




June 17, 2019

MEMORANDUM

TO: District Board of Trustees
FROM: Jim Murdaugh, President 
SUBJECT: 2018-2019 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 was due to the State of Florida, Division of Florida Colleges in two parts; Submission 1 was due April 30, 2019 and Submission 2 is due on June 28, 2019.

Past Actions by the Board

TCC's Annual Equity Report for 2017-2018 was submitted to the State of Florida, Division of Florida Colleges on April 30, 2018.

Funding/Financial Implications

N/A.

Staff Resource

Barbara Wills

Recommended Action

Approve the 2018-2019 Equity Report as presented.

**Tallahassee Community College
2018-19 Equity Update
Executive Summary**

Tallahassee Community College (TCC or the College) submits an equity update report to the State of Florida each year. The 2018-2019 Annual Equity Update will be adopted by the Board of Trustees on June 17, 2019, having been signed by the Board Chair and the College's President. This report provides updates on the College's efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment. Updates, observations and planned strategies are addressed for the following equity categories: (1) Employment Equity, (2) Student Participation, and (3) Gender Equity in Athletics. The Florida Department of Education (FLDOE) provided three years of data (2015-2016, 2016-2017 and 2017-2018) for each area. All racial/ethnic category labels reported here are those supplied by FLDOE. This summary highlights findings and strategies from the report.

Employment Equity

Following the Department of Education, 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.

Executive/Administrative/Managerial (EAM) Staff:

The College met its goals for all EAM categories by coming within ten percentage points of the student population. It should be noted that the College's Hispanic EAM representation increased by 6.6%, the highest increase in the College's history.

Instructional Staff:

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

Instructional Staff with Continuing Contract:

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

Employment Equity Goal:

The College's 2019 goal is to continue to have all employment categories reflect employment demographics within 10% of the College's student body population. The College will continue to focus on hiring strategies and recruitment efforts that target underrepresented populations as compared to our student population.

Student Participation

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

Enrollments

The College's enrollment for 2017-2018 was basically flat compared to prior years. Black student enrollment declined along with White student enrollment by -.3% and -1.9%, respectively. Our Fall 2017 census data showed we increased student enrollment in the race/ethnicity categories of American Indian/Alaskan by 22.2%, Asian by 10.2% and Hispanic by 4.4%. We continue to see declines in our in-district student enrollment, while our out of district, out of state and out of country enrollment continues to increase. TCC continues many initiatives to address our enrollment challenges; we have expanded our dual enrollment outreach, increased marketing and recruitment strategies focused on TCC2FSU and

TCC2FAMU, and implemented new communication strategies through texting and online chat services through our Call Center.

Race:

The College did not meet its goal to reduce the enrollment percentage gap between Black and White Male First Time In College (FTIC) students; this enrollment gap increased by 1.92%. However, the gap between Black and White Male Total Enrollment decreased by .14%. Positive movement was also seen in the categories of Black and White Total Enrollment and Black Male FTIC compared to Black Male Total Enrollment, which experienced decreases of .04% and .59%, respectively. Hispanic enrollment has continued to increase over the past three years, and the enrollment percentage gap between Hispanic and White Total Enrollment has continually decreased for the same period; most recently by 1.40%. The overall number of Hispanic FTIC students increased in 2017-2018 by 15%.

Gender:

The College decreased the enrollment percentage gap of Male Total Enrollment compared to Female Total Enrollment, and Black Male Total Enrollment compared to Black Female Total Enrollment by .14% and .26%, respectively. No disproportionate enrollment rates were identified when enrollments of Hispanic Males were compared to enrollment of Hispanic Females, and no disproportionate enrollment rates were identified when enrollment of White Males were compared to enrollment of White Females.

Methods and Strategies:

The College continues to utilize enrollment data 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 will 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) providing dual enrollment course(s) in Gadsden County to promote greater access to college for both public and private school students with transportation barriers; (2) providing better course scheduling opportunities; (3) increased outreach to complete financial aid files; (4) obtaining state and federal approval to be a Florida Comprehensive Transition Training Center; (5) offering new career and technical programs, as well as additional workforce programs and/or certifications; (6) launching a Chatbot service to assist prospective students with the enrollment process; (7) launching YouVisit Virtual Tour for prospective students across the state of Florida and out of state, especially those from Central and South Florida; (8) personalized videos to admitted students; and (9) redesigning our First Year Experience Program to help new students feel connected and engaged on how to be successful in college during the first year, including strategies on how to identify and build affinity groups for students from various backgrounds and places, and offering more organizations for students to be involved with related to their interests.

