target minority populations.*
- 3. Continue outreach programs in Gadsden County, such as CROP, which target students in grades 6 through 12. 93% of all CROP students since 1995 have enrolled at Tallahassee Community College. Successful strategies include the following: scholarships for active participants, college remediation classes at Gadsden County high schools, CROP staff administers placement tests as a recruitment tool. Students are brought to campus to apply on-line with supervision and support from CROP staff. CROP staff members work collaboratively with recruitment staff to bring CROP students to campus for TCC Preview Nights. We utilize in-school mentors to orient students to skills required for college readiness by using a prepared curriculum. TCC Career Center staff offers group counseling for high school juniors and one on one counseling for our seniors.. We offer non-residential camps over spring break and summer breaks to help minimize the need for college remediation. During the summer we co-sponsor enrichment workshops for high school CROP students with Enrollment Services and the Technology and Professional Programs departments on campus to highlight Associate in Science degree programs. During the summer CROP middle school students are provided financial literacy workshops. In Summer 2012, all CROP staff will be administered the Postsecondary Education Readiness Test (PERT), Florida's placement test. This will not only familiarize them with the test, but provide a student's perspective. Following the administration TCC's Testing Center will train the staff on how best to prepare students middle and high school students.*
- 4. Continue efforts to secure grants to provide supplemental and enrichment activities for students in grades 6 through 12, and monitor impact of those programs on TCC enrollments.*
- 5. Retention strategies, particularly those that focus on Black males, should impact the percentage of Black males found in the overall population (total enrollment). The Black Male Achievers program lost some momentum last year when the coordinator returned to Graduate school. We are currently working with a new staff member in the Campus Life Department to collaborate with the Black Male Achievers and established programs on campus. There are 29 active students in the program at present. Activities are offered in the following areas: Enrichment (dress etiquette, communication w/faculty and peers, resume writing), Engagement (participation in campus events and Attendance (required study /tutor assistance, use of Campus Resources such as our Learning Commons).*

B. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2008-09 to 2010-11 by race, gender, disability, and minority limited-English-language skills of students achieving A.A. Degrees, A.S. Degrees, or Certificates of Completions (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.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	2008-09	268	2,036	13.16	49	172	28.49	90	414	21.74
	2009-10	475	2,516	18.88	69	234	29.49	52	401	12.97
	2010-11	419	2,320	18.06	53	224	23.66	82	409	20.05
Male	2008-09	163	2,036	8.01	10	172	5.81	73	414	17.63
	2009-10	236	2,516	9.38	17	234	7.26	58	401	14.46
	2010-11	220	2,320	9.48	14	224	6.25	55	409	13.45
Total	2008-09	431	2,036	21.17	59	172	34.30	163	414	39.37
	2009-10	711	2,516	28.26	86	234	36.75	110	401	27.43
	2010-11	639	2,320	27.54	67	224	29.91	137	409	33.50

CCTCMIS = CCEE0192 02/10/2012 14:45:52 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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.

2012 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	2008-09	79	2,036	3.88	3	172	1.74	3	414	0.72
	2009-10	84	2,516	3.34	7	234	2.99	0	401	0.00
	2010-11	114	2,320	4.91	4	224	1.79	5	409	1.22
Male	2008-09	87	2,036	4.27	1	172	0.58	8	414	1.93
	2009-10	105	2,516	4.17	2	234	0.85	19	401	4.74
	2010-11	73	2,320	3.15	8	224	3.57	13	409	3.18
Total	2008-09	166	2,036	8.15	4	172	2.33	11	414	2.66
	2009-10	189	2,516	7.51	9	234	3.85	19	401	4.74
	2010-11	187	2,320	8.06	12	224	5.36	18	409	4.40

CCTCMIS = CCEE0192 02/10/2012 14:45:52 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).
 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.
 2012 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	2008-09	10	2,036	0.49	5	172	2.91	6	414	1.45
	2009-10	21	2,516	0.83	3	234	1.28	2	401	0.50
	2010-11	50	2,320	2.16	6	224	2.68	10	409	2.44
Male	2008-09	34	2,036	1.67	0	172	0.00	0	414	0.00
	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
Total	2008-09	44	2,036	2.16	5	172	2.91	6	414	1.45
	2009-10	54	2,516	2.15	5	234	2.14	4	401	1.00
	2010-11	96	2,320	4.14	11	224	4.91	17	409	4.16

CCTCMIS = CCEE0192 02/10/2012 14:45:52 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).
 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.
 2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Tallahassee

Student Participation/Completions

Race: White		AA Degrees			AS Degrees			Certificates		
Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	2008-09	673	2,036	33.06	79	172	45.93	65	414	15.70
	2009-10	745	2,516	29.61	97	234	41.45	51	401	12.72
	2010-11	687	2,320	29.61	106	224	47.32	75	409	18.34
Male	2008-09	722	2,036	35.46	25	172	14.53	169	414	40.82
	2009-10	817	2,516	32.47	37	234	15.81	217	401	54.11
	2010-11	711	2,320	30.65	28	224	12.50	162	409	39.61
Total	2008-09	1,395	2,036	68.52	104	172	60.47	234	414	56.52
	2009-10	1,562	2,516	62.08	134	234	57.26	268	401	66.83
	2010-11	1,398	2,320	60.26	134	224	59.82	237	409	57.95

CCTCMIS = CCEE0192 02/10/2012 14:45:52 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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.

2012 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		
Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	2008-09	1,030	2,036	50.59	136	172	79.07	164	414	39.61
	2009-10	1,325	2,516	52.66	176	234	75.21	105	401	26.18
	2010-11	1,270	2,320	54.74	169	224	75.45	172	409	42.05
Male	2008-09	1,006	2,036	49.41	36	172	20.93	250	414	60.39
	2009-10	1,191	2,516	47.34	58	234	24.79	296	401	73.82
	2010-11	1,050	2,320	45.26	55	224	24.55	237	409	57.95
Total	2008-09	2,036	2,036	100.00	172	172	100.00	414	414	100.00
	2009-10	2,516	2,516	100.00	234	234	100.00	401	401	100.00
	2010-11	2,320	2,320	100.00	224	224	100.00	409	409	100.00

CCTCMIS = CCEE0192 02/10/2012 14:45:52 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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.

2012 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						
Female	2008-09	7	85	0	21	1	2
	2009-10	11	113	1	19	1	2
	2010-11	7	86	4	27	3	10
Male	2008-09	6	88	0	3	0	12
	2009-10	9	105	0	9	6	7
	2010-11	4	72	1	8	1	10
Total (ALL)	Rpt Year						
	2008-09	13	173	0	24	1	14
	2009-10	20	218	1	28	7	9
	2010-11	11	158	5	35	4	20

CCTCMIS = CCEE0192 02/10/2012 14:45:52 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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.

2012 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-language 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%
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%
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%

According to the data in Table 9, completion percentages for White, Black and Hispanic students across the three award types (A.A, A.S., certificate) have been fairly consistent. Disproportionate completion rates for Black students compare to White students can be attributed to the fact that Black males represent 8-9% of A.A. completers and Black females 13-19%. 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%
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%
Year	Female Certificates	Male Certificates
2008-2009	39.61%	60.39%
2009-2010	26.18%	73.82%
2010-2011	42.05%	57.95%

According to the data in Table 10, completion percentages for females and males across the A.A. and the A.S. were consistent from 2008-2009 through 2010-2011. The percentage of males earning A.S. degrees is much lower than that for females. Until 2010-2011, males earned certificates at high rates than females.

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
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
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

Number of Students Pursuing Each Degree Type:

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

Year	AA Degree	AS Degree	Certificate
2008-2009	2,036	172	414
2009-2010	2,516	234	401
2010-2011	2,320	224	409

2. Achievement of goals:

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

Goals from the 2010-11 report are listed below:

- By 2012-13, increase the number of students who complete A.S. and certificate programs over benchmark data from 2008-09 and 2009-10.

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.

Fall 2010 Tallahassee Community College began the first phase of a Student Individual Learning Plan. This tool will allow the College to track students' progress toward and attainment of their educational goals, and provide more meaningful data on program completion percentages. That same semester students were introduced to this tool through new student orientations and academic advising. The College acknowledges that completions are tied to students' objectives. Initial data from the learning plan shows students are selecting a career objective and beginning to use the tool but not at the level required to track student progress and relate it to degree completion.

TCC will continue to recruit students to career and technical education fields. This strategy should increase the number and percentage of TCC students who pursue AS degrees and certificates. 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.

C. Student Retention by Race and Gender

The College 2011-12 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 2009-10 FTIC students returning Fall 2010-11 and Fall 2010-11 FTIC students returning Fall 2011-12.

Charts on following pages

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

Full-Time Student Retention (FTIC)2009-10 Fall Beginning-of-Term to 2010-11 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	17	5	443	597	3	7	13	11	121	86	659	558	13	16	1,269	1,280	2,549
Num. Retained	13	4	187	317	0	3	10	7	61	46	418	375	9	7	698	759	1,457
% Retained	76	80	42	53	0	43	77	64	50	53	63	67	69	44	55	59	57

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Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment

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

The following retention rates have not improved from previous years:

- *Retention rates of full-time non-resident aliens – females and males – have decreased*
- *Retention rates for full-time White females have decreased*
- *Retention rates for full-time Black males and Black females have not improved*

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

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

1. Participation in SENSE (Survey of Entering Student Engagement) Fall 2011 to determine institutional practices and student behaviors in the earliest weeks of college to improve student experiences and promote student retention.
2. Each academic division has one Student Success Adviser co-located in the division to assist at-risk students and faculty with developing/implementing retention strategies and addressing early alert behaviors.
3. The College has a multicultural adviser, who is also bilingual, to work with at-risk, underprepared students focusing on diversity issues and student success strategies.
4. Continue sponsorship of the Black Male Achievers program.
5. The adviser in the Learning Commons who is assigned to work with college preparatory students focuses primarily on working with students who are repeating college preparatory courses. This person works in collaboration with Learning Specialists in the Learning Commons to help students develop appropriate strategies for success.
6. 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.

Charts on following pages

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	63	95	0	2	5	4	11	22	91	112	8	5	178	241	419
% Retained	0	20	35	47	0	67	71	80	42	69	53	65	57	38	45	56	50

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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)2009-10 Fall Beginning-of-Term to 2010-11 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	2	128	207	6	1	3	5	23	21	179	190	5	9	344	435	779
Num. Retained	0	0	52	99	3	1	2	4	15	12	81	100	3	2	156	218	374
% Retained	0	0	41	48	50	100	67	80	65	57	45	53	60	22	45	50	48

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Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment

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

Retention rates for part-time Black males have decreased.

Retention rates for part-time Black females have not improved.

Retention rate for part-time American Indian/Native American students have decreased.

Retention rates for part-time Hispanic males have decreased.

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

The strategies for full-time FTIC students apply to part-time students as well. Part-time students are offered access to many if not all of the student life programs on campus including events, competitions and fieldtrips. Major events such as the Student-Faculty Day Luncheon and Club-Organization Fair offer a daytime schedule of activities and entertainment which is repeated in the evening. In most of the clubs and organizations you will find non-traditional age, part-time and full-time students on the roster. However we also offer clubs and organizations for specific groups of students which are based on race, religion, political affiliation, nationality, etc. Examples of these would be the Black Male Achievers, Black Student Union, Baptist Ministries, Young Democrats, Young Republicans, International Student Organization, PRIDE, College Veteran Association and Returning Adult Student Organization.

D. Student Success Rates in Gatekeeper Mathematic Courses by Race

The College 2011-12 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, and MGF1106) from 2008-09 through 2010-11. 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. Grades of X, P, PR, and Z are not included in the data chart.
3. Grades of WP and WF are considered the same as W.
4. In the Gap Comparison Table, a *negative gap* indicates that the percentage of black or Hispanic students successfully completing the courses is less than the percentage of successful white students. A *positive gap* indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

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 Course	2008-09			2009-10			2010-11		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
MAT0024	275	529	51.98	260	482	53.94	320	568	56.34
MAT1033	568	972	58.44	521	903	57.70	427	730	58.49
MAC1105	564	961	58.69	501	914	54.81	495	807	61.34
MGF1106	279	397	70.28	281	393	71.50	278	367	75.75

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Source: SDB2008 - SDB2011 Community College Office of Evaluation
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

Black	2008-09			2009-10			2010-11		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT0024	244	583	41.85	257	675	38.07	321	800	40.13
MAT1033	231	461	50.11	252	574	43.90	257	575	44.70
MAC1105	136	340	40.00	187	396	47.22	138	359	38.44
MGF1106	112	211	53.08	141	234	60.26	118	207	57.00

CCTCMIS - Disparity Gap 02/10/2012 14:50:17

Source: SDB2008 - SDB2011 Community College Office of Evaluation
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

Hispanic	2008-09			2009-10			2010-11		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT0024	43	75	57.33	47	98	47.96	63	117	53.85
MAT1033	83	142	58.45	79	135	58.52	104	154	67.53
MAC1105	73	127	57.48	84	141	59.57	103	152	67.76
MGF1106	29	45	64.44	25	39	64.10	29	46	63.04

CCTCMIS - Disparity Gap 02/10/2012 14:50:17

Source: SDB2008 - SDB2011 Community College Office of Evaluation
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

Course	2008-09		2009-10		2010-11	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT0024	-10.13	5.35	-15.87	-5.98	-16.21	-2.49
MAT1033	-8.33	0.01	-13.80	0.82	-13.79	9.04
MAC1105	-18.69	-1.21	-7.59	4.76	-22.90	6.42
MGF1106	-17.20	-5.84	-11.24	-7.40	-18.75	-12.71

CCTCMIS - Disparity Gap 02/10/2012 14:50:17

Source: SDB2008 - SDB2011 Community College Office of Evaluation
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

1. Program Analysis

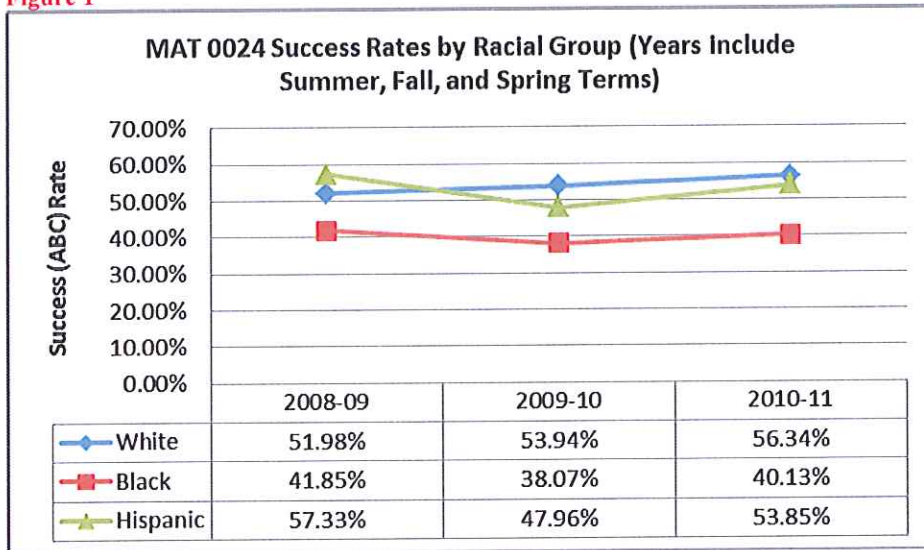
For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2008-09 through 2010-11.

