April 18, 2016

MEMORANDUM

TO: District Board of Trustees

FROM: Jim Murdaugh, President

SUBJECT: 2015-2016 Equity Report Update

Item Description

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

Overview and Background

Each year Tallahassee Community College is required to submit an annual Equity Report Update to the Florida Department of Education. This equity report contains the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. The Division of Administrative Services coordinates the completion of the annual equity report but has the support of the Division of Academic Affairs, Students Affairs, Institutional Effectiveness, and the TCC Athletics Department. This year, the Annual Equity Report is due to the State of Florida, Division of Florida Colleges on April 30, 2016.

Past Actions by the Board

TCC's Annual Equity Report for 2014-2105 was submitted to the State of Florida, Division of Florida Colleges on April 30, 2015.

Funding/Financial Implications

N/A.

Staff Resource

Barbara Wills, Renae Tolson, Director, Business Process Improvement and Equity Officer

Recommended Action

Approve the 2015-2016 Equity Report as presented.

Tallahassee Community College
2015-16 Equity Update
Executive Summary

Tallahassee Community College (TCC) submits an equity update report to the State of Florida each year. The 2015-2016 Annual Equity Update will be adopted by the Board of Trustees on April 18, 2016, having been signed by the Board Chair and the College's President. This report provides updates on TCC's efforts to comply with Florida Statues related to nondiscrimination and equal access to postsecondary education and employment. Updates, observations and planned strategies are addressed for the following equity categories: (1) Student Participation, (2) Gender Equity in Athletics, and (3) Employment Equity. The Florida Department of Education (FLDOE) provided three years of data (2012-2013, 2013-2014, and 2014-2015) for each area. All racial/ethnic category labels reported here are those supplied by FLDOE. This summary highlights major findings (if any) and conclusions from the report.

Student Participation

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

Enrollments:

The enrollment percentage gap between Black and White Total Enrollments decreased from the previous year by 0.23%. The enrollment percentage gap between Black and White FTIC Enrollments increased from the previous year by 1.92%. Although Black FTIC Enrollments remained flat for 2012-2013 and 2013-2014, a decrease in Black FTIC Enrollments of 3.7% occurred in 2014-2015. The College will continue with stated initiatives focused in this area.

Hispanic enrollment has increased over the past three years, and the enrollment percentage gap between Hispanic and White Total Enrollment has decreased by 1.84%; even so, significant gaps were still found when enrollments of Hispanic students were compared to enrollments of White students in both enrollment categories. 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.

The gap between Female and Male Total Enrollment increased by 0.74% from the previous year, while the gap for Female and Male FTICs declined by 0.2% from the previous year.

Previously TCC experienced an increasing gap when comparing Black females and Black males FTIC, however this year we were able to report a decrease of 0.54% in this gap. Black males are enrolled at lower rates than Black females in the Total Enrollment category with an increase in the gap of 0.4%. Retention may be a factor in analysis of the Total Enrollment. Subsequent completion percentages for FTIC Black males are significantly lower than for Black females FTIC. This is true for both A.A. and A.S. degree programs, which have completion gaps of 6.34% and 14.69% respectively.

No disproportionate enrollment rates were identified when Total Enrollments of Hispanic males were compared to Total Enrollment of Hispanic females, and no disproportionate enrollment rates were identified when Total Enrollment of White males was compared to Total Enrollment of White females.

As initially outlined in last year's report, TCC's Strategic Enrollment Management (SEM) Plan includes strategies to increase access for all students as well as strategies that target special populations of students including veterans, honors, online, dual enrolled, international, and

returning adults. Under this initiative, a new recruitment tool from Workday, which allows for easy communication and tracking of prospective students, and the creation of engagement plans for groups or cohorts of students, is currently being piloted. The College will also continue its outreach efforts, including the Dual Enrollment Program, the Collegiate High School Program, the College Reach-Out Program (CROP), 21st Century Community Learning Centers, Take Stock in Children (TSIC), and programs designed to educate high school students about scholarship opportunities, particularly those that target minority populations of the TCC tri-county service area school districts.

Completions:

Completion is defined as the percentage of annual graduates represented by students in each racial/ethnic and gender category. Completion percentage gaps between White and Black students in A.A. and A.S. degree programs decreased by 17.31% and 6.9% respectively. However, completion percentage gaps between White and Black students in certificate programs increased by 1.77%: White students receiving certificates increased while Black students receiving certificates decreased. Completion percentages for Hispanic students across the three award types (A.A, A.S., and certificates) have increased by 2.18%, 7.17%, and 0.13% respectively from the previous year.

A.A. and A.S. degree completion percentages for females and males have remained fairly consistent over time. In 2014-2015 the percentage of females earning A.S. degrees declined by nearly 1.18% while the percentage of males earning A.S. degrees increased by 1.18%. The percentage of males earning A.S. degrees remains much lower than that for females, however the percentage gap for this category declined by 2.36% from last year.

In an effort to increase the percentage of students who complete degrees and certificates, TCC will continue applying for grants/outside funding to address student success strategies such as; Connect2Complete, Fostering Achievement Fellowship, STEM Center, Walmart PRESS and Title III. TCC will also focus on Academic Advising, Early Alerts and Intervention, Institutional Effectiveness and Career and Professional Development strategies. TCC will continue to offer degrees and certificates that provide program graduates with access to jobs. These and other retention efforts outlined in the full report, submitted in April 2015, are expected to have a positive impact on student completions.

Success in Targeted Programs:

TCC will use strategies and/or programs including, but not limited to The Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP), Walmart PRESS, Black Male Achievers, Black Student Union, and TCC/FAMU Bridges to Baccalaureate in Biomedical Sciences to increase participation of any underrepresented students in courses or programs including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.

Gender Equity in Athletics:

Tallahassee Community College is committed to providing equal opportunities to its male and female student-athletes. TCC currently offers four sports: two male (basketball and baseball) and two female (basketball and softball). A fifth sport, women's cross country, will begin competition this fall. This will be the College's first new sport to begin intercollegiate competition since 1994.

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

The addition of women's cross country continues to support an initiative that began in 2013 when the College began work on a feasibility study on the possibility of additional sports teams at TCC; the feasibility study was completed in July 2014. Moving forward, the College will continue to explore additional opportunities for participation, particularly for female students. Sports that continue to be under consideration are women's volleyball, men's and women's soccer and men's cross country.

Employment Equity:

The College has met its goal for female and minority representation and came within ten percentage points of the census population for female and minorities that have earned a graduate degree or higher for 2015. As it has been in prior Equity Reports, the College continues to achieve increases in the percentage of Black representation in Executive/Administrative/Managerial (EAM) category over prior years. In 2015, the College achieved a 9.8% increase in EAM representation for Blacks. The College also achieved a 4.1% increase in Other Minority representation in the EAM category as compared to the prior year. The College will continue its recruitment efforts regarding representation of Hispanics in the EAM categories.

The College's 2016 goal is to have its EAM employees reflect within 10% of the College's student body population. Long range strategies to reach the goal are to revisit the College's current recruitment efforts that may target and attract Hispanics, Blacks and women to available EAM positions. It should be noted in 2015 the College was successful in hiring three women to its EAM positions; of which two were Black.

The College continues to meet its goals for faculty identified groups by coming within ten percentage points of the census population that have earned a graduate degree or higher. Faculty representation for males is the only faculty group that fell below the census representation for 2015. However, going forward the College's goals for faculty will be that it reflects the College's student body population. It should be noted that current male faculty representation of 41.65% exceeds the overall male student body population by 5.19%. Hispanic male faculty exceeds the male Hispanic student body population by 0.20%. Black male faculty had an increase of 1.20% from 2014 and fell short by 1.06% of reflecting the Black male student population.

The College's 2016 goal is to have its faculty members reflect within 10% of the College's student body population. Long range strategies to reach the goal are to revisit the College's current recruitment efforts that may target and attract an increased number of women to available faculty positions.

Division of Florida Colleges Instructions for 2015-2016 College Annual Equity Update

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General Information and Applicable Laws for Reporting

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

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

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. Until this year, colleges have submitted new plans each year. For the 2016 reporting purposes, the Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. Therefore, the college equity plan submitted in April 2015 for 2014-2015 will be considered as the college's most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

For April 2016, the Division of Florida Colleges (DFC) has reduced the preparation steps formerly completed by each institution. The DFC continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the DFC provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

By focusing on requirements within the statutory areas, the DFC encourages each college to devote its attention to the development of effective methods and strategies for any areas of improvements identified in their analysis of data. Where appropriate, the new reporting guidelines request a response such as new methods and strategies to increase the participation and/or employment of underrepresented minorities.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets at the end of these instructions. Additionally, excel tables have been created for setting goals and reflecting goal achievement. The college may choose to integrate these reports into the body of the report or include them as appendices.

The College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2016. The update should be submitted by email to the following email address: Lynda.Earls@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2015-2016 update should address the following six parts of your 2014-2015 report.

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Part I. Description of Plan Development

Description of plan development:

Are there any changes to the development of the college equity plan? No ___Yes _✓__
If yes, provide the following applicable updates:
   A.   A list of persons, by title and organizational location, involved in the development of the plan
   B.   A description of the participation of any advisory groups or persons

Tallahassee Community College Board of Trustees adopted TCC's 2015-2016 Equity Report on April 18, 2016. There are no changes to the development of Tallahassee Community College's (TCC) equity plan, or participation of advisory groups; however, there have been some internal personnel changes of those responsible for the equity plan development and/or monitoring, and reporting.

The following persons are responsible for TCC's Equity Plan, and were invited to take part in the development of the report, or to allow staff members to provide vital research in completing the report:

   Feleccia Moore-Davis, Provost and Vice President for Academic Affairs
   Calandra Stringer, Dean, Curriculum and Development (Academic Affairs)
   Barbara Wills, Vice President for Administrative Services and Chief Business Officer
   Renae Tolson, Director, Business Process Improvement and Equity Officer (Administrative Services)
   Linda Greene, Human Resources Specialist III (Administrative Services)
   Horace Wright, Human Resources Specialist III (Administrative Services)
   Lei Wang, Associate Vice President for Institutional Effectiveness
   Margaret Wingate, Director, Office of Institutional Research (Institutional Effectiveness)
   Alexander Macy, Program Coordinator (Institutional Effectiveness)
   Sheri Rowland, Vice President for Student Affairs
   Rob Chaney, Director, Athletics (Student Affairs)
   Margo Thomas, Assistant to the Vice President (Student Affairs)

Part II. Policies and Procedures that Prohibit Discrimination

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

   A.   Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No ___Yes _✓__ If yes:
      1)   Provide the date of revision: August 24, 2015.
      2)   Describe the revision: "Pregnancy" was added to the nondiscrimination statement within Policy 03-01 - *Equal Access/Opportunity, Discrimination, Sexual Misconduct and Unlawful Harassment.*
      3)   Provide the web link(s) to document the revision:
           https://presentations.tcc.fl.edu/BOT/BOTPages/03-01.aspx

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B. Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? No _✓_Yes ___ If yes, provide updated information.

C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? ___Yes _✓_No If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.

D. Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No _✓_Yes ___ If yes:
   1) Provide the date of revision:
   2) Describe the revision:
   3) Provide the web link(s) to document the revision:

E. Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements:
   1) Notifications of these procedures are placed in prominent and common information sources. No ___Yes _✓_
   2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. No ___Yes _✓_
   3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No ___Yes _✓_
   If any answers in "E" are "No," provide the college's plan for compliance.

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

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

Note: See TCC policy update referenced in section "A" above.

Address the following for any policies or procedures in "F" marked "Yes"
   a) The name of the policy and/or procedure(s):
   b) The date of revision:
   c) A description of the revision:
   d) The web link(s) to document the revision:

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Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

Colleges will continue to examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for first-time-in-college (FTIC) and for overall enrollment. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2015-2016 in the excel table provided.

Florida College System
College: Tallahassee
Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	**Overall Enrollment**	**%**	**Total**	**Overall Enrollment**	**%**
Gender	**Rpt Year**						
	2012-13	668	3,059	21.84	4,158	19,176	21.68
	2013-14	726	3,195	22.72	3,823	18,011	21.23
Female	**2014-15**	605	2,937	20.60	3,669	17,333	21.17
	2012-13	669	3,059	21.87	2,816	19,176	14.69
	2013-14	663	3,195	20.75	2,587	18,011	14.36
Male	**2014-15**	563	2,937	19.17	2,409	17,333	13.90
	2012-13	1,337	3,059	43.71	6,974	19,176	36.37
	2013-14	1,389	3,195	43.47	6,410	18,011	35.59
Total	**2014-15**	1,168	2,937	39.77	6,078	17,333	35.07

PERA 1722A CCEE0191 03/10/2016 9:31:59 collection
Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. Fl. DOE
years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).
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).