TCC will continue its efforts to decrease gaps in enrollment percentages between Black Male FTIC and Black Male Total Enrollment, and Black Male Total Enrollment and Black Female Total Enrollment, while also monitoring Hispanic student enrollment. The College will also continue its outreach efforts, including the College Reach-Out Program, the Dual Enrollment Program, and programs designed to educate high school students about scholarship opportunities, particularly those that target minority populations of the tri-county school districts.

Completions

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

Race:

Completion percentage gaps between White and Black students in A.A. degree programs remained fairly consistent, while completion percentage gaps for the White and Black students completing A.S. degrees and certificate programs decreased by 7.0% and 7.35%, respectively. Black Females completing A.S. degree programs increased by 3.36%, and Black students completing certificate programs increased by 2.27%. However, Black Males completing A.S. degree programs decreased by .97%. Hispanic student completions increased across the three award types (A.A., A.S., certificates); A.A. degrees, A.S. degrees and certificate programs increased for this population by .53%, 1.45% and 3.8%, respectively. The College will continue to focus its efforts on increasing the percentage of Black students who complete A.A. degrees, A.S. degrees and certificate programs.

Gender:

The completion percentages for Males for both A.A. degrees and certificate programs increased by 1.54% and 2.34%, respectively. The completion percentages for Females completing A.S. degrees increased by .69%, while percentages for Males completing A.S. degrees decreased by the same amount. There are still disproportionate completion rates when comparing Black Males and Black Females completing A.S. Degrees; the College will continue to focus in this area.

Methods and Strategies:

In an effort to increase the percentage of students who complete degrees and certificates, the College continues to pursue grants, programs, and services that ultimately focus on student success and completions. These efforts include, but are not limited to, applying for grants and other outside funding to address student success strategies such as: Fostering Achievement Fellowship, and Black Male Achievers. The College will continue to focus on expanding pathways to expedite the transition from developmental education to college credit courses.

New methods and strategies to target underrepresented students where goals have not been achieved include, but are not limited to: The Black Male Achievers Program was moved under Academic Affairs with faculty mentors and a new Sisters to Sisters program was piloted to mentor and support female students, but especially black female students. TCC will continue to build out and embed the academic mapping into the advising process and if resources permit would like to establish a case management model for advising. Finally, there has been a re-engagement of our Black Student Union organization and initial steps taken to form a Hispanic Student Organization.

Success in Targeted Programs

The College offers several programs that are geared toward increasing student participation in programs and courses where 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, 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 2018-2019 Equity Report.

Gender Equity in Athletics

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

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

Tallahassee Community College

College Annual Equity Update

2018-2019

Template for Submission 1 of 2

Deadline: April 30, 2019

Submission Information

Equity Officer: Renae Tolson

Email: tolsonr@tcc.fl.edu

Phone: 850-201-6074

Date: April 25, 2019



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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for submission 1 of 2 of the annual update.

- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers

Florida Statutes require FCS institutions to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The college equity plan submitted in April 2018 for 2017-2018 is considered as the college's most recent baseline report that is updated each year.

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

Submission 1 of 2 of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2019. The update should be submitted by email to ChancellorFCS@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

Note: The signature page of this report will be required in the template for submission 2 of 2. Therefore, a signature page is not required for submission 1 of 2.

Submission 2 of 2, due June 28, 2019, will have specific requirements related to:

- Section 1000.05, F.S., the "Florida Educational Equity Act;"
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity; and
- Section 1006.71, F.S., Gender equity in intercollegiate athletics.

In addition to dividing the content into two submissions, DFC made other changes to the template to streamline processes and reduce redundancy. Specifically:

- Equity report templates must be submitted in Word format. This will facilitate a more timely review process and eliminate duplication of information. Colleges may attach additional documents in PDF or Word format as appendices.
- The goal setting and new hire tables are now embedded in the template instead of being included as a tab in the Excel file. This will eliminate colleges needing to input data in two places.