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

Within Race Comparisons for MAT0024 (Figure 1)

- MAT0024 success rates for White students have increased slightly over the last three years.
- Success rates for Black students have remained relatively stable.
- Success rates for Hispanic students have decreased since 2008-09.

Figure 1



Across Race Comparisons for MAT0024 (Table 12)

- White students are more successful in MAT0024 than Black students. The success rate gap between White and Black students has increased since 2008-09.
- Hispanic students had a higher success rate than White students in 2008-09. However, in recent years, White students have been more successful than Hispanic students.

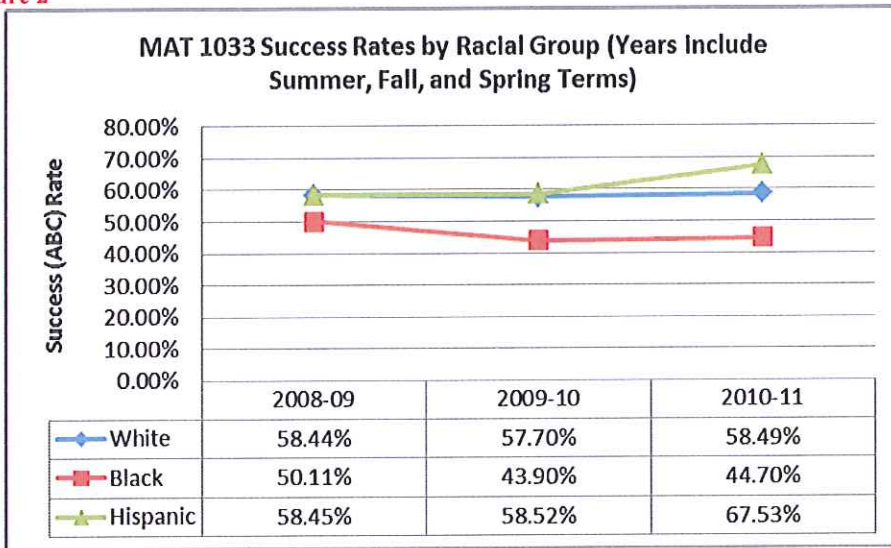
Table 12: MAT0024 Success Rate Gaps (White Students Compared to Minority Students)

	2008-09	2009-10	2010-11
Black – White Gap	-10.13	-15.87	-16.21
Hispanic – White Gap	5.35	-5.98	-2.49

Within Race Comparisons for MAT1033 (Figure 2)

- Success rates for White students have remained stable over the last three years.
- Success rates for Black students have decreased over the three year time period from 2008-09 to 2010-11.
- Success rates for Hispanic students increased in 2010-11 compared 2008-09 and 2000-10.

Figure 2



Across Race Comparisons for MAT1033 (Table 13)

- White students are more successful in MAT1033 than Black students. The success rate gap has increased since 2008-09.
- Hispanic students are more successful in MAT1033 than White students.

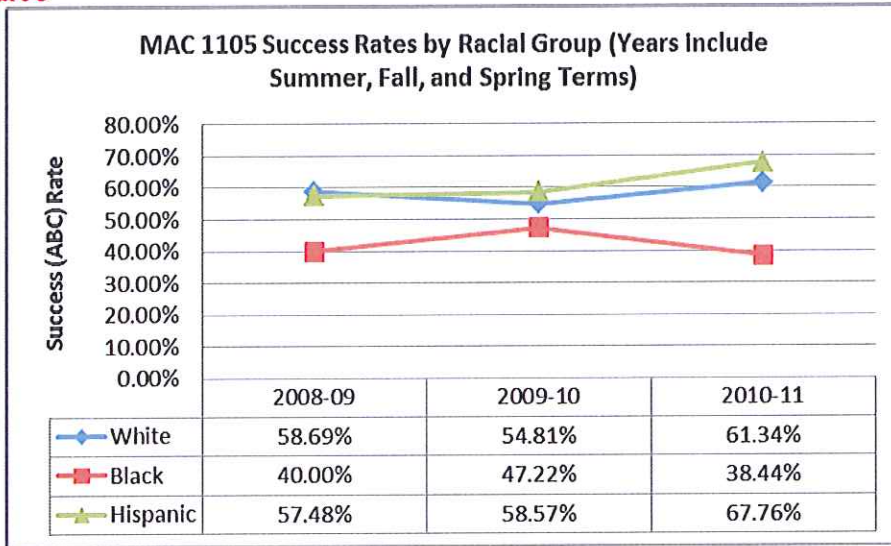
Table 13: MAT1033 Success Rate Gaps (White Students Compared to Minority Students)

	2008-09	2009-10	2010-11
Black – White Gap	-8.33	-13.80	-13.79
Hispanic – White Gap	0.01	0.82	9.04

Within Race Comparisons for MAC1105 (Figure 3)

- Success rates for White and Black students decreased in 2009-10 compared to 2008-09 and then increased in 2010-11 to levels similar to 2008-09.
- Success rate for Hispanic students have increased annually since 2008-09.

Figure 3



Across Race Comparisons for MAC1105 (Table 14)

- Success rates for Black students are consistently lower than those for White students. While the success rate gap in 2009-10 closed compared to that for 2008-09, in 2010-11 it increased dramatically to almost 23 percentage points.
- In 2009-10 and 2010-11, the success rate for Hispanic students in MAC1105 was higher than that for White students.

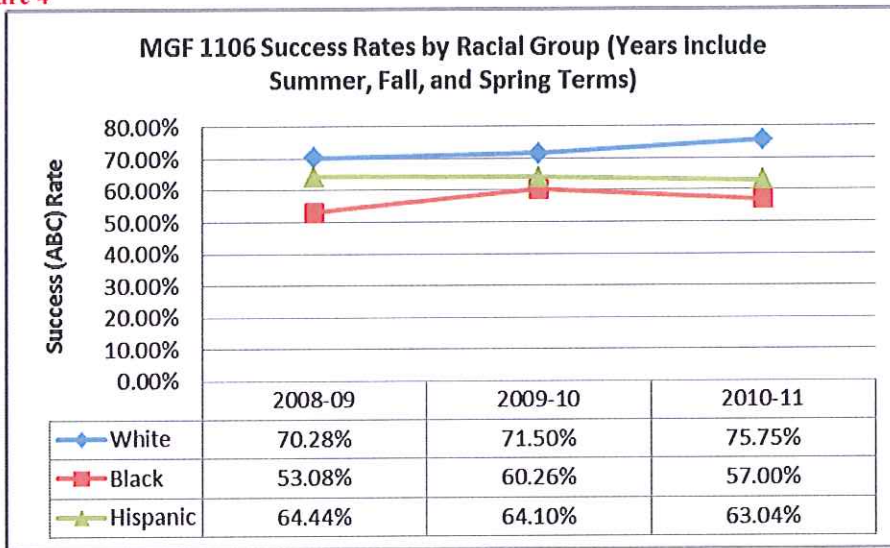
Table 14: MAC1105 Success Rate Gaps (White Students Compared to Minority Students)

	2008-09	2009-10	2010-11
Black – White Gap	-18.69	-7.59	-22.90
Hispanic – White Gap	-1.21	4.76	6.42

Within Race Comparisons for MGF1106 (Figure 4)

- Success rates for White students enrolled in MGF1106 have increased slightly since 2008-09.
- Success rate for Black students increased in 2009-10 compared to 2008-09. However, in 2010-11, they decreased by 3 percentage points.
- Success rates for Hispanic students have remained relatively stable from 2008-09 to 2010-11.

Figure 4



Across Race Comparisons for MGF1106 (Table 15)

- Success rates for Black students are consistently lower than those for White students. While the success rate gap in 2009-10 closed compared to that for 2008-09, in 2010-11 it increased to almost 19 percentage points.
- The success rate gap for Hispanic students compared to White students has increased since 2008-09.

Table 15: MGF1106 Success Rate Gaps (White Students Compared to Minority Students)

	2008-09	2009-10	2010-11
Black – White Gap	-17.20	-11.24	-18.75
Hispanic – White Gap	-5.84	-7.40	-12.71

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.

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

1. Continue to monitor the impact of the redesigned MAT 0024 on the success rates of all students, including White students and minorities. Data from 2011 indicate that students who successfully complete MAT 0024 (**now MAT 0028**) are able to perform in MAT 1033 at levels that are comparable to or exceed those of college ready students.
2. Alternatives that allow students to accelerate through MAT 0028 are in place including a Fast Track which is based on diagnostics and provides individualized pathways, and express terms that allow students to complete MAT 0028 and MAT 1033 in the same semester.
3. Face-to-face labs for MAT 0028 that increase time-on-task are being piloted.

4. *There is a positive relationship between Learning Commons usage and performance in gatekeeper math courses.*
5. *Continue to support programs, such as HP-MESA and FGLSAMP that support minority students who are pursuing degrees in STEM areas and which provide students with tutoring, professional development activities, and mentoring. This strategy is relevant to MAC 1105.*
6. *STATWAY is still in its early stage of implementation this year – the pilot year, and monitoring will be continued. This is a program that will help students progress through developmental mathematics and exit with college level math credit in STA2023.*
7. *TCC began a learning outcome/assessment initiative in the area of general education in 2009-2010. The next step in the project was to purchase and implement REMARK software which will allow the College to track student attainment of learning outcomes in MAC1105 and MGF1106. Tracking student attainment of learning outcomes allows faculty to identify specific course problem areas and strategies for addressing them. This project has the potential to impact student success, beginning in Spring 2012. REMARK software has been installed, and the Science/Math Division is in the process of developing a procedure for its use in evaluating and tracking the assessments of course learning outcomes.*
8. *The MGF1106 curriculum has been revised and implemented. This included adjustment of the learning outcomes and their method of assessment. Monitoring of student success will be continued.*
9. *We have recently been awarded a new NSF STEM Star grant for STEM Scholarships. Part of the student support in this program involves requiring students to complete a “STEM oriented” college success course. Many of these scholarship awards go to minority students who are required to take MAC1105. This college success course should impact the success of these students in all of their STEM courses.*

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

This section 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) 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), 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 Statute, Rule 6A-10.041 F.A.C., and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.

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

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

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

- A mechanism to identify persons eligible for reasonable substitutions due to a disability;
- A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability,
- A mechanism for making the designated substitutions known to affected persons,
- A mechanism for making substitution decisions on an individual basis, and
- A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

Rule 6A-10.041(2) requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible

for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

A. Rule 6A-10.041 was revised October 25, 2010 to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. For the 2011/2012 Equity Update Report, colleges should submit as *Appendix 4* copies of the policies and procedures developed for compliance with Rule 6A-10.041(1)(2).

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
Autism Spectrum Disorder				
Traumatic Brain Injury				
Hearing Impairment				
Specific Learning Disabilities	69	MGF1106	EME2040	Mathematics
		MGF1107	CGS1060	
			Science (varies)	
Emotional or Behavioral Disability				
Other Health Impairment				
Physical Impairment				
Speech Impairment				
Visual Impairment	1	MGF1106	EME2040	Mathematics

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.)

Semester	Number of substitutions requested	Number of substitutions granted
Fall	30	30
Spring	22	22
Summer	18	18

PART V
GENDER EQUITY IN ATHLETICS
(Do not include Part V if the college does not offer intercollegiate athletics)

Gender Equity in Intercollegiate Athletics: §1006.71, F.S., applicable to postsecondary institutions offering athletic programs states that, “Each community college and state university shall develop a gender equity plan pursuant to §1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings, and funds allocated for administration, recruitment, comparable coaching, publicity and promotion, and other support costs.” An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished. The college’s annual assessment of its gender equity plan should be included in this part.

This year’s Gender Equity in Athletics Update should include:

- 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 2010 (submitted annually to the U.S. Department of Education Policy and Budget Development Staff and as required by section 485(g) of the Higher Education Act of 1965); and
- 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.

Instructions for each are detailed below:

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

- 1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders.
- 2. Participation rates, substantially proportionate to the enrollment of males and females.
- 3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities.
- 4. Scholarship offerings for athletes.
- 5. Funds allocated for:
 - a. The athletic program overall
 - b. Administration
 - c. Recruitment
 - d. Comparable coaching
 - e. Publicity and promotion
 - f. Other support costs
 - g. Travel and per diem allowances
- 6. Provision of equipment and supplies.
- 7. Scheduling of games and practice times.
- 8. Opportunities to receive tutoring.
- 9. Compensation of coaches and tutors.
- 10. Medical and training services.
- 11. Housing and dining facilities and services.

The assessment should be a narrative evaluation of the effectiveness of efforts within the athletic program to ensure equity according to the factors listed in this part and for efforts toward gender participation and coaching equity in the report year. Consider the inclusion of accolades, statistical achievement, surveys, addressing areas for improvement for prior years, and other documentation. 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: The college should also include data related to: employment of athletic directors and coaches; sports offerings for males and females; and student athletic participation rates by gender for 2009-10 and 2010-11.

- 1) In response to this requirement, the college should insert the EADA Survey Federal Report for 2010 as *Appendix 5*.
- 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 report:

Athletic Participation by Gender Compared to Student Enrollments by Gender for 2010-11 and 2011-12

	2010-2011			2011-2012			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	34	30	64	Total Number of Athletes	37	26	63
% of Athletes by Gender	53.1%	46.9%	100%	% of Athletes by Gender	58.7%	41.3%	100%
Total Number Enrollments	3,773	3,797	7,570	Total Number Enrollments	3,740	3,653	7,393
% of Enrollments by Gender	49.9%	50.1%	100%	% of Enrollments by Gender	50.6%	49.4%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	3.2%	-3.2%		Record the difference between the percent of athletes and the percent of students enrolled:	+8.1%	-8.1%	

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?

2010-2011: ___YES___ (yes/no)

2011-2012: ___NO___ (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 basis below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:

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

D. If no basis is checked, and/or if there are any disparities in compliance with areas in section A or B, a priority Corrective Action Plan for compliance shall be included in this report.

