




April 16, 2018

MEMORANDUM

TO: District Board of Trustees
FROM: Jim Murdaugh, President 
SUBJECT: 2017-2018 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, 2018.

Past Actions by the Board

TCC's Annual Equity Report for 2016-2017 was submitted to the State of Florida, Division of Florida Colleges on April 28, 2017.

Funding/Financial Implications

N/A.

Staff Resource

Barbara Wills

Recommended Action

Approve the 2017-2018 Equity Report as presented

Tallahassee Community College 2017-18 Equity Update Executive Summary

Tallahassee Community College (TCC or the College) submits an equity update report to the State of Florida each year. The 2017-2018 Annual Equity Update will be adopted by the Board of Trustees on April 16, 2018, having been signed by the Board Chair and the College's President. This report provides updates on the College's efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment. Updates, observations and planned strategies are addressed for the following equity categories: (1) Student Participation, (2) Gender Equity in Athletics, and (3) Employment Equity. The Florida Department of Education (FLDOE) provided three years of data (2014-2015, 2015-2016 and 2016-2017) 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 College's enrollment for 2016-2017 was still down from prior years. Black student enrollment declined along with our White student enrollment. Our fall 2016 census data showed that we had lost enrollment in all race/ethnicity categories except for Asian and Hispanic. We also experienced declines among male and females. Our in-district student enrollment was down almost 7% while our out of district enrollment was basically flat. TCC continues to monitor the projected number of high school graduates in its service district and anticipates seeing an increase in the number of high school graduates in 2018.

Race:

Again this year, the College achieved a decrease in the enrollment percentage gaps between Black and White Male Total Enrollments, and Black and White Female Total Enrollments; most recently these areas experienced a decrease of .85% and .14%, respectively. The College also achieved a decrease in the enrollment percentage gaps between both Black and White Male First Time In College (FTIC) Enrollments, and Black and White Female FTIC Enrollments from the previous year by 3.03% and .29%, respectively.

Hispanic enrollment has continued to increase over the past three years, and the enrollment percentage gap between Hispanic and White Total Enrollment decreased this year by 1.59%. 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 the College's service district suggest the College has limited opportunities to increase Hispanic enrollments over current percentages unless enrollments occur from other areas of the state.

Gender:

The College decreased the enrollment percentage gaps when comparing both Female and Male FTIC, and Male FTIC and Male Total Enrollment by 4.24% and 1.31%, respectively.

The College did not meet its goal to reduce the enrollment percentage gap between Black Male FTIC and Black Male Total Enrollment, or the gap between Black Female and Black Male Total Enrollment, as both remained relatively flat during this reporting period. The enrollment percentage gap between Female and Male Total Enrollment increased from the previous year by 1.68%. The College will continue with stated initiatives for areas where goals were not met.

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 were compared to Total Enrollment of White Females.

Methods and Strategies:

The College continues to utilize enrollment data and to identify 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 College participated in the American Association of Community College's (AACC) Guiding Pathways Institute and assessed barriers to student success tied to student onboarding and revised procedures based on our findings. The College will also continue its outreach efforts, including the Dual Enrollment Program, Talent Search, Take Stock in Children (TSIC), and other programs designed to educate high school students about scholarship opportunities, particularly those that target minority populations of the College's tri-county service area school districts.

New methods and strategies to target underrepresented students where goals have not been achieved include, but are not limited to: (1) the launch of the Gadsden LEARN Endowed Scholarship program to reduce financial barriers to students in Gadsden County; (2) the hosting of TCC Preview Day where all high schools in the service district were invited to campus on a Friday for tours, information sessions, and lunch; (3) the expansion of criteria for participation in the TCC2FSU and TCC2FAMU program and development of new marketing materials to promote the programs; (4) efforts to strengthen the relationship with FSU to recruit students from all across the state and country who were denied admission to FSU as a freshman; (5) the modification of the College's orientation format to allow new students more initial time with an academic advisor; and (6) the addition of new National Junior College Athletic Association (NJCAA)-sanctioned sports and a feasibility study for future growth in athletics.

The College continues to use its data to assess its FTIC and overall enrollment patterns. As many other state colleges in Florida, TCC's overall enrollment has declined in recent years. Our pattern of enrollment from counties outside our service district has shifted as well as some of our student demographics. We continue to diligently pursue markets within our service areas and beyond to reach our diversity and enrollment goals.

Completions

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

Race:

The College's data showed an increase in the number of A.A. degree completers and A.S. degree completers, and a slight decline in Certificate program completers. We also saw increases in the number of Hispanic completers and female completers. Unfortunately, we still have gaps in completion rates for our Black students that require continued evaluation of our existing strategies and consideration of new strategies to close the equity gap.

Gender:

The completion percentage gaps for Females and Males for both A.A. degrees and Certificate programs increased by 3.14% and 11.62%, respectively. However, the completion percentage gap for Females and Males earning A.S. degrees decreased by 7.06%.

Methods and Strategies:

The College continues its efforts to increase the percentage of students who complete degrees and certificates. These efforts include, but are not limited to, applying for grants/outside funding to address student success strategies such as: Fostering Achievement Fellowship, Black Male Achievers, STEM Center (comprised of two programs: Florida Georgia Louis Stokes Alliance

for Minority Participation and STEM Stars), Achieving the Dream, and Title III. The College will review and modify existing strategies as needed to support student success.

New methods and strategies to target underrepresented students where goals have not been achieved include, but are not limited to: (1) the development of the new Early Alert system (TEAMS); (2) the expansion of class services to include addressing food and transportation barriers for students; (3) the implementation of a new student records system (Workday) for academic mapping and tracking; (4) the expansion of the Math Champions program (a Peer Mentoring Program); and (5) the implementation of a Math Emporium.

Success in Targeted Programs

The College offers several programs that are geared toward increasing student participation in programs and courses in which have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications, technology, engineering and career education, as required under §1000.05, F.S. The programs are as follows: Florida Georgia Louis Stokes Alliance for Minority Participation, STEM Star, TCC-FAMU Bridges to Baccalaureate in Biomedical Sciences, and Black Male Achievers. Each program provides strategies to increase participation for underrepresented students and is outlined in detail in the 2017-2018 Equity Report.

Gender Equity in Athletics

The College is committed to providing equal opportunities to its Male and Female student-athletes. With the addition of women's cross country in 2016-2017, the College currently offers five sports; men's and women's basketball, baseball, softball and women's cross country. The addition of cross country in 2016 marked the first sport added to intercollegiate athletics since 1994. In addition to women's cross country, the College added men's cross country and women's outdoor track in 2017-2018 and is currently evaluating women's volleyball.

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, and equipment and supplies. Academic support resources are also available to participants from all teams.

Employment Equity

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

EAM:

The College met its goals for all EAM categories by coming within ten percentage points of the student population. The College also continues to achieve increases in the percentage of female representation in the EAM category. This past year the College achieved a 1.8% increase in EAM representation for females, which resulted in an even 50/50 representation for male and female EAMs.

Instructional Staff:

The College met its goals for Faculty representation in all categories by coming within ten percentage points of the student population.

Instructional Staff with Continuing Contract:

The College missed its goal for African American Females participation as full-time Instructional staff with continuing contracts by .15%, but continues to meet its goals for instructional staff with continuing contracts in all other identified categories. The College will continue to focus its recruitment efforts in any area identified as disparate to the ever fluctuating student population.