- DFC embedded components of the review form into the submission template. In prior years, DFC used a separate form to complete reviews. For the 2018-19 report, the factors DFC will identify as part of its review will be embedded after sections of the report, and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

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

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

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

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

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

Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	26	MGF1106 - Mathematics I for Liberal Arts; MGF1107 - Mathematics II for Liberal Arts	CGS1060 - Computer & Internet Literacy; EME2040 - Introduction to Educational Technology; BSC1005 - Introduction to Biological Sciences; MET1010 - Meteorology; ESC1000 - Earth & Its Environment;	General Education Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
			MAT1033 - Intermediate Algebra; AST1002 - Introduction to Astronomy; OCE1001 - Introduction to Oceanography; GLY2160 - Geology of the National Parks	
		Two (2) semesters of a foreign language	LIT2323 - Multicultural Mythology; ANT2410 - Introduction to Cultural Anthropology; AML2600 - Introduction to African American Literature	Foreign Language
Orthopedic Impairment	1	Two (2) semesters of a foreign language	MUH2120 - World Music Cultures; LIT2323 - Multicultural Mythology;	Foreign Language
Speech/Language Impairment				

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Emotional or Behavioral Disability	3	MGF1106 - Mathematics I for Liberal Arts; MGF1107 - Mathematics II for Liberal Arts	CGS1060 - Computer & Internet Literacy; MAT1033 - Intermediate Algebra	General Education Mathematics
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment	3	MGF1106 - Mathematics I for Liberal Arts; or, MGF1107 - Mathematics II for Liberal Arts	GLY1030 - Environmental Geology	General Education Mathematics
		Two (2) semesters of a foreign language	MUH2120 - World Music Cultures; LIT2323 - Multicultural Mythology; ANT2410 - Introduction to Cultural Anthropology;	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
			AML2600 - Introduction to African American Literature	

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	26	21
Spring	15	10
Summer	2	2
Total	43	33

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

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

Part II. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

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

College Full-Time Executive/Administrative/Managerial Staff

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

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
Black Female	19.62%	20.0%	19.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	13.38%	16.7%	16.1%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	6.50%	0.0%	0.0%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	7.08%	0.0%	0.0%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	2.89%	3.3%	3.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	2.49%	3.3%	3.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	23.67%	26.7%	25.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	24.38%	30.0%	32.3%	Within 10% of Student Population	Yes	Within 10% of Student Population

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
Total Female	52.68%	50.0%	48.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	47.32%	50.0%	51.6%	Within 10% of Student Population	Yes	Within 10% of Student Population

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The College met its goals for Full-Time Executive/Administrative/Managerial (EAM) Staff by coming within ten percentage points of the student population. In addition to this, through a continued focus on diversity, the College has hired its first Hispanic EAM staff member to begin employment on June 1, 2019.

Note: There was an error in the State’s listed percentages for the 2018 representation of EAM staff. The College corrected this data within the 2018-2019 Equity Report. See Appendix 1 for EAM staff data submitted by the College via the IPEDS and APR reports.

College Full-Time Instructional Staff

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

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
Black Female	19.62%	11.1%	10.5%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	13.38%	8.8%	9.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	6.50%	3.5%	3.9%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	7.08%	4.7%	4.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	2.89%	2.9%	3.3%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	2.49%	0.6%	0.6%	Within 10% of Student Population	Yes	Within 10% of Student Population

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
White Female	23.67%	42.1%	41.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	24.38%	26.3%	26.5%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	52.68%	59.6%	59.1%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	47.32%	40.4%	40.9%	Within 10% of Student Population	Yes	Within 10% of Student Population

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

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

College Full-Time Instructional Staff with Continuing Contract

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

	College Student Population (%)	INST-CONT Actuals (%) Fall 2017	INST-CONT Actuals (%) Fall 2018	INST-CONT Stated Goals (%) Fall 2018	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for 2019
Black Female	19.62%	9.8%	10.9%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	13.38%	8.1%	8.5%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	6.50%	4.1%	3.9%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	7.08%	5.7%	5.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	2.89%	2.4%	2.3%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	2.49%	0.0%	0.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	23.67%	41.5%	42.6%	Within 10% of Student Population	Yes	Within 10% of Student Population



	College Student Population (%)	INST-CONT Actuals (%) Fall 2017	INST-CONT Actuals (%) Fall 2018	INST-CONT Stated Goals (%) Fall 2018	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for 2019
White Male	24.38%	28.5%	25.6%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	52.68%	57.7%	59.7%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	47.32%	42.3%	40.3%	Within 10% of Student Population	Yes	Within 10% of Student Population

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

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

New Barriers (Optional)

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

Response: There are no new barriers affecting the successful recruitment and/or retention of females and/or minorities.