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) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
<p>The difference between the percentage of female athletes and the percent of female students enrolled is greater than five percent.</p>	<p>The number of available scholarships is in compliance with gender equity standards (30 total male, 39 total female), as is the recruiting efforts of each team.</p> <p>The college was able to identify five female student-athletes who were on scholarship and in line to participate, but were either dismissed or asked to be released before the dates of the first game, which is OCR’s definition for being counted in equity reports. Had these five participated, our numbers would have been in compliance.</p> <p>Moving forward, the college will implement an annual refresher on the importance of gender equity with our coaches. The college supports the coaches’ decisions to discipline student-athletes, when warranted. Likewise, if student-athletes ask to be released, the college does not want to stand in their way.</p>	<p>Rob Chaney Athletic Director (850) 201-6085 chaneyr@tcc.fl.edu</p>	<p>Fall 2012- Spring 2013</p>

	<p>We will continue to promote walk-on tryouts each year, as this is an excellent way to increase awareness of and participation by female students.</p>		
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E. Presidential Evaluation:

Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2010 to June 30, 2011?

Yes X No _____ Month and Date of Evaluation: June 2011

If not, please ensure completion of the evaluation prior to submission of the 2011-12 Annual Equity Update Report.

PART VI ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

The Florida Community College 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 Executive/Administrative/Managerial (EAM), Faculty, and Continuing Contract positions are from the Annual Personnel Report (APR) and includes the collection years of 2007-08 through 2011-12.

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 2010-11 with 2011-12. 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)																		
Employment																		
		Census																
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2007-08		2008-09		2009-10		2010-11		2011-12			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2010-11 2011-12	% DIF 2010-11 2011-12
Black	Female	3,672	9.7	2,326	8.5	22.03%	2	7.7	2	7.4	1	3.6	1	4.5	2	8.0	1	100.0%
	Male	2,381	6.3	1,837	6.7	12.59%	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	34.62%	2	7.7	2	7.4	1	3.6	1	4.5	2	8.0	1	100.0%
Hispanic	Female	482	1.3	328	1.2	4.68%	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	3.15%	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	7.83%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Non-Res	Female	0	0	0	0	0.38%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	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	0.69%	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	1.00%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	609	1.6	1,058	3.9	0.91%	0	0.0	1	3.7	1	3.6	1	4.5	1	4.0	0	0.0%
	Total	1,430	3.8	1,822	6.7	1.91%	0	0.0	1	3.7	1	3.6	1	4.5	1	4.0	0	0.0%
White	Female	14,744	39.1	9,364	34.2	25.84%	12	46.2	14	51.9	13	46.4	10	45.5	11	44.0	1	10.0%
	Male	14,666	38.9	11,291	41.3	29.11%	12	46.2	10	37.0	13	46.4	10	45.5	11	44.0	1	10.0%
	Total	29,410	77.9	20,655	75.5	54.95%	24	92.3	24	88.9	26	92.9	20	90.9	22	88.0	2	10.0%
Total	Female	19,719	52.2	12,782	46.7	53.92%	14	53.8	16	59.3	14	50.0	11	50.0	13	52.0	2	18.2%
	Male	18,023	47.8	14,583	53.3	46.08%	12	46.2	11	40.7	14	50.0	11	50.0	12	48.0	1	9.1%
	Total	37,742	100.0	27,365	100.0	100.00%	26	100.0	27	100.0	28	100.0	22	100.0	25	100.0	3	13.6%

CCTCMIS EQUITY 02/10/12 14:52:56 Source: APR2008 - APR2012 2000 Census Data

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).

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 against which to compare employment of females and minorities. Discrepancies between percent employed and percent of Census population with graduate degrees of -10% or higher are considered a significant gap.

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

	Percentage of Employees	Percentage of Census Population with a Graduate Degree	Employees-Census Population with Graduate Degree
Black	8.0%	15.2%	-7.2%
Hispanic	0.0%	2.6%	-2.6%
Female	52.0%	46.7%	5.3%
Other Minorities	4.0%	6.7%	-2.7%

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

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. The gap for African American representation in EAMs at TCC, as compared to the national census, closed by 3.5% percentage points from where we were in 2010.

Female representation in EAMs saw a 2% increase since 2010, increasing from 50% to 52%. The College continues to achieve its goal for female EAM representation, surpassing the national census representation by 5.3%.

The College continues to be within ten percentage points of EAM employment for Hispanics with graduate degrees or higher. The College continues to meet its goal for other minorities with a 4.0% representation which is only 2.4% behind the national representation for other minorities.

During the 2011-2012 academic year, the College initiated two recruitment searches for EAM positions: (1) The Associate Vice President for Institutional Effectiveness and (2) the Vice President for Information Technology. The Associate Vice President for Institutional Effectiveness search is complete and a female candidate of Asian ancestry was chosen. The Vice President of Information Technology continues to be in the recruitment stage. The applicant pool is very diverse having three (3) Hispanic males and an African American female reaching the interview stage of the search.

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

The College continues to make advancements in 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. 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 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.

- e. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2010/11 Equity Update Report changed or resolved?**

Over the past year, the economy has improved, which allowed the College's past budget barriers to be somewhat eradicated. There are no new barriers affecting the successful recruitment and/or retention of females and/or minorities.

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)																			
Employment																			
		Census																	
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2007-08		2008-09		2009-10		2010-11		2011-12				
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2010-11 2011-12	% DIF 2010-11 2011-12	
Black	Female	3,672	9.7	2,326	8.5	22.03%	16	8.9	16	8.9	19	10.3	16	9.1	17	9.1	1	6.3%	
	Male	2,381	6.3	1,837	6.7	12.59%	16	8.9	16	8.9	16	8.7	16	9.1	17	9.1	1	6.3%	
	Total	6,053	16.0	4,163	15.2	34.62%	32	17.8	32	17.9	35	19.0	32	18.3	34	18.3	2	6.3%	
Hispanic	Female	482	1.3	328	1.2	4.68%	4	2.2	5	2.8	5	2.7	7	4.0	7	3.8	0	0.0%	
	Male	367	1.0	397	1.5	3.15%	5	2.8	4	2.2	4	2.2	6	3.4	7	3.8	1	16.7%	
	Total	849	2.2	725	2.6	7.83%	9	5.0	9	5.0	9	4.9	13	7.4	14	7.5	1	7.7%	
Non-Res	Female	0	0	0	0	0.38%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	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	0.69%	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	1.00%	0	0.0	1	0.6	2	1.1	2	1.1	2	1.1	0	0.0%	
	Male	609	1.6	1,058	3.9	0.91%	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	1.91%	0	0.0	1	0.6	2	1.1	2	1.1	2	1.1	0	0.0%	
White	Female	14,744	39.1	9,364	34.2	25.84%	77	42.8	76	42.5	79	42.9	74	42.3	80	43.0	6	8.1%	
	Male	14,666	38.9	11,291	41.3	29.11%	62	34.4	61	34.1	59	32.1	54	30.9	56	30.1	2	3.7%	
	Total	29,410	77.9	20,655	75.5	54.95%	139	77.2	137	76.5	138	75.0	128	73.1	136	73.1	8	6.3%	
Total	Female	19,719	52.2	12,782	46.7	53.92%	97	53.9	98	54.7	105	57.1	99	56.6	106	57.0	7	7.1%	
	Male	18,023	47.8	14,583	53.3	46.08%	83	46.1	81	45.3	79	42.9	76	43.4	80	43.0	4	5.3%	
	Total	37,742	100.0	27,365	100.0	100.00%	180	100.0	179	100.0	184	100.0	175	100.0	186	100.0	11	6.3%	

CCTCMIS EQUITY 02/10/12 14:54:23 Source: APR2008 - APR2012 2000 Census Data

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).

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:**

The College used the percent of the census population with graduate degrees as a benchmark against which to compare employment of females and minorities. Discrepancies between percent employed and percent of census population with graduate degrees of -10% or higher are considered a significant gap.

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

	Percentage of Employees	Percentage of Census Population with a Graduate Degree	Employees-Census Population with Graduate Degree
Black	18.3%	15.2%	3.1%
Hispanic	7.5%	2.6%	4.9%
Female	57.0%	46.7%	10.4%
Other Minorities	1.1%	6.7%	-5.6%

There were no significant gaps found between Full-Time Instructional Staff employed at the College and the census benchmark.

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

The College achieved its goal as stated in the 2-10/2011 Equity Update of having its Full Time Instructional Staff fall within an acceptable range (10%) of the census benchmarks of people with graduate degrees (15.2%). All four categories were within 6 percentage points of the population with graduate degrees, which means that the College met its stated goal. As the above table shows, female, Hispanic and African American instructional staff outpaced the national census by 3.7% for females, and 3.1% for African Americans, and 4.9% Hispanic representation.

- 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? If so, list them below along with recommendations for each area. Have any barriers listed in the 2010/11 Equity Update Report changed or resolved?**

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 budgetary constraints.

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.	2007-08		2008-09		2009-10		2010-11		2011-12		# DIF 2010-11 2011-12	% DIF 2010-11 2011-12
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	3,672	9.7	2,326	8.5	22.03%	11	7.8	12	8.3	14	9.0	11	7.6	10	8.7	-1	(9.1%)
	Male	2,381	6.3	1,837	6.7	12.59%	11	7.8	12	8.3	13	8.4	15	10.4	15	10.0	0	0.0%
	Total	6,053	16.0	4,163	15.2	34.62%	22	15.6	24	16.6	27	17.4	26	18.1	25	16.7	-1	(3.8%)
Hispanic	Female	482	1.3	328	1.2	4.68%	1	0.7	2	1.4	3	1.9	6	4.2	7	4.7	1	16.7%
	Male	367	1.0	397	1.5	3.15%	4	2.8	3	2.1	4	2.6	4	2.8	4	2.7	0	0.0%
	Total	849	2.2	725	2.6	7.83%	5	3.5	5	3.4	7	4.5	10	6.9	11	7.3	1	10.0%
Non-Res	Female	0	0	0	0	0.38%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	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	0.69%	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	1.00%	0	0.0	0	0.0	0	0.0	0	0.0	1	0.7	1	100.0%
	Male	609	1.6	1,058	3.9	0.91%	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	1.91%	0	0.0	0	0.0	0	0.0	0	0.0	1	0.7	1	100.0%
White	Female	14,744	39.1	9,364	34.2	25.84%	62	44.0	68	46.9	71	45.8	63	43.8	63	42.0	0	0.0%
	Male	14,666	38.9	11,291	41.3	29.11%	52	36.9	48	33.1	50	32.3	45	31.3	50	33.3	5	11.1%
	Total	29,410	77.9	20,655	75.5	54.95%	114	80.9	116	80.0	121	78.1	108	75.0	113	75.3	5	4.6%
Total	Female	19,719	52.2	12,782	46.7	53.92%	74	52.5	82	56.6	88	56.8	80	55.6	81	54.8	1	1.3%
	Male	18,023	47.8	14,583	53.3	46.08%	67	47.5	63	43.4	67	43.2	64	44.4	69	46.0	5	7.8%
	Total	37,742	100.0	27,365	100.0	100.00%	141	100.0	145	100.0	155	100.0	144	100.0	150	100.0	6	4.2%

CCTCMIS EQUITY 02/10/12 14:55:47 Source: APR2008 - APR2012 2000 Census Data

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).

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:**

During the past academic year, the College has experienced a decrease in female and minority faculty representation for full-time Continuing Contract Instructional Staff. However, the College continues to meet its goal of ten percentage points of the census population with graduate degrees or higher for faculty representation in this category.

Employment of Full-Time Continuing Contract Instructional Staff compared to Census Population with a Graduate Degree or Higher.

	Percentage of Employees	Percentage of Census Population with a Graduate Degree	Employees-Census Population with Graduate Degree
Black	16.7%	15.2%	1.5%
Hispanic	7.3%	2.6%	4.7%
Female	54.0%	46.7%	7.3%
Other Minorities	0.7%	6.7%	-6.0%

There were no significant gaps found between Full-Time Continuing Contract Instructional Staff employed at the College and the census benchmark.

- 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 2010/2011 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 (15.2%). The College has outpaced the census benchmark by: 1.5% for African American; 4.7% for Hispanics and 7.3% for females. For the first time there is representation of other minorities in the Continuing Contract Instructional Staff category.

- 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 goal 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 to allow 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? If so, list them below along with recommendations for each area. Have any barriers listed in the 2009/10 Equity Update Report changed or resolved?

Barriers facing the College continue to be competition with other institutions of higher education, as well as the private sector to attract qualified staff.

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), Florida Statutes, 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 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:

“Community college district boards of trustees shall annually evaluate the performance of the community college 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 community college'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:

In October of 2010, the College hired its sixth President and on June 20, 2011 the District Board of Trustees completed the first evaluation for this President. The Board's evaluation of the President denotes 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:

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 three 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 evaluations of the performance of their duties and responsibilities during the probationary period.

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

Full-time faculty and Deans meet to set goals in the fall of each year. The Dean then meets with faculty members in the spring to provide an evaluation based on the goals established in the fall and a variety of measures related to teaching and other faculty responsibilities

- 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 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 evaluation for continuing contract status.

- 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.

The appointment salary ranges for faculty is based on their academic credentials and up to a maximum of five (5) years of qualifying teaching or related work experience at accredited universities, colleges, public schools or other entities. Included in the previous experience may be three (3) years of service in the armed forces of the United States.

The salary ranges for the one hundred sixty-five (165) day contract are:

Academic Credentials	Degree Increment	Minimum	Maximum
Doctorate	\$1,600	\$46,050	\$52,266
Master's	\$1,503	\$42,243	\$49,080
Bachelor's	\$1,432	\$41,177	\$46,735

See Appendix #8 for historical salary information

PART VII
ONSITE CIVIL RIGHTS COMPLIANCE REVIEW PENDING ACTION

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

During the period of February 16-28, 2011, Tallahassee Community College underwent an Equity and Civil Rights Compliance On-Site Review. This review was conducted by the Florida Department of Education, Division of Florida Colleges. The results of this review included findings and a corrective action plan. The College's corrective action plan and status of corrective steps are listed in Appendix 7.

FLORIDA EDUCATIONAL EQUITY ACT
2011-12 ANNUAL EQUITY UPDATE REPORT
Signature Page

Tallahassee Community College

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, ethnicity, national origin, gender, disability, age, or marital status.

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

The 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)

Name (Rena Tolson, Equity Officer)

Date

Name (Dr. Jim Murduagh, President)

Date

Name (Dr. Allison DeFoor, Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2011/2012.