		FTIC			Total Enrollments		
Race: Hispanic		**Total**	**Overall Enrollment**	**%**	**Total**	**Overall Enrollment**	**%**
Gender	**Rpt Year**						
	2012-13	155	3,059	5.07	865	19,176	4.51
	2013-14	165	3,195	5.16	869	18,011	4.82
Female	**2014-15**	151	2,937	5.14	895	17,333	5.16
	2012-13	179	3,059	5.85	823	19,176	4.29
	2013-14	176	3,195	5.51	873	18,011	4.85
Male	**2014-15**	187	2,937	6.37	970	17,333	5.60
	2012-13	334	3,059	10.92	1,688	19,176	8.80
	2013-14	341	3,195	10.67	1,742	18,011	9.67
Total	**2014-15**	338	2,937	11.51	1,865	17,333	10.76

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		FTIC			Total Enrollments		
Race: Other		**Total**	**Overall Enrollment**	**%**	**Total**	**Overall Enrollment**	**%**
Gender	**Rpt Year**						
	2012-13	61	3,059	1.99	430	19,176	2.24
	2013-14	56	3,195	1.75	417	18,011	2.32
Female	**2014-15**	88	2,937	3.00	427	17,333	2.46
	2012-13	65	3,059	2.12	386	19,176	2.01
	2013-14	73	3,195	2.28	386	18,011	2.14
Male	**2014-15**	70	2,937	2.38	378	17,333	2.18
	2012-13	126	3,059	4.12	816	19,176	4.26
	2013-14	129	3,195	4.04	803	18,011	4.46
Total	**2014-15**	158	2,937	5.38	805	17,333	4.64

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		FTIC			Total Enrollments		
Race: White		**Total**	**Overall Enrollment**	**%**	**Total**	**Overall Enrollment**	**%**
Gender	**Rpt Year**						
	2012-13	573	3,059	18.73	4,920	19,176	25.66
	2013-14	575	3,195	18.00	4,524	18,011	25.12
Female	**2014-15**	595	2,937	20.26	4,342	17,333	25.05
	2012-13	689	3,059	22.52	4,778	19,176	24.92
	2013-14	761	3,195	23.82	4,532	18,011	25.16
Male	**2014-15**	678	2,937	23.08	4,243	17,333	24.48
	2012-13	1,262	3,059	41.26	9,698	19,176	50.57
	2013-14	1,336	3,195	41.82	9,056	18,011	50.28
Total	**2014-15**	1,273	2,937	43.34	8,585	17,333	49.53

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Voc., Adult Basic and Secondary, GED Prep, and LLL).

		FTIC			Total Enrollments		
Race: All		**Total**	**Overall Enrollment**	**%**	**Total**	**Overall Enrollment**	**%**
Gender	**Rpt Year**						
	2012-13	1,457	3,059	47.63	10,373	19,176	54.09
	2013-14	1,522	3,195	47.64	9,633	18,011	53.48
Female	**2014-15**	1,439	2,937	49.00	9,333	17,333	53.85
	2012-13	1,602	3,059	52.37	8,803	19,176	45.91
	2013-14	1,673	3,195	52.36	8,378	18,011	46.52
Male	**2014-15**	1,498	2,937	51.00	8,000	17,333	46.15
	2012-13	3,059	3,059	100.00	19,176	19,176	100.00
	2013-14	3,195	3,195	100.00	18,011	18,011	100.00
Total	**2014-15**	2,937	2,937	100.00	17,333	17,333	100.00

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Voc., Adult Basic and Secondary, GED Prep, and LLL).

Gender	Rpt Year	FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Female	**2012-13**	5	47	49	510
	2013-14	10	44	52	410
	2014-15	4	41	41	405
Male	**2012-13**	8	51	30	437
	2013-14	8	49	35	358
	2014-15	2	38	30	359
	Rpt Year				
	2012-13	13	98	79	947
	2013-14	18	93	87	768
Total (ALL)	**2014-15**	6	79	71	764

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Achievement of Goals: ENROLLMENTS

Based on goals from previous equity reports, identify areas where goals set by the college
last year were achieved and set goals for 2014-2015. A table is provided to use as appropriate.

	2014- 2015 Goals for FTIC	2014- 2015 Goals Achieved FTIC Yes/No	2015 - 2016 Goals for FTIC	2014- 2015 Goals for Overall Enrollments	2014- 2015 Goals Achieved Overall Enrollments Yes/No	2015 - 2016 Goals for Overall Enrollments
Black Males	Decrease the gap between white and black FTIC males by 2%	N	Decrease the gap between white and black FTIC males by 2%	Decrease the gap between Black male FTIC and Black male total enrollment by 3%	N	Decrease the gap between Black male FTIC and Black male total enrollment by 3%
Black Females	N/A	N/A	N/A	Decrease the gap between Black female and Black male total enrollment by 3%	N	Decrease the gap between Black female and Black male total enrollment by 3%
Hispanic	Increase FTIC enrollment of Hispanic students by 1% over the 2013-2014	N	Increase FTIC enrollment of Hispanic students by 1%.	Increase total enrollment of Hispanic students by 1% over the 2013-2014	Y	Increase total enrollment of Hispanic students by 1% .
Other Minorities	N/A	N/A	N/A	N/A	N/A	N/A
White Males	See goals above for black males		See goals above for black males	See goals above for black males		See goals above for black males
White Females	N/A	N/A	N/A	See goals above for black females		See goals above for black females
DIS	N/A	N/A	N/A	N/A	N/A	N/A
LEP	N/A	N/A	N/A	N/A	N/A	N/A

EQUITY_PERA1722A.SAS:BLANK_REPORTS_PERA1722A.XLSX:caa:03/10/16

Note: * The 2015-2016 Equity Report reflects enrollment results achieved in the 2014-2015 FY.

The college is achieving goals: Yes ✓ No ✓ If no, provide:

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

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TCC initiated and is continuing to improve the following strategies in its effort to increase student enrollment of underrepresented groups:

- Emphasize and promote 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. We will continue to strengthen relationships with high school guidance counselors, which currently includes regular communications, providing in-depth information and training advisors to assist with dual enrollment students. In addition, TCC will continue to clearly communicate deadlines for admissions and financial aid processes.

- During fall 2015, TCC began the Collegiate High School program, which provides the opportunity for high school students to earn 30 credit hours in their senior year.

- Continue to work with tri-county school districts to educate students about scholarship opportunities, specifically for minority populations.

- Continue outreach programs in Gadsden and Wakulla Counties that target students in K-12 with the goal of increasing the number of at-risk youth that complete high school and a postsecondary education. The following programs are included in this initiative:

  o TCC 21st Century Community Learning Centers (TCC 21st CCLC) provides afterschool programs for students in grades 6-12. The TCC 21st CCLC initiative is designed to: a) provide opportunities for academic enrichment, including providing tutorial services (reading, math and science) to help students, particularly students who attend low-performing schools, to meet state and local academic achievement standards in core academic subjects; b) offer students a broad array of additional enrichment services, programs, and activities, to include youth development activities, drug and violence prevention programs, counseling, art, technology education programs and character building programs designed to reinforce and complement the regular academic program of participating students; and c) offer opportunities for literacy and related educational development to families of students served by community learning centers. There were 150 Gadsden County students served during the academic year. This program has expanded to Wakulla County to include an additional 160 students served during the academic year.

    Each summer the 21st CCLC Programs host an eight week summer enrichment camp in both Gadsden and Wakulla Counties. Over 150 students in Gadsden and 150 students in Wakulla County participated in Summer Camp 2015. Students enjoy ½ day academics, and ½ day health and fitness activities that include team sports. Students also participate in educational and fun field trips throughout the summer.

  o The TCC College Reach-Out Program (CROP) and Take Stock in Children (TSIC) programs provide unique opportunities for deserving low-income, first-

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generation students, many from minority families. The CROP program provides services to students with below-average grades and test scores to help them escape the cycle of poverty through academic remediation. The TSIC program provides services to students with a 2.5 or higher GPA. The program also provides an opportunity for these students to receive a 2-year or 4-year college scholarship to Tallahassee Community College or a Florida university.

The students in both the CROP and TSIC programs are more likely to achieve a higher level of education than their parents due to access to information provided by the program, along with the guidance and support of caring volunteer mentors and real life experiences. The staff of each program connects with students as early as middle school, and continues to strengthen the connection in high school and during their transition through college. Students participate in a series of Saturday Academies, which focus on academic and test preparation, college preparation workshops, leadership and teambuilding skills, character building, financial literacy, and student success and self-development. The staff works in collaboration with numerous organizations throughout the community, including The Character Center. TSIC also partners with the TCC Foundation to maintain over 600 prepaid tuition scholarships. 80% of the graduates from these programs enroll at TCC each year.

- 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 enrollment.

- A comprehensive Strategic Enrollment Management (SEM) Plan was developed to guide enrollment strategies and provide data for tracking their effectiveness. The SEM Plan includes strategies to increase access for all students as well as strategies that target special populations of students including veterans, honors, online, dual enrolled, international, and returning adults. The plan also focuses on improving services in the areas of admissions, orientation and advising, and implementing strategies to support access, student success, and retention. A new recruitment tool from Workday, which allows for easy communication and tracking of prospective students, and the creation of engagement plans for groups or cohorts of students, is currently being piloted.

- TCC will continue to recruit students to career and technical education fields. We are reviewing our recruitment efforts for programs in these fields. This includes consideration of individuals actively going into the communities and schools to market the programs, and incorporating faculty in the recruitment activities. This strategy includes presenting to students the alternatives to traditional college (ready to work programs). This should increase the number and percentage of TCC students who pursue AS degrees and certificates. The College has focused more on linking both workforce development, and Career and Technical Education program information into all recruitment events and activities in area high schools, TCC Preview Events, and information sessions.

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2) New methods and strategies to target underrepresented students where goals have not been achieved.

TCC will continue to analyze and improve upon the current initiatives. There are no new initiatives being developed at this time.

B. Student Completions (college degree and certificate programs)

This year's report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completion (Career Technology, PSAV). The data years are 2012-2013 to 2014-2015, and the categories for assessment are race, gender, disability (DIS) and limited English-language proficiency (LEP). Associate of Applied Science (AAS) Degrees are included in the data for AA Degrees.

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing any goals set in 2014-2015 that remain to be achieved. Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2015-2016 using the excel table provided.

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	2012-13	362	2,268	15.96	57	288	19.79	74	462	16.02
	2013-14	356	2,132	16.70	58	276	21.01	59	482	12.24
	2014-15	364	2,145	16.97	63	279	22.58	62	606	10.23
Male	2012-13	225	2,268	9.92	19	288	6.60	47	462	10.17
	2013-14	204	2,132	9.57	20	276	7.25	65	482	13.49
	2014-15	228	2,145	10.63	22	279	7.89	92	606	15.18
Total	2012-13	587	2,268	25.88	76	288	26.39	121	462	26.19
	2013-14	560	2,132	26.27	78	276	28.26	124	482	25.73
	2014-15	592	2,145	27.60	85	279	30.47	154	606	25.41

PERA = CCEE0192 03/10/2016 9:31:59 Source: AA1A2013, AA1A2014, AA1A2015
DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).
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. 2016 data is not available. LEP = Limited English Proficiency and DIS = Disabled

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		AA Degrees			AS Degrees			Certificates		
Race: Hispanic		**Num**	**Total**	**%**	**Num**	**Total**	**%**	**Num**	**Total**	**%**
Gender	**Rpt Year**									
	2012-13	127	2,268	5.60	14	288	4.86	6	462	1.30
	2013-14	97	2,132	4.55	8	276	2.90	11	482	2.28
Female	**2014-15**	123	2,145	5.73	16	279	5.73	12	606	1.98
	2012-13	133	2,268	5.86	5	288	1.74	21	462	4.55
	2013-14	119	2,132	5.58	4	276	1.45	17	482	3.53
Male	**2014-15**	141	2,145	6.57	4	279	1.43	24	606	3.96
	2012-13	260	2,268	11.46	19	288	6.60	27	462	5.84
	2013-14	216	2,132	10.13	12	276	4.35	28	482	5.81
Total	**2014-15**	264	2,145	12.31	20	279	7.17	36	606	5.94

PERA = CCEE0192 03/10/2016 9:31:59 Source: AA1A2013, AA1A2014, AA1A2015
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		AA Degrees			AS Degrees			Certificates		
Race: Other		**Num**	**Total**	**%**	**Num**	**Total**	**%**	**Num**	**Total**	**%**
Gender	**Rpt Year**									
	2012-13	57	2,268	2.51	7	288	2.43	6	462	1.30
	2013-14	48	2,132	2.25	8	276	2.90	9	482	1.87
Female	**2014-15**	45	2,145	2.10	8	279	2.87	11	606	1.82
	2012-13	40	2,268	1.76	3	288	1.04	11	462	2.38
	2013-14	41	2,132	1.92	2	276	0.72	13	482	2.70
Male	**2014-15**	51	2,145	2.38	1	279	0.36	9	606	1.49
	2012-13	97	2,268	4.28	10	288	3.47	17	462	3.68
	2013-14	89	2,132	4.17	10	276	3.62	22	482	4.56
Total	**2014-15**	96	2,145	4.48	9	279	3.23	20	606	3.30