Employment Equity Goal:

The College's 2018 goal is to have all employment categories reflect employment demographics within 10% of the College's student body population. The College will continue to focus on hiring strategies and recruitment efforts that target underrepresented populations as compared to our student population.

**Division of Florida Colleges
Instructions *for*
2017-2018
College Annual Equity Update**



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



THE *Florida*
COLLEGE SYSTEM

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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.

- Á Section (§) 1000.05, F.S., the “Florida Educational Equity Act”
- Á Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity
- Á §1006.71, F.S., Gender equity in intercollegiate athletics
- Á Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- Á §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. The Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. The college equity plan submitted in April 2017 for 2016-2017 is 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.

The Florida College System (FCS) continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the FCS 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.

There are two major changes in how the equity data are being reported to the 28 colleges in order to make the report more appropriate to the missions and academic offerings of the Florida colleges. These changes mean that, for example, the numbers on this year’s equity reporting of 2015-16 will not match the numbers on last year’s equity report for 2015-16. The two changes are:

- 1.Á Enrolled students who declare that they are enrolled in a baccalaureate program are now included in enrollment and completions headcounts. Baccalaureate students were not included in previous years’ reports.
- 2.Á Enrolled students who declare that they are enrolled as “No Formal Award (Credit, non-degree seeker)” are no longer included in the enrollment headcounts.

Item 2 will have a significant impact on the enrollment numbers for most of the 28 FCS colleges. For example, in 2015-16 there were approximately 77,000 students across the FCS that were enrolled as “No Formal Award (Credit, non-degree seeker).”

In subsequent years, the equity reports will continue to reflect these changes. We at the Division of Florida Colleges recognize that these changes may impact the previously set goals set for the 2016-17 year.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets as an attachment to 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.

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.

The College Annual Equity Update is due to the Florida Department of Education, Florida College System by May 1, 2018. The update should be submitted by email to the following email address: Stephanie.leland@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2017-2018 update should address the following six parts of your report.

Part I. 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

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: March 19, 2018
- 2) Describe the revision: Timelines were established for reporting and investigating complaints pursuant to Policy 03-01 - *Equal Access/Opportunity, Discrimination, Sexual Misconduct and Unlawful Harassment*.
- 3) Provide the web link(s) to document the revision:
<http://www.tcc.fl.edu/media/divisions/board-of-trustees-documents/college-policies/030---general-administration/3-01---Equal-Access-Equal-Opportunity,-Discrimination,-Sexual-Misconduct,-and-Unlawful-Harassment.pdf>

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: March 19, 2018
- 2) Describe the revision: An Appeals Committee was established to review grievance/complaint determinations pursuant to Policy 03-01 - *Equal Access/Opportunity, Discrimination, Sexual Misconduct and Unlawful Harassment*.
- 3) Provide the web link(s) to document the revision:
<http://www.tcc.fl.edu/media/divisions/board-of-trustees-documents/college-policies/030---general-administration/3-01---Equal-Access-Equal-Opportunity,-Discrimination,-Sexual-Misconduct,-and-Unlawful-Harassment.pdf>

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 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> |
| 2) Title II? | No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> |
| 3) Section 504? | No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> |
| 4) Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements? | No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> |
| 5) Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease? | No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> |
| 6) Other policies or procedures related to civil rights or Non-discrimination? | No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> |

Address the following for any policies or procedures in "F" marked "Yes"

No changes were made other than to Policy 03-01 as listed above in Part II, Sections A and D.

- 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:

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 2017-2018 in the excel table provided.

Florida College System
 College: TALLAHASSEE CC
 Student Participation-Enrollments

Race	Gender	Rpt Year	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
Black	Female	2014-15	606	2,950	20.54%	3,344	15,515	21.55%
Black	Female	2015-16	540	2,944	18.34%	2,953	14,913	19.80%
Black	Female	2016-17	578	2,794	20.69%	2,888	14,475	19.95%
Black	Male	2014-15	565	2,950	19.15%	2,280	15,515	14.70%
Black	Male	2015-16	511	2,944	17.36%	2,022	14,913	13.56%
Black	Male	2016-17	510	2,794	18.25%	1,947	14,475	13.45%
Black	Total	2014-15	1,171	2,950	39.69%	5,624	15,515	36.25%
Black	Total	2015-16	1,051	2,944	35.70%	4,975	14,913	33.36%
Black	Total	2016-17	1,088	2,794	38.94%	4,835	14,475	33.40%

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Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. FL DOE years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship.

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Race	Gender	Rpt Year	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
Hispanic	Female	2014-15	151	2,950	5.12%	770	15,515	4.96%
Hispanic	Female	2015-16	174	2,944	5.91%	838	14,913	5.62%
Hispanic	Female	2016-17	165	2,794	5.91%	871	14,475	6.02%
Hispanic	Male	2014-15	189	2,950	6.41%	899	15,515	5.79%
Hispanic	Male	2015-16	232	2,944	7.88%	945	14,913	6.34%
Hispanic	Male	2016-17	207	2,794	7.41%	956	14,475	6.60%
Hispanic	Total	2014-15	340	2,950	11.53%	1,669	15,515	10.76%
Hispanic	Total	2015-16	406	2,944	13.79%	1,783	14,913	11.96%
Hispanic	Total	2016-17	372	2,794	13.31%	1,827	14,475	12.62%

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Race	Gender	Rpt Year	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
Other	Female	2014-15	90	2,950	3.05%	377	15,515	2.43%
Other	Female	2015-16	84	2,944	2.85%	391	14,913	2.62%
Other	Female	2016-17	78	2,794	2.79%	420	14,475	2.90%
Other	Male	2014-15	70	2,950	2.37%	337	15,515	2.17%
Other	Male	2015-16	92	2,944	3.13%	395	14,913	2.65%
Other	Male	2016-17	76	2,794	2.72%	376	14,475	2.60%
Other	Total	2014-15	160	2,950	5.42%	714	15,515	4.60%
Other	Total	2015-16	176	2,944	5.98%	786	14,913	5.27%
Other	Total	2016-17	154	2,794	5.51%	796	14,475	5.50%

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Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Race	Gender	Rpt Year	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
White	Female	2014-15	599	2,950	20.31%	3,692	15,515	23.80%
White	Female	2015-16	581	2,944	19.74%	3,559	14,913	23.87%
White	Female	2016-17	547	2,794	19.58%	3,457	14,475	23.88%
White	Male	2014-15	680	2,950	23.05%	3,816	15,515	24.60%
White	Male	2015-16	730	2,944	24.80%	3,810	14,913	25.55%
White	Male	2016-17	633	2,794	22.66%	3,560	14,475	24.59%
White	Total	2014-15	1,279	2,950	43.36%	7,508	15,515	48.39%
White	Total	2015-16	1,311	2,944	44.53%	7,369	14,913	49.41%
White	Total	2016-17	1,180	2,794	42.23%	7,017	14,475	48.48%

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Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship.