APPENDIX 1

College Policy of Nondiscrimination

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

TITLE: Equal Opportunity Act	NUMBER: 03-00
AUTHORITY: Florida Statute: <u>1001.64</u> , <u>1001.65</u> , <u>1012.855</u> , <u>1012.86</u> Florida Administrative Code: 6A – 14.0261	SEE ALSO: 03-00AP, 10-13
DATE ADOPTED: 12/01/97; revised 01/22/01; 09/21/09	

A. EQUAL OPPORTUNITY

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

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

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

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

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

B. EQUAL COMPLAINT PROCEDURES

Tallahassee Community College assures prompt and impartial consideration of complaints of discrimination on the basis of race, age, religion, national origin, sex, disability, or marital status arising from application for, participation in, or denial of access to programs or benefits of any employment condition or practice of the College.

In order to provide prompt and impartial consideration to a person having a complaint of discrimination, the College provides the following complaint procedure for employees.

1. The complainant initiates the complaint by discussing the problem with the director of the office or department where the violation is alleged to have occurred. An investigation will be conducted to ascertain the facts and determine if there are any witnesses. The respondent's position shall also be reviewed and stated. Every effort will be made to resolve the problem in a timely and just manner.

All reports and witness statements will remain confidential and are to be kept in a secure environment.

(If the director of the office or department is a party to the complaint, the complainant is encouraged to discuss the problem with either the next level supervisor or the College Equity Coordinator.)

2. If a mutually satisfactory adjustment is not reached between the director and the complainant, the complaint may be forwarded to the College Equity Coordinator.

The College Equity Coordinator shall discuss the complaint with all parties and review all reports and statements received during the investigation in an attempt to reach a mutually satisfactory resolution.

3. If a mutually satisfactory resolution is not reached, the complaint may be forwarded, in writing, to the President for consideration by an *ad hoc* Equity Complaint Committee. The President, upon receipt of a formal request for a hearing, shall appoint an *ad hoc* Equity Complaint Committee composed of one member of College-wide Equity Committee, one administrator, one Classified Staff employee, one full-time faculty member, and one TCC student, if appropriate.

The Equity Complaint Committee will collect and study the facts about the case and render a decision. The complainant and other individuals will be called to give testimony to the Committee as needed. Legal counsel for the complainant and the College will not be present at the hearings of the Equity Complaint Committee.

4. If the decision of the Equity Complaint Committee 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 of the Equity Complaint Committee. The President may adjudicate the complaint based on the records or may call witnesses or examine other documents as deemed necessary.

5. If the President's decision is not satisfactory for the complainant, it may be appealed to the District Board of Trustees. The complainant must file a written appeal to the President within ten days after receipt of the President's decision. The President shall transmit to the Board members the request for appeal and a copy of the record for their consideration at a regular or special meeting. The decision of the District Board of Trustees shall be made on the record and shall be final.

APPENDIX 2

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

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

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

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

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

APPENDIX 3

Revised Policies and Procedures

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

TITLE: Discrimination and Unlawful Harassment	NUMBER: 03-01
AUTHORITY: Title VII, Civil Rights Act of 1964, amended 1972; Title IX, Civil Rights Act of 1964, State Board of Education Rule 6A-14.060, 6A-19.008 Florida Statute: 1001.64, Chapter 760	SEE ALSO:
DATE ADOPTED: 12/01/97; revised 01/22/01, 09/21/09	

I. POLICY STATEMENT

- A. Tallahassee Community College is committed to having a learning and working environment that is free of discrimination and unlawful harassment. Accordingly, members of the college community, including students, faculty, administrators, staff, vendors and the public can expect professional and courteous treatment at all times.
- B. This policy prohibits discrimination and unlawful harassment on the basis of race, color, religion, sex, age, national origin, marital status, disability, and sexual orientation, ethnicity, genetic information or other legally protected classification.
- C. The College will not tolerate discrimination or harassment of students and employees in the learning and work environment on campus, nor when they are participating in programs, conferences, or other activities at offsite locations.
- D. It shall be a violation of this policy for a student, faculty member, administrator, or staff member of the college to discriminate against or harass another student, faculty member, administrator or staff member of the college.
- E. Discrimination and unlawful harassment on the part of the vendors toward any member of the college community will not be tolerated. Vendors will be required to promptly investigate claims of discrimination or harassment reported against their employees or subcontractors.

II. DEFINITIONS

- A. Discrimination is defined as treating any member of the college community differently than others on the basis of race, color, religion, sex, age, national origin, disability, marital status, sexual orientation or other legally protected classification.

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

- 1 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 II(A).
- 2 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 II(A).
- 3 Retaliation against employees or witnesses for filing complaints or protesting practices which are prohibited under this policy.

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.

- B. Unlawful harassment is defined as conduct that is a) unwelcome and b) unreasonably interferes with an individual's ability to learn or work through the creation of an intimidating, hostile, or offensive environment.

- 1 Unlawful harassment may include offensive treatment or demeaning language, where such treatment or language is based on prejudicial stereotypes of the group to which an individual may belong.
- 2 Unlawful harassment may include, but is not limited to objectionable epithets, threatened or actual physical harm or abuse, or other intimidating or insulting conduct directed against an individual.
- 3 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:
 - a. 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

- b. 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 associated with the College, students, faculty, administrators, staff, vendors, or visitors.

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.

III. 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.

A. Duty to Report

1. Complaints of discrimination or unlawful harassment by and against students should be filed promptly or at least within 90 days with the Student Judicial Advisor. Complaints of discrimination or unlawful harassment involving faculty or staff should be filed promptly or at least within 90 days with the Director of Human Resources/Equity Officer.
2. Administrators and supervisors who become aware of an alleged conduct of discrimination, unlawful harassment, or retaliation must immediately report this information to the appropriate intake person named above.
3. The Student Judicial Advisor or College Equity Officer shall notify the complaining student or employee of their option to resolve this matter informally through mutual agreement. Informal complaints may be registered orally or in writing. If informal measures fail to resolve the matter to the complainant's satisfaction, the complainant may file a formal complaint with the designated College official.

B. Investigation

1. 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.
2. The investigating official for matters involving employees will submit a written report to the appropriate Vice President 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 as to whether disciplinary action should be initiated or the complaint should be dismissed.
3. For matters involving students, the Student Judicial Advisor will follow the guidelines of the Student Code of Conduct in reviewing the complaint and will keep the Vice President for Student Affairs apprised of the review process.
4. The complainant will be advised of the results of the investigation after the appropriate administrator reviews the investigatory report and determines what action, if any, is appropriate.

IV. RETALIATION

- A. It is a violation of this policy for any individual to engage in retaliatory action against a person who files a harassment or discrimination complaint.
- B. It is a violation of this policy to retaliate against any person involved in the investigation, including witnesses of a complaint.

Retaliatory acts include adverse actions taken against the person who makes or supports a complaint of discrimination or harassment including, but not limited to:

- disciplinary actions
- denial of promotions
- denial of job benefits
- negative performance evaluations
- failing grades
- changes in the terms and conditions of employment
- changes in job responsibilities (increase or decrease in duties)
- job or class transfers
- suspensions or dismissals
- adverse impact on wages or salary
- restricted access to participating in athletic recreational programs

- C. Students and employees who believe that retaliatory actions have been taken against them for having filed a complaint of discrimination or harassment or having provided testimony in an investigation should notify the Student Judicial Advisor or College Equity Officer appropriate named college official. Any such reports will be investigated by the appropriate college office. Findings of retaliatory conduct will be dealt with through appropriate disciplinary action.

V. CONFIDENTIALITY/PUBLIC RECORDS

- A. All information regarding discrimination, harassment, and retaliation will remain confidential to the extent possible to provide for an effective investigation, and as allowed by law.
- B. 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. Violations of these confidentiality requirements may result in disciplinary action.
- C. Written records developed through the use of this internal complaint process are confidential in accordance with state law until a final determination is made.

VI. FALSE COMPLAINTS

Any person who knowingly files a false complaint of discrimination, harassment, or retaliation against another shall be subject to disciplinary action, up to and including dismissal.

VII. DISCIPLINE

Violation of this policy shall result in appropriate corrective and/or disciplinary action, up to and including termination of employment.

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

TITLE: Equal Opportunity Act	NUMBER: 03-00
AUTHORITY: Florida Statute: <u>1001.64</u> , <u>1001.65</u> , <u>1012.855</u> , <u>1012.86</u> Florida Administrative Code: 6A – 14.0261	SEE ALSO: 03-00AP, 10-13
DATE ADOPTED: 12/01/97; revised 01/22/01, 09/21/09	

C. EQUAL OPPORTUNITY

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

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

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

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

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

EQUAL COMPLAINT PROCEDURES

Tallahassee Community College assures prompt and impartial consideration of complaints of discrimination on the basis of race, age, religion, national origin, sex, disability, ethnicity, genetic information, or marital status arising from application for, participation in, or denial of access to programs or benefits of any employment condition or practice of the College.

In order to provide prompt and impartial consideration to a person having a complaint of discrimination, the College provides the following complaint procedure for employees.

1. The complainant initiates the complaint by discussing the problem with the director of the office or department where the violation is alleged to have occurred. An investigation will be conducted to ascertain the facts and determine if there are any witnesses. The respondent's position shall also be reviewed and stated. Every effort will be made to resolve the problem in a timely and just manner.

All reports and witness statements will remain confidential and are to be kept in a secure environment.

(If the director of the office or department is a party to the complaint, the complainant is encouraged to discuss the problem with either the next level supervisor or the College Equity Coordinator.)

2. If a mutually satisfactory adjustment is not reached between the director and the complainant, the complaint may be forwarded to the College Equity Coordinator.

The College Equity Coordinator shall discuss the complaint with all parties and review all reports and statements received during the investigation in an attempt to reach a mutually satisfactory resolution.

3. If a mutually satisfactory resolution is not reached, the complaint may be forwarded, in writing, to the President for consideration by an *ad hoc* Equity Complaint Committee. The President, upon receipt of a formal request for a hearing, shall appoint an *ad hoc* Equity Complaint Committee composed of one member of College-wide Equity Committee, one administrator, one Classified Staff employee, one full-time faculty member, and one TCC student, if appropriate.

The Equity Complaint Committee will collect and study the facts about the case and render a decision. The complainant and other individuals will be called to give testimony to the Committee as needed. Legal counsel for the complainant and the College will not be present at the hearings of the Equity Complaint Committee.

4. If the decision of the Equity Complaint Committee 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 of the Equity Complaint Committee. The President may adjudicate the complaint based on the records or may call witnesses or examine other documents as deemed necessary.

5. If the President's decision is not satisfactory for the complainant, it may be appealed to the District Board of Trustees. The complainant must file a written appeal to the President within ten days after receipt of the President's decision. The President shall transmit to the Board members the request for appeal and a copy of the record for their consideration at a regular or special meeting. The decision of the District Board of Trustees shall be made on the record and shall be final.

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

TITLE: Grievance Procedure	NUMBER: 06-16
AUTHORITY: Florida Statute: 1001.64, 1001.65 Florida Administrative Code: 6A-14.0261	SEE ALSO:
DATE ADOPTED: 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.

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

TITLE: Equal Opportunity, Sexual Misconduct and Harassment	NUMBER: 10-13
AUTHORITY: Florida Statute: 1001.64, 1001.65, 1006.35, 1006.67 Section 504, Rehabilitation Act of 1973 as amended Title IX, Education Amendments of 1972, Age Discrimination in Employment Act of 1967, as amended Executive Order 11246 Titles VI and VII of the Civil Rights Act of 1964, as amended Florida Educational Equity Act of 1984, as amended Florida Administrative Code: 6A-14.0262	SEE ALSO: 03-00, 03-01, 10-12
DATE ADOPTED: 12/01/97; Revised 01/22/01; 05/17/10; 06/28/10	

A. Equal Opportunity

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

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

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

B. Sexual Misconduct

The College does not condone sexual misconduct in any form and is committed to having a learning environment free from all forms of discrimination. Examples of misconduct that are prohibited include, but are not limited to, sexual battery, sexual harassment, indecent exposure, and lewd/lascivious behavior.

Campus-wide educational programs shall be provided for students, and information about these programs can be obtained by contacting the office of the Vice President for Student Affairs.

The College policy on sexual misconduct awareness and prevention shall be included in the orientation materials that new students receive when they arrive on campus. Orientation materials may also include information available from other sources.

C. Sexual Harassment

In the belief that students should be able to enjoy a learning environment free of unwelcomed, offensive and unsolicited advances of a sexual nature, it is College policy that sexual harassment of students at the College is unacceptable conduct and shall not be tolerated. Violation of this policy undermines the integrity of the educational relationship. Sexual harassment at the College is forbidden not only in a supervisory/subordinate relationship but also in a student/student or employee/student relationship.

Sexual harassment can be verbal, visual, or physical. It can be overt or it can consist of persistent, unwanted attempts to change a professional relationship to a personal one. Sexual harassment can range from inappropriate put-downs of individual persons and unwelcome sexual flirtations to more serious abuses.

Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex when that behavior falls within the following definition:

Sexual harassment of students at Tallahassee Community College is defined as any unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when one or both of the following apply:

1. Submission to or rejection of such conduct is used as the basis for decisions concerning the academic performance affecting that individual;
2. Such conduct has the purpose or effect of unreasonably interfering with an individual's educational experience or creates an intimidating, hostile, or offensive educational environment.

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

TITLE: Communicable Diseases	NUMBER: 03-20
AUTHORITY: Florida Statute: <u>1001.64</u> , <u>1001.65</u> , <u>1006.68</u> Florida Administrative Code: 6A – 14.0261	SEE ALSO:
DATE ADOPTED: 12/01/97; revised 01/22/01; 09/21/09	

Tallahassee Community College’s decisions involving persons who have communicable diseases shall be based on current and well-informed medical judgments concerning the disease, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable disease, and a careful weighing of the identified risks and the available alternative for responding to persons with a communicable disease.

Communicable diseases include, but are not limited to, measles, influenza, viral hepatitis-A (infectious hepatitis), viral hepatitis-B (serum hepatitis), human immunodeficiency virus (HIV infection), AIDS, AIDS-Related Complex (ARC), MRSA, leprosy, Severe Acute Respiratory Syndrome (SARS) and tuberculosis. Tallahassee Community College may choose to broaden this definition within its best interest and in accordance with information received through the Centers for Disease Control and Prevention (CDC).

Tallahassee Community College will not discriminate against any job applicant, employee or student based on the individual having a communicable disease. Applicants, employees and students shall not be denied access to the workplace solely on the grounds that they have a communicable disease. Tallahassee Community College reserves the right to exclude a person with a communicable disease from the workplace facilities, programs and functions if the organization finds that, based on a medical determination, such restriction is necessary for the welfare of the person who has the communicable disease and/or the welfare of others within the organization.

Tallahassee Community College will comply with all applicable statutes and regulations that protect the privacy of persons who have a communicable disease. Every effort will be made to ensure procedurally sufficient safeguards to maintain the personal confidence about persons who have communicable diseases.