PERA = CCEE0192 03/10/2016 9:31:59 Source: AA1A2013, AA1A2014, AA1A2015
DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).
Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
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Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2012-13	642	2,268	28.31	150	288	52.08	79	462	17.10
	2013-14	558	2,132	26.17	136	276	49.28	92	482	19.09
	2014-15	577	2,145	26.90	122	279	43.73	114	606	18.81
Male	2012-13	682	2,268	30.07	33	288	11.46	218	462	47.19
	2013-14	709	2,132	33.26	40	276	14.49	216	482	44.81
	2014-15	616	2,145	28.72	43	279	15.41	282	606	46.53
Total	2012-13	1,324	2,268	58.38	183	288	63.54	297	462	64.29
	2013-14	1,267	2,132	59.43	176	276	63.77	308	482	63.90
	2014-15	1,193	2,145	55.62	165	279	59.14	396	606	65.35

PERA = CCEE0192 03/10/2016 9:31:59 Source: AA1A2013, AA1A2014, AA1A2015
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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. 2016 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2012-13	1,188	2,268	52.38	228	288	79.17	165	462	35.71
	2013-14	1,059	2,132	49.67	210	276	76.09	171	482	35.48
	2014-15	1,109	2,145	51.70	209	279	74.91	199	606	32.84
Male	2012-13	1,080	2,268	47.62	60	288	20.83	297	462	64.29
	2013-14	1,073	2,132	50.33	66	276	23.91	311	482	64.52
	2014-15	1,036	2,145	48.30	70	279	25.09	407	606	67.16
Total	2012-13	2,268	2,268	100.00	288	288	100.00	462	462	100.00
	2013-14	2,132	2,132	100.00	276	276	100.00	482	482	100.00
	2014-15	2,145	2,145	100.00	279	279	100.00	606	606	100.00

PERA = CCEE0192 03/10/2016 9:31:59 Source: AA1A2013, AA1A2014, AA1A2015
DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).
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.
2016 data is not available. LEP = Limited English Proficiency and DIS = Disabled

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
	2012-13	7	92	2	20	2	14
	2013-14	10	62	3	20	2	8
Female	2014-15	2	74	4	19	0	12
	2012-13	8	78	3	6	1	20
	2013-14	5	65	0	7	0	11
Male	2014-15	3	65	0	11	0	19
	Rpt Year						
	2012-13	15	170	5	26	3	34
	2013-14	15	127	3	27	2	19
Total (ALL)	2014-15	5	139	4	30	0	31

PERA = CCEE0192 03/10/2016 9:31:59 Source: AA1A2013, AA1A2014, AA1A2015
DOE collection years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014).
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.
2016 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Achievement of Goals: COMPLETIONS
Based on the data, modify goals as necessary. Report goals below:

	2014- 2015 AA Degrees - Goal	Achieved Yes/No	Goals for 2015 - 2016
Black			
Hispanic			
Other Minorities			
White			
Male			
Female			
DIS	Of the total DIS population, 20% will complete their AA degree in 2014-2015	N (18% of this population graduated with an AA degree in 2014-2015; which is an increase of 1.5% over the previous year)	Of the total DIS population, 20% will complete their AA degree in 2015-2016
LEP			

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	2014- 2015 AS Degrees - Goal	Achieved Yes/No	Goals for 2015 - 2016
Black			
Hispanic			
Other Minorities			
White Male	In 2014-2015 increase the percentage of this population who complete AS degrees by 2%.	N (14.49% of this population graduated with an AS degree in 2014-2015; which is an increase of 0.92% over the previous year)	In 2015-2016 increase the percentage of this population who complete AS degrees by 1.08%.
White Female	In 2014-2015 increase the percentage of this population who complete AS degrees by 2%.	N	In 2015-2016 increase the percentage of this population who complete AS degrees by 2%.
DIS	Of the total DIS population, 5% will complete their AS degree in 2014-2015.	N (3.93% of this population graduated with an AS degree; which is an increase of .41% over the previous year)	Of the total DIS population, 5% will complete their AS degree in 2015-2016.
LEP			

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	2014- 2015 Certificate - Goal	Achieved Yes/No	Goals for 2015 - 2016
Black			
Hispanic			
Other Minorities			
White			
Male	In 2014-2015, increase the percentage of this population who complete certificate program by 2%.	Y	
Female	In 2014-2015, increase the percentage of this population who complete certificate program by 2%.	N (18.81% of this population completed certificate programs in 2014-2015; which is a 0.28% decrease from the previous year)	In 2015-2016, increase the percentage of this population who complete certificate program by 1.72%.
DIS	Of the total DIS population, 3% will complete certificate program.	Y	Of the total DIS population, 5% will complete their degree.
LEP			

EQUITY_PERA1722A.SAS:BLANK_REPORTS_PERA1722A.XLSX:caa:03/10/16

Note: * The 2015-2016 Equity Report reflects completion results achieved in the 2014-2015 FY.

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The college is achieving goals: Yes ✓ No_✓_ If no, provide:

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

A. TCC will continue to research grants and outside funding to address student success strategies. Currently TCC receives the following grants to aid in addressing student success strategies for course completions which should lead to increased college completions:

- TCC Connect 2 Complete (C2C) helps students in developmental education courses become more integrated with the TCC campus. The C2C peer-to-peer student mentoring program provides opportunities for students to meet with peer leaders (fellow students who are enrolled in college level courses with good academic standing) who host study groups and weekly meetings designed to assist students with setting goals, connecting to college life, navigating college systems, utilizing college resources and services, and developing a commitment to leadership and service. Most of the developmental education courses on campus have a Peer Leader assigned to them. Not only do the students and faculty benefit from their presence, but the Peer Leader also benefits by strengthening their leadership skills.

- TCC continues to partner with numerous community social services to partially fund and house the Fostering Achievement Fellowship (FAF) Program on TCC's campus. The program provides academic, career readiness and social support to assist students aging out of foster care to pursue a college education and increase the likelihood of these students achieving their full potential. FAF provides a number of services, including adult mentoring and life skills training to assist students with overcoming the day to day challenges that may hinder their success.

- The Black Male Achievers (BMA) Program is designed to empower and educate Black male students on the importance of the successful completion of their postsecondary aspirations through the practices of academic, social, and occupational excellence. BMA offers an array of seminars and activities, which include personal finance, understanding the value of a college education, career and job preparation and communication skills. The program also assists students with specialized academic advising, early academic alerts and tutoring. After regaining momentum in the 2012-2013 school year, BMA continues to evolve and expand, demonstrating successful differences among those participating students.

- The Science Technology Engineering Mathematics (STEM) Center is comprised of two programs:

  o Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP), a coalition of 12 institutions in Florida and one in Georgia that is funded by the National Science Foundation with the primary focus of increasing the number of baccalaureate, masters, and doctorate degrees granted to underrepresented students in the science, technology, engineering and math (STEM) disciplines. TCC

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hosts approximately 35 students in the program annually. Internships at Brookhaven National Laboratory, FSU Magnet Lab, and FAMU Research Experience for Undergraduates (REU) are offered to select students in the program.

- o STEM Stars is a grant that provides scholarships, mentoring, and tutoring services to approximately 24 STEM students who meet high academic standards, but are in financial need.

- The Achieving the Dream grant, funded by the Walmart Foundation helps TCC to bolster broad and substantive faculty and staff engagement strategies and increase the number of faculty and staff involved in the Achieving the Dream reform efforts around campus. Strategies developed focus on improving success in mathematics for all students and reducing the performance gap between white and Black students. This initiative engages fulltime and adjunct faculty, Student Affairs personnel, learning support staff and students. Although the grant cycle has ended, TCC continues to implement and assess the effectiveness of strategies in both developmental and gateway mathematics courses.

- The Title III grant was awarded to help infuse career pathways into orientation, advising, and gateway courses, which ultimately helps students to select a career path early in their academic career and connect key concepts in gateway courses to potential careers. TCC will continue working on this concept with the implementation of a career assessment, selection of a meta-major, comprehensive advising system and improvement of the new Student Orientation. The college has redesigned gateway courses within the 8 meta-majors, which includes assignments and experiences to help students see how what they are learning can be applied to the chosen career path. The ultimate goal of the Title III grant was to improve student retention and graduation rates.

B. Continue expanding pathways to expedite transition from developmental education to college credit courses. With the implementation of SB 1720, developmental faculty has redesigned developmental courses to accelerate students' transition to college credit courses. These include compressed courses in reading, writing and mathematics and modularized courses in reading and mathematics. Additionally, Intermediate Algebra has been removed as a pre-requisite to liberal arts math courses allowing students to advance directly from elementary algebra into college credit mathematics courses. Additionally, TCC continues to offer the Statway courses allowing developmental math students to earn credit for college level statistics at the end of the two-semester sequence.

C. Continue to increase resources and reengineer student support services to increase retention and completion rates.

- The TCC Advising Center assists students with confirming a career and educational goal, designing schedules that balance school and life challenges, and map out the courses and other requirements for their educational objective. TCC will continue to require mandatory advising for new first-time-in-college (FTIC) students, new transfer students, students enrolled in developmental courses, students who have earned fewer than 18

credit hours, students who are on academic warning, probation, or suspension, students who have not confirmed a major and plan to transfer to another institution by 30 hours, and associate degree seeking students who have earned 45 hours. Each time a student meets with a faculty or academic advisor, they discuss career and educational goals, review educational plans, and review the student's academic progress and implement intervention strategies if indicated. In conjunction with the Title III initiative, the Student Success and Retention office developed meta-major pathways and corresponding academic maps, which aligned various careers with the corresponding meta-major. The meta-major maps highlight milestones to ensure students stay on track. Holds are placed on student accounts who veer from the correct pathways.

- The Career Center continues to assist students, including AS and certificate students, with developing professional skills (social networking, work etiquette, and appropriate dress, etc.) and job search skills (resume writing, mock interviews, etc.) to become quality employees. Internship opportunities aligned to the student's stated career goals are also available through the Career Center. Internships allow students to view their intended career field from the inside, thus helping them determine if their desired major is the right fit for them. From initial contact to graduation, Career Center staff reinforces program completion. Career Center staff continues to partner with advisors to provide effective career coaching so that advisors can assist in helping students select an appropriate career pathway. In conjunction with Title III, two Academic and Career Pathways coaches have been hired to work with both Advising and Career Services to strengthen the area of career coaching.

- Disability Support Services (DSS) will continue offering accommodations, such as math and spelling assistance, note taking, interpreters, extended testing time, and an adaptive technology to help students meet their goals and complete their program of study. Counselors are available to advise students with disabilities and also may act as advocates or liaisons with instructors, staff, and local agencies. The 2015-2016 graduation results were not available at the time of this report as we are still in the midst of the academic calendar. We will provide an update on whether the goal was achieved during the next reporting period.

- TCC Mental Health Services began offering full-time mental health counseling to assist students who are experiencing unexpected or overwhelming life events, which may hinder their academic success. Confidential counseling is typically offered on an individual basis. However, group sessions are also being offered, which include stress and time management activities to help students cope with some of the challenges they face as they transition to college.

- Continue utilizing Starfish Early Alert and Starfish Connect to identify at-risk students and manage interventions. Starfish Early Alert allows faculty and staff to raise flags, make referrals and submit progress reports, when applicable. The system integrates with the Learning Management System (Canvas) and with TCC's Student Information System to provide ongoing data regarding student performance. Starfish also allows students access to information and resources that support their education and assist them in

taking responsibility for their success. Starfish Connect facilitates communication and assists students in building a support network. Advisors are able to use data from Starfish and the Standards of Academic Progress (SOAP) to implement retention strategies.

- Continue to improve the new Student Orientation program. Orientation is mandatory for all new students and has been redesigned to create targeted orientations for first-time-in-college (FTIC) as well as transfer student populations. The current orientation program provides extensive academic advising for first semester students, allows students to explore different ways to get involved in campus activities, and encourages an atmosphere where students can develop a network of support, which may contribute to students' successful completion.