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Race	Gender	Rpt Year	FTIC			Total Enrollments		
			Total	Overall Enrollment	%	Total	Overall Enrollment	%
All	Female	2014-15	1,446	2,950	49.02%	8,183	15,515	52.74%
All	Female	2015-16	1,379	2,944	46.84%	7,741	14,913	51.91%
All	Female	2016-17	1,368	2,794	48.96%	7,636	14,475	52.75%
All	Male	2014-15	1,504	2,950	50.98%	7,332	15,515	47.26%
All	Male	2015-16	1,565	2,944	53.16%	7,172	14,913	48.09%
All	Male	2016-17	1,426	2,794	51.04%	6,839	14,475	47.25%
All	Total	2014-15	2,950	2,950	100.00%	15,515	15,515	100.00%
All	Total	2015-16	2,944	2,944	100.00%	14,913	14,913	100.00%
All	Total	2016-17	2,794	2,794	100.00%	14,475	14,475	100.00%

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Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Gender	Rpt Year	FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Female	2014-15	4	51	39	434
Female	2015-16	0	45	33	426
Female	2016-17	4	63	38	442
Male	2014-15	2	41	29	363
Male	2015-16	0	73	20	371
Male	2016-17	6	64	21	350
Total	2014-15	6	92	68	797
Total	2015-16	0	118	53	797
Total	2016-17	10	127	59	792

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Source: Student Data Base 2014-15, 2015-16, and 2016-17 Annual Unduplicated Counts. FL DOE years begin with the summer term. (Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship.

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

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 2016-2017. A table is provided to use as appropriate.

	2016-2017 Goals for FTIC	2016-2017 Goals Achieved FTIC Yes-No	2017-2018 Goals for FTIC		2016-2017 Goals for Overall Enrollments	2016-2017 Goals Achieved Overall Enrollments Yes-No	2017-2018 Goals for Overall Enrollments
Black Males	Decrease the gap between White and Black FTIC Males by 1%	Yes, Black FTIC students grew .89% while White Male FTIC students decreased by 2.14%: Gap decreased by 3.03%	Decrease the gap between White and Black FTIC Males by 1%		Decrease the gap between Black Male FTIC and Black Male Total Enrollment by 1%	No, goal not met in this area	Decrease the gap between Black Male FTIC and Black Male Total Enrollment by 1%
Black Females	None	None			Decrease the gap between Black Female and Black Male Total Enrollment by 1%	No, the gap between Black Females and Black Males remained flat in this area	Decrease the gap between Black Female and Black Male Total Enrollment by 1%
Hispanic	Increase FTIC enrollment of Hispanic Students by 1%	No, goal not met in this area	Increase FTIC enrollment of Hispanic Students by 1%		Increase Total Enrollment of Hispanic Students by 1%	Yes, the total enrollment of Hispanic students grew by 2.5%.	None
Other Minorities	None	None	None		None	None	None
White	None	None	None		None	None	None
Male	None	None	None		Decrease the gap between Male FTIC and Male Total Enrollment by 1%	Yes, the gap between Male FTIC students and Male Total Enrollment decreased by 1.28%	None
Female	None	None	None		None	None	None
DIS	None	None	None		None	None	None

LEP	None	None	None	None	None	None	None
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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

TCC's enrollment for 2016-2017 was still down from prior years. Our fall 2016 census data showed that we had lost enrollment in all race/ethnicity categories except for Asian and Hispanic. We also experienced declines among male and females. Our in-district student enrollment was down almost 7% while our out of district enrollment was basically flat. Based on our data and analysis, we have continued prior strategies to help meet our enrollment goals. Some of those strategies include the following:

- An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups
- Use of Workday system to build out engagement plans to communicate with prospective students and applicants
- Hosted Scholarship Fair
- Provided assistance with completing the FAFSA for area high school students and current TCC students (hosted 6 sessions on campus and went to multiple high schools)
- Participation in FAFSA Awareness Campaigns
- Continued development and expansion of Enrollment Call Center. which won a Chancellor's Best Practice Award
- Continued support for Talent Search and Take Stock In Children (TSIC) program, and added a MOU with Monroe County to serve TSIC from their area who choose to attend TCC
- Participated in the American Association of Community College's (AACC) Guiding Pathways Institute and assessed barriers to student success tied to student onboarding and revised procedures based on our findings

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

- Launched the Gadsden LEARN Endowed Scholarship program to reduce financial barriers to students in Gadsden County
- Hosted TCC Preview Day where all high schools in service district were invited to campus on a Friday for tours, information sessions, and lunch
- Expanded criteria for participation in the TCC2FSU and TCC2FAMU program and developed new marketing materials to promote the programs
- Strengthened relationship with FSU and worked to recruit students who were denied admission to FSU as a freshman
- Modified orientation format to allow new students more initial time with an academic advisor
- Initiated capability to text students and communicate with them via multiple modalities
- Received a grant to hire a full-time coordinator for the Eagle Connections Program (program that serves intellectually disabled students)
- Addition of new National Junior College Athletic Association (NJCAA) sanctioned sports and feasibility study for future growth in athletics

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, Certificates of Completion (Career Technology, PSAV), and Baccalaureate degrees. The data years are 2014-2015 to 2016-2017, 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 2016-2017- 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 2017-2018 using the excel table provided.

**Florida College System
 College: TALLAHASSEE CC
 Student Participation/Completions**

			AA Degrees			AS Degrees			Certifications			Baccalaureate		
Race	Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Black	Female	2014-15	363	2,130	17.04%	63	278	22.66%	55	541	10.17%	0	0	0.0%
Black	Female	2015-16	356	2,188	16.27%	73	243	30.04%	80	513	15.59%	0	0	0.0%
Black	Female	2016-17	338	2,223	15.20%	54	258	20.93%	67	502	13.35%	0	0	0.0%
Black	Male	2014-15	226	2,130	10.61%	21	278	7.55%	77	541	14.23%	0	0	0.0%
Black	Male	2015-16	195	2,188	8.91%	14	243	5.76%	58	513	11.31%	0	0	0.0%
Black	Male	2016-17	180	2,223	8.10%	15	258	5.81%	57	502	11.35%	0	0	0.0%
Black	Total	2014-15	589	2,130	27.65%	84	278	30.22%	132	541	24.40%	0	0	0.0%
Black	Total	2015-16	551	2,188	25.18%	87	243	35.80%	138	513	26.90%	0	0	0.0%
Black	Total	2016-17	518	2,223	23.30%	69	258	26.74%	124	502	24.70%	0	0	0.0%

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 DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
 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.
 2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Race	Gender	Rpt Year	AA Degrees			AS Degrees			Certifications			Baccalaureate		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Hispanic	Female	2014-15	121	2,130	5.68%	16	278	5.76%	12	541	2.22%	0	0	0.0%
Hispanic	Female	2015-16	122	2,188	5.58%	8	243	3.29%	20	513	3.90%	0	0	0.0%
Hispanic	Female	2016-17	165	2,223	7.42%	12	258	4.65%	21	502	4.18%	0	0	0.0%
Hispanic	Male	2014-15	135	2,130	6.34%	4	278	1.44%	23	541	4.25%	0	0	0.0%
Hispanic	Male	2015-16	146	2,188	6.67%	4	243	1.65%	33	513	6.43%	0	0	0.0%
Hispanic	Male	2016-17	157	2,223	7.06%	3	258	1.16%	31	502	6.18%	0	0	0.0%
Hispanic	Total	2014-15	256	2,130	12.02%	20	278	7.19%	35	541	6.47%	0	0	0.0%
Hispanic	Total	2015-16	268	2,188	12.25%	12	243	4.94%	53	513	10.33%	0	0	0.0%
Hispanic	Total	2016-17	322	2,223	14.48%	15	258	5.81%	52	502	10.36%	0	0	0.0%