APPENDIX 4

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**

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

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

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

A. Eligibility

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

B. Substitutions

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

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

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

APPENDIX 5

2011 Equity in Athletics Disclosure Act (EADA) Survey Federal Report

Screening Questions

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

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

- By Team Per Participant

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

- Men's Teams
 Women's Teams
 Coed Teams

3. Do any of your teams have assistant coaches?

- Yes
 Men's Teams
 Women's Teams
 Coed Teams
 No

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

Institution: Tallahassee Community College (137759)

Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.

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

CAVEAT

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

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

Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams	Men's Teams	Women's Teams
Baseball	23	
Basketball	11	12
Softball		18
Total Participants Men's and Women's Teams	34	30
Unduplicated Count of Participants	34	30

(This is a head count. If an individual participates on more than one team, count that individual only once on this line.)

CAVEAT

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

Head Coaches - Men's Teams

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

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

Head Coaches - Women's Teams

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

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

Institution: Tallahassee Community College (137759)

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

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

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	59,266	50,896
Number of Head Coaches Used to Calculate the Average	2	2
Number of Volunteer Head Coaches (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	59,266	50,896
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	2.00	2.00
CAVEAT		

Assistant Coaches - Men's Teams

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

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on Full-Time Basis	Assigned to Team on Part-Time Basis	Assigned to Team on Full-Time Institution Employee	Assigned to Team on Part-Time Institution Volunteer	Assigned to Team on Full-Time Basis	Assigned to Team on Part-Time Basis	Assigned to Team on Full-Time Institution Employee	Assigned to Team on Part-Time Institution Volunteer	
Baseball	0	4	0	4	0	0	0	0	4
Basketball	0	2	0	2	0	0	0	0	2
Coaching Position	0	6	0	6	0	0	0	0	6
Totals									
CAVEAT									

Assistant Coaches - Women's Teams

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

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

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

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

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	8,750	11,667
Number of Assistant Coaches Used to Calculate the Average	4	3
Number of Volunteer Assistant Coaches. (Do not include these coaches in your salary or FTE calculations.)	2	1
Average Annual Institutional Salary per Full-time equivalent (FTE)	23,333	23,334
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.50	1.50

CAVEAT

Institution: Tallahassee Community College (137759)

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

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

	Men's Teams	Women's Teams	Total
Total	338,944	456,774	795,718
Ratio (percent)	43	57	100%
CAVEAT			

Recruiting Expenses - Men's and Women's Teams

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

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

CAVEAT

Institution: Tallahassee Community College (137759)

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

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

Varsity Teams	Men's Teams		Women's Teams		Total Operating Expenses
	Participants	Operating By Team Expenses per Participant	Participants	Operating By Team Expenses per Participant	
Basketball	11	3,169 34,863	12	2,875 34,502	69,365
Baseball	23	1,885 43,348			43,348
Softball			18	2,135 38,422	38,422
Total	34	78,211	30	72,924	151,135

Operating Expenses Men's and Women's Teams CAVEAT

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

Total Expenses - Men's and Women's Teams

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

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	323,586	371,530	695,116
Baseball	290,160		290,160
Softball		339,748	339,748
Total Expenses of all Sports, Except Football and Basketball, Combined	290,160	339,748	629,908
Total Expenses Men's and Women's Teams	613,746	711,278	1,325,024
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			102,476
Grand Total Expenses			1,427,500
CAVEAT			

Institution: Tallahassee Community College (137759)

Total Revenues - Men's and Women's Teams

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

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	323,586	371,530	695,116
Baseball	290,160		290,160
Softball		339,748	339,748
Total Revenues of all Sports, Except Football and Basketball, Combined	290,160	339,748	629,908
Total Revenues Men's and Women's Teams	613,746	711,278	1,325,024
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			102,476
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,427,500
CAVEAT			

Summary - Men's and Women's Teams

- Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	118,532	101,792	220,324
2 Total of Assistant Coaches' Salaries	35,000	35,001	70,001
3 Total Salaries (Lines 1+2)	153,532	136,793	290,325
4 Athletically Related Student Aid	338,944	456,774	795,718
5 Recruiting Expenses	15,000	17,000	32,000
6 Operating (Game-Day) Expenses	78,211	72,924	151,135
7 Summary of Subset Expenses (Lines 3+4+5+6)	585,687	683,491	1,269,178
8 Total Expenses for Teams	613,746	711,278	1,325,024
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	28,059	27,787	55,846
10 Not Allocated Expenses			102,476
11 Grand Total Expenses (Lines 8+10)			1,427,500
12 Total Revenues for Teams	613,746	711,278	1,325,024
13 Not Allocated Revenues			102,476
14 Grand Total Revenues (Lines 12+13)			1,427,500
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	0	0	0
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

To return to a data entry screen, click on the link in the Navigation Menu.

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

Institution: Tallahassee Community College (137759)

User ID: E1377591

Supplemental Information (optional)

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

APPENDIX 6

Fall Staff Reports

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY A. FULL-TIME FACULTY
 SALARY RANGES BY TERMS EMPLOYED, ETHNICITY AND GENDER
 FALL ENDING TERM 2010 - 2011
 TALLAHASSEE

----- CCNUM=TALLAHASSEE UNITID=137759 -----

TERMS EMPLOYED	SALARY RANGE	BLACK OR AFRICAN AMERICAN		HISPANIC LATINO		WHITE		NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		ASIAN		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
LESS/9MONTH		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-10 MONTH	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
	\$40,000-49,999	8	5	3	3	22	14	0	0	0	0	2	0	1	0	0	0	0	0	0	36	22
	\$50,000-64,999	5	7	2	1	26	18	0	0	0	0	0	0	0	0	0	0	0	0	0	33	26
	\$65,000-79,999	3	4	2	2	29	23	0	0	0	0	0	0	0	0	0	0	0	0	0	34	29
	\$80,000-99,999	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11-12 MONTH	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000-64,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$65,000-79,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$80,000-99,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS																						
		17	17	7	7	80	56	0	0	0	0	2	0	1	0	0	0	0	0	107	80	

CCTCMIS - RFALLIPS 10/24/2011 12:00:26
 SOURCE: APR2012
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES
 SALARY RANGES BY ETHNICITY AND GENDER
 FALL ENDING TERM 2011 - 2012
 TALLAHASSEE

----- CCNUM=TALLAHASSEE UNITID=137759 -----

OCCUPATION ACTIVITY	SALARY RANGE	WHITE		BLACK OR AFRICAN AMERICAN		AMERICAN INDIAN O ALASKAN NATIVE		NON RESIDENT ALIENS		HISPANIC LATINO		ASIAN		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
EXEC/ADMIN	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000-64,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$65,000-79,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$80,000-99,999	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	\$100,000-UP	10	10	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	12
SUBTOTAL		11	11	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	13
OTHER PROF	BELOW \$30,000	3	4	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
	\$30,000-39,999	17	14	17	5	0	0	1	1	3	1	0	0	0	0	0	0	0	0	0	38
	\$40,000-49,999	26	18	32	9	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	61
	\$50,000-64,999	37	30	13	4	0	0	0	0	2	2	0	0	0	1	0	0	0	0	0	52
	\$65,000-79,999	23	20	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27
	\$80,000-99,999	9	10	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	11
	\$100,000-UP	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
SUBTOTAL		118	97	68	22	1	1	1	1	7	5	1	0	1	1	0	0	0	0	0	197
TEC./PARAPROF	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	0	1	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	\$30,000- 39,999	4	7	5	7	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	12
	\$40,000- 49,999	1	10	1	1	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	4
	\$50,000 AND UP	8	19	1	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	9

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 SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES
 SALARY RANGES BY ETHNICITY AND GENDER
 FALL ENDING TERM 2011 - 2012
 TALLAHASSEE

----- CCNUM=TALLAHASSEE UNITID=137759 -----

OCCUPATION ACTIVITY	SALARY RANGE	WHITE		BLACK OR AFRICAN AMERICAN		AMERICAN INDIAN O ALASKAN NATIVE		NON RESIDENT ALIENS		HISPANIC LATINO		ASIAN		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
SUBTOTAL		13	37	8	14	2	0	0	0	2	3	0	0	1	0	0	0	0	0	26	54
CLERICAL/SEC.	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	28	4	21	5	2	0	0	0	2	1	1	0	0	1	0	0	0	0	54	11
	\$30,000- 39,999	15	1	12	0	2	0	0	0	0	1	0	0	2	0	0	0	0	0	31	2
	\$40,000- 49,999	7	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0
	\$50,000 AND UP	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	0
SUBTOTAL		51	5	35	5	4	0	0	0	2	2	2	0	2	1	0	0	0	0	96	13
SKILLED CRAFT	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	\$30,000- 39,999	0	8	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9
	\$40,000- 49,999	0	6	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	8
	\$50,000 AND UP	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
SUBTOTAL		0	16	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	19
SERVICE/MAINT.	BELOW \$20,000	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1
	\$20,000- 29,999	0	5	18	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	26
	\$30,000- 39,999	1	3	2	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	8
	\$40,000- 49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000 AND UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL		1	8	23	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24	35
TOTALS		194	174	136	70	7	2	1	1	11	11	3	0	4	2	0	0	0	0	356	260

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 SOURCE: APR2012
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FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY D. OTHER PART-TIME EMPLOYEES
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER
 FALL ENDING TERM 2011 - 2012
 TALLAHASSEE

----- CCNUM=TALLAHASSEE UNITID=137759 -----

OCCUPATION ACTIVITY	NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		MULTI RACIAL		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		ASIAN		HISPANIC LATINO		BLACK OR AFRICAN AMERICAN		WHITE		TOTAL FEMALE	TOTAL MALE
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
INSTR COMBINED	1	1	1	1	0	1	2	2	0	0	9	11	10	9	76	59	187	311	286	395
EXEC/ADMIN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER PROF	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	5	14	14	16	21
TEC./PARAPROF	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	3	3
CLERICAL/SEC.	0	0	0	1	0	0	0	0	0	0	6	6	20	3	126	88	100	76	252	174
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERVICE/MAINT.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	1	3	1	2	0	1	2	2	0	0	16	18	31	13	204	152	302	402	557	593

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 SOURCE: APR2012
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY
 TENURE STATUS BY RANK, ETHNICITY AND GENDER
 TALLAHASSEE

----- CCNUM=TALLAHASSEE UNITID=137759 -----

TENURE STATUS	RANK	BLACK OR AFRICAN AMERICAN		HISPANIC LATINO		WHITE		ASIAN		NON RESIDENT ALIENS		AMERICAN INDIAN OR ALASKAN NATIVE		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
		TENURED	PROFESSORS	2	2	2	3	9	19	0	0	0	0	0	0	0	0	0	0		
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	7	12	4	1	50	28	0	0	0	0	0	0	0	0	0	0	0	0	61	41
	INSTRUCTOR	1	1	1	0	4	2	0	0	0	0	0	0	0	0	0	0	0	0	6	3
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1
SUBTOTAL		10	15	7	4	63	50	1	0	0	0	0	0	0	0	0	0	0	0	81	69
ON TRACK	PROFESSORS	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	1	0	0	1	4	3	1	0	0	0	0	0	0	0	0	0	0	0	6	4
	INSTRUCTOR	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	6	2	0	1	10	2	0	0	0	0	0	0	1	0	0	0	0	0	17	5
SUBTOTAL		7	2	0	3	17	6	1	0	0	0	0	0	1	0	0	0	0	0	26	11
NOT ON TRACK	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS																					

CCTCMIS - RFALLIPS 10/24/2011 12:00:26
 SOURCE: APR2012
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY
 TENURE STATUS BY RANK, ETHNICITY AND GENDER
 TALLAHASSEE

----- CCNUM=TALLAHASSEE UNITID=137759 -----

TENURE STATUS	RANK	BLACK OR AFRICAN AMERICAN		HISPANIC LATINO		WHITE		ASIAN		NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
		17	17	7	7	80	56	2	0	0	0	0	0	1	0	0	0	0	0	107	80

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 SOURCE: APR2012
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER
 TALLAHASSEE

----- CCNUM=TALLAHASSEE UNITID=137759 -----

OCCUPATION ACTIVITY	TENURE STATUS	NON RESIDENT ALIENS		BLACK OR AFRICAN AMERICAN		AMERICAN INDIAN O ALASKAN NATIVE		ASIAN		HISPANIC LATINO		ETHNIC UNKNOWN		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		WHITE		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
INSTR COMBINED	TENURED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	ON TRACK	0	0	2	1	0	0	0	0	0	1	1	0	0	0	0	0	0	8	3	11	5
	NOT ON TRACK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EXEC/ADMIN		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER PROF		0	0	12	4	0	0	0	0	0	0	0	0	0	0	0	0	0	14	7	26	11
TEC./PARAPROF		0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
CLERICAL/SEC.		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SKILLED CRAFT		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERVICE/MAINT.		0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
TOTALS																						
		0	0	16	8	0	0	0	0	0	1	1	0	0	0	0	0	0	22	10	39	19

CCTCMIS - RFALLIPS 10/24/2011 12:00:26
 SOURCE: APR2012
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER
 TALLAHASSEE

----- CCNUM=TALLAHASSEE -----

OCCUPATION ACTIVITY	SALARY RANGE	BLACK		HISPANIC	WHITE		UNKNOWN	TOTAL
		FEMALE	MALE	MALE	FEMALE	MALE	FEMALE	
INSTR	40,000 TO 45,000	0	1	1	7	1	0	10
COMBINED/ON TRACK	45,000 TO 55,000	2	0	0	1	2	1	6
OTHER PROF	25,000 TO 30,000	0	0	0	0	2	0	2
	30,000 TO 35,000	4	1	0	0	1	0	6
	35,000 TO 40,000	2	0	0	2	0	0	4
	40,000 TO 45,000	2	2	0	1	1	0	6
	45,000 TO 55,000	2	0	0	1	2	0	5
	55,000 TO 65,000	1	1	0	4	1	0	7
	65,000 TO 75,000	1	0	0	3	0	0	4
	ABOVE 75,000	0	0	0	3	0	0	3
TEC./PARAPROF	30,000 TO 35,000	1	2	0	0	0	0	3
SERVICE/MAINT.	BELOW 25,000	1	1	0	0	0	0	2
TOTAL		16	8	1	22	10	1	58

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 SOURCE: APR2012
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