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

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

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

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

Response: The Provost’s evaluation of the Deans indicates that each Dean has supported and promoted the College’s diversity initiatives. Program Chairs, along with all other faculty members, are evaluated by their Dean. Diversity initiatives have been supported by each Dean through promoting diversity among faculty screening committees, participating in and instructing screening committees, and providing equity training for Program Chairs. Deans understand and communicate to the Program Chairs the importance and associated benefits to the College of having a well diverse faculty. Remedial steps are taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Such steps will involve the supervisor re-evaluating past efforts to determine why the goal was not met and to develop new strategies to assist with meeting 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 vacancies, and revisiting the College’s competitive and non-competitive promotional opportunities.

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

Response: The TCC District Board of Trustees approved the President’s, Dr. Jim Murdaugh, evaluation on May 21, 2018. Dr. Murdaugh and his team continue to support and provide a very transparent culture that embraces diversity and inclusion for all students and employees. It was noted that the President’s leadership lead to recognition by the *Diverse Issues in Higher Ed* for the number of degrees awarded to African American Students, and by the *National Institute for Staff and Organizational Development (NISOD)* for being one of the 2019 *Most Promising Places to Work in Community Colleges*.

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

Response: May 21, 2018

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in	Select one.		

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

C. Additional Requirements

The college should complete the following related to additional processes required by section 1012.86, F.S. The signature page of this report that will be required in submission 2 of 2 will suffice as certification of each.

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

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

Response: Prior to the release of applications, the hiring authority will recommend names of persons to serve on the Review Team, and specify a person to serve as Review Team Chair. Inclusion of women and minorities is strongly recommended. It is the responsibility of the hiring authority to ensure that the Review Team composition is in accordance with the College’s equity plan. The make-up of the Review Team may encompass two or more members, excluding non-voting or ex-officio members. The President has the flexibility of altering the selection process for executive positions.

2) Briefly describe the process used to grant continuing contracts.

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

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

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

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

Response: The College allocates funds for advertising in national publications and web sites, with direct marketing strategies targeting specific minority groups. In addition, the College allocates travel funds to invite applicants to campus for interviews.

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

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Managerial Professional	6	\$72,500 to \$85,000	42	\$51,284 to \$114,791
Row 2	Faculty: Annual Contract	9	\$45,000 to \$49,274	177	\$40,560 to \$56,437
Row 3	Classified Staff	43	\$17,500 to \$39,962	203	\$17,500 to \$53,997
Row 4	Classified Staff/Professionals	37	\$30,000 to \$64,223	171	\$23,155 to \$77,680

* IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2017 and October 31, 2018, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2017.

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

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

This concludes submission 1 of 2 of the 2018-19 Annual Equity Update Report, which must be submitted, as a Word document, to ChancellorFCS@fldoe.org by April 30, 2019. Colleges may attach additional files (PDF or Word) as appendices. Submission 2 of 2 – which includes the signature page – must be submitted by June 28, 2019.

Tallahassee Community College

College Annual Equity Update

2018-2019

Template for Submission 2 of 2

Deadline: June 28, 2019

Submission Information

Equity Officer: Renae Tolson

Email: tolsonr@tcc.fl.edu

Phone: 850-201-6074

Date: May 29, 2019



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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for submission 2 of 2 of the annual update.

- Section 1000.05, F.S., the “Florida Educational Equity Act;”
- Section 1006.71, F.S., Gender equity in intercollegiate athletics; and
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity.

