




April 20, 2015

MEMORANDUM

TO: District Board of Trustees
FROM: Jim Murdaugh, President 
SUBJECT: 2014-2015 Equity Report

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 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 Office of The President coordinates the completion of the annual equity report but has the support of the Division of Academic Affairs, Students Affairs, Research and Planning 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, 2015.

Past Actions by the Board

TCC's Annual Equity Report for 2013-2104 was submitted to the State of Florida, Division of Florida Colleges on April 30, 2014.

Funding/Financial Implications

N/A.

Staff Resource

Jim Murdaugh

Recommended Action

Approve the 2014-2015 Equity Report as presented.

Tallahassee Community College
2014-15 Equity Report
Executive Summary

Tallahassee Community College (TCC) submits an equity report to the State of Florida each year. The 2014-2015 Equity Report will be adopted by the Board of Trustees on April 20, 2015, having been signed by the Board Chair and the College's President. The report provides observations and planned strategies for 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 (2011-2012, 2012-2013 and 2013-2014) 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

Five areas of "student participation" are addressed in the report: Enrollments, Completions, Retention, Success in Targeted Programs and Success Rates in Gatekeeper Math and English Courses. Major findings and strategies are listed below by area:

Enrollments:

The enrollment percentage gap between Black and White FTIC students has increased slightly from the previous year (0.49%). However, the gap has decreased significantly over the three year period as the percentage of White FTICs increased and the percentage of Black FTICs decreased. Enrollment gaps also exist between Black Total Enrollment and White Total Enrollment for each of the years of data reviewed. This gap may be attributed, in part, to student retention, as the retention rates for both full-time and part-time Black FTIC students is significantly lower than the retention rates for White FTIC students, 8% and 14% respectively in 2013-2014.

Although Hispanic enrollment has increased over the past three years, gaps were found when enrollments of Hispanic students were compared to enrollments of White students in both enrollment categories. While the gaps are very large, racial demographics of students who earn standard diplomas from public high schools in TCC's service district suggest the College has limited opportunities to increase Hispanic enrollments over current percentages.

The gaps for Female Total Enrollment when compared to Male Total Enrollment have declined slightly each year for the three year review period, and the gaps for Female FTICs and Male FTICs have remained relatively consistent over the same period.

A comparison of FTICs indicates a gap between Black females and Black males of almost 2% compared to the previous year when the gap was only 0.03%, with Black female FTIC enrollment showing an increase while Black male FTIC enrollment shows a decrease. Black males are enrolled at lower rates than Black females in the Total Enrollment category with almost no change in the gap (0.12%). Retention may be a factor in analysis of the Total Enrollment. Retention of FTIC Black males is significantly lower than for Black females. This is true for both full-time and part-time students which have enrollment gaps of 7% and 15% respectively.

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

A Strategic Enrollment Management (SEM) Plan was developed in 2013-2014. The SEM Plan guides enrollment strategies and provides data for tracking their effectiveness. The SEM plan includes strategies to increase access for all students as well as strategies that target special populations of students including veterans, honors, online, dual enrolled, international, and returning adults. The plan also focuses on improving services in the areas of admissions, orientation and advising, and implementing strategies to support access, student success, and retention. The Enrollment Management Subcommittee is currently setting recruitment targets for 2015-2016. The College will also continue its outreach efforts, including the Dual Enrollment Program, the Collegiate High School Program, the College Reach-Out Program, 21st Century Community Learning Centers, Education Talent Search (ETS), and programs designed to educate high school students about scholarship opportunities, particularly those that target minority populations of the TCC tri-county service area school districts.

Completions:

Completion is defined as the percentage of annual graduates represented by students in each racial/ethnic and gender category. Completion percentages for White and Black students across the three award types (A.A, A.S., certificates) have been fairly consistent. Completion percentages for Hispanic students for A.A. degrees and A.S. degrees dropped 1% and 2% respectively from the previous year.

A.A. and A.S. degree completion percentages for females and males were consistent from 2009 through 2012-13. In 2013-2014, the percentage of females earning A.A. degrees declined nearly 3% while the percentage of males earning A.A. degrees increased by nearly 3%. The percentage of males earning A.S. degrees is much lower than that for females, although the gap has closed by approximately 6%. Males earned certificates at higher rates than females consistently from 2009 through 2013-14.