APPENDIX 7

Civil Right Compliance Update

**Tallahassee Community College
Civil Rights Compliance On-site Review
Voluntary Compliance Plan – August 29, 2011**

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
PART 1. ADMINISTRATIVE							
<p>1.1 Continuous Nondiscrimination Notice Citations: <u>Title IX: 34 CFR 106.9</u> <u>Section 504: 34 CFR 104.8</u> <u>Title II: 28 CFR Part 35</u> <u>Age Discrimination Act of 1975: 34 CFR Part 110</u> <u>Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 Code of Federal Regulations (C.F.R.) Part 100, Appendix B) (Guidelines),</u></p>	<p>The College should take immediate action to publish its nondiscrimination statement and ensure that all covered groups are included, including “ethnicity and genetic information”. It should also take immediate steps to include its statement of nondiscrimination on all major publications.</p>	<p>I. Update the nondiscrimination statement to include “ethnicity and genetic information.”</p> <p>II. Convene a team of College personnel responsible for publishing major publications to develop a procedure for incorporating the nondiscrimination statement. The team will also identify other areas to incorporate the statement.</p> <p>III. Update the College website to prominently display the nondiscrimination statement, the College policy on discrimination, as well as the College Equity Officer’s information.</p>	<p>I. Completed</p> <p>II. Team Meetings between September 29, 2011 – April 15, 2012</p> <p>III. January 31, 2012</p> <p>IV. August 15, 2012</p>	<p>Horace Wright <u>wright@tc.fl.edu</u> (850) 201-6076</p>	<p>To ensure 508 compliance, technical assistance will be needed to make sure the statement is accessible using Jaws and other tools to aid the visually impaired.</p>	<p>I. & III. The College’s HR office has updated the College’s Website to include the new statement as well as notified all College departments, divisions, and personnel of the new statement. (See Appendix I, II, and III) <u>AA/EEO</u></p> <p>II. The College’s Communication Office will lead in conducting yearly audits of all major publications initiated by the College.</p> <p>IV. The College’s Human Resources Office will lead in conducting yearly training</p>	

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
		IV. Convene a team with responsibility to train the appropriate personnel on the proper procedures for posting the AA/EEO statement.				on discrimination and the proper procedures for posting the AA/EEO statement. A training on this topic took place in May of this year (See Appendix IV). The next training is scheduled for January 19, 2012.	
1.2 Persons Responsible for Coordinating Title IX and Section 504 Citations: <u>Title IX: 34 CFR 106.8(a)</u> <u>Section 504: 34 CFR 104.7(a)</u> <u>Title II: 28 CFR 106.8(a)</u>	The college should examine all notices of the statement of nondiscrimination and ensure that the notices include the name and/or title, mailing address, and phone number of the person(s) designated to coordinate equity compliance. The commendation provided under Finding 1.1 is also applicable for this finding, and with documentation of compliance, can be closed.	I. The College will examine all statements of nondiscrimination and revise them in accordance with the Educational Equity Act, <u>Title IX: 34 CFR 106.8(a)</u> , <u>Section 504: 34 CFR 104.7(a)</u> and <u>Title II: 28 CFR 106.8(a)</u> to include the name and/or title, mailing address, and phone number of the person(s) designated to coordinate equity compliance.	I. Completed I(a). July 1, 2012 II. Board of Trustee approval no later than July 1, 2012	Horace Wright wright@tc.fl.edu (850) 201-6076	None	I. The College's HR office has updated the College's Website to include the new statement as well as notified all College departments, divisions, and personnel of the new statement. Posters including the TCC nondiscrimination statement have been designed to be posted in high traffic areas of each Division	

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
		II.The College will readdress its policies to assure revisions are properly ratified.				of the College, as well as the Student Union Building. I(a). The new statement will also appear on the student enrollment application, employment applications and the annual Student and Employee Handbooks.	
1.3 Annual Public Notification Citations: Guidelines IV-O	The college should take steps to ensure that at the beginning of each academic year, an annual notice is published to students, employees, applicants and the general public that the college does not discriminate against any person in any of its programs or activities based on race, color, ethnicity, national origin, gender, marital status, age, genetic information, or	I.The College will ensure that at the beginning of each academic year an annual notice is published to students, employees, applicants and the general public stating that the College does not discriminate against any person based on race, color, ethnicity, national origin, gender, marital status, age, genetic	I.August 1, 2012	Horace Wright wright@tc.fl.edu (850) 201-6076	None	Human Resources will utilize the assistance of the Communications Office and Student Affairs to post the notice in publication geared toward students. The College post notice in local newspaper covering the tri-county area. The College will notify	

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
	disability. The annual notice should include the name/title, address and phone number of the person designated to address civil rights and discriminatory issues.	information. The annual notice will also include the indemnity, location, and contact information of the College's Equity Officer.				personnel, volunteers, students, community stakeholders, and the general public through various media outlet to include newspapers and the Internet	
1.4 Grievance Procedures: Citations: <u>Section 504: 34 CFR 104.7(b)</u> <u>Title IX: 34 CFR 106.8(b)</u> <u>Title II: 28 CFR 35.107(a)(b)</u> <u>Rule 6A -19.010: (1)(h)(1), Florida Administrative Code (F.A.C.)</u>	The college should review its grievance procedures for reporting complaints alleging discrimination and it should ensure that the procedures are made available to students, employees, applicants and the public. It should also ensure that the procedures posted include the name and/or title, address, and phone number of the person(s) to contact when reporting an allegation of discrimination or filing a complaint.	I. Convene a team to review the College's grievance procedure as well as identify the location of the procedures on the website and in other publications and to clearly state the name(s) of individuals to contact regarding complaints. II. Notify College personnel, volunteers, students, community stakeholders, and the general public of the grievance procedure. III. Conduct training sessions for Department	I. Team Meetings between September 29, 2011 – April 15, 2012 II. August 2012 III. July 31, 2012	Jacquelyn Steele steelej@tcc.fl.edu (850) 201-8559	None		

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
		personnel on their role in handling grievances.					
PART 3. RECRUITMENT							
3.1 Recruitment Information Citation: <u>Guidelines V-E</u>	The college should take corrective action to ensure that student information is provided in Spanish for the benefit of students with limited English proficiency. It is recommended that the college provide resource information in Spanish on its website.	I. Convene team of Hispanic staff who work with prospects and students in EAP/ESOL courses to determine critical need areas for translation and identification of campus resources that support limited English proficient students. II. Conduct focus groups in ESOL and EAP classes to gain feedback on 1 st tier documents to be translated III. Provide link to FAFAS information in Spanish on TCC Financial Aid web page IV. Finalize documents and web pages to be translated; have documents translated; and	Team meetings between Sept. 30-Oct. 31, 2011 II. By the end of the fall term III. By October 31, 2011 IV. By June 30, 2012	Sheri Rowland II. Betty Jensen, Hamilton Rodriguez and Kristina Pereira III. Bill Spiers IV. Sheri Rowland/Alice Maxwell/Susie Hall	Translation services (if we can't use TCC staff members then we may need to hire services) \$5,000-10,000 (.10-.14 cents a word translation fee)		

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
		implement on TCC website					
PART 8. ACCESSIBILITY							
8.1 Accessible route is not provided. <u>CITATIONS:</u> ADA Standards for Accessible Design: 4.3 Accessible Route 4.1 Minimum Requirements: 4.3.2(1)(2), 4.3.5, 4.1.2(7)(c) All facilities in this finding were constructed or remodeled since 1992.	Finding						
8.1(1) Main Campus: Bldg 30/Main (2008) Exterior entry: no directional signage to exterior ramp.	No directional signage is provided to exterior ramp.	Will add directional signage leading to ramp	Tranche 1 1/02/12 (10 week duration)	Bill Hunter			
8.1(2) Main Campus: Bldg 23 (2003) Ball field Concession Pavilion	No accessible route is provided from softball facilities.	Will add concrete sidewalk	Tranche 1 1/02/12 (12 week duration)	Bill Hunter			
8.1(3) Main Campus: Bldg 32/Baseball Field (2004)	No accessible route is provided from parking area.	Will add concrete sidewalk	Tranche 1 1/02/12 (12 week duration)	Bill Hunter			
8.1(4) Main Campus: Bldg 33/Softball Field (1998)	No accessible route is provided from parking area.	Will add concrete sidewalk	Tranche 1 1/02/12 (12 week duration)	Bill Hunter			
8.1(5) Main Campus: Bldg 5/Faculty Offices (2000)	No access provided to offices located on a raised level.	An accessible entry shall be identified by means of signage and additional sidewalks if needed	Tranche 1 1/02/12 (12 week duration)	Bill Hunter			
8.1(6) Public Safety Institute: Bldg 1/Exterior entry (2004)	No directional signage is provided indicating accessible entry.	Will add directional signage leading to entry	Tranche 1 1/02/12 (10 week duration)	Gregg Eastman			

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
8.1(7) Public Safety Institute: TCC Talent Search/Exterior Entry (2009)	No directional signage is provided indicating accessible entry.	Will add directional signage leading to entry	Tranche 1 1/02/12 (10 week duration)	Gregg Eastman			
8.1(8) Public Safety Institute: TCC Talent Search/Exterior Entry (2009)	Accessible route blocked by safe.	Will move safe	Tranche 1 1/02/12 (2 week duration)	Gregg Eastman			
8.2 Accessible parking space not provided. CITATIONS: ADA Standards for Accessible Design: 4.1 General 4.5 Ground and Floor Spaces 4.6 Parking & Passenger Loading Zones, specifically: 4.1.2(5)(a), 4.5.1, & 4.6.1 ANSI 117.1: 4.3 Parking Lots, 4.3.1 & 4.3.4	Finding						
8.2(1) Main Campus: North Parking Lot (2007)	No accessible parking spaces provided. (4.1.2(5))	4.1.2(5)(a) allows spaces to be provided in a different location				See facilities parking compliance letter	
8.2(2) Main Campus: Parking Deck (2008)	Deck contains 1200 parking spaces including 5 accessible spaces. Insufficient number of accessible spaces provided. (4.1.2(5)(a))	4.1.2(5)(a) allows spaces to be provided in a different location					
8.2(3) Main Campus: Parking at Bldg 34, Softball Facility (1994)	No accessible parking spaces are provided. (4.1.2(5))	Will add required amount of accessible spaces	Tranche 2 4/02/12 (14 week duration)	Bill Hunter			
8.2(4) Main Campus Bldg 57 – Parking (2006)	Improper or no signage provided at	Will add signage handle in-house	Tranche 1 1/02/12 (2	Rob Sherman			

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
	disabled parking spaces. (4.6.4)		week duration)				
8.2(5) Main Campus: Grass Parking for Softball (1998)/Baseball Fields (2004)	No accessible parking spaces provided for the baseball/softball stadiums.	Will add required amount of accessible spaces	Tranche 2 4/02/12 (14 week duration)	Bill Hunter			
8.2 (cont.) CITATION: ANSI 117.1: 4.3 Parking Lots, specifically 4.3.1 & 4.3.4	Finding						
8.2(6) Main Campus: Parking Lot at Bldg 17 (1987)	Accessible parking sign mounted too low to be seen.	Will be corrected with relocation of spaces					
8.2(7) Main Campus: Parking Lot at Bldg 17 (1987)	Curb ramp is not accessible without movement behind parked cars.	Relocate spaces to accessible curb	Tranche 1 1/02/12 (10 week duration)	Rob Sherman			
8.3 No handrails are provided at accessible ramps. CITATION: ADA Standards for Accessible Design: 4.8 Ramps, specifically 4.8.5							
8.3(1) Main Campus: Bldg 5 Interior & Exterior Circulation (2000)	No handrails are provided at ramps.	Will provide handrails	Tranche 2 4/02/12 (10 week duration)	Rob Sherman			
8.3(2) Bldg 8 Interior Ramps Entire Building (1996)	No handrails are provided at ramps.	Will provide handrails	Tranche 2 4/02/12 (10 week duration)	Rob Sherman			
8.3(3) Public Safety Institute Bldg 1 Corridor adjacent to Room 143 (2004)	No handrails are provided at ramps.	Will provide handrails	Tranche 2 4/02/12 (10 week duration)	Gregg Eastman			

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
8.4 Accessible door hardware is not provided. CITATION: ADA Standards for Accessible Design: 4.13 Doors, specifically: 4.13.9 & 4.13.11	Finding						
8.4(1) Wakulla Center Men's Toilet 116 (2004)	Opening Force exceeds 15#	Will adjust opening force	Tranche 1 1/02/12 (2 week duration)	Rob Sherman			
8.4(2) Wakulla Center Women's Toilet 120 (2004)	Opening Force exceeds 12#	Will adjust opening force	Tranche 1 1/02/12 (2 week duration)	Rob Sherman			
8.4(3) Main Campus: Bldg 57 Toilet (2006)	Door knob does not meet accessibility requirements.	Will replace in-house	Tranche 1 1/02/12 (6 week duration)	Rob Sherman			
8.4(4) Main Campus: Bldg 15 Entire Building (1994)	Door knobs do not meet accessibility requirements.	Will replace all door knobs for compliance	Tranche 3 11/02/12 (26 week duration)	Rob Sherman			
8.4(5) Main Campus: Bldg 6 Entire Building (2009)	Door knobs do not meet accessibility requirements.	Will replace all door knobs for compliance	Tranche 3 11/02/12 (26 week duration)	Rob Sherman			
8.4(6) Main Campus: Bldg 3 Entire Building (1996)	Door knobs do not meet accessibility requirements.	Will replace all door knobs for compliance	Tranche 3 11/02/12 (26 week duration)	Rob Sherman			
8.4(7) Main Campus: Bldg 5 Entire Building (2000)	Door knobs do not meet accessibility requirements.	Will replace all door knobs for compliance	Tranche 3 11/02/12 (26 week duration)	Rob Sherman			
8.4(8) Main Campus: Bldg 18 Lab 104, 115, & 296 (2001)	Door knobs do not meet accessibility requirements.	Will replace all door knobs for compliance	Tranche 3 11/02/12 (26 week duration)	Rob Sherman			

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
8.4(9) Public Safety Institute: TCC Talent Search/Exterior Entry (2009)	Door knobs do not meet accessibility requirements.	Will replace door knob in-house	Tranche 2 4/02/12 (6 week duration)	Gregg Eastman			
8.5 Accessible routes are not provided in multi-level seating area, classrooms or raised instructional spaces. <u>CITATION:</u> ADA Standards for Accessible Design: 4.5 Ground and Floor Surfaces, specifically 4.5.2	Finding						
8.5(1) Main Campus: Bldg 35 Lounge Area (2002)	Access not provided to lower seating area.	Will add handrails according to 4.1.3(4) and 4.8.5 to make it compliant	Tranche 2 4/02/12 (10 week duration)	Rob Sherman			
8.5(2) Main Campus: Bldg 5 Rooms 158, 160, 161 & 165 (2000) 8.5(2) Main Campus: Bldg 5 Rooms 158, 160, 161 (2000)	No access to raised seating.	Will add handrails according to 4.1.3(4) and 4.8.5 to make it compliant	Tranche 2 4/02/12 (10 week duration)	Rob Sherman			
8.5(2) Main Campus: Bldg 5 Room 165 (2000)		Reviewing options					
8.5(3) Public Safety Institute: Bldg 3	No access to raised	Will add handrails	Tranche 2	Gregg			