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

Submission 2 of 2 of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by June 28, 2019. The update should be submitted by email to ChancellorFCS@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

In addition to dividing the content into two submissions, DFC made other changes to the template to streamline processes and reduce redundancy. Specifically:

- Equity report templates must be submitted in Word format. This will facilitate a more timely review process and eliminate duplication of information. Colleges may attach additional documents in PDF or Word format as appendices.
- The goal setting tables are now embedded in the template instead of being included as a tab in the Excel file. This will eliminate colleges needing to input data in two places.
- DFC embedded components of the review form into the submission template. In prior years, DFC used a separate form to complete reviews. For the 2018-2019 report, the factors DFC will identify as part of its review will be embedded after sections of the report, and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

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

Requirement	Response	Comments	Action
Were there any changes to the development of the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates; monitor efforts by the college to increase diversity in student participation and employment; and meet

requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

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

Part I. Description of Plan Development

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

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

Response: Click here to enter text.

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

Response: Click here to enter text.

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

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

Part II. Policies and Procedures that Prohibit Discrimination

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

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

Response: Click here to enter text.

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

Name/title: Click here to enter text.

Phone number: Click here to enter text.

Address: Click here to enter text.

Email address: Click here to enter text.

Is this contact's information available in the regular notice of nondiscrimination? **Make a selection: Yes**

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

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

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

Response: Click here to enter text.

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

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

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

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

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

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

Part III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and for overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved, and set goals for 2018-2019.

Enrollments	FTIC			Overall Enrollments		
	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black Males	Decrease the gap between White and Black FTIC Males by 1%	NO, The gap between White and Black Male FTIC grew by 1.92%	Increase the percentage of Black Male FTIC as a percentage of the total number of FTIC students	Decrease the gap between Black Male FTIC and Black Male Total Enrollment by 1%	No, The gap between Black Males FTIC and Black Male Total Enrollment decreased by .59%	Decrease the gap between Black Male FTIC and Black Male Total Enrollment by 1%

Enrollments	FTIC			Overall Enrollments		
	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black Females	None	None	None	Decrease the gap between Black Female and Black Male Total Enrollment by 1%	No, The gap between Black Female and Black Male Total Enrollment decreased by .26%	Decrease the gap between Black Female and Black Male Total Enrollment by 1%
Hispanic	Increase FTIC enrollment of Hispanic Students by 1%	Yes, Hispanic FTIC enrollment increased by 1.15% (The overall number of Hispanic FTIC students increased by 58 or 15%)	None	None	None	Increase the Hispanic Total Enrollment by 1% over prior year Total Enrollment
Other Minorities	None		None	None	None	None
White	None		None	None	None	None
Female	None		None	None	None	None
Male	None		None	None	None	None
LEP	None		None	None	None	None
DIS	None		None	None	None	None

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

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

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

Response: Tallahassee Community College's (TCC) enrollment for 2017-2018 was basically flat. Our fall 2017 census data from the Office of Institutional Research showed we decreased in the percentage of Black students (-.3%) and White students (-1.9%) and increased in the percentage of American

Indian/Alaskan (22.2%), Asian (10.2%) and Hispanic (4.4%) students. Furthermore, we continued to see declines in the percentage of our in-district students and growth from outside our service area. All age categories were down except 18-21 and we saw a 5.1% decrease in prior high school graduates from our service area enrolling at TCC. To address our enrollment challenges, we have expanded our dual enrollment outreach, increased marketing and recruitment strategies focused on TCC2FSU and TCC2FAMU, implemented new communication strategies through texting and chat through our Enrollment Call Center, introduced new sports, and expanded our out of class non-academic supports. We have developed enhanced articulation agreements with FSU and FAMU that provides us access to their freshmen denied students so that we can promote the opportunity of the 2+2 programs and allow those universities opportunities to meet and advise these students on our campus. Furthermore, the College's Educational Talent Search grant that operates out of Gadsden County now offers Saturday Academies focused on college preparation similar to the Take Stock In Children program.

New methods and strategies, if applicable.