PERA = CCEE0192 02/26/2018 14:38:11 Source: AA1A2015, AA1A(2016, AA1A2017
 DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
 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	Gender	Rpt Year	AA Degrees			AS Degrees			Certifications			Baccalaureate		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
Other	Female	2014-15	45	2,130	2.11%	8	278	2.88%	10	541	1.85%	0	0	0.0%
Other	Female	2015-16	60	2,188	2.74%	11	243	4.53%	11	513	2.14%	0	0	0.0%
Other	Female	2016-17	73	2,223	3.28%	8	258	3.10%	10	502	1.99%	0	0	0.0%
Other	Male	2014-15	51	2,130	2.39%	1	278	0.36%	9	541	1.66%	0	0	0.0%
Other	Male	2015-16	48	2,188	2.19%	0	243	0.00%	13	513	2.53%	0	0	0.0%
Other	Male	2016-17	56	2,223	2.52%	3	258	1.16%	13	502	2.59%	0	0	0.0%
Other	Total	2014-15	96	2,130	4.51%	9	278	3.24%	19	541	3.51%	0	0	0.0%
Other	Total	2015-16	108	2,188	4.94%	11	243	4.53%	24	513	4.68%	0	0	0.0%
Other	Total	2016-17	129	2,223	5.80%	11	258	4.26%	23	502	4.58%	0	0	0.0%

PERA = CCEE0192 02/26/2018 14:38:11 Source: AA1A2015, AA1A(2016, AA1A2017
 DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016). 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.
 2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Race	Gender	Rpt Year	AA Degrees			AS Degrees			Certifications			Baccalaureate		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
White	Female	2014-15	577	2,130	27.09%	122	278	43.88%	108	541	19.96%	0	0	0.0%
White	Female	2015-16	591	2,188	27.01%	104	243	42.80%	113	513	22.03%	0	0	0.0%
White	Female	2016-17	606	2,223	27.26%	125	258	48.45%	92	502	18.33%	0	0	0.0%
White	Male	2014-15	612	2,130	28.73%	43	278	15.47%	247	541	45.66%	0	0	0.0%
White	Male	2015-16	670	2,188	30.62%	29	243	11.93%	185	513	36.06%	0	0	0.0%
White	Male	2016-17	648	2,223	29.15%	38	258	14.73%	211	502	42.03%	0	0	0.0%
White	Total	2014-15	1,189	2,130	55.82%	165	278	59.35%	355	541	65.62%	0	0	0.0%
White	Total	2015-16	1,261	2,188	57.63%	133	243	54.73%	298	513	58.09%	0	0	0.0%
White	Total	2016-17	1,254	2,223	56.41%	163	258	63.18%	303	502	60.36%	0	0	0.0%

PERA = CCEE0192 02/26/2018 14:38:11 Source: AA1A2015, AA1A(2016, AA1A2017
 DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
 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.
 2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Race	Gender	Rpt Year	AA Degrees			AS Degrees			Certifications			Baccalaureate		
			Num	Total	%	Num	Total	%	Num	Total	%	Num	Total	%
All	Female	2014-15	1,106	2,130	51.92%	209	278	75.18%	185	541	34.20%	0	0	0.0%
All	Female	2015-16	1,129	2,188	51.60%	196	243	80.66%	224	513	43.66%	0	0	0.0%
All	Female	2016-17	1,182	2,223	53.17%	199	258	77.13%	190	502	37.85%	0	0	0.0%
All	Male	2014-15	1,024	2,130	48.08%	69	278	24.82%	356	541	65.80%	0	0	0.0%
All	Male	2015-16	1,059	2,188	48.40%	47	243	19.34%	289	513	56.34%	0	0	0.0%
All	Male	2016-17	1,041	2,223	46.83%	59	258	22.87%	312	502	62.15%	0	0	0.0%
All	Total	2014-15	2,130	2,130	100.00%	278	278	100.00%	541	541	100.00%	0	0	0.0%
All	Total	2015-16	2,188	2,188	100.00%	243	243	100.00%	513	513	100.00%	0	0	0.0%
All	Total	2016-17	2,223	2,223	100.00%	258	258	100.00%	502	502	100.00%	0	0	0.0%

PERA = CCEE0192 02/26/2018 14:38:11 Source: AA1A2015, AA1A(2016, AA1A2017

DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016). 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.

2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Gender	Rpt Year	AA Degrees		AS Degrees		Certifications		Baccalaureate	
		LEP	DIS	LEP	DIS	LEP	DIS	LEP	DIS
Female	2014-15	1	69	3	17	0	10	0	0
Female	2015-16	7	59	2	10	0	7	0	0
Female	2016-17	7	71	2	10	1	11	0	0
Male	2014-15	3	64	0	10	0	13	0	0
Male	2015-16	1	59	1	9	4	12	0	0
Male	2016-17	6	49	0	6	1	12	0	0
Total	2014-15	4	133	3	27	0	23	0	0
Total	2015-16	8	118	3	19	4	19	0	0
Total	2016-17	13	120	2	16	2	23	0	0

PERA = CCEE0192 02/26/2018 14:38:11 Source: AA1A2015, AA1A(2016, AA1A2017
 DOE collection years begin with the summer term. Ex. 2015-16 includes Summer and Fall of 2015, Winter/Spring of 2016).
 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.
 2018 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Data is based on the degree or other formal award being sought, as declared by the student and defined in rule 6A-14.030, Florida Statutes and collected through Data Element 2001 Program of Study-Award Type and include: Associate In Arts Degree; Associate in Science Degree; College Credit Certificate; Career and Certificate; Degree Seeking, undecided; Associate in Applied Science Degree; Baccalaureate; Applied Technology Degree; Education Preparation Institution Certificate; Certificate of Professional Preparation; Apprenticeship Program; Advanced Technical Certificate.

Achievement of Goals: COMPLETIONS

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

	2016-2017 AA Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018
Black	518	Increase the percentage of Black students who complete AA degrees by 1%	No, this population decreased by 1.88%	Increase the percentage of Black students who complete AA degrees by 1%
Hispanic	322	None	None	None
Other Minorities	129	None	None	None
White	1254	None	None	None
Male	1041	None	None	Increase the percentage of Male students who complete AA degrees by 1%
Female	1182	None	None	None
DIS	120	Of the total # of DIS students <i>seeking an AA degree</i> , 18% will complete an AA degree in 2016-2017	Yes, 23% of AA degree seeking DIS students earned an AA degree (120/523)	None
LEP	13	None	None	None

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	2016-2017 AS Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018
Black Males	15	Increase the percentage of this population who complete AS degrees by 1%	No, this population remained flat	Increase the percentage of this population who complete AS degrees by 1%
Black Females	54	None	None	Increase the percentage of this population who complete AS degrees by 1%
Hispanic	258	None	None	None
Other Minorities	11	None	None	None
White Males	38	Increase the percentage of this population who complete AS degrees by 1%	Yes, this population increased by 2.8%	None
White Females	125	Increase the percentage of this population who complete AS degrees by 1%	Yes, this population increased by 5.65%	None
DIS	16	Of the total # of DIS students <i>seeking an AS degree</i> , 5% will complete their AS degree	Yes, 13% of the total DIS students enrolled in an AS program completed (16/120)	None
LEP	2	None	None	None