With legislative changes in place regarding developmental education, the College no longer has specific orientations for developmental students. By focusing on student-specific groups, the College has been able to provide clear and consistent communications, which includes tailoring presentations, resources and materials and designating academic advisors to work with each student population. In Fall 2013, the College purchased SIGI[3], a comprehensive, interactive, computer-assisted career guidance program designed to assist students in making appropriate career choices. SIGI[3] combines personal and occupational characteristics to identify career options and has tools students need to help them identify a future major and career path. In Summer 2014, new FTIC students began completing the SIGI[3] FastStart prior to orientation and bringing their results to orientation where an advisor discussed the results in conjunction with their first advising session. As part of the Title III initiative, the student was able to align their SIGI[3] FastStart results to a corresponding meta-major and career pathway.

2) New methods and strategies, if applicable.

TCC was recently selected by the American Association of Community Colleges (AACC) as one of thirty Community Colleges nationwide to participate in an intensive Pathways Project to design and implement structured academic and career pathways at scale to clearly guide students from the point of entry into TCC to completion of a career or transfer program. The goals of the pathways model are to simplify a student's choice by creating detailed academic maps and creating transfer pathways that align students with the anticipated learning outcomes of their transfer institutions; help students enter a program pathway by connecting high school seniors to higher education through early remediation, redesigning traditional remediation as a gateway into a program of study, which helps students explore academic and career options at the onset of their college experience and providing accelerated remediation to help poorly prepared students succeed in college-level courses; help students stay on the program pathway by helping students make informed decisions, clearly defining career and transfer opportunities, helping them develop an academic plan with predictable schedules, monitoring their progress and intervening when they deviate from the path; and ensuring students are learning by developing program-level learning outcomes aligned with the requirements

for success in a given field, integrating a variety of learning experiences to enhance instruction and student success in program courses and evaluating the results of the outcomes to ensure that effective teaching practices occurs.

C. **Student Success in Targeted Programs**

The college's plan for 2014-2015 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

The college is providing updates: Yes __ No _✓_ If yes, provide:

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

2) New methods and strategies, if applicable.

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

Course Substitution Report, Form CSR01

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

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	1	(6) credits of general education mathematics	CGS1060, ESC1000	Mathematics
Specific Learning Disability	30	(6) credits of general education mathematics	CGS1060, EME2040, OCE1001,GLY2010, GLY1030, MET1010, MAT1033, ESC1000, AST1002,PSC1121,	Mathematics
Orthopedic Impairment	0			
Speech Impairment	0			

Emotional or Behavioral Disability	0			
Autism Spectrum Disorder	1	**(6) credits of general education mathematics**	**CGS1060, EME2040**	**Mathematics**
Traumatic Brain Injury	0			
Other Health Impairment	0			

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	16	16
Spring	15	15
Summer	1	1
Total	32	32

Part V. Gender Equity in Athletics
(Include and address only if athletic programs are offered by the college)

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

    For this part, provide the college's latest Equity in Athletics Disclosure Act (EADA) Survey Federal Report as an appendix. (Appendix 1)

B. **Data Assessment**
    §1006.71, F.S., requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics.

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

C. **Compliance with Title IX**
    Using athletic participation data from the latest EADA Survey Federal Report, complete the following table to determine gender equity based on participation rates.

Athletic Participation by Gender Compared to Student Enrollments by
Gender for July 1, 2013 through June 30, 2014 and July 1, 2014 through June 30, 2015

	2013-2014				2014-2015		
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	39	24	63	Total Number of Athletes	39	30	69
Percent of Athletes by Gender	61.9	38.1	100%	Percent of Athletes by Gender	56.5	43.5	100%
Total Number of Enrollments	8,378	9,633	18,011	Total Number of Enrollments	8,000	9,333	17,333
Percent of Enrollments by Gender	46.52	53.48	100%	Percent of Enrollments by Gender	46.15	53.85	100%
Record the difference between the percent of athletes and the percent of students enrolled:	+15.38	-15.38		Record the difference between the percent of athletes and the percent of students enrolled:	+10.35	-10.35	

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Proportionality of Participation
Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?

2013-2014: Yes ___ No __✓__   2014-2015: Yes ___ No __✓__

Based on the participation rates of female athletes compared to female enrollments and based on the college's athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring 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. **Corrective Action Plan**
If the program is not in compliance, complete the Corrective Action Plan below and specify or update the plan to achieve compliance. Include completion dates for each method and strategy.

Gender Equity in Athletics Component	Planned Actions To Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Time Lines
Athletic participation by Gender Compared to Student Enrollments by Gender for 2013/2014 and 2014/2015.	Tallahassee Community College has announced it will begin women's cross country in Fall 2016. Budgeting for 12 participants. The team will compete as a Division I program in the National Junior College Athletic Association (NJCAA). Other sports remain under consideration: women's volleyball, men's cross country, men's and women's soccer.	Rob Chaney, Director of Athletics (850) 201-6085 chaneyr@tcc.fl.edu	July 2014 - Feasibility study for additional teams was completed (attached – Appendix 2). Fall 2016 - Women's cross country will begin participating.

Part VI. College Employment Equity Accountability Plan

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

General information for completing this plan

A.   Data, Analysis and Benchmarks

Beginning with this year's annual equity update report, colleges will be provided employment data for the last three years, rather than the last five years. This change is for purposes of maintaining a three-year plan as described in §1012.86(1), F.S. Data to evaluate employment trends for females and minorities in senior level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff, and full-time instructional staff with continuing contract status are from the Independent Postsecondary Education Data System (IPEDS) Fall Staff Criteria Used for Data Categorization as they have been in the past (previously identified as the EEO-6 Federal Report).

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2014 with Fall 2015.

NEW! National benchmarks have changed, beginning with this year's report. Previously, data was collected from the American FactFinder Educational Attainment Census Data and reflected persons by race and gender over the age of 25 who had attained a bachelor's degree and master's degree or higher.

Colleges have also been provided with their own student enrollment percentages by race and gender since the 2008-2009 equity update reports. This additional benchmark was added based on feedback that colleges should strive to reflect their student demographics in their employment. Beginning this year, student enrollment data will be used as the benchmark for setting employment goals.

This may require a closer look and evaluation of methods and strategies to attract more minorities and these should be included in your plan.

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)

		Stu Pop.	Employment (EMP – EAM)							
			Fall							
			2013		2014		2015			
		%	#	% of total	#	% of total	#	% of total	# DIF Fall 2014 Fall 2015	% DIF Fall 2014 Fall 2015
Black	Female	24.57%	3	13.6	4	18.2	5	21.7	1	25.0%
	Male	11.20%	2	9.1	1	4.5	1	4.3	0	0.0%
	Total	35.77%	5	22.7	5	22.7	6	26.1	1	20.0%
Hispanic	Female	11.16%	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	4.60%	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0.00%	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	5.71%	1	4.5	1	4.5	1	4.3	0	0.0%
	Male	3.17%	0	0.0	0	0.0	1	4.3	1	100.0%
	Total	8.88%	1	4.5	1	4.5	2	8.7	1	100.0%
White	Female	21.63%	8	36.4	8	36.4	7	30.4	-1	(12.5%)
	Male	17.15%	8	36.4	8	36.4	8	34.8	0	0.0%
	Total	38.78%	16	72.7	16	72.7	15	65.2	-1	(6.3%)
Total	Female	63.51%	12	54.5	13	59.1	13	56.5	0	0.0%
	Male	36.49%	10	45.5	9	40.9	10	43.5	1	11.1%
	Total	100.00%	22	100.0	22	100.0	23	100.0	1	4.5%

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

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EAM – Goals Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	U.S Census Data (select benchmark)	Stated Goals Fall 2015 (2015-2016 Report)	Met Goal (Yes/No)	Goals for Fall 2016 (2016-2017 Report)
Black Female	18.2%	21.7%	24.57%	8.5%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Black Male	4.5%	4.3%	11.20%	6.7%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Hispanic Female	0.0	0.0	11.16%	1.2%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Hispanic Male	0.0	0.0	4.60%	1.5%	Within 10% of the US Census	Yes	Within 10% of student enrollment
White Female	36.4%	36.4%	21.63%	34.2%	Within 10% of the US Census	Yes	Within 10% of student enrollment
White Male	36.4%	36.4%	17.15%	41.3%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Other Minorities Female	4.5%	4.3%	5.71%	2.8%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Other Minorities Male	0.0	4.3%	3.17%	2.9%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Total Female	59.1%	56.5%	63.51%	46.7%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Total Male	40.9%	43.5%	36.49%	53.3%	Within 10% of the US Census	Yes	Within 10% of student enrollment

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1. **College Full-Time Exec/Administrative/Managerial Staff**

   a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions. Include and evaluate strategies for addressing underrepresentation.

   The College has met its goal for female and minority representation and came within ten percentage points of the census population for female and minorities that have earned a graduate degree or higher for 2015. As it has been in prior Equity Reports, the College continues to achieve increases in the percentage of Black representation in EAMs over prior years. In 2015, the College achieved a 9.8% increase in EAM representation for Blacks. The College also achieved a 4.1% increase in Other Minority representation in the EAM category as compared to the prior year. The College will continue its recruitment efforts regarding representation of Hispanics in the EAM categories.

   Goal for Fall 2016 (2016-2017 Report):
   The College's 2016 goal is to have its EAM employees reflect within 10% of the College's student body population. Long range strategies to reach the goal are to revisit the College's current recruitment efforts that may target and attract Hispanics, Blacks and women to available EAM positions. It should be noted in 2015 the College was successful in hiring three women to its EAM positions; of which two were Black.

   b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

   There are no new barriers affecting the successful recruitment and/or retention of females and/or minorities. The College continues to compete for qualified job seekers and applicants with other higher education institutions from the United States, Southeast Region and locally. These are geographical areas the College usually seeks or reasonably would seek workers to fill EAM positions.

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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 (EMP – Instructional)							
			Fall							
		Stu Pop.	2013		2014		2015			
		%	#	% of total	#	% of total	#	% of total	# DIF Fall 2014 Fall 2015	% DIF Fall 2014 Fall 2015
Black	Female	24.57%	22	11.5	21	11.1	19	10.1	-2	(9.5%)
	Male	11.20%	16	8.3	17	8.9	19	10.1	2	11.8%
	Total	35.77%	38	19.8	38	20.0	38	20.2	0	0.0%
Hispanic	Female	11.16%	8	4.2	6	3.2	6	3.2	0	0.0%
	Male	4.60%	8	4.2	9	4.7	9	4.8	0	0.0%
	Total	15.76%	16	8.3	15	7.9	15	8.0	0	0.0%
Other	Female	5.71%	3	1.6	3	1.6	4	2.1	1	33.3%
	Male	3.17%	1	0.5	1	0.5	1	0.5	0	0.0%
	Total	8.88%	4	2.1	4	2.1	5	2.7	1	25.0%
White	Female	21.63%	83	43.2	81	42.6	81	43.1	0	0.0%
	Male	17.15%	51	26.6	52	27.4	49	26.1	-3	(5.8%)
	Total	38.78%	134	69.8	133	70.0	130	69.1	-3	(2.3%)
Total	Female	63.51%	116	60.4	111	58.4	110	58.5	-1	(0.9%)
	Male	36.49%	76	39.6	79	41.6	78	41.5	-1	(1.3%)
	Total	100.00%	192	100.0	190	100.0	188	100.0	-2	(1.1%)

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

Instructional – Goals Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	U.S Census Data (select benchmark)	Stated Goals Fall 2015 (2015-2016 Report)	Met Goal (Yes/No)	Goals for Fall 2016 (2016-2017 Report)
Black Female	11.1%	10.1%	24.57%	8.5%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Black Male	8.9%	10.1%	11.20%	6.7%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Hispanic Female	3.2%	3.2%	11.16%	1.2%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Hispanic Male	4.7%	4.8%	4.60%	1.5%	Within 10% of the US Census	Yes	Within 10% of student enrollment
White Female	42.6%	43.1%	21.63%	34.2%	Within 10% of the US Census	Yes	Within 10% of student enrollment
White Male	27.4%	26.1%	17.15%	41.3%	Within 10% of the US Census	No	Within 10% of student enrollment
Other Minorities Female	1.6%	2.1%	5.71%	2.8%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Other Minorities Male	0.5%	0.5%	3.17%	2.9%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Total Female	58.4%	58.5%	63.51%	46.7%	Within 10% of the US Census	Yes	Within 10% of student enrollment
Total Male	41.6%	41.5%	36.49%	53.3%	Within 10% of the US Census	No	Within 10% of student enrollment

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2. **College Full-Time Instructional Staff**

   a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions. Include and evaluate strategies for addressing underrepresentation.

   The College continues to meet its goals for faculty identified groups by coming within ten percentage

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points of the census population that have earned a graduate degree or higher. Faculty representation for males is the only faculty group that fell below the census representation for 2015. However, going forward the College's goals for faculty will be that it reflects the College's student body population. It should be noted that current male faculty representation of 41.65% exceeds the overall male student body population by 5.19%. Hispanic male faculty exceeds the male Hispanic student body population by 0.20%. Black male faculty had an increase of 1.20% from 2014 and fell short by 1.06% of reflecting the Black male student population.