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
Room 100 (2002)	Jury Box, Witness Stand and Judge's Seating Area in courtroom.	according to 4.1.3(4) and 4.8.5 to make it compliant	4/02/12 (10 week duration)	Eastman			
8.5(4) Public Safety Institute: Bldg 16 Room 100 (2009)	No access to raised stage.	Verify that we own and use the handrails and ramp for portable stage	Tranche 2 4/02/12 (10 week duration)	Gregg Eastman			
8.6 Edge protection not provided at ramp CITATION: ADA Standards for Accessible Design: 4.8 Ramps, specifically 4.8.7 Main Campus: Bldg 35 North Entry (2002)	Finding:						
Main Campus: Bldg 35 North Entry (2002)	No edge protection provided.	Will add edge protection to the bottom of railing	Tranche 2 4/02/12 (6 week duration)	Rob Sherman			
8.7 Assistive Listening systems are not provided in assembly spaces as required. Signage directing users to an assistance listening system is not provided. CITATION: ADA Standards for Accessible Design: 4.1.3 Accessible Buildings; specifically 4.1.3(19)(b)	Finding						
8.7(1) Main Campus: Bldg 35 Room 166 Grand Ball Room (2002)	No assistive listening system or signage indicating access to listening system provided.	Portable assistive listening system and signage will be provided.	Tranche 2 4/02/12 (6 week duration)	Bill Hunter			

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
8.7(2) Public Safety Institute Bldg 16, Room 100 (2009)	No assistive listening system or signage indicating access to listening system provided.	Portable assistive listening system and signage will be provided.	Tranche 2 4/02/12 (6 week duration)				
8.7(3) Mary Brogan Museum (Downtown Center) Rooms 111, 114 (2004)	No assistive listening system or signage indicating access to listening system provided.	Portable assistive listening system and signage will be provided.	Tranche 2 4/02/12 (6 week duration)				
8.8 Water cooler does not meet accessibility requirements. ADA Standards for Accessible Design: 4.15 Drinking Fountains and Water Coolers: specifically 4.15.2, 4.15.4, & 4.15.5	Finding						
8.8(1) Main Campus: Bldg 12, Corridor 143 (2008)	Spout height = 39"	Paper cup dispenser will be provided.	Tranche 1 1/02/12 (2 week duration)				
8.8(2) Main Campus: Bldg 11, Corridor 199 (2001)	Spout height = 40"	Paper cup dispenser will be provided.	Tranche 1 1/02/12 (2 week duration)				
8.8(3) Main Campus: Bldg 3, Room 160 (1996)	Spout height = 38" Minimum clearances not provided.	Water cooler will be relocated to accessible location.	Tranche 2 4/02/12 (6 week duration)				
8.8(4) Main Campus: Bldg 5, Corridor 146 (2000)	Cooler in alcove cannot be accessed	Water cooler will be relocated to accessible location.	Tranche 2 4/02/12 (6 week duration)				
8.8 (cont.) CITATION: ANSI: 5.7 Water Fountains 8.5(5) Main Campus: Bldg 17, Corridor 117 (1987)	Cooler in alcove cannot be accessed	Water cooler will be relocated to accessible location.	Tranche 2 4/02/12 (6 week duration)				
8.9 Accessible sink is not provided in	Finding						

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
accessible toilet rooms. CITATION: ADA Standards for Accessible Design: 4.19 Lavatories and Mirrors, specifically 4.19.2 Height, 4.19.4 Exposed Pipes and Surfaces, 4.19.5 Faucets							
8.9(1) Main Campus: Campus Wide (dates vary)	Exposed pipes at sinks and lavatories are not protected.	Pipe protection will be added campus-wide by in-house staff.	Tranche 2 4/02/12 (6 week duration)				
8.9(2) Main Campus: Bldg 15 Rms 113, 107, 118, & 108 (1994)	Faucets do not meet accessibility requirements.	New faucets will be installed by in-house staff	Tranche 2 4/02/12 (6 week duration)				
8.9(3): Main Campus: Bldg 9 Room 110 (2004)	Accessible Faucets are not provided.	New faucets will be installed by in-house staff	Tranche 2 4/02/12 (6 week duration)				
8.10 Urinal does not meet requirements for clear height. CITATION: ADA Standards for Accessible Design: 4.18.2 Urinals: maximum height of 17 inches above floor.	Finding						
Main Campus: Bldg 12, Room 106 (2008)	Bottom of urinal mounted at 21 inches above finished floor.	Urinal will be replaced with accessible fixture.	Tranche 2 4/02/12 (6 week duration)				
8.11 Toilet rooms do not meet minimum requirements for accessibility. CITATION: ADA Standards for Accessible Design: 4.16 Water Closets, 4.16.4 4.22 Toilet Rooms, specifically 4.22.2	Finding						

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
- 4.22.7							
8.11(1) Main Campus: Bldg 12, Rooms 155, 152 (2008)	Toilets in Men's and Women's Dressing Areas do not meet minimum requirements for accessibility, including doors, clear floor space, water closets and lavatories.	Toilets will be reconfigured to provide alternate accessible configuration.	Tranche 3 11/02/12 (12 week duration)				
8.11(2) Main Campus: Bldg 57, Toilet (2006)	Toilet does not meet minimum requirements for accessibility, including doors, clear floor space, water closets and lavatories.	Toilets will be reconfigured to provide alternate accessible configuration.	Tranche 3 11/02/12 (12 week duration)	Bill Hunter			
8.11(3) Main Campus: Bldg 11, Toilets 270, 272 (2001)	Accessible Stalls do not meet minimum requirements for toilet stalls, grab bars or lavatories.	Under review					
8.11(4) Main Campus: Bldg 3, Toilets 152, 153 (1996)	Toilet does not meet minimum requirements for accessibility, including doors, clear floor space, water closets and lavatories.	Toilets will be reconfigured to provide alternate accessible configuration.	Tranche 3 11/02/12 (12 week duration)	Bill Hunter			
8.11(5) Main Campus: Bldg 3, Toilets 142, 143 (1996)	Toilet does not meet minimum requirements for accessibility, including doors, clear floor space, water closets, urinals and	Toilets will be reconfigured to provide alternate accessible configuration.	Tranche 3 11/02/12 (12 week duration)	Bill Hunter			

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
	lavatories.						
8.11(6) Main Campus: Bldg 5, Faculty Office Areas 176, 177, 290, 291 (2000)	Toilet does not meet minimum requirements for accessibility.	Toilets will be reconfigured to provide alternate accessible configuration.	Tranche 3 11/02/12 (12 week duration)	Bill Hunter			
8.11(7) Main Campus: Bldg 1 (1993)	No facilities for disabled are located on 1 st floor.	Toilets will be reconfigured to provide alternate accessible configuration.	Tranche 3 11/02/12 (12 week duration)	Bill Hunter			
8.11 (cont.) CITATION: UFAS 4.21 Shower Stalls, specifically 4.21.2 - 4.21.6 4.22 Toilet Rooms, specifically 4.22.3 – 4.22.7	Finding						
8.11(8) Main Campus: Bldg 20, Toilet 114 (10/07/91)	Toilet in Men's Dressing Areas does not meet requirements for accessibility, including doors, clear floor space, water closets and lavatories. Minimum clearance to toilets = 26 in. No accessible toilet, toilet stalls or grab bars provided.	Toilets will be reconfigured to provide alternate accessible configuration.	Tranche 3 11/02/12 (12 week duration)	Bill Hunter			
8.11(9) Main Campus: Bldg 20 Shower (10/07/91)	Curb at shower prevents access. Shower does not meet requirements for accessibility including size, seat, grab bars, controls	Showers will be reconfigured to provide alternate accessible configuration.	Tranche 3 11/02/12 (12 week duration)	Bill Hunter			

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
	and shower unit.						
8.12 Accessible seating and/or countertops are not provided. CITATION: ADA Standards for Accessible Design: 4.32 Fixed or Built-in Seating and Tables; specifically 4.32.2 & 4.32.4	Finding						
8.12(1) Main Campus: Bldg 27 Room 158 (2001)	Counter at 42" AFF	Under review					
8.12(2) Main Campus: Bldg 9 Room 102 (2004)	Counter at 39" AFF	A portion of the counter will be reconfigured to accessible height.	Tranche 2 4/02/12 (6 week duration)				
8.12(3) Main Campus: Bldg 23/Concession	Counter at 42" AFF	A portion of the counter will be reconfigured to accessible height.	Tranche 2 4/02/12 (6 week duration)				
8.12(4) Main Campus: Bldg 35 Cashier (2002)	Counter at 40" AFF	A portion of the counter will be reconfigured to accessible height.	Tranche 2 4/02/12 (6 week duration)				
8.12(5) Main Campus: Bldg 35 Financial Aid (2002)	Counter at 40" AFF, Tabletop at 26" AFF	A portion of the counter will be reconfigured to accessible height.	Tranche 2 4/02/12 (6 week duration)				
8.12(6) Main Campus: Bldg 6 Lab 135 (2009)	Knee Clearance at lab table at 25"	Under review – building is slated for remodeling					
8.12(7) Main Campus: Bldg 18 Lab 101 & 103 (2001)	No accessible lab stations provided. Knee space at 24" AFF. Faucet handles are not accessible.	Individual accessible stations will be provided in each lab.	Tranche 2 4/02/12 (4 week duration)				
8.12(8) Mary Brogan Museum (Downtown Center): Room 111/114	Book rack blocks access to accessible	Book rack will be relocated.	Tranche 1 1/02/12				

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(2004)	counter		(2 week duration)				
8.12(9) Public Safety Institute: Bldg 4, Room 119 (2003)	Counter at 38" AFF	A portion of the counter will be reconfigured to accessible height.	Tranche 2 4/02/12 (6 week duration)				
8.12(10) Public Safety Institute: Bldg 4, Entry 110 (2003)	Counter at 42" AFF	A portion of the counter will be reconfigured to accessible height.	Tranche 2 4/02/12 (6 week duration)				
8.12(11) Public Safety Institute: Bldg 4, Room 124 (2003)	Counter at 42" AFF	A portion of the counter will be reconfigured to accessible height.	Tranche 2 4/02/12 (6 week duration)				
8.13 Signage does not meet requirements for accessibility. <u>CITATION:</u> ADA Standards for Accessible Design: 4.30.1 Signage <u>CITATION:</u> ANSI 117.1 5.11.1 & 15.11.2 Identification	Finding						
8.13(1) Campus and Centers	Inconsistent signage types and locations are noted college wide	Under review					
8.13(2) Main Campus: Bldg 8, Rooms 307 & 308 (1996)	Accessible signage is assigned to non accessible restrooms	Signage will be revised to reflect non-accessible rooms.	Tranche 1 1/02/12 (2 week duration)				
8.14 Curb ramp does not meet requirements for accessibility. <u>CITATION:</u> ADA Standards for Accessible Design: 4.7 Curb Ramps, specifically 4.7.2 &	Finding						

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
4.7.5							
8.14(1) Main Campus: Staff Parking at Administrative Bldg	Curb ramp at SW corner of parking lot has no flair.	Curb ramp will be revised.	Tranche 2 4/02/12 (8 week duration)				
8.14(2) Main Campus: Student Parking adjacent to Communications and Humanities Building	No ramp provided at curb on west side of parking lot.	Curb ramp will be provided.	Tranche 2 4/02/12 (8 week duration)				
8.14(3) Public Safety Institute: Bldg 15/Exterior Parking (2004)	No ramp provided at curb.	Curb ramp will be provided.	Tranche 2 4/02/12 (8 week duration)				
8.14(4) Public Safety Institute: Bldg 1/Exterior Parking (2004)	No ramp provided at curb.	Curb ramp will be provided.	Tranche 2 4/02/12 (8 week duration)				
8.15 Handrails do not meet requirements for accessibility <u>CITATION:</u> ADA Standards for Accessible Design: 4.9 Stairs, specifically 4.9.4 & 4.9.4(2)	Finding						
8.15(1) Main Campus: Bldg 11, Exterior Stairs (2001)	Handrail does not extend past top and bottom risers.	Handrail will be revised to comply.	Tranche 3 11/02/12 (10 week duration)				
8.15(2) Main Campus: Bldg 5, North Wing/Stair 100 (2000)	Handrail does not extend past top and bottom risers.	Handrail will be revised to comply.	Tranche 3 11/02/12 (10 week duration)				
8.16 Maneuvering clearance at doors does not meet minimum requirements. <u>CITATION:</u> ADA Standards for Accessible	Finding						

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
Design: 4.13.6 Doors							
Main Campus: Bldg 3, Toilets 143 & 142 (1996)	Recessed doorway less than required minimums. No power assist provided.	Under review. Substantial structural revisions req'd to make this change.					
8.17 Access to objects exceeds allowable reach range. CITATION: ADA Standards for Accessible Design: 4.2 Space Allowance and Reach Range, specifically 4.2.5 & 4.2.6	Finding						
Public Safety Institute: Bldg 8 Room 102 Serving Area (2010)	Silverware dispenser at 56" AFF exceeds reach range.	Silverware dispenser will be replaced with accessible type.	Tranche 1 1/02/12 (8 weeks)				
<p>Note: Findings 8.18 – 8.21 apply to facilities built or renovated before June 4, 1977. Such facilities are referred to as existing facilities, and are subject to federal regulations that enforce Section 504 of the Rehabilitation Act of 1973. Title 34 Code of Federal Regulations (CFR), Part 104.22 applies to existing facilities. Section 104.22(a) states, “a recipient shall operate its program or activity so that when each part is viewed in its entirety, it is readily accessible to handicapped persons. This part does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.” The College should ensure that its <i>programs or activities</i> offered in the following facilities are accessible to persons with disabilities, and describe in detail the methods that will be used to make the facilities accessible.</p>							
8.18 Program Accessibility for existing facility built prior to 1977 CITATION: Section 504 (34 CFR, 104.22)	Finding						
8.18 (1) Main Campus Bldg 4 – Moore Lecture Hall	a. no handrail provided at exterior ramp to building.	Accessible handrails will be provided	Tranche 3 11/02/12 (16 week duration)				
8.18(2) Main Campus Bldg 4 – Moore Lecture Hall	b. Multi-tiered style lecture hall has no accessible path to	Under review					