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	2016-2017 Cert Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018
Black	124	None	None	Increase the percentage of this population who complete certificate programs by 1%
Hispanic	52	None	None	None
Other Minorities	23	None	None	None
White	303	None	None	None
Male	312	Increase the percentage of this population who complete certificate programs by 2%	Yes, this population increased by 5.81%	None
Female	190	None	None	None
DIS	23	Of the total # of DIS students <i>seeking a Certificate</i> , 2% will complete their certificate program	Yes, 47% of DIS students seeking a certificate completed their programs (23/49)	None
LEP	2			None

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	2016-2017 Bach Degrees**	2016-2017 Goal	Achieved Yes-No	Goals for 2017-2018
Black				
Hispanic				
Other Minorities				
White				
Male				
Female				
DIS				
LEP				

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*****We have no completions yet for this past year so will evaluate goals after 2017-2018.**

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.

TCC's data showed an increase in the number of AA completers and AS completers and a slight decline in certificates. We also saw increases in the number of Hispanic completers and female completers. Unfortunately, we still have gaps in completion rates for our Black students that require continued evaluation of our existing strategies and consideration of new strategies to close the equity gap. Thus, new goals for 2017-2018 for Black males and females were added. The strategies that we will continue utilizing from previous years includes:

- An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups.
- Fostering Achievement Fellowship Program that works with students aging out of the foster care system and enrolling at TCC.
- The Black Male Achievers program, which has become an academic enrichment program with a renewed emphasis and focus being led by faculty out of Academic Affairs.
- The Dr. Lei Wang STEM Center houses the Florida Georgia Louis Stokes Alliance for Minority Participation and the STEM Star Program.
- The College participated in six institutes through the AACC Guided Pathways Project that focused on removing barriers from onboarding to completion.
- The College will continue to actively participate as an Achieving the Dream Leader College staying abreast of best practices across the country.
- The Title III grant continues to provide fiscal support for infusing career pathways in orientation, advising, and gateway courses.
- Mental health counseling, Victim Advocacy, and food insecurity services are provided on campus.
- FSU and FAMU host advising days each semester on our campus as well as have an office on campus for weekly/monthly visits by University representatives.

2)Á New methods and strategies, if applicable.

- Á A redesign of our academic advising process with a focus on case management and faculty mentoring.
- Á Continued development and evaluation of our new Early Alert system (TEAMS).
- Á All AS programs have newly structured academic maps and by 2017-2018 our AA degrees will be mapped based on the top transfer majors to the universities.
- Á We are expanding out-of-class services, addressing food and transportation barriers for affected students.
- Á Implementation of new student records system (Workday) for academic mapping and tracking.
- Á Expansion of Math Champions (Peer Mentoring Program).
- Á Implementation of a Math Emporium.

C. Student Success in Targeted Programs

The college's plan for 2017-2018 should have included methods and strategies to increase the student participation in programs and courses in which 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 X If yes, provide:

- 1)Á An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.
- 2)Á New methods and strategies, if applicable.

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

Strategy	Expected Outcomes	Assessment Method	Results
<p>The College offers paid internship opportunities for underrepresented students who are enrolled in STEM related courses and programs. Provide better marketing to current students by contacting students who identify as being interested in STEM. Also, work with faculty to identify interested students within the STEM classes.</p>	<p>Number of underrepresented students participating in STEM internships will increase by 10%</p>	<p>Compare number of underrepresented students participating in internships during 2016-2017 to 2017-2018.</p>	<p>2017-2018 data will be not be available until June 2018.</p>
<p>The College offers scholarship opportunities for underrepresented students who are enrolled in STEM related programs (scholarships provided through FGLSAMP and STEM Star). Provide better marketing to incoming high school students by visiting high school senior nights; participating in the scholarship fairs; contacting students who identify as being interested in STEM</p>	<p>Number of qualified awardees will increase by 10%</p>	<p>Compare number of underrepresented students awarded scholarships during 2016-2017 to 2017-2018.</p>	<p>2017-2018 data will be not be available until June 2018.</p>

<p>The College offers STEM Center tutoring for STEM Gateway Courses</p>	<p>Number of underrepresented students successfully completing STEM Gateway Courses will increase by 10%.</p>	<p>Compare the success rates of underrepresented students participating in tutoring provided by the STEM Center to the underrepresented students who are not participating in tutoring during 2016-2017 to 2017-2018.</p>	<p>2017-2018 data will be not be available until June 2018.</p>
<p>The College offers extracurricular Workshops to increase STEM awareness: Robotics Workshop; Drone Workshop; 3 D Printing Workshop; Auto-Cad Workshop. Increase marketing for the workshops as well as increase the number of available workshops.</p>	<p>Number of underrepresented students participating in extracurricular workshops will increase by 10%</p>	<p>Compare number of underrepresented students participating in the activities during 2016-2017 to 2017-2018.</p>	<p>2017-2018 data will be not be available until June 2018.</p>
<p>The College offers Career Awareness Workshops for underrepresented students: Develop STEM Career Workshops and invite underrepresented professionals to discuss their career pathway</p>	<p>Workshops will be developed during the 2016-2017 year and will be made available to students during the 2017-2018.</p>		<p>2017-2018 data will be not be available until June 2018.</p>
<p>The College has Implemented a Math Champions initiative to provide peer tutoring. Students will provide tutoring and study workshops.</p>	<p>An increase of success for participating students in Math by 5%. Increase time to completion of Math sequence</p>	<p>Success rates for underrepresented students participating vs. control (students that do not)</p>	<p>2017-2018 data will be not be available until June 2018.</p>

**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				
Visual Impairment	1	(6) credits of general education mathematics	CGS1060, AST1002	Mathematics
Specific Learning Disability	27	(6) credits of general education mathematics	CGS1060, EME2040, OCE1001, BSC2085, BSC1050, BSC1005, MET1010, ESC1000, AST1002, MAT1033, MET1010, BSC1020, CGS2100, CGS1030	Mathematics
		(2) semesters of a foreign language	ANT2410, LIT2323	Foreign Language
Orthopedic Impairment				

Speech Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment	2	(6) credits of general education mathematics	CGS1060, OCE1001	Mathematics

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	6	6
Spring	11	11
Summer	13	13
Total	30	30

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.

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, 2015 through June 30, 2016 and July 1, 2016 through June 30, 2017**

	2015-2016			2016-2017			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	38	25	63	Total Number of Athletes	43	44	87
Percent of Athletes by Gender	60.3	39.7	100%	Percent of Athletes by Gender	49.4	50.6	100%
Total Number of Enrollments	7,172	7,741	14,913	Total Number of Enrollments	6,839	7,636	14,475
Percent of Enrollments by Gender	48.1	51.9	100%	Percent of Enrollments by Gender	47.2	52.8	100%
Record the difference between the percent of athletes and the percent of students enrolled:	12.2%	-12.2%		Record the difference between the percent of athletes and the percent of students enrolled:	2.2%	-2.2%	

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?