Response: New strategies and methods include (1) providing dual enrollment course(s) in Gadsden County to promote greater access to college for both public and private school students with transportation barriers; (2) providing better course scheduling opportunities; (3) increased outreach to complete financial aid files; (4) obtaining state and federal approval to be a Florida Comprehensive Transition Training Center; (5) offering new career and technical programs, as well as additional workforce programs and/or certifications; (6) launching a Chatbot to assist prospective students with the enrollment process; (7) launching YouVisit Virtual Tour for prospective students across the state of Florida and out of state, especially those from Central and South Florida; (8) personalized videos to admitted students; and (9) redesigning our First Year Experience Program to help new students feel connected and engaged on how to be successful in college during the first year, including strategies on how to identify and build affinity groups for students from various backgrounds and places, and offering more organizations for students to be involved with related to their interests.

Student Completions

This year's report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved, and set goals for 2018-2019.

AA Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	Increase the percentage of Black students who complete AA degrees by 1%	No, The percentage of Black students who completed AA degrees decreased by .32% (Overall number of Black students who completed AA degrees increased by 18 or 3.5%)	Increase the percentage of Black students who complete AA degrees by 1%

Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	Increase the percentage of Male students who complete AA degrees by 1%	Yes, The percentage of Male students who completed AA degrees increased by 1.54%	Increase the percentage of Male students who complete AA degrees by 1%
LEP	None	None	None
DIS	None	None	None
AS/AAS Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black Males	Increase the percentage of Black Male students who complete AS degrees by 1%	No, The percentage of Black Male students who completed AS degrees decreased by .97%	Increase the percentage of Black Male students who complete AS degrees by 1%
Black Females	Increase the percentage of Black Female students who complete AS degrees by 1%	Yes, The percentage of Black Female students who completed AS degrees Increased by 3.26%	Increase the percentage of Black Female students who complete AS degrees by 1%
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	None
LEP	None	None	None
DIS	None	None	None
Certificates	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	Increase the percentage of Black students who complete certificate programs by 1%	Yes, The percentage of Black students who completed certificate programs increased by 2.27%	Increase the percentage of Black students who complete certificate programs by 1%
Hispanic	None	None	None

Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	None
LEP	None	None	None
DIS	None	None	None
Baccalaureate Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	None	None	None
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	None
LEP	None	None	None
DIS	None	None	None

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

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

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

Response: The College has seen improvement with (1) the percentage of male students earning AA degrees awarded; and (2) black students earning a higher percentage of certificates awarded. Over the past year, the college has hosted several data summits to discuss equity gaps and the need for providing additional supports and learning strategies to students who are underrepresented. There has been renewed focus on ensuring that students earning AS degrees also receive appropriate stackable credentials embedded into those two year degrees. TCC continues to develop academic maps aligned with the Guided Pathways model, has implemented a Math Champions program, as well as an Opportunity Grant to assist students in completing their last semester of courses if financial need is a barrier to completion.

New methods and strategies, if applicable.

Response: The Black Male Achievers Program was moved under Academic Affairs with faculty mentors and a new Sisters to Sisters program was piloted to mentor and support female students, but especially black female students. TCC will continue to build out and embed the academic mapping into the advising process and if resources permit would like to establish a case management model for advising. Finally, there has been a re-engagement of our Black Student Union organization and initial steps taken to form a Hispanic Student Organization.

Student Success in Targeted Programs

The college’s plan for 2017-2018 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

- 1) An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.
- 2) New methods and strategies, if applicable.

Response: Tallahassee Community College offers several programs that are geared towards increasing participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S. The programs 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>2016-2017: 12 students 2017-2018: 18 students</p> <p>The College experienced a 50% increase in underrepresented students participating in STEM internships. The College will continue to explore methods to further increase participation. 2018-2019 data will not be available until June 2019.</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>2016-2017; 30 students 2017-2018: 30 students</p> <p>The College maintained the same number of underrepresented students who were awarded scholarships. The College will continue to explore more options to increase the number of students. 2018-2019 data will not be available until June 2019.</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>2016-2017: 24 students 2017-2018: 36 students</p> <p>The College experienced a 12% increase in underrepresented students participating in STEM internships. The College will continue to explore methods to further increase participation. 2018-2019 data will not be available until June 2019.</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>2016-2017: 51 students 2017-2018: 86 students</p> <p>The College experienced a 35% increase in underrepresented students participating in extracurricular workshops and STEM internships. The College will continue to explore methods to further increase participation. 2018-2019 data will 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: 5 workshops</p> <p>The College offered 5 Career Awareness Workshops for students. The College continues to develop workshops. 2018-2019 data will not be available until June 2019.</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>2017-2019 data will not be available until June 2019.</p>