In an effort to increase the percentage of students who complete degrees and certificates, TCC will continue applying for grants/outside funding to address student success strategies such as; Connect2Complete, Fostering Achievement Fellowship, STEM Center, Walmart PRESS and Title III. TCC will also focus on Academic Advising, Early Alerts and Intervention, Institutional Effectiveness and Career and Professional Development strategies. TCC will continue to offer degrees and certificates that provide program graduates with access to jobs. In 2013-2014, the TCC District Board of Trustees approved A.S. degree programs in Network Systems Technology. Also approved were three new PSAV programs in Applied Cybersecurity, Industrial Machinery Maintenance, and Medical Administrative Specialist. TCC will continue to expand pathways to expedite transition from developmental education to college credit courses. These and other retention efforts outlined in the full report are expected to have a positive impact on student completions.

Retention:

Methods and strategies to increase retention rates of FTIC students include: strengthen career planning and assessment to assist students with early selection of meta-major; create a comprehensive advising plan with common messaging, branding, advising scripts, online planning tools and academic maps, and milestones for all TCC programs (clear academic pathways); continue use of Starfish/early alerts for students in all disciplines at all levels of courses, and employ interventions early in the term so that students receive timely assistance; continue sponsorship of the Black Male Achievers program, and continue enhancing and implementing aspects of the College's Strategic Enrollment Management Plan.

Success in Targeted Programs:

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

Success in Gateway Math Courses:

Success is defined as a grade of A, B, C or S. Success rates are calculated by determining the percentage of enrolled students who earned a “successful” grade. Gateway courses include Intermediate Algebra (MAT 1033), College Algebra (MAC 1105), Mathematics I for Liberal Arts (MGF 1106), Introductory Statistics (STA2023), and College Composition (ENC11101). The success rates for White students have increased in ENC1101 and MGF 1106, and decreased in MAT1033, MAC1105 and STA2023. Success rate gaps still exist between Black students and White students; however the gap has decreased significantly in MAC1105, MGF1106 and STA2023.

A team comprised of full-time and adjunct faculty from the Developmental Communication and College Success Division, Developmental Mathematics Division, Science and Mathematics Division, staff from various student services programs, and students continues to work to identify the causes for the gap, and to provide suggestions for remedying it. Since the establishment of this team, faculty from both the Science and Mathematics Division and the Developmental Mathematics Division are participating in the Statistics Pathway (STATWAY) Project which was initiated at the Carnegie Foundation for the Advancement of Teaching at Stanford University. The preliminary results indicate that this approach greatly enhances success in all groups transitioning from developmental math to college level statistics.

Over the past year, the Mathematics Division has been researching and planning strategies to assist students with college level mathematics. Due to recent changes in developmental education, the faculty are planning to implement remedies to increase success rates for students in the college level math courses. One major change is to delete the MAT 1033 course pre-requisite for MGF 1106 and MGF 1107. Students will be taught the “just-in-time” algebraic skills that are necessary to be successful in the Liberal Arts Mathematics courses. Students will be given a readiness quiz in MAT1033 to determine algebraic skills. The College continues to monitor and collect data on the success of these and other projects.

Gender Equity in Athletics:

Tallahassee Community College is committed to providing equal opportunities to its male and female student-athletes. We currently offer four sports – two male (basketball and baseball) and two female (basketball and softball). All participants, regardless of gender, have access to comparable scholarships and like resources and facilities, in all aspects – housing, travel accommodations, coaches and support staff, equipment and supplies. Academic support resources are also available to participants from all teams.

Based on 2013-14 participation numbers, Tallahassee Community College developed a feasibility study on additional sports teams – the report was completed in July 2014. The sports under consideration in the report are women’s volleyball, men’s and women’s cross country, and men’s and women’s soccer. As the program moves forward, emphasis will continue to be placed on providing equitable opportunities for men and women. The program will identify ways to improve and enhance its position related to gender equity and provide opportunities for racial minorities.

Employment Equity:

The College has met its goal for female and minority representation to come within ten percentage points of the census population for female and minorities that have earned a graduate

degree or higher. As it has been in prior Equity Reports, the College has continued its efforts to close the gap for African American representation as compared to the national census, and in 2013 the College's efforts came to fruition and, still today the College continues to exceed the national census for African American female by 9.7%. The total representation of African Americans exceeds the national census by 7.5% for 2014. The College achieved an 8.3% increase in female EAM employment, and the College is currently surpassing the national census representation for female EAM employment by 12.4%. The College also continues to be within ten percentage points of EAM employment for Hispanics with graduate degrees or higher. The College continues to meet its goal for *other minorities*, holding steady with to 4.5% EAM representation for other minorities in 2014.