2015-2016: Yes ___ No x___

2016-2017: Yes x___ 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
<p>Á</p> <p>Á</p> <p>Athletic Participation by Gender Compared to Student Enrollments by Gender</p> <p>Á</p> <p>Á</p> <p>Á</p> <p>Á</p> <p>Á</p>	<p>Our 2015-16 numbers were out of compliance, however, by starting women's cross country in 2016-17, our numbers improved and we are now within in the 5% margin of error. Some cross country individuals also participated in a second sport (half marathon).</p> <p>The College added men's cross country and women's outdoor track in 2017-18 and we are continuing to evaluate women's volleyball.</p>	<p>Ü[àÄ@^Á</p> <p>ìí €€€€ € íÁ</p> <p>&@^!O &&E à~ Á</p> <p>Á</p>	<p>P[, Á@] ~* @Á</p> <p>Q& Á€FJÁ</p>

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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

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 2016 with Fall 2017.

Data is collected from the American FactFinder Educational Attainment Census Data and reflects persons by race and gender over the age of 25 who have 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. The 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 CC
 Historical Track Of College Full-Time Exec/Administrative/Managerial Staff
 Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

			Employment							
			Fall							
		Stu Pop	2015		2016		2017			
Race	Gender	%	#	% of Total	#	% of Total	#	% of Total	# Diff Fall 2016 Fall 2017	% Diff Fall 2016 Fall 2017
Black	Female	19.95%	5	23.8%	6	22.2%	6	20.0%	0	0.0%
Black	Male	13.45%	1	4.8%	4	14.8%	5	16.7%	1	25.0%
Black	Total	33.40%	6	28.6%	10	37.0%	11	36.7%	1	10.0%
Hispanic	Female	6.02%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	Male	6.60%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	Total	12.62%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	Female	2.90%	1	4.8%	1	3.7%	1	3.3%	0	0.0%
Other	Male	2.60%	1	4.8%	1	3.7%	1	3.3%	0	0.0%
Other	Total	5.50%	2	9.5%	2	7.4%	2	6.7%	0	0.0%
White	Female	23.88%	6	28.6%	6	22.2%	8	26.7%	2	33.3%
White	Male	24.59%	7	33.3%	9	33.3%	9	30.0%	0	0.0%
White	Total	48.48%	13	61.9%	15	55.6%	17	56.7%	2	13.3%
Total	Female	52.75%	12	57.1%	13	48.1%	15	50.0%	2	15.4%
Total	Male	47.25%	9	42.9%	14	51.9%	15	50.0%	1	7.1%
Total	Total	100.00%	21	100.0%	27	100.0%	30	100.0%	3	11.1%

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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).

EAM - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	College Student Population Percent	Stated Goals Fall 2017	Met Goal (Yes-No)	Goals for 2018
Black Female	22.20%	20.0%	19.95%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	15.80%	16.7%	13.45%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	0	0	6.02%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	0	0	6.60%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	22.2%	26.7%	23.88%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	33.3%	30.0%	24.59%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	3.7%	3.3%	2.90%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	3.7%	3.3%	2.60%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	48.1%	50.0%	52.75%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	51.9%	50.0%	47.25%	Within 10% of Student Population	Yes	Within 10% of Student Population

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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 met its goals for all EAM categories by coming within ten percentage points of the student population. The College also continues to achieve increases in the percentage of female representation in EAMs. This past year the College achieved a 1.8% increase in EAM representation for females, which resulted in an even 50/50 representation for male and female EAMS.

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 within the United States, Southeast Region and locally.

**Florida College System
 College: TALLAHASSEE CC
 Historical Track Of College Full-Time Instructional Staff
 Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

			Employment							
			Fall							
		Stu Pop	2015		2016		2017			
Race	Gender	%	#	% of Total	#	% of Total	#	% of Total	# Diff Fall 2016 Fall 2017	% Diff Fall 2016 Fall 2017
Black	Female	19.95%	19	9.9%	20	11.4%	19	11.1%	-1	(5.0%)
Black	Male	13.45%	19	9.9%	15	8.5%	15	8.8%	0	0.0%
Black	Total	33.40%	38	19.9%	35	19.9%	34	19.9%	-1	(2.9%)
Hispanic	Female	6.02%	6	3.1%	6	3.4%	6	3.5%	0	0.0%
Hispanic	Male	6.60%	9	4.7%	8	4.5%	8	4.7%	0	0.0%
Hispanic	Total	12.62%	15	7.9%	14	8.0%	14	8.2%	0	0.0%
Other	Female	2.90%	4	2.1%	5	2.8%	5	2.9%	0	0.0%
Other	Male	2.60%	1	0.5%	1	0.6%	1	0.6%	0	0.0%
Other	Total	5.50%	5	2.6%	6	3.4%	6	3.5%	0	0.0%
White	Female	23.88%	84	44.0%	77	43.8%	72	42.1%	-5	(6.5%)
White	Male	24.59%	49	25.7%	44	25.0%	45	26.3%	1	2.3%
White	Total	48.48%	133	69.6%	121	68.8%	117	68.4%	-4	(3.3%)
Total	Female	52.75%	113	59.2%	108	61.4%	102	59.6%	-6	(5.6%)
Total	Male	47.25%	78	40.8%	68	38.6%	69	40.4%	1	1.5%
Total	Total	100.00%	191	100.0%	176	100.0%	171	100.0%	-5	(2.8%)

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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 - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	College Student Population Percent	Stated Goals Fall 2017	Met Goal (Yes-No)	Goals for 2018
Black Female	11.4%	11.1%	19.95%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	8.5%	8.8%	13.45%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	3.4%	3.5%	6.02%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	4.5%	4.7%	6.60%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	43.8%	42.1%	23.88%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	25.0%	26.3%	24.59%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	2.8%	2.9%	2.90%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	0.6%	0.6%	2.60%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	61.4%	59.6%	52.75%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	38.6%	40.4%	47.25%	Within 10% of Student Population	Yes	Within 10% of Student Population

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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 met its goals for Faculty representation in all categories by coming within ten percentage points of the student population.

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 in the United State, Southeast Region and locally.

**Florida College System
 College: TALLAHASSEE CC
 Historical Track Of College Full-Time Continuing Contract Instructional Staff
 Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

		Employment								
		Fall								
		Stu Pop	2015		2016		2017		# Diff	% Diff
Race	Gender	%	#	% of Total	#	% of Total	#	% of Total	Fall 2016	Fall 2017
Black	Female	19.95%	9	7.3%	13	9.8%	12	9.8%	-1	(7.7%)
Black	Male	13.45%	11	8.9%	11	8.3%	10	8.1%	-1	(9.1%)
Black	Total	33.40%	20	16.1%	24	18.0%	22	17.9%	-2	(8.3%)
Hispanic	Female	6.02%	6	4.8%	5	3.8%	5	4.1%	0	0.0%
Hispanic	Male	6.60%	6	4.8%	7	5.3%	7	5.7%	0	0.0%
Hispanic	Total	12.62%	12	9.7%	12	9.0%	12	9.8%	0	0.0%
Other	Female	2.90%	2	1.6%	3	2.3%	3	2.4%	0	0.0%
Other	Male	2.60%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	Total	5.50%	2	1.6%	3	2.3%	3	2.4%	0	0.0%
White	Female	23.88%	51	41.1%	57	42.9%	51	41.5%	-6	(10.5%)
White	Male	24.59%	39	31.5%	37	27.8%	35	28.5%	-2	(5.4%)
White	Total	48.48%	90	72.6%	94	70.7%	86	69.9%	-8	(8.5%)
Total	Female	52.75%	68	54.8%	78	58.6%	71	57.7%	-7	(9.0%)
Total	Male	47.25%	56	45.2%	55	41.4%	52	42.3%	-3	(5.5%)
Total	Total	100.00%	124	100.0%	133	100.0%	123	100.0%	-10	(7.5%)

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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).