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
	lower lecture area.						
8.19 Program Accessibility for existing facility built prior to 1977 CITATION: Section 504 (34 CFR, 104.22)	Finding						
8.19(1) Main Campus Bldg 2 – Science Math Annex	a. No handrail is provided at exterior ramp to building.	Accessible handrails will be provided	Tranche 3 11/02/12 (16 week duration)				
8.19(2) Main Campus Bldg 2 – Science Math Annex	b. Multi-tiered style lecture hall has no accessible path to lower lecture area.	Under review					
8.19(3) Main Campus Bldg 2 – Science Math Annex	c. Door knobs throughout building limit accessibility.	Door knobs throughout building will be replaced.	Tranche 3 11/02/12 (16 week duration)				
8.19(4) Main Campus Bldg 2 – Science Math Annex	d. No accessible toilets are provided in the building.	Toilets will be reconfigured to provide alternate accessible configuration.	Tranche 3 11/02/12 (16 week duration)				
8.20 Program Accessibility for existing facility built prior to 1977 CITATION: Section 504 (34 CFR, 104.22)	Finding						
8.20(1) Quincy Center	a. No handrail is provided at exterior ramp to building.	Under review – all areas					
8.20(2) Quincy Center	b. Threshold at door located at exterior ramp = 2 inches.						
8.20(3) Quincy Center	c. No access to						

Item and Citation	Corrective Action Required or DFC Recommendation	Action Steps To be taken By College	Timeframe Including Date of Completion	Lead Contact Person	Technical Assistance Needs or Other Resource Needs	Proof of Compliance or Correction	Additional Action or Notification of Completion by DFC
	second floor. 30 inch cased opening to Room 113 prevents accessibility.						
8.20(4) Quincy Center	d. Door knobs throughout building limit accessibility.						
8.20(5)	f. No accessible toilets are provided in the building.						
8.21 Program Accessibility for existing facility built prior to 1977 <u>CITATION:</u> Section 504 (34 CFR, 104.22)	Finding						
8.21(1) Public Safety Institute – Juvenile Justice Center, Bldg. 9	a. Door knobs throughout building limit accessibility.	Door knobs throughout building will be replaced.	Tranche 3 11/02/12 (12 week duration)				
8.21(2) Public Safety Institute – Juvenile Justice Center, Bldg. 9	b. Faucets in toilet rooms do not meet requirements for accessibility.	Faucets in toilet rooms will be replaced.	Tranche 3 11/02/12 (8 week duration)				

APPENDIX 8

Staff Salary History

FALL 2006: DOH 8/18/05

POSITION #	PID	LAST NAME	AREA	BEGINNING SALARY	EGR	POS'N DATE	DATE HIRED	CURRENT SALARY.2012
FCCFOR05	2375	Copps	Comm/Humanities	\$45,165.00	M	08/18/2005	08/18/2005	\$54,766.34
FCMPSC09	9903	Dribben	Science & Math	\$49,390.00	D	08/18/2005	08/18/2005	\$59,683.57
FCCART02	507	Edwards	Comm/Humanities	\$40,325.00	M	08/18/2005	08/18/2005	\$50,288.60
FCACPM11	547	Gubitti	Academic Support	\$40,325.00	D	08/18/2005	08/18/2005	
FCACPR07	10083	Harper	Academic Support	\$46,375.00	M	08/18/2005	08/18/2005	\$56,039.11
FCTNUR02	10088	Oonate	Health Care Professions	\$46,375.00	M	08/18/2005	08/18/2005	\$56,039.11
FCCHUM04	9687	Owens	Comm/Humanities	\$40,325.00	M	08/18/2005	08/18/2005	\$53,516.80
FCHSSC15	803	Phipps	History & Social Sciences	\$43,955.00	M	08/18/2005	08/18/2005	\$53,493.60
FCACPR06	10081	Schaum	Academic Support	\$46,375.00	M	08/18/2005	08/18/2005	\$56,039.11
FCMMAT19	7869	Smart	Science & Math	\$46,375.00	M	08/18/2005	08/18/2005	\$56,039.11
FCHSSC06	815	Soldani-Lemon	History & Social Sciences	\$42,945.00	D	08/18/2005	08/18/2005	\$53,557.43
FCTDEH04	627	Wagner	Health Care Professions	\$44,165.00	B	08/18/2005	08/18/2005	\$56,039.32
Total:								12

FALL 2007: DOH 8/17/06

POSITION #	PID	LAST NAME	AREA	BEGINNING SALARY	EGR	POS'N DATE	DATE HIRED	CURRENT SALARY.2012
FCCENG18	10452	Agama	Comm/Humanities	\$40,330.00	M	08/17/2006	08/17/2006	\$48,584.02
FCCHUM08	10057	Beckley-Roberts	Comm/Humanities	\$40,330.00	M	08/17/2006	08/17/2006	\$48,584.02
FCMBIO02	7176	Beregowitz	Science & Math	\$46,380.00	M	08/17/2006	08/17/2006	\$53,826.41
FCCENG19	10145	Euridge	Comm/Humanities	\$49,390.00	D	08/17/2006	08/17/2006	\$57,321.03
FCTNUR08	7810	Hayes	Health Care Professions	\$46,380.00	B	08/17/2006	08/17/2006	\$53,826.41
FCMPSC10	10175	Laposky	Science & Math	\$40,330.00	M	08/17/2006	08/17/2006	\$48,584.02
FCTCRJ03	6436	Leonard	Tech/Prof Programs	\$46,380.00	M	08/17/2006	08/17/2006	\$56,530.41
FCHSSC21	2117	Liang	History & Social Sciences	\$42,950.00	D	08/17/2006	08/17/2006	\$51,741.22
FCHSSC24	7104	Oliver	History & Social Sciences	\$43,960.00	M	08/17/2006	08/17/2006	\$54,559.17
FCTECD02	9509	O'Neil	Tech/Prof Programs	\$49,390.00	D	08/17/2006	08/17/2006	\$57,321.03
FCTHEA05	199	Owens	Tech/Prof Programs	\$67,511.87	M	08/17/2006	08/14/1989	\$75,708.05
FCCENG04	1736	Perkins	Comm/Humanities	\$42,750.00	D	08/17/2006	08/17/2006	\$51,151.23
FCACPM04	11547	Robinson	Academic Support	\$42,700.00	D	08/17/2006	08/17/2006	\$54,405.91
FCMMAT21	10801	Williams	Science & Math	\$40,330.00	M	08/17/2006	08/17/2006	\$48,584.02
Total:								14

FALL 2008: DOH 8/16/07

POSITION #	PID	LAST NAME	AREA	BEGINNING SALARY	EGR	POS'N DATE	DATE HIRED	CURRENT SALARY.2012
FCMMAT25	12946	Coleman	Science & Math	\$46,380.00	M	08/16/2007	08/16/2007	\$51,639.62
FCTNUR12	12636	Damelio	Health Care Professions	\$41,861.00	M	08/16/2007	08/16/2007	\$50,652.47
FCCHUM03	12947	Harrison	Comm/Humanities	\$43,960.00	M	08/16/2007	08/16/2007	\$50,732.97
FCMMAT04	6549	Holton	Science & Math	\$46,380.00	M	08/16/2007	08/16/2007	\$51,639.62
FCHCHD01	7111	Lloyd	History & Social Sciences	\$42,950.00	D	08/16/2007	08/16/2007	\$49,951.71
FCCENG16	12952	Lohmeyer	Comm/Humanities	\$42,750.00	M	08/16/2007	08/16/2007	
FCCENG10	12951	Loyd	Comm/Humanities	\$46,380.00	M	08/16/2007	08/16/2007	\$51,639.62
FCMBIO04	12948	O'Riorden	Science & Math	\$41,500.00	M	08/16/2007	08/16/2007	\$48,180.44
FCMMAT26	12945	Stringer	Science & Math	\$41,540.00	M	08/16/2007	08/16/2007	\$51,311.47
FCTHEA02	12950	Zimmerman	Tech/Prof Programs	\$40,330.00	M	08/16/2007	08/16/2007	\$46,904.18
Total:								10

FALL 2009: DOH 8/14/08

POSITION #	PID	LAST NAME	AREA	BEGINNING SALARY	GR	POS'N DATE	DATE HIRED	CURRENT SALARY.2012
FCTBUS02	5603	Bentley	Tech/Prof Programs	\$42,750.00	M	08/14/2008	08/14/2008	\$48,156.38
FCTEMS01	12227	Berryman	Health Care Professions	\$43,014.00	B	08/14/2008	08/14/2008	\$51,091.59
FCCSPC04	12932	Brickwedel	Comm/Humanities	\$40,330.00	M	08/14/2008	08/14/2008	\$45,684.61
FCCHUM07	3956	Fleischmann	Comm/Humanities	\$40,330.00	M	08/14/2008	08/14/2008	\$45,684.61
FCHSSC16	14072	Kupfer	History & Social Sciences	\$44,239.00	D	08/14/2008	08/14/2008	\$49,876.29
FCACSS02	7577	McDermott	Academic Support	\$40,330.00	M	08/14/2008	08/14/2008	\$45,677.47
FCTPED02	7134	Panton	Tech/Prof Programs	\$45,135.00	M	08/14/2008	08/17/2006	\$54,994.74
FCACPM14	14090	Patel	Academic Support	\$41,861.00	B	08/14/2008	08/14/2008	\$49,379.23
FCCFOR04	5330	Rodriguez-Cintron	Comm/Humanities	\$40,330.00	M	08/14/2008	08/14/2008	\$45,677.47
Total:								9

FALL 2010: DOH 8/13/09

POSITION #	PID	LAST NAME	AREA	BEGINNING SALARY	GR	POS'N DATE	DATE HIRED	CURRENT SALARY.2012
FCMMAT07	6174	Abert	Science & Math	\$40,330.00	M	08/10/2009	01/02/2004	\$44,037.88
FCACPE06	14703	Bethea	Academic Support	\$46,380.00		08/13/2009	08/13/2009	
FCCENG23	14740	Boykins	Comm/Humanities	\$40,330.00		08/13/2009	08/13/2009	\$44,037.88
FCTRET03	12477	Durant	Health Care Professions	\$46,380.00		08/13/2009	08/13/2009	\$50,204.48
FCACSS03	6923	Haggins	Academic Support	\$40,330.00		08/13/2009	08/13/2009	\$44,037.88
FCTDEH05	10144	Meeks	Health Care Professions	\$44,166.00	B	08/13/2009	08/13/2009	\$47,808.88
FCCENG22	14739	Mitchell	Comm/Humanities	\$40,330.00		08/13/2009	08/13/2009	\$44,037.88
FCCENG21	12016	Stillwell	Comm/Humanities	\$43,960.00	M	01/01/2009	10/10/2006	\$48,852.12
FCMMAT12	7168	Wang	Science & Math	\$40,330.00		08/10/2009	10/20/2008	\$44,037.88
Total:								9

FALL 2011: DOH 8/12/10

POSITION #	PID	LAST NAME	AREA	BEGINNING SALARY	GR	POS'N DATE	DATE HIRED	CURRENT SALARY.2012
FCMEAR01	534	Balinsky	Science & Math	\$42,950.00	D	08/12/2010	08/12/2010	\$46,898.66
FCACPM16	15462	Ferrell-Locke	Academic Support	\$43,014.00	B	08/12/2010	08/12/2010	\$48,965.76
FCACPE01	11672	Harper	Academic Support	\$38,405.00	B	08/12/2010	08/12/2010	\$42,007.85
FCACPM01	15463	Jamison	Academic Support	\$38,405.00	B	08/12/2010	08/12/2010	\$41,936.85
FCMEAR02	9032	Lutz	Science & Math	\$46,380.00	M	08/12/2010	08/12/2010	\$50,204.48
FCACSS04	14190	Marchessault	Academic Support	\$40,330.00	M	08/12/2010	08/12/2010	\$44,037.88
FCMBIO09	3084	Molina	Science & Math	\$46,380.00	M	08/12/2010	08/12/2010	\$50,204.48
FCCTHE02	9606	Nielsen-Parks	Comm/Humanities	\$40,330.00	M	08/12/2010	08/12/2010	\$44,037.88
FCTDEH03	13096	Olson	Health Care Prof	\$38,405.00	B	08/12/2010	08/12/2010	\$41,936.85
FCMMAT15	14626	Ramirez (Ferguson)	Science & Math	\$40,330.00	M	08/12/2010	08/12/2010	\$44,037.88
FCCHUM09	14016	Ray	Comm/Humanities	\$40,330.00	M	08/12/2010	08/12/2010	\$44,037.88
FCACPE06	13147	Valladares	Academic Support	\$38,405.00	B	08/12/2010	08/12/2010	\$41,936.85
FCTHEA08	1131	Winston	Health Care Prof	\$46,380.00	M	08/12/2010	08/12/2010	\$50,204.48
Total:								13

FALL 2012: DOH 8/18/11

POSITION #	PID	LAST NAME	AREA	BEGINNING SALARY	EGR	POS'N DATE	DATE HIRED	CURRENT SALARY.2012
FCACPE08	15377	Beugnet	Academic Support	\$43,751.00	M	08/18/2011	08/18/2011	\$45,862.14
FCACPM17	16247	Brooks	Academic Support	\$45,410.00	M	08/18/2011	08/18/2011	\$47,544.20
FCACPE07	16248	Carlberg	Academic Support	\$40,659.00	B	08/18/2011	08/18/2011	\$42,656.16
FCHSSC09	14781	Clemons	History & Social Sciences	\$45,784.00	D	08/18/2011	08/18/2011	\$48,020.40
FCCENG16	16233	Constantino	Comm/Humanities	\$41,470.00	M	08/18/2011	08/18/2011	\$43,549.43
FCACSS05	11637	Donovan	Academic Support	\$41,470.00	M	08/18/2011	08/18/2011	\$43,549.43
FCAHEA06	16222	Francis-Clark	Tech/Prof Programs	\$43,751.00	M	08/18/2011	08/18/2011	\$48,566.14
FCMPSC05	16249	Gaboardi	Science & Math	\$44,450.00	D	08/18/2011	08/18/2011	\$46,667.86
FCTCEN01	588	Hammond	Tech/Prof Programs	\$47,068.00	M	08/18/2011	08/18/2011	\$51,929.25
FCACPM18	14661	Hanowell	Academic Support	\$44,804.00	B	08/18/2011	08/18/2011	\$46,858.78
FCACSS06	14013	Hooper	Academic Support	\$41,470.00	M	08/18/2011	08/18/2011	\$43,549.43
FCMBIO07	14725	MacRae	Science & Math	\$44,450.00	D	08/18/2011	08/18/2011	\$46,667.86
FCHPSY01	16232	Moore	History & Social Sciences	\$48,673.00	D	08/18/2011	08/18/2011	\$50,949.55
FCAEMS01	8253	Morris	Health Care Professions	\$43,225.00	B	08/18/2011	08/18/2011	\$45,257.83
FCTCEN03	16250	Nicholson	Tech/Prof Programs	\$47,068.00	M	08/18/2011	08/18/2011	\$49,225.25
FCMBIO01	15112	Steiner	Science & Math	\$44,450.00	D	08/18/2011	08/18/2011	\$46,667.86
Total:			16					