Goal for Fall 2016 (2016-2017 Report)
The College's 2016 goal is to have its faculty members reflect within 10% of the College's student body population. Long range strategies to reach the goal are to revisit the College's current recruitment efforts that may target and attract an increased number of women to available faculty positions.

b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

Goal for Fall 2016 (2016-2017 Report)
Trending minority population research and data continues to shows that Hispanics lead the U.S., whereas Blacks showed smaller growths in their population. As the College examines its potential areas of availability and considers those individuals with the requisite skills outside the establishment and those within the establishment who are promotable, transferable and/or trainable for available faculty positions; it is projected that trend of small growth in the Black population will not assist the College's effort in reflecting our student population.

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)

		Stu Pop. %	Employment (EMP - Continuing Contract)								# DIF Fall 2014 Fall 2015	% DIF Fall 2014 Fall 2015
			Fall									
			2013		2014		2015					
			#	% of total	#	% of total	#	% of total				
Black	Female	24.57%	12	8.0	11	8.0	9	7.3			-2	(18.2%)
	Male	11.20%	13	8.7	11	8.0	11	8.9			0	0.0%
	Total	35.77%	25	16.7	22	16.1	20	16.1			-2	(9.1%)
Hispanic	Female	11.16%	7	4.7	6	4.4	6	4.8			0	0.0%
	Male	4.60%	6	4.0	6	4.4	6	4.8			0	0.0%
	Total	15.76%	13	8.7	12	8.8	12	9.7			0	0.0%
Other	Female	5.71%	2	1.3	2	1.5	2	1.6			0	0.0%
	Male	3.17%	0	0.0	0	0.0	0	0.0			0	0.0%
	Total	8.88%	2	1.3	2	1.5	2	1.6			0	0.0%
White	Female	21.63%	65	43.3	60	43.8	51	41.1			-9	(15.0%)
	Male	17.15%	45	30.0	41	29.9	39	31.5			-2	(4.9%)
	Total	38.78%	110	73.3	101	73.7	90	72.6			-11	(10.9%)
Total	Female	63.51%	86	57.3	79	57.7	68	54.8			-11	(13.9%)
	Male	36.49%	64	42.7	58	42.3	56	45.2			-2	(3.4%)
	Total	100.00%	150	100.0	137	100.0	124	100.0			-13	(9.5%)

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

DOE collection years begin with the Summer Term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

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Instructional with Continuing Contract –
Goals Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	U.S Census Data (select benchmark)	Stated Goals Fall 2015 (2015-2016 Report)	Met Goal (Yes/No)	Goals for Fall 2016 (2016-2017 Report)
Black Female	18.2%	21.7%	24.57%	8.5%	Within 10% of the US Census	Yes	Within 10% of the student enrollment
Black Male	4.5%	4.3%	11.20%	6.7%	Within 10% of the US Census	Yes	Within 10% of the student enrollment
Hispanic Female	0.0	0.0	11.16%	1.2%	Within 10% of the US Census	Yes	Within 10% of the student enrollment
Hispanic Male	0.0	0.0	4.60%	1.5%	Within 10% of the US Census	Yes	Within 10% of the student enrollment
White Female	36.4%	36.4%	21.63%	34.2%	Within 10% of the US Census	Yes	Within 10% of the student enrollment
White Male	36.4%	36.4%	17.15%	41.3%	Within 10% of the US Census	Yes	Within 10% of the student enrollment
Other Minorities Female	4.5%	4.3%	5.71%	2.8%	Within 10% of the US Census	Yes	Within 10% of the student enrollment
Other Minorities Male	0.0	4.3%	3.17%	2.9%	Within 10% of the US Census	Yes	Within 10% of the student enrollment
Total Female	59.1%	56.5%	63.51%	46.7%	Within 10% of the US Census	Yes	Within 10% of the student enrollment
Total Male	40.9%	43.5%	36.49%	53.3%	Within 10% of the US Census	Yes	Within 10% of the student enrollment

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3. College Full-Time Instructional Staff with Continuing Contract

a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions. Include and evaluate strategies for addressing underrepresentation.

The College continues to meet its goal of falling within ten percentage points of the U.S. Census population with graduate degrees or higher for faculty representation having attained Continuing Contact status.

Goal for Fall 2016 (2016-2017 Report)
As the College achieves its recruitment goal of hiring faculty to reflect its student body population, the College will also continue to focus on retaining its minority and women faculty towards achieving Continuing Faculty status.

b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

There are no new barriers affecting the successful recruitment and/or retention of females and/or minorities for faculty positions. The college continues to compete for qualified job seekers and applicants with other higher education institutions from the United States, Southeast Region and locally. These are geographical areas the College usually seeks or reasonable would seek faculty members.

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

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

The Provost's evaluation of the Deans indicates that each Dean has supported and promoted the College's diversity initiatives. Program Chairs along with all other faculty members are evaluated by the Dean. 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 also 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 re-evaluating past efforts to determine why the goal was not met and to develop new strategies on how to meet future goals. Developing new strategies may include modifying the College's use of the internet to identify targeted recruitment sites for qualified minority and female applicants, expanding publications and advertisements of its vacancies, and revisiting the College's competitive and non-competitive promotional opportunities.

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

The TCC District Board of Trustees completed the president's, Dr. Jim Murdaugh, evaluation on June 15, 2015. Dr. Murdaugh has demonstrated creative, humanistic and common sense management skills since taking the helm at TCC. Under his leadership TCC continues to thrive, expand and impress the citizens, and the public and private sector in its three county service area and beyond. Dr. Murdaugh supports and provides for a very transparent organization and culture that embraces diversity and inclusion for all students and employees. Tallahassee Community College provides an excellent work and learning environment as evidenced by the numerous local, state and national awards and recognitions it receives. This would not happen without an involved and inspired management and administration team lead by Dr. Murdaugh.

C. **Additional Requirements**
The college should complete the following related to additional processes required by §1012.86, F.S. The Signature Page of this report will suffice as certification of each. Use space as needed.

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Yes _✓_ No __ (Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.)

Prior to the release of the applications, 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) Briefly describe the process used to grant continuing contracts.

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

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

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

Each faculty member will be visited once a year (Continuing Contract faculty are visited as necessary and at least once every two years). The visits will be conducted by the Dean/Division Director or Program Chair and will be followed by a conference to discuss the observations. The results of the observation and conferences may be incorporated as a part of the annual evaluation report. For Continuing Contract faculty, the conference may be a part of the annual assessment conference. During the assessment conference, which should be held late enough in the academic year to enable determination of progress, the faculty member will review progress toward established goals and present next year's goals to the dean/division director. The discussion should include observations based on any classroom visit, items suggested in student evaluation, and other resources as appropriate.

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

The College allocates funds for advertising in national publications and web sites, with direct marketing strategies targeting specific minority groups. In addition, the College allocates travel funds to invite applicants to campus for interviews. The Center for Professional Enrichment also receives funds to provide seminars and training sessions for faculty.

5) 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 §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

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

Salary Information

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires*	Salary Range	Number of Existing Employee(s) with Comparable Experience	Salary Range
EAM	3	$80,130 - $175,000	50	$69,285 - $175,00
FAC	5	$43,243 - $47,432	196	$43,243 - $86,583
Classified Staff	25	$23,333 - $69,000	395	$18,403 – $89,497

* IPEDS definition of *New Hires*:
"The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2015 either for the first time (new to the institution) or after a break in service AND who are still on the payroll of the institution as November 1, 2015."

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2015/2016 ANNUAL EQUITY UPDATE REPORT
Signature Page

Tallahassee Community College

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

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

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

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

_____
Name (Renae Tolson, Director, Business Process Improvement and Equity Officer)   Date

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

_____
Name (Donna Callaway, Chair, College Board of Trustees)   Date

This concludes the Annual Equity Update Report for 2015/2016. Please enclose appropriate appendices.

Appendix 1

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

Equity in Athletics 2015

Institution: Tallahassee Community College (137759)
User ID: E1377591

Screening Questions

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

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

◉ By Team   ○ Per Participant

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

☑ Men's Teams

☑ Women's Teams

☐ Coed Teams

3. Do any of your teams have assistant coaches?

◉ Yes

    ☑ Men's Teams

    ☑ Women's Teams

    ☐ Coed Teams

○ No

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

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	☐	☐	Badminton	☐	☐
Baseball	☑		Basketball	☑	☑
Beach Volleyball	☐	☐	Bowling	☐	☐
Cross Country	☐	☐	Diving	☐	☐
Equestrian	☐	☐	Fencing	☐	☐
Field Hockey		☐	Football	☐	
Golf	☐	☐	Gymnastics	☐	☐
Ice Hockey	☐	☐	Lacrosse	☐	☐
Rifle	☐	☐	Rodeo	☐	☐
Rowing	☐	☐	Sailing	☐	☐
Skiing	☐	☐	Soccer	☐	☐
Softball		☑	Squash	☐	☐
Swimming	☐	☐	Swimming and Diving (combined)	☐	☐
Synchronized Swimming		☐	Table Tennis	☐	☐
Team Handball	☐	☐	Tennis	☐	☐
Track and Field (Indoor)	☐	☐	Track and Field (Outdoor)	☐	☐
Track and Field and Cross Country (combined)	☐	☐	Volleyball	☐	☐
Water Polo	☐	☐	Weight Lifting	☐	☐
Wrestling	☐	☐	Other Sports **(Specify sports in the caveat box.)** *	☐	☐

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	27	
Basketball	12	14
Softball		16
Total Participants Men's and Women's Teams	39	30
Unduplicated Count of Participants (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	39	30

CAVEAT
(For each men's or women's team that includes opposite sex participants, specify the number of male and the number of female students on that team in this caveat box. This does not apply for coed teams. Additionally, provide any other clarifying information here.)

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

Head Coaches - Men's Teams

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

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

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

CAVEAT

Head Coaches - Women's Teams

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

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

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

CAVEAT

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 Instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach (for coaching duties only)	65,391	50,898
Number of Head Coaches Used to Calculate the Average	2	2
Number of Volunteer Head Coaches (Do not include these coaches in your salary or FTE calculations.)		
Average Annual Institutional Salary per Full-time equivalent (FTE)	65,391	50,898
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	2.00	2.00
CAVEAT		

Assistant Coaches - Men's Teams

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

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

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				
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Total Assistant Coaches
Basketball		2		2					2
Softball						2		2	2
Coaching Position Totals	0	2	0	2	0	2	0	2	4
CAVEAT									

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

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

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach (for coaching duties only)	11,667	17,500
Number of Assistant Coaches Used to Calculate the Average	3	2
Number of Volunteer Assistant Coaches. (Do not include these coaches in your salary or FTE calculations.)	3	2
Average Annual Institutional Salary per Full-time equivalent (FTE)	19,338	23,333
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.81	1.50
CAVEAT		

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

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

	Men's Teams	Women's Teams	Total
Amount of Aid	370,186	462,676	832,862
Ratio (percent)	44	56	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	3,000	4,000	7,000
CAVEAT			

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

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.

For a sport with a men's team and a women's team that have a combined budget, click here for special instructions.
Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams			Women's Teams			Total Operating Expenses
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	12	2,859	34,304	14	2,340	32,766	67,070
Baseball	27	1,385	37,394				37,394
Softball				16	2,098	33,564	33,564
Total Operating Expenses Men's and Women's Teams	39		71,698	30		66,330	138,028
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.

Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	330,454	364,388	694,842
Baseball	302,340		302,340
Softball		326,912	326,912
Total Expenses of all Sports, Except Football and Basketball, Combined	302,340	326,912	629,252
Total Expenses Men's and Women's Teams	632,794	691,300	1,324,094
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			195,509
Grand Total Expenses			1,519,603
CAVEAT			

Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.
Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.
Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	330,454	364,388	694,842
Baseball	302,340		302,340
Softball		326,912	326,912
Total Revenues of all Sports, Except Football and Basketball, Combined	302,340	326,912	629,252
Total Revenues Men's and Women's Teams	632,794	691,300	1,324,094
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			195,509
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,519,603
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	130,782	101,796	232,578
2	Total of Assistant Coaches' Salaries	35,001	35,000	70,001
3	Total Salaries (Lines 1+2)	165,783	136,796	302,579
4	Athletically Related Student Aid	370,186	⚠ 462,676	832,862
5	Recruiting Expenses	3,000	4,000	7,000
6	Operating (Game-Day) Expenses	71,698	66,330	138,028
7	Summary of Subset Expenses (Lines 3+4+5+6)	610,667	669,802	1,280,469
8	Total Expenses for Teams	632,794	691,300	1,324,094
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	22,127	21,498	43,625
10	Not Allocated Expenses			195,509
11	Grand Total Expenses (Lines 8+10)			1,519,603
12	Total Revenues for Teams	632,794	691,300	1,324,094
13	Not Allocated Revenues			195,509
14	Grand Total Revenues (Lines 12+13)			1,519,603
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 2

Feasibility Study on the Practicality & Achievability of Year-Round Intercollegiate Athletics at Tallahassee Community College

Prepared by: Rob Chaney
Director of Athletics
Tallahassee Community College

Introduction

This report is the result of a study to determine the practicality and achievability of Tallahassee Community College (TCC) developing a year-round intercollegiate athletics program.