Instructional with Continuing Contract - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	College Student Population Percent	Stated Goals Fall 2017	Met Goal (Yes-No)	Goals for 2018
Black Female	9.8%	9.8%	19.95%	Within 10% of Student Population	No	Within 10% of Student Population
Black Male	8.3%	8.1%	13.45%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	3.8%	4.1%	6.02%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	5.3%	5.7%	6.60%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	42.9%	41.5%	23.88%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	27.8%	28.5%	24.59%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	2.3%	2.4%	2.60%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	0.0%	0.0%	5.50%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	54.8%	57.7%	52.75%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	45.2%	42.3%	47.25%	Within 10% of Student Population	Yes	Within 10% of Student Population

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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 missed its goal for African American Females participation as full-time Instructional staff with continuing contracts by .15%, but continues to meet its goals for instructional staff with continuing contracts in all other identified categories. The College will continue to focus its recruitment efforts in any area identified as disparate to the ever fluctuating student population.

- 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.

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 their Dean. Diversity initiatives have been supported by each Dean through promoting diversity among faculty screening committees, participating in and instructing screening committees, and providing equity training for Program Chairs. Deans understand and communicate to the Program Chairs the importance and associated benefits to the College of having a well diverse faculty.

Remedial steps are taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Such steps will involve the supervisor re-evaluating past efforts to determine why the goal was not met and to develop new strategies on how to meet future goals. Developing new strategies may include modifying the College's use of the internet to identify targeted recruitment sites for qualified minority and female applicants, expanding publications and advertisements of its vacancies, and revisiting the College's competitive and non-competitive promotional opportunities.

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

The TCC District Board of Trustees completed the President's, Dr. Jim Murdaugh, evaluation on May 15, 2017. Dr. Murdaugh continues to demonstrate creative, humanistic and common sense management skills. The Board continues to appreciate his leadership through the changing times at TCC. Through Dr. Murdaugh's leadership, TCC continues to thrive, expand and impress the TCC community, and the public and private sector in its three county service area and beyond. Dr. Murdaugh, and his team, continues to support and provide a very transparent culture that embraces diversity and inclusion for all students and employees. Tallahassee Community College continues to provide an excellent work and learning environment.

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)Á 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 a 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)Á 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 evaluation of the performance of their duties and responsibilities during the probationary period.

3)Á 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/review goals in the fall of each year. The Deans meet with faculty members in the spring to provide an evaluation based on the goals established in the fall, including a variety of measures related to teaching and other faculty responsibilities.

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

- 4) Briefly describe the college’s budgetary incentive plan to support and ensure 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.

- 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	Number of New Hires*	New Hire Salary Range	Existing Employee(s) with Comparable Experience	Employee Salary Range
Administrative	2	\$76,500.00 to \$80,000.00	11	\$75,000.00 to \$104,495.46
Managerial Professional	4	\$50,663 to \$94,000.00	53	\$50,663.00 to 114,791.08
Faculty: Annual Contract	1	\$39,765.00 to \$49,274.00	53	\$42,819.00 to \$56,437.42
Classified Staff	24	\$18,622.00 to 46,927.40	205	\$17,500 to \$52,812.20
Classified Staff/Professionals	27	\$30,866.48 to \$60,000.00	174	\$23,154.81 to \$79,902.00

* 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, 2017 neither 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, 2017.”

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2017-2018 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

(Name of institution)

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 college 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.

Renaee Tolson, Director, Business Process Improvement and Equity Officer Date

Jim Murdaugh, Ph.D., President Date

Johnathan Kilpatrick, Chair, College Board of Trustees Date

This concludes the Annual Equity Update Report for 2017-2018. Please enclose appropriate appendices.

Appendix 1

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

<p>TITLE: Equal Access/Equal Opportunity, Discrimination, Sexual Misconduct, and Unlawful Harassment</p>	<p>NUMBER: 03-01</p>
<p>AUTHORITY: Florida Statute: 1001.64, 1001.65, 1006.35, 1006.67 Florida Administrative Code: 6A-14.0262, 6A-14.060, 6A-19.008 Age Discrimination in Employment Act of 1967, as amended Executive Order 11246 Section 504, Rehabilitation Act of 1973 as amended Title II, Genetic Information Non-Discrimination Act of 2008 Titles VI and VII of the Civil Rights Act of 1964, amended 1972 Title IX, Education Amendments of 1972 Florida Educational Equity Act of 1984, as amended</p>	<p>SEE ALSO:</p> <ul style="list-style-type: none"> • Administrative Procedure 03-01AP: Equal Opportunity, Discrimination, Sexual Misconduct, and Unlawful Harassment
<p>DATE ADOPTED: 12/01/97; revised 01/22/01; 09/21/09; 08/20/12; 11/17/14; 03/16/2015; 08/24/15; 08/15/16; 03/19/18</p>	

A. EQUAL ACCESS/EQUAL OPPORTUNITY STATEMENT

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

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

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

B. POLICY STATEMENT

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

C. DEFINITIONS

1. Determination - is the conclusion of a dispute by the rendering of a final decision.
2. Discrimination - is defined as treating any member of the College community differently than others on the basis of age, color, disability, ethnicity, gender identity, genetic information, marital status, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status, or other legally protected classifications.

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

- a. Disparate treatment in employment, job placement, promotions, demotions, salaries or wages, benefits, or other terms and conditions of employment, on the basis of one of the protected categories outlined above.

- b. Limiting a person's access to athletic, social, cultural or other activities of the college on the basis of one of the protected categories outlined above.
- 3. Gender Identity - refers to an individual's internal sense of gender. A person's gender identity may be different from or the same as the person's sex assigned at birth.
- 4. Preponderance of Evidence Standard – is an evidence standard based on the more convincing evidence and its probable truth or accuracy, and not on the amount of evidence.
- 3. Retaliation - is any adverse action taken against the person(s) who makes or supports the investigation of a complaint of discrimination, sexual misconduct, or harassment.
- 4. Sex - refers to either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures.
- 5. Sexual Misconduct - includes but is not limited to sexual violence, (which includes any kind of nonconsensual sexual contact), sexual harassment, sexual exploitation or any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing.
 - a. Sexual Violence - is sexual offenses as outlined in the Uniform Crime Reporting Handbook, and defined as any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
 - b. Sexual Harassment - is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or communication of a sexual nature when:
 - 1. Submission to or rejection of such conduct is used explicitly or implicitly as a basis for any decision affecting terms or conditions of an individual's employment, academic status, participation in any program or activity, receipt of College services;
 - or
 - 2. Such conduct has the purpose or effect of interfering with an individual's work performance or academic experience by creating an intimidating, hostile, or offensive environment for work or learning.
- c. Sexual Exploitation - is defined as taking non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage any one other

than the one being exploited, and that behavior does not otherwise constitute one of the sexual misconduct offenses.