**Review of Part III: Strategies to Overcome Underrepresentation of Students
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
<p>Is the college achieving its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?</p>	<p>Select one.</p>		
<p>If no, evaluation of current methods and strategies and new methods and strategies provided?</p>	<p>Select one.</p>		
<p>Is the college achieving its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?</p>	<p>Select one.</p>		
<p>If no, evaluation of current methods and strategies and new methods and strategies provided?</p>	<p>Select one.</p>		
<p>The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics,</p>	<p>Select one.</p>		

Requirement	Response	Comments	Action
communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?			
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

Part IV. Gender Equity in Athletics

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

Assessment of Athletic Programs

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

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

Data Assessment

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

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

Compliance with Title IX

Using athletic participation data from the latest EADA Survey Federal Report in Appendix 2, 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, 2016 through June 30, 2017 and July 1, 2017 through June 30, 2018

	2016-2017			2017-2018			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	43	44	87	Total Number of Athletes	44	41	85
Percent of Athletes by Gender	49.4%	50.6%	100%	Percent of Athletes by Gender	51.8%	48.2%	100%
Total Number of Enrollments	6,839	7,636	14,475	Total Number of Enrollments	6,834	7,609	14,443
Percent of Enrollments by Gender	47.2%	52.8%	100%	Percent of Enrollments by Gender	47.3%	52.7%	100%
Difference between the percent of athletes and the percent of students enrolled	2.2%	-2.2%		Difference between the percent of athletes and the percent of students enrolled	4.5%	-4.5%	

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? **2016-2017: Yes 2017-2018: Yes**

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

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

Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines

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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2018?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part V. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2018-2019 ANNUAL EQUITY UPDATE REPORT
Signature Page

Tallahassee Community College

The college ensures that section 1000.05, F.S., and section 1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., referenced in submission 1 of 2 and submission 2 of 2 of this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

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

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

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

Rena Tolson, Equity Officer

Date

Jim Murdaugh, Ph.D., President

DATE

Karen Moore, Chair, College Board Of Trustees

DATE

Appendix 1

Florida College System

		Employment												
		Fall												
		2016		2017		2018								
Race	Gender	Stu Pop %	#	% of Total	% of Total	% of Total	% of Total	% of Total	# Diff	# Diff	% Diff	% Diff		
				#	#	#	#	Fall 2017	Fall 2018	Fall 2017	Fall 2018			
Black	Female	19.62%	6	22.2%	6	20.0%	5	6	20.8%	19.4%	-1	0	(16.7%)	0.0%
Black	Male	13.38%	4	14.8%	5	16.7%	2	5	8.3%	16.1%	-3	0	(60.0%)	0.0%
Black	Total	33.00%	10	37.0%	11	36.7%	7	11	29.2%	35.5%	-4	0	(36.4%)	0.0%
Hispanic	Female	6.50%	0	0.0%	0	0.0%	0	0	0.0%	0.0%	0	0	0.0%	0.0%
Hispanic	Male	7.08%	0	0.0%	0	0.0%	0	0	0.0%	0.0%	0	0	0.0%	0.0%
Hispanic	Total	13.58%	0	0.0%	0	0.0%	0	0	0.0%	0.0%	0	0	0.0%	0.0%
Other	Female	2.89%	1	3.7%	1	3.3%	1	1	4.2%	3.2%	0	0	0.0%	0.0%
Other	Male	2.49%	1	3.7%	1	3.3%	1	1	4.2%	3.2%	0	0	0.0%	0.0%
Other	Total	5.38%	2	7.4%	2	6.7%	2	2	8.3%	6.5%	0	0	0.0%	0.0%
White	Female	23.67%	6	22.2%	8	26.7%	7	8	29.2%	25.8%	-1	0	(12.5%)	0.0%
White	Male	24.38%	9	33.3%	9	30.0%	8	10	33.3%	32.3%	-1	1	(11.1%)	11.1%
White	Total	48.04%	15	55.6%	17	56.7%	15	18	62.5%	58.1%	-2	1	(11.8%)	5.9%
Total	Female	52.68%	13	48.1%	15	50.0%	13	15	54.2%	48.4%	-2	0	(13.3%)	0.0%
Total	Male	47.32%	14	51.9%	15	50.0%	11	16	45.8%	51.6%	-4	1	(26.7%)	6.7%
Total	Total	100.00%	27	100.0%	30	100.0%	24	31	100.0%	100.0%	-6	1	(20.0%)	3.3%

Notes: IPEDS Fall Staff Criteria Used For Data Categorization.