The addition of fall sports is being examined, specifically women's volleyball, men's and women's soccer and women's cross country.

The study examined participation by National Junior College Athletic Association (NJCAA) member schools, primarily those in the Florida College System who are members of the Florida College System Activities Association (FCSAA).

The study also referenced measurements within the NJCAA and FCSAA and included an analysis of various institutional and athletic measures as well as addresses the following areas:

- Impact on Title IX (i.e., Gender Equity)
- Fiscal Analysis
- Assessment of facilities
- Evaluation of the resources required by Tallahassee Community College to support additional teams

The study concludes with my recommendations, both short- and long-term, for Tallahassee Community College Athletics.

Background on Tallahassee Community College Athletics

Tallahassee Community College was established in 1966, as Tallahassee Junior College, and through 1971, offered intercollegiate athletics – baseball, men's basketball, golf and even judo existed during that five-year span.

Interestingly enough, the men's basketball team was coached by Mike Martin, the current head baseball coach at Florida State University. Baseball was, by far, the most successful sport in the College's first attempt at athletics, compiling a 60-35 record during its first three seasons. The athletic program, however, folded after the 1971 season due to a lack of attendance and funds.

Two decades later, under the leadership of then-President Dr. Jim Hinson, Tallahassee Community College jumped back into the athletic arena.

During the 1990 legislative session, TCC received $400,000 for the sole purpose of re-establishing an athletic program consisting of four sports. The College immediately added baseball and men's basketball, both of whom began NJCAA competition in 1991.

Softball, the College's first female sport, debuted in 1992, and women's basketball completed the lineup in 1993.

From the outset, President Hinson had a solid game plan: hire the best coaches, build the finest facilities, field competitive teams and, above all else, not lose sight of the fact that the student-athletes were at Tallahassee Community College to receive an education. With the support of the College's Board of Trustees, President Hinson's vision came to fruition, but not without opposition and scrutiny, even internally.

Some questioned why money was spent on athletics rather than an expanded parking lot, hiring additional instructors or starting more academic programs – all worthy initiatives. Others, such as Noell Barnidge, who wrote in the November 26, 1990, edition of *The Talon*, viewed an athletic program as a "positive venture" for the College. Barnidge went on to write that "TCC's excellent reputation will now go beyond academics," and indeed it has.

Since 1990, athletics has created opportunities for hundreds of student-athletes at TCC, including numerous first-generation college students. On the court/field, the College's athletic teams have won conference, state and national championships, and a large majority of the participants have used the TCC experience as a stepping stone to an athletic scholarship at a four-year institution.

A select few of our former student-athletes have ascended to the highest level of competition in their respective sport: former baseball players Mike Metcalfe, the late Ryan Freel, Juan Padilla, Brandon Jones, Lorenzo Cain and Michael Saunders have all played in the Major Leagues; Saunders and former softball player Daisy de Peinder represented Canada and the Netherlands, respectively, in the 2008 Beijing Olympics; and former men's basketball standout Bernard James has played the last two seasons with the NBA's Dallas Mavericks.

Athletic accomplishments have been accompanied by strong performances academically, as each year TCC has a long list of all-academic performers at both the conference and state levels. Many student-athletes have been recognized nationally for their work in the classroom and our student-athletes, traditionally, matriculate at a higher rate than the general student population.

Fast forward 24 years, and President Hinson's original vision for TCC Athletics remains largely intact. We continue to have outstanding coaches, including one of his original hires. Year in and year out, our teams have remained competitive. And together, as coaches and staff, we continually stress the "student first, athlete second" philosophy. Our once fine, first-class facilities are showing their age, but more on that later.

As Tallahassee Community College nears its 50th anniversary and 25th for athletics, this is a built-in opportunity to consider growing our program. Growth, however, cannot be

limited to additional teams. It must be accompanied by the necessary personnel, facilities and budget.

And, as was the case in 1990, in order for our fine athletic department to grow, it will take the support and commitment of the entire campus community – the Board of Trustees, the administration, faculty, staff, students, alumni and the Tallahassee community, including our friends and colleagues in Gadsden and Wakulla Counties.

NJCAA and FCSAA

Since 1938 the National Junior College Athletic Association has been the governing body of two-year college athletics, offering athletic and academic opportunities to college students. The NJCAA is the second largest national intercollegiate athletic organization in the United States with over 500 member schools in 43 states.

Tallahassee Community College joined the NJCAA in 1990.

During the 2013-14 academic year, the NJCAA saw 58,446 student-athletes compete on 3,705 teams in 28 different sports.

The NJCAA is divided into 24 geographic regions, and TCC is a member of Region 8, which covers the state of Florida. All Florida College System schools also compete under the umbrella of the Florida College System Activities Association, which sponsors 13 sports, as well as other co-curricular activities such as brain bowl, forensics, music, student government, student publications and theatre.

Currently, 23 schools in the Florida College System participate in intercollegiate athletics at the NJCAA level as members of the FCSAA. Additionally, Florida Southwestern State College has re-established its athletic program and will begin competition in Fall 2015 and Advanced Software Analysis College, better known as ASA, recently opened a Miami campus and has joined NJCAA Region 8 with the intent of competing in athletics. At the present time, it is uncertain if they will also become a member of the FCSAA.

The FCSAA is comprised of four conferences – Panhandle, Mid-Florida, Suncoast and Southern. Tallahassee belongs to the five-member Panhandle Conference and is joined by Chipola College (Marianna), Gulf Coast State College (Panama City), Northwest Florida State College (Niceville) and Pensacola State College.

Title IX/Gender Equity

Tallahassee Community College is committed to providing opportunities to student-athletes, regardless of race, sex, ethnicity or origin and strives to maintain compliance with state and federal mandates as they apply to Title IX and gender equity.

Each year, the College participates in the Florida College System's Annual Equity Update. One part of the report focuses on gender equity in athletics. Among the areas addressed in the report is the participation rate of student-athletes, substantially proportionate to the enrollment of males and females.

TCC's breakdown of male and female enrollment is a continually moving target and, to a lesser extent, so is that of male and female participation in athletics. Due to circumstances outside of our control, and based on the equity report's definition of participation, our 2014 numbers went beyond the 5% margin of error, thus leaving us out of compliance from a gender equity standpoint of participation. This report supports the Florida College System's charge to develop a corrective action plan.

At the same time, it should be noted that TCC continues to satisfy other gender equity requirements such as funds allocated for the following:

- The athletic program overall
- Administration
- Recruitment
- Comparable coaching
- Publicity and promotion
- Other support costs
- Travel and per diem allowance
- Provision of equipment and supplies
- Scheduling of games and practice times
- Opportunities to receive tutoring
- Compensation of coaches and tutors
- Medical and training services
- Housing and dining facilities and services

Men's and women's basketball are considered companion sports, as are baseball and softball. Volleyball, soccer and cross country do not necessarily have to be funded at the same level as TCC's existing sports. However, men's and women's soccer, as companion sports, will require equitable resources.

As a whole, TCC has done and continues to do an excellent job of promoting compliance with gender equity standards in intercollegiate athletics.

Table 1: Participation numbers in sports under consideration

	FCSAA participation limit	NJCAA participation limit	Max number of LOIs	Average roster size
Women's Volleyball	No limit	16 at national tournament	14	14
Women's Cross Country	No limit	10 at national meet	10	10-12
Women's Soccer	No limit	25 at national	18	20

Men's Soccer	No limit	tournament		
		25 at national tournament	18	22

Ricky Bell, Athletic Director for Leon County Schools, provided the following participation numbers in the Leon County Schools system for the 2013-14 academic year:

Table 2: 2013-14 participation numbers in Leon County Schools

Sport	Number of participants
Girls Volleyball	125
Girls Cross Country	60
Girls Soccer	150
Boys Soccer	180

NOTE: Numbers reflect both JV and varsity participation.

The numbers support my opinion that any or all of the sports under consideration would be welcomed by our service district.

Fiscal Analysis

FCSAA member schools currently offer between three and nine sports, thus operating budgets, facilities and other resources will vary greatly from school to school, both as a whole and when making school to school comparison in the same sport.

Operating Budgets

Operating budgets include coaches' salaries, as well as expenses for recruiting, team travel (transportation, meals and hotels), game officials and equipment (balls, uniforms, shoes, practice gear).

The following information is a sampling of operating budgets for schools offering volleyball, cross country and soccer:

Volleyball
- College of Central Florida: $19k for equipment and team travel
- Pasco-Hernando State College: $28k operating budget + FT head coach + $7k for PT assistant coach

Cross Country
- Pasco-Hernando State College: $14k operating budget + $12k for two coaches
- South Florida State College: $14-17k operating budget + $5k for coach

Soccer
- Eastern Florida State: $56k operating budget (salaries not included)

Additionally, greater participation numbers will also result in increased departmental costs for items such as training supplies and insurance (see Table 3).

Table 3: Estimated insurance costs for additional sports

Sport	Estimated cost of insurance
Women's Volleyball	$2,765
Women's Cross Country	$948
Women's Soccer	$6,953
Men's Soccer	$6,953

TCC's current budget for training supplies is approximately $5,000. An increase of approximately $1000 should be budgeted for cross country and volleyball. Because soccer is a "collision" sport, it is considered to be "high-risk," and, thus, $2000 should be budgeted for additional training supplies.

One-time funds, varying from sport to sport, must also be allocated for start-up costs covering items such as initial equipment purchases, technology, uniforms, practice items and any facility costs (rentals, building from the ground up or retrofitting existing facilities).

For example, when the College of Central Florida added volleyball in 2010, it spent $20,000 on initial infrastructure equipment and the appropriate markings on the basketball floor. Santa Fe College just spent $21,000 to redo its basketball floor in preparation for adding volleyball in Fall 2014.

Another variable that can have a tremendous impact on operating budgets is the ability to develop a competitive schedule, which is largely dependent upon the number of participating teams, both inside and outside Region 8. Fewer participating schools in close proximity to TCC can result in more expensive travel costs.

Table 4: NJCAA participation by adjacent regions

SPORT: Women's Volleyball					
By Region	Total	Panhandle Conference	DI	DII	DIII
Florida (Region 8)	19	2	18	1	0
Georgia (Region 17)	1		1	0	0
Alabama (Region 22)	9		9	0	0
Mississippi/Louisiana (Region 23)	0		0	0	0
Carolinas/Virginia (Region 10)	16		1	9	6
Tennessee/Kentucky (Region 7)	1		0	0	1

SPORT: Women's Cross Country					
By Region	Total	Panhandle Conference	DI	DII	DIII
Florida (Region 8)	3	1	3	-	0
Georgia (Region 17)	9		7	-	2
Alabama (Region 22)	0		0	-	0
Mississippi/Louisiana (Region 23)	2		2	-	0
Carolinas/Virginia (Region 10)	4		4	-	0
Tennessee/Kentucky (Region 7)	0		0	-	0

NOTE: Women's Cross Country is only offered as a DI and DIII sport.

SPORT: Women's Soccer					
By Region	Total	Panhandle Conference	DI	DII	DIII
Florida (Region 8)	3	0	3	-	0
Georgia (Region 17)	9		8	-	1
Alabama (Region 22)	0		0	-	0
Mississippi/Louisiana (Region 23)	12		12	-	0
Carolinas/Virginia (Region 10)	7		7	-	0
Tennessee/Kentucky (Region 7)	0		0	-	0

NOTE: Women's Soccer is only offered as a DI and DIII sport.

SPORT: Men's Soccer					
By Region	Total	Panhandle Conference	DI	DII	DIII
Florida (Region 8)	2	0	2	-	0
Georgia (Region 17)	5		5	-	0
Alabama (Region 22)	1		1	-	0
Mississippi/Louisiana (Region 23)	12		12	-	0
Carolinas/Virginia (Region 10)	9		8	-	1
Tennessee/Kentucky (Region 7)	0		0	-	0

NOTE: Men's Soccer is only offered as a DI and DIII sport.

Table 5: NJCAA Participation by Sport

	Total	DI	DII	DIII
Women's Volleyball	313	99	124	90
Women's Cross Country	152	104	-	48
Women's Soccer	198	131	-	67
Men's Soccer	228	149	-	79

NOTE: Women's Cross Country and Men's and Women's Soccer are only offered as a DI and DIII sports.