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

Extended definitions and examples of terms listed above may be found in TCC's Glossary of Terms located on the TCC Equity and Civil Rights web page, and within Administrative Procedure AP03-01.

D. REPORTING, INVESTIGATION, AND RESOLUTION

1. Reporting

The College strongly encourages persons to promptly report any occurrence of discrimination, sexual misconduct, or unlawful harassment. The registering of a complaint will not be used or held against the student or employee, nor will it have an adverse impact on the complainant's educational or employment status.

- a. Complaints of discrimination, sexual misconduct, or unlawful harassment involving applicants, faculty/staff, students, vendors, or guests should be filed within 180 days from the date of the incident via Tallahassee Community College's (TCC) on-line Complaint Form, or directly with the College's Equity Officer/Title IX Coordinator at (850) 201-6074, or tolsonr@tcc.fl.edu, or postmark to:

Tallahassee Community College
Attn: Renae Tolson, Equity Officer & Title IX Coordinator
Room 239 Administration Building
444 Appleyard Drive
Tallahassee, FL 32304-2895

- b. Any College personnel, vendor or guest who becomes aware of an alleged conduct of discrimination, sexual misconduct, or unlawful harassment must report this information immediately to the College's Equity Officer/Title IX Coordinator.
- c. All complaints of discrimination, sexual misconduct, or unlawful harassment will be logged in the TCC Equity and Civil Rights Complaint Log. The log will include the complaint number, complainant's name, person whom the complaint is filed against, incident date(s), brief summary, and the determination/resolution. The Equity Officer/Title IX Coordinator is the official custodian of the log.

2. Investigation

- a. Upon receipt of a complaint, the College Equity Officer/Title IX Coordinator will coordinate with TCC's Police Department, the Student Conduct and Community Standards Officer, the Human Resources Director and/or other TCC personnel as appropriate to ensure a supportive and safe environment. The College will ensure an adequate, reliable, and impartial investigation of complaints, including the opportunity for the complainant and respondent to present witnesses and other evidence.
- b. The Equity Officer/Title IX Coordinator will assign one of the College's trained investigators as the College's Investigating Official of record for the complaint. The College's Investigating Official will follow state and federal guidelines, College Policy, Administrative Procedure AP03-01, TCC's Sexual Misconduct Guide, and the Student Code of Conduct, as appropriate, in reviewing the complaint.
- c. Investigations will be completed within 60 calendar days from the date the complaint was filed, unless otherwise agreed upon by the parties or upon extenuating circumstances.
- d. The Investigating Official will use a preponderance of evidence standard for resolving any conflicts in the evidence, and deciding the facts of the complaint.
- e. At the conclusion of the investigation, the Investigating Official will send the investigative report, including findings and proposed resolution, to the College Equity Officer/Title IX Coordinator for review, and determination.

3. Resolution

- a. The College will take steps to prevent the recurrence of any discrimination or harassment found to have occurred upon an investigation, and to correct its discriminatory effects on the complainant and others, if appropriate.
- b. Once the complaint determination is made by the Equity Officer/Title IX Coordinator, written notification will be provided to both the complainant and respondent, informing them of the outcome of the investigation and the subsequent appeals process.
- c. If the decision regarding an employee or student complaint is not satisfactory for the complainant or respondent, it may be appealed to the Equity Appeals Committee (the Appeals Committee). The complainant or respondent must file a written appeal to the Equity Office within seven (7) calendar days after the decision is rendered. The Appeals Committee may adjudicate the complaint based on the records or may call witnesses or examine other documents as deemed necessary. The Appeals Committee will issue a final decision to the employee within fourteen (14) calendar days of receiving the appeal. The decision of the Appeals Committee will be final and binding.

E. RETALIATION

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

F. CONFIDENTIALITY/PUBLIC RECORDS

1. All information regarding discrimination, harassment, retaliation, and sexual misconduct will remain confidential to the extent possible to provide for an effective investigation, and as allowed by law.
2. Only those individuals necessary for the investigation and resolution of the complaint shall be involved. All parties to the complaint, including witnesses, should treat the matter under investigation with discretion and have respect for the reputation of everyone involved.
3. Written records developed through the use of this internal complaint process are confidential in accordance with state law until a final determination is made.

G. FALSE COMPLAINTS

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

H. DISCIPLINE

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

Appendix 2

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EADA Report

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

Total Institutional Undergraduate Population by Gender

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

	Number	Percentage
Male	2,876	52%
Female	2,684	48%
TOTAL	5,560	100%

Sports Teams and Participation by Gender

Sport	Male	Female
Baseball	28	
Basketball	15	15
Cross Country		9
Half Marathon		5
Softball		15
TOTAL	43	44
Total Unduplicated Participants	43	39
Percentage	52.4%	47.6%
NOTE: The five half marathon participants also participated in cross country.		

Total Amount of Athletically Related Student Aid Awarded

	Male	Female	Total
	\$447,118.30	\$472,515.08	\$919,633.38
Percentage	48.6%	51.4%	100%

Total Expenses Incurred

	Male	Female	Total
	\$791,693.80	\$834,696.17	\$1,626,389.97
Percentage	48.7%	51.3%	100%

Total Revenues

	Male	Female	Total
	\$791,693.80	\$834,696.17	\$1,626,389.97
Percentage	48.7%	51.3%	100%

Total Expenses By Team

	Male	Female	Total
Baseball	\$378,050.23		
Basketball	\$413,643.57	\$457,012.64	
Cross Country		\$16,659.25	
Half Marathon		\$3,175	
Softball		\$357,849.28	
TOTAL	\$791,693.80	\$834,696.17	\$1,626,389.97
Percentage	48.7%	51.3%	100%

Total Revenues By Team

	Male	Female	Total
Baseball	\$378,050.23		
Basketball	\$413,643.57	\$457,012.64	
Cross Country		\$16,659.25	
Half Marathon		\$3,175	
Softball		\$357,849.28	
TOTAL	\$791,693.80	\$834,696.17	\$1,626,389.97
Percentage	48.7%	51.3%	100%

Head Coaches - Men's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Baseball	1		1					
Basketball	1		1					
TOTAL	2		2					

Head Coaches - Women's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Basketball	1		1					
Cross Country		1*		1*				
Half Marathon		1*		1*				
Softball					1		1	
TOTAL	1	2	1	2	1		1	

*- the same individual coached both the cross country and half marathon teams

Head Coaches Salaries

	Men's Teams	Women's Teams
Average salary	\$57,053	\$27,208
No. of coaches included	2	4*
Average salary per FTE	\$57,053	\$47,113
No. of FTE included	2.00	2.31

*-the same individual received a stipend to coach both the cross country and half marathon teams

Assistant Coaches - Men's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Baseball		4		4				
Basketball		3		3				
TOTAL		7		7				

Assistant Coaches - Women's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Basketball		3		3		1		1
Cross Country								
Half Marathon								
Softball						2		2
TOTAL		3		3		3		3

Assistant Coaches Salaries

	Men's Teams	Women's Teams
Average salary	\$13,733	\$17,500
No. of coaches used to calculate the average salary	3	2
No. of volunteer coaches	4	4
Average salary per FTE	\$22,391	\$23,333
No. of FTE included	1.84	1.50

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