Red text is corrected text

Part B1 - Full-time Non-instructional Staff by Occupational Category

Number of Full-time Non-instructional Staff
 by Occupational Category

As of November 1, 2018

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

•Report race for non-Hispanic/Latino individuals only

Men

Race/ethnicity	Management Occupations 11-0000	Business and Financial Operations Occupations 13-0000	Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	Healthcare Practitioners and Technical Occupations 29-0000
Nonresident alien	0	0	1	0	0
Hispanic/Latino	0	0	1	0	0
American Indian or Alaska Native	1	0	0	0	0
Asian	0	0	1	0	0
Black or African American	5	6	6	5	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	10	15	28	18	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total men	16	21	37	23	0

Women

Race/ethnicity	Management Occupations 11-0000	Business and Financial Operations Occupations 13-0000	Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	Healthcare Practitioners and Technical Occupations 29-0000
Nonresident alien	0	0	0	0	0
Hispanic/Latino	0	0	0	6	1
American Indian or Alaska Native	0	0	0	0	0
Asian	1	2	1	1	0
Black or African American	6	17	5	17	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	8	27	18	25	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total women	15	46	24	49	1

Total (men+women)	31	67	61	72	1
Total from prior year	30	68	52	74	1

Appendix 2

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

Tallahassee Community College
October 15, 2018

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	2,851	50%
Female	2,810	50%
TOTAL	5,661	100%

Sports Teams and Participation by Gender

Sport	Male	Female
Baseball	26	
Basketball	12	16
Cross Country	6	8
Softball		17
Track and Field		1
TOTAL	44	42
Total Unduplicated Participants	44	41
Percentage	51.8%	48.2%

NOTES:

Cross country includes two male and five females who participated in the event of half marathon.

The women's track and field participant also participated in cross country.

Total Amount of Athletically Related Student Aid Awarded

	Male	Female	Total
	\$509,282	\$471,869	\$981,151
Percentage	52%	48%	100%

Total Expenses Incurred

	Male	Female	Total
	\$869,313	\$802,961	\$1,672,274
Percentage	52%	48%	100%

Total Revenues

	Male	Female	Total
	\$869,313	\$802,961	\$1,672,274
Percentage	52%	48%	100%

Total Expenses By Team

	Male	Female	Total
Baseball	\$427,290		
Basketball	\$432,666	\$462,585	
Cross Country	\$9,357	\$23,907	
Track and Field		\$1,862	
Softball		\$314,606	
TOTAL	\$869,313	\$802,960	\$1,672,274
Percentage	52%	48%	100%

Total Revenues By Team

	Male	Female	Total
Baseball	\$427,290		
Basketball	\$432,666	\$462,585	
Cross Country	\$9,357	\$23,907	
Track and Field		\$1,862	
Softball		\$314,606	
TOTAL	\$869,313	\$802,960	\$1,672,274
Percentage	52%	48%	100%

Head Coaches - Men's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Baseball	1		1					
Basketball	1		1					
Cross Country		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*				
Track & Field		1*		1*				
Softball					1		1	
TOTAL	1	2	1	2	1		1	

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

Head Coaches Salaries

	Men's Teams	Women's Teams
Average salary	\$38,869	\$35,444
No. of coaches included	3	3
Average salary per FTE	\$53,985	\$49,228
No. of FTE included	2.16	2.16

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				
Cross Country						1		1
TOTAL		7		7		1		1

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		2		2		1		1
Cross Country						1		1
Track & Field						1		1
Softball						2		2
TOTAL		2		2		5		5

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

Assistant Coaches Salaries

	Men's Teams	Women's Teams
Average salary	\$8,500	\$10,125
No. of coaches used to calculate the average salary	6	4
No. of volunteer coaches	2	3
Average salary per FTE	\$28,492	\$25,000
No. of FTE included	1.79	1.62