Athletic aid

Each institution belonging to the NJCAA can choose to compete on the Division I, II or III level in designated sports. Division I colleges may offer full athletic scholarships (see Table 6), Division II colleges are limited to awarding tuition, fees and books, and Division III institutions may provide no athletically related financial assistance. However, NJCAA colleges that do not offer athletic aid may choose to participate at the Division I or II level if they so desire.

Table 6: Allowable athletic aid by division

	DI	DII	DIII
Tuition and fees	√	√	
Room and board	√		
Required course-related books and up to $250 in course required supplies per academic year, provided such course supplies are required by all students in the course and specified in the institution's catalog or course syllabus	√	√	
Transportation costs one time per academic year to and from the college by direct route	√		

Currently, NJCAA institutions can declare their division of participation by sport. For example, Pasco-Hernando State College competes as a Division II school in all sports except cross country, in which it competes as Division I. However, there has been discussion about possibility changing this rule to ask schools to declare a single division across all sports.

Since its inception, TCC has competed as a Division I program and offers Division I scholarships in all four of its existing sports. And though it is done on a much smaller scale than four-year schools with far more teams, TCC, like most college athletics programs, administers a tiered program model.

Men's and women's basketball are considered "tier 1" sports based on its athletic aid package – both teams can offer up to 12 "full rides." Baseball and softball are considered "tier 2" – like their NCAA counterparts, they have to divide scholarships among a greater number of participants and, thus, it is rare for a scholarship student-athlete to receive a full ride in either of these sports.

To date, the College's strong academic reputation and rich tradition in athletics, a competitive scholarship, and its location in a thriving college town make Tallahassee Community College an attractive choice for any prospective student-athlete.

Developing "tier 3" sports – providing no athletic aid – is permissible (see the Pasco-Hernando State example) but could prove to be challenging.

First, Region 8 has no participation at the Division III level. As a result, in order to qualify for postseason competition, TCC would have to finish with a .500 record or better and play at least 60% of its schedule against NJCAA competition then be assigned to the next closest region that does have Division III participation - and there are very few Division III schools anywhere in the Southeast.

Secondly, if TCC adds non-scholarship sports but declares for Division I or II, it will be forced to compete on a very uneven playing field. In talking to Ricky Bell, he believes it is unlikely a student will choose to walk-on at TCC over a scholarship opportunity at another institution, even if he or she is from our service district. Another FCSAA athletic

director believes TCC would get "crushed," specifically in volleyball, without the benefit of full scholarships. At many FCSAA schools, volleyball is funded as a "tier 1" sport.

Lastly, a less obvious concern is the possibly of inadvertently creating a class system within the athletic department. During my tenure at TCC, I've occasionally observed small pockets of this behavior within our existing sports. Adding non-scholarship sports could create an even bigger divide – and the students, parents and coaches will know they are being treated differently.

Personnel and Support System

Athletic personnel and a strong support system are essential for the success of athletic departments at any level.

Any new sports will require, at minimum, a part-time head coach and, preferably, a part-time assistant coach. Different schools employ different strategies, so this is an opportunity to possibly think outside the box.

For example, cross country would likely be hired as a stipend position and could even be offered internally. Head coaches for men's and women's soccer could potentially double as the assistant for the other team. A volleyball head coach could be hired at a full-time capacity but have other non-coaching responsibilities within the athletic department.

Determining which strategy is wisest will depend on which sport(s), if any, are added.

In addition to coaches, the addition of even one team will necessitate a greater support staff.

We are past the point of need for a full-time athletic trainer. Additional teams will only further support this argument.

Currently, TCC contracts with Tallahassee Orthopedic Clinic for athletic training services and one individual is assigned to our program. Even now, our athletic trainer is stretched far too thin with four teams to care for. He is technically assigned to TCC on a less than full-time basis and fulfills other duties as assigned by TOC. The existing budget committed to TOC would go a long ways towards helping secure a full-time position as well as an internship position, which could eventually transition to a full-time assistant trainer position.

A paid administrative assistant, even at an OPS capacity, would have to be strongly considered. More teams and more participants equal an increase in day-to-day operations of the athletic department. As the role of athletic director at the NJCAA level continues to evolve, an administrative assistant would free up my time to be more active

in activities such as fund-raising and marketing, while also taking on a more active role at the state and national levels.

Strengthening existing relationships with Florida State University, Florida A&M University, Saint Leo University and Flagler College, in addition to TCC's own internship program, can provide support staff in areas such as sports information, social & digital media, and athletic operations.

Other areas such as academic advising and tutoring, and strength and conditioning will warrant serious consideration for staffing if the department grows significantly.

Marketing

A key component of any successful athletic program is finding the right marketing strategies.

I believe we have an outstanding athletics web site, www.TCCeagles.com, and that will continue to be the hub for everything TCC Athletics. Social media will also continue to be am emphasis within the department.

Two areas that need attention: emerging technologies and mainstream marketing outlets.

Webcasting is becoming commonplace and is an easy way to broadcast events to the masses. Whether it is in collaboration with TCC22 or an outside vendor, this is an initiative we need to jump on. Advertising dollars are hidden inside this product!

We shouldn't overlook some of the traditional marketing strategies, especially when trying to capture the attention of our local community: billboards, television and online advertising.

We currently have a good network of sponsors and additional teams mean additional events in which they receive exposure. A growing department could also open the door for potential contract with athletic apparel companies.

Facilities

Facilities are a major part of the coaches' recruiting process and helps attract high quality student-athletes and athletic personnel.

Based largely on available resources, schools use different strategies when making decisions on facilities. There are essentially three options:

- Retrofit an existing on-campus facility
- Build a new on-campus facility from the ground up

- Use a community facility, provided it meets NJCAA specifications

On-campus

TCC's existing athletic facilities, as a whole, are beginning to show some extensive wear and tear.

The TCC Softball Complex, the newest of the three athletic facilities, has a 3-year old scoreboard display but no topper for branding purposes. Other than that, no major renovations have occurred since opening in 2000. The oldest of the three facilities, Eagle Field, underwent a major facelift on the field in 2012, although other areas of the facility (grandstand, scoreboard, press box) are original.

Of the sports under consideration, only the Bill Hebrock Eagledome, home to TCC Basketball, will be immediately impacted. The Eagledome is an ideal facility for volleyball, however, it will require an overhaul of the gym floor to allow for appropriate striping to be added and volleyball equipment to be installed.

Currently, locker room space is not sufficient for an additional team and asking women's basketball and women's volleyball to share space will not comply with gender equity requirements. A separate locker room area will need to be constructed. The same can be said for men's and women's soccer. Sharing space with existing teams is not a feasible option.

Cross country is a wild card, because much of their practice and event time is spent off-campus. Ideally, they will have a dedicated locker room, but the use of locker rooms on the recreation side of the Lifetime Sports Complex is certainly a more feasible option than for other sports.

In addition to playing facilities, new sports will necessitate additional square footage for and possibly a reconfiguration of the athletic department's side of the Lifetime Sports Complex, including the suite of offices, athletic training room and athletic weight room.

Some of the existing challenges in the suite of offices include:

- Two offices are currently occupied by TPP faculty
- Our head baseball coach keeps his office hours at the baseball field house, however, if he wished to have a presence in the athletic department, an office isn't available.
- One office is shared by all men's and women's basketball assistant coaches
- On game nights, our head basketball coaches must vacate their offices in order for game officials to have a changing area

Gaining access to the TPP offices would be a big first step. That would allow men's and women's basketball assistants to have their own office, and it would create an office for the head coach of an additional sport.

Even with four teams, we have long since outgrown our athletic training room. Space is not conducive for a setup that allows for the best treatment of our student-athletes. It is also not what one would consider a hygienic treatment area for sports injuries. More participants will place an even greater strain on the facility and its staff.

An ideal location for the training room is LS126, currently used sporadically as a dance hall. The room is adjacent to the basketball playing floor and is a passageway from the locker rooms to the playing floor. And with 1,153 square feet available – more than double the current training room facility (503 square feet) – it will provide adequate room for existing teams, as well as any that may be added.

The current training room could then be used for an officials changing area. The room already has plumbing and could easily be reconfigured to provide the necessary facilities.

Lastly, the athletic weight room is a terrible eye sore and our coaches often make a point to stay away from it when a recruit is on campus. The space is small but sufficient, due to the fact that our teams tend to have set times for training. It's not designed to be an open-access facility, therefore, it's rare that multiple teams use it simultaneously, which allows for a more controlled environment.

What is a danger is the age and condition of the existing equipment. Some pieces have been retired due to becoming a liability, others are not far off.

One other piece of real estate I'd like to secure for athletics' use are rooms 159 and 161 in the Lifetime Sports Complex, which total approximately 1,900 square foot and are adjacent to the athletic department's suite of offices. This space will give us the opportunity to develop a very nice multi-purpose room.

First, it could accommodate the TCC Eagle Boosters' need for a better-located hospitality room. The current "fishbowl" is not in a good location on game nights and can create a bottleneck as opposing teams go to and from the dressing rooms in the recreation gym. It feels less than first class to our boosters, and during the off-season, it quickly becomes a storage room.

Vacating the "fishbowl" would give Campus & Civic Engagement the opportunity to decide its future - I know they have used it on occasion for staff meetings, and I believe they would gladly accept the space.

A multi-purpose room can also be used for team functions, such as study hall, film sessions, team orientation, etc, or as a room for coaches to use when recruits are

visiting. As we continue to develop the hallway outside the suite of offices with highlights of our athletic history, having those rooms for our use is an ideal prospect.

Off-campus

The City of Tallahassee's thriving trail system provides first-class facilities for cross country practice and events. In fact, Apalachee Regional Park has served as a host site for both Florida High School Athletic Association and NCAA cross country events. Other trails would certainly be in play, depending on the type training desired.

As for soccer, while the eventual construction of an on-campus facility is preferred, Tallahassee Parks and Recreation facilities would be an option, though most facilities are not in close proximity to TCC's campus. An added benefit to an on-campus facility is it can also service intramurals and other student activities. In the short term, the College would have to enter into negotiations for use of a community facility.

Conference Affiliation

The FCSAA's Panhandle Conference is, arguably, one of the most competitive in the entire NJCAA and, since 1991 Tallahassee Community College has been a proud member.

For a sport to be sanctioned by the FCSAA and, thus, be eligible to host a state championship event, there must be a minimum of five participating schools. Currently, the FCSAA sanctions championship events in the following sports: men's basketball, women's basketball, baseball, softball, volleyball and women's tennis. The Panhandle Conference participates in all but women's tennis, but also fields one women's cross country team.

If TCC adds volleyball, it will compete in the Panhandle Conference with Gulf Coast State College and Pensacola State College. However, if it participates as a Division II or Division III program, it will request to do so for the sole purpose of competing for a conference championship and not as a qualifier for the FCSAA Tournament.

If TCC adds men's and/or women's soccer or cross country, there will be no conference affiliation. However, participation is growing in all three sports and they could become sanctioned by the FCSAA in relatively short order.

Timeline for implementation

As with anything, timing is critical for the addition of any sports. Consideration must be given for notifying both the NJCAA and FCSAA of the College's intentions. Perhaps, more importantly, is the need to implement a timeline that allows for the proper recruitment of a head coach and, subsequently, student-athletes.

Three dates are especially critical on the sports calendar:

1. Start date: the date that teams can begin their regular practice schedule
2. Game date: the date regular season competition can begin
3. Signing period: the date when the College can begin signing student-athletes for the upcoming season of competition.

Table 7: 2014-15 NJCAA Sports Procedures

Sport	Start date	Game Date	Signing Period
Cross Country	August 1	August 22	December 1
Soccer	August 1	August 22	December 1
Volleyball	August 1	August 22	November 1

Because TCC is already a member of the NJCAA, there is no probationary period to serve and, thus, teams would be immediately eligible for postseason competition.

Proposed Budgets

Volleyball
Roster size: 16
Revenue generated through tuition & fees (based on 12 hours fall & spring): $38,400

Recommended Budget	
Operating expenses (including additional insurance and training supplies)	$30,000
Coaches salary (1 PT coach, 1 stipend position)	$20,000
TOTAL	$50,000

Cross Country
Roster size: 12
Revenue generated through tuition & fees (based on 12 hours fall & spring): $28,800

Recommended Budget	
Operating expenses (including additional insurance and training supplies)	$15,000
Coaches salary (1 PT coach)	$5,000
TOTAL	$20,000

Women's Soccer
Roster size: 22
Revenue generated through tuition & fees (based on 12 hours fall & spring): $52,800

Recommended Budget	
Operating expenses (including additional insurance and training supplies)	$35,500
Facility Rental (estimated)	$10,000
Coaches salary (1 PT coach, 1 stipend position)	$12,000
TOTAL	$56,500

Men's Soccer
Roster size: 22
Revenue generated through tuition & fees (based on 12 hours fall & spring): $52,800

Recommended Budget	
Operating expenses (including additional insurance and training supplies)	$35,500
Facility Rental (estimated)	$0 (included in women's soccer budget)
Coaches salary (1 PT coach, 1 stipend position)	$12,000
TOTAL	$46,500

Closing Arguments

Volleyball

The argument **FOR** volleyball: Echoing the sentiments of my immediate predecessor, Brian Anweiler, now the College-wide Coordinator of Student Activities at Northern Virginia Community College, volleyball, in many ways, has, for years, been the most logical choice for adding a sport at Tallahassee Community College. Why?

First, it is a female sport and helps our position on gender equity. Secondly, a playing facility is in place. Third, there are currently 19 schools in Florida, including two in the Panhandle Conference, who offer volleyball and Region 8 is one of the strongest in the country. Scheduling will never be a problem. Lastly, it is wildly successful in TCC's service district at the high school level and adding the sport to our offerings will certainly generate widespread interest in the community. Since taking on the role of athletic director in 2009, I've fielded numerous calls and e-mails from parents asking about the possibility of volleyball at TCC. It's not unrealistic to suggest a competitive team could be fielded almost entirely from within the service district. As proof, local volleyball athletes flock to other FCSAA schools on an annual basis. From all accounts, volleyball athletes are extremely strong in the classroom.

Additionally, discussions have begun among FCSAA schools about the possibility of adding Sand Volleyball as a sanctioned sport. Though it would require another layer of start-up expense, as well as an operating budget, players and coaches could cross over and participate in both versions of the sport.

The argument **AGAINST** volleyball: If adding without offering scholarships, TCC stands little chance to be competitive as a Division I program in Region 8 outside of the Panhandle Conference, where I believe we could still hold our own. The reality is that schools will use this against us in recruiting.

The FCSAA's volleyball landscape could soon be changing, which is something to consider from the argument of wanting to field a competitive program. Thus, declaring as a Division II or Division III program becomes a real viable option, however, there is only one school (Pasco-Hernando State College) who competes at either level in Florida, Georgia, Alabama, Mississippi or Louisiana. Now, developing a schedule that provides an opportunity to qualify for the postseason doesn't become impossible, but will be challenging.

Volleyball is not a low-maintenance sport. To be done properly, its operating budget will need to be on a similar scale as our existing sports, due primarily to travel. The absence of a locker room is also problematic – that will have to be addressed. Adding volleyball will also force a change in habits with men's and women's basketball, as all three teams will need court time simultaneously for a portion of the year. This is a common occurrence at other schools, however, it is still something that will have to be addressed.

Cross Country

The argument **FOR** cross country: Again, it is a female sport and though its roster will likely be smaller than either volleyball or soccer, it will provide enough participants to strengthen our position on gender equity. Cross country is a low-maintenance sport – you can field a team and have a season at minimal cost. It, too, is very strong locally at the high school level and will garner significant interest.

Due to Tallahassee's strong facility base, there will likely be an opportunity to eventually host an event and possibility partner with the Tallahassee Sports Council to go after a national tournament bid. Scheduling will not be troublesome, as many events hosted by four-year programs are open to NJCAA schools.

From a recruiting standpoint, even as a non-scholarship sport, TCC can be in an enviable position. Currently, only one other two-year school (Chipola College) offers the sport along Florida's I-10 corridor, providing a coach with a potentially large recruiting base. At least three other FCSAA schools are giving strong consideration to the sport, which will allow it to become sanctioned and offer a state championship tournament. Cross country participants traditionally perform well in the classroom.

If cross country is followed by the addition of another women's sport, then men's cross country could be added seamlessly.

The argument **AGAINST** cross country: Locker room facility not in place. Will there be a cost for using community facilities for practice and events? The fact that there are fewer NJCAA schools, overall, participating in cross country and how this might impact scheduling.

Men's and Women's Soccer

The argument **FOR** soccer: It provides another opportunity for the addition of a women's sport and, eventually, a men's team. Build one facility and it supports two teams, plus intramurals, which could be a boost for their efforts. It's even possible one person can serve as head coach for both teams, though he/she would need a part-time assistant for both. The sport's popularity is taking off at all levels and it is on the rise in Tallahassee. There are some really good personnel resources in our back yard. Currently, Broward College, Eastern Florida State College and Polk State College are the only other participating women's teams in the FCSAA – a large recruiting base could be available for a coach (only Broward and Eastern Florida State currently have men's teams). It would leave the FCSAA only one women's team away from becoming a sanctioned sport.

The argument **AGAINST** soccer: Like volleyball, if competing as a Division I non-scholarship program, being competitive will be problematic. Broward and Eastern Florida State are sinking tremendous amounts of resources into soccer, both in operating budgets and scholarships. And in this case, numbers don't lie. A hefty operating budget and scholarships will give any school an advantage. And NJCAA soccer competes only as Division I or Division III – there is no Division II. There is only one Division III program, men and women combined, from Louisiana to Kentucky to Virginia. A competitive schedule will be tough.

Recommendations

From the outset, I have advocated for additional sports to be considered at Tallahassee Community College and have thoroughly enjoyed developing this report.

History proves that athletics can be successful at TCC. We have won on the field of play and in the classroom. Our student-athletes are active in the community. They are graduating and most continue their academic and athletic careers at the four-year level.

Athletics has also provided a tremendous amount of publicity and exposure for Tallahassee Community College and will continue to do so. Regardless of the number of sports, athletics can sell the TCC brand and be a recruiting tool for prospective students.

It is widely acknowledged that athletic programs, when marketed and supported properly, have a positive impact on college enrollment. Not only does the College gain the students recruited to be a part of your program, but you attract students who will enroll hoping to make the team through walk-on tryouts. And, traditionally, athletes have a strong following of friends and many will tag along and attend the same school.

Currently, TCC offers what is considered winter (basketball) and spring (baseball and softball) sports. The gap lies in the fall, thus we are considering cross country, volleyball and soccer.

All three sports under consideration begin their seasons prior to the start of the fall term, which is an attractive prospect. By offering fall sports, athletics will have already begun as students return to class, and it provides a better opportunity to engage them through athletics and hopefully maintain their support for the winter and spring sports.
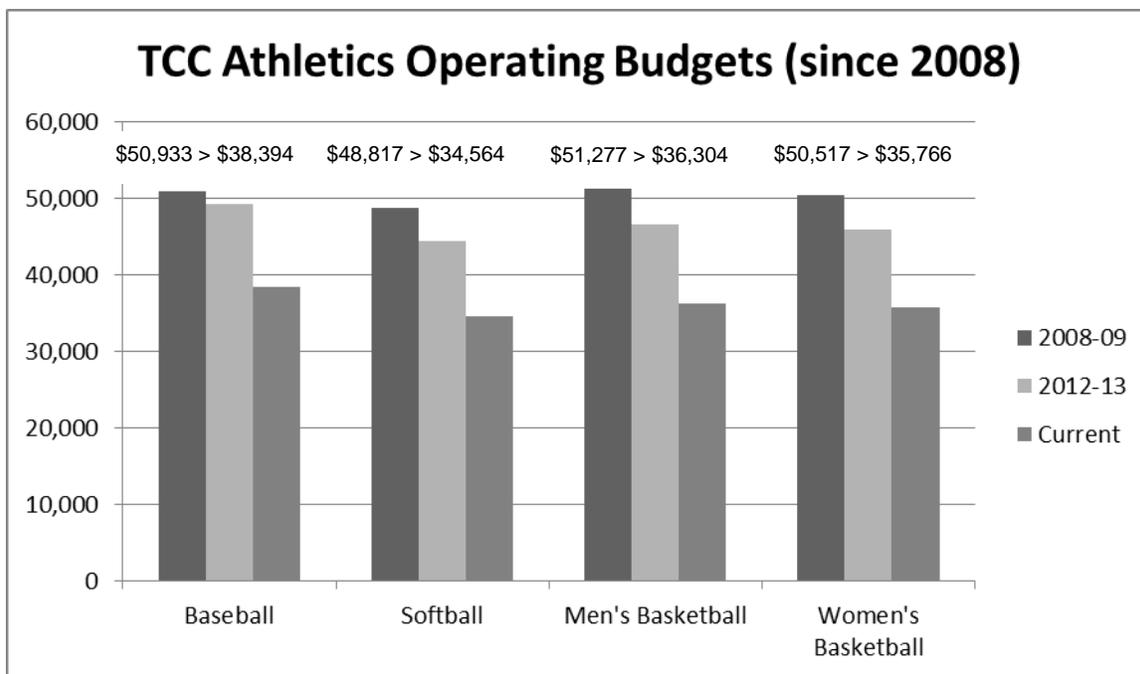
The sports under consideration are very popular locally and, in my opinion, would create a significant buzz on campus and in the community if it were announced any or all were being added at TCC.

With all this said, however, I consider TCC to be at a crossroads when it comes to the topic of adding sports.

Our current teams, which will always anchor our program, are hurting. And though we've continued to be competitive – a testament to our coaches' resolve and their commitment to TCC and its student-athletes – the cracks are slowly beginning to show and, gradually, we're moving backwards as a department.

A series of budget cuts have left our teams with fewer resources than what is needed to simply address a program's basic needs – recruiting, equipment, team travel and game officials.

In less than two years, each of our teams' operating budgets has been cut by 22.2 percent. Going back just six years to the 2008-09 fiscal year, they have lost between 24.6 and 29.2 percent – a total of $56,516. And this has happened while the costs of the aforementioned "staples" continue to rise.

TCC Athletics Operating Budgets (since 2008)

	Baseball	Softball	Men's Basketball	Women's Basketball
	$50,933 > $38,394	$48,817 > $34,564	$51,277 > $36,304	$50,517 > $35,766

Legend: ■ 2008-09 ■ 2012-13 ■ Current

Facilities are aging and need attention if they are going to successfully aid in our future recruiting efforts, for both student-athletes and coaches. Personnel needs must be addressed.

As you can see, there are several areas that need to be shored up in order to place our existing teams back on more comfortable footing.

Recommendation #1
As badly I want to see our department grow, I am committed to our existing teams first and foremost and would like to explore ways to help them recoup the budget that has been cut in recent years.

At the same time, we cannot ignore the importance and value of gender equity in athletics. Recent participation numbers support the addition of a female sport and, by doing so, positions TCC nicely for the foreseeable future.

Recommendation #2
In order to strengthen our participation numbers with regards to gender equity, I recommend Tallahassee Community College pursues the addition of a women's cross country team to begin competition in Fall 2015. The team will compete as an NJCAA Division I program but offer no scholarships. A coach should be hired by November 1,

2014 – Tallahassee hosts the Florida High School Cross Country State Championships November 15 and this is an ideal opportunity to recruit in advance of the signing period, which begins December 1.

A roster of 12 in-state participants would generate $28,800 of revenue in tuition and fees. I've estimated $20,000 for an operating budget, including coach's salary.

Beyond cross country, additional expansion is entirely dependent upon available resources. As stated in this report, it will be difficult to field a competitive team in volleyball and soccer without offering some level of athletic aid. And while there is value in creating opportunities, student-athletes should leave Tallahassee Community College having had the best possible experience in intercollegiate athletics.

Table 8: The cost of a Division II scholarship

Tuition & Fees (12 hrs fall & spring)	$2400
Books ($300 per semester)	$600
TOTAL	$3000

Athletics is one of the most visible programs for any college. To field teams that have little chance to be competitive and succeed, in my opinion, will not be a positive experience for the student-athletes and coaches, and could even have a trickle-down effect on the reputation of our existing sports.

If TCC wishes to invest in sports beyond women's cross country, I suggest the following timeline:

Fall 2016	• Add Women's Volleyball as a Division II sport with no scholarships • Increase Women's Cross Country to 10 scholarships (books only)
Fall 2017	• Add Women's Soccer as a Division I sport with no scholarships • Add Men's Cross Country as a Division I sport with 10 scholarships (books only)
Fall 2018	• Add Men's Soccer as a Division I sport with no scholarships • Begin a 3-year implementation phase of tuition & book scholarships for women's volleyball (4 per year 2018-20)
Fall 2019	• Begin a 3-year implementation phase of tuition & book scholarships for women's soccer (5 per year 2019-21)
Fall 2020	• Begin a 3-year implementation phase of tuition & book scholarships for men's soccer (5 per year 2020-22)

A more specific timeline will be developed if additional sports are approved.

I will concede that this is an ambitious game plan, but one I believe could set Tallahassee Community College apart as we look toward the future. It is do-able but will take some work.

I welcome the opportunity to discuss this report further.

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