The College will focus on increasing male and minority representation in the EAM category. In 2014 the College continued to promote from within, an African American female was added to the EAM category. The College will retain the goal of having the percentage of EAM employees in each category fall within ten percentage points of the census population having graduate degrees or higher.

**The Florida College System
Annual Equity Update Report
Guidelines for 2014-2015
For
Tallahassee Community College**

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



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General Information and Applicable Laws for Reporting

The purpose of the Annual College Equity Update Report is to provide a current status report of the college's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. The following Florida Statutes and implementing State Board Rules in the Florida Administrative Code (F.A.C.) apply to this annual report.

- Section (§) 1000.05, Florida Statutes (F.S.) Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act."
- Implementing Rule 6A-19.010, Florida Administrative Code (F.A.C.), Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program
- Additional implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity.

The report may also reflect efforts by Florida College System institutions to meet federal laws related to civil rights and nondiscrimination in the treatment, admission and employment of students and applicants. Applicable federal laws and regulations enforced by the U.S. Department of Education, U.S. Department of Justice, and the Equal Employment Opportunity Commission include the following:

- Sections IV through VIII of The Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, and Handicap (referred hereafter as, "Guidelines")
- Title VI of the Civil Rights Act of 1964 and implementing regulations under 34 Code of Federal Regulations (C.F.R.) Part 100
- Title IX of the Education Amendments of 1972 and implementing regulations under 34 C.F.R. Part 106
- Section 504 of the Rehabilitation Act of 1973 and implementing regulations under 34 C.F.R. Part 104
- Age Discrimination Act of 1975
- Title II of the Americans with Disabilities Amendments Act of 2008 and implementing regulations under 28 C.F.R. Part 35
- Genetic Information Nondiscrimination Act of 2008

These Guidelines are organized according to the following parts.

- Part I. Description of Plan Development
 - Part II. Policies and Procedures that Prohibit Discrimination
 - Part III. Strategies to Overcome Underrepresentation of Students
 - Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
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Each part has instructions for completion along with appropriate legal citations. Colleges are encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines.

One **bound** copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2015. The report should be submitted by mail to the Florida

Department of Education, DFC, 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399. The report should also be submitted electronically to the following email address: lynda.earls@fldoe.org. For assistance or questions, call 850-245-9468.

PART I Description of Plan Development

The college should provide the following as required under State Board Rule 6A-19.010, F.A.C. Use space as needed.

Description of plan development:

The plan shall identify, by title and organizational location, the persons involved in the development of the plan; a description of the participation of any advisory groups or persons; and the date of adoption of the plan by the governing board.

To complete the 2014-2015 Equity Report, the College's Equity Officer, a member of the Office of the President, enlisted the support of the following areas:

- Academic Affairs
 - Office of the Provost and Vice President for Academic Affairs
 - Division of Curriculum and Instruction
- Administrative Services
 - Office of the Vice President for Administrative Services and Chief Financial Officer
 - Department of Human Resources
- Institutional Effectiveness
 - Office of the Associate Vice President for Institutional Effectiveness
 - Department of Institutional Research and Planning
- Students Affairs
 - Office of the Vice President for Student Affairs
 - Office of Disability Support Programs
 - Department of TCC Athletics

The contributions contained in the report reflect the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. There were no advisory groups or persons involved with the development of the report. Tallahassee Community College Board of Trustees adopted the report on April 20, 2015.

The following persons were invited to take part in the development of the report, or to allow staff members to provide vital research in completing the report:

Barbara Sloan, Provost and Vice President for Academic Affairs
Calandra Stringer, Dean, Curriculum and Development (Academic Affairs)
Teresa Smith, Vice President for Administrative Services and Chief Financial Officer
DeVaris Chandler, Human Resources Specialist III (Administrative Services)
Horace Wright, Human Resources Specialist III (Administrative Services)
Lei Wang, Associate Vice President for Institutional Effectiveness
Margaret Wingate, Director, Office of Institutional Research (Institutional Effectiveness)
Caroline Jernigan, Research Analyst (Institutional Effectiveness)
Rena Tolson, Director, Business Process Improvement and Equity Officer (Office of the President)
Sally Search, Vice President for Student Affairs
Shanna Autry, Director, Student Success and Retention (Student Affairs)
Rob Chaney, Director, Athletics (Student Affairs)

PART II

Policies and Procedures that Prohibit Discrimination

A. Policy and Procedure Review Process:

Describe the process used by the college's governing board to review policies and procedures used by the institution to assure compliance with the requirements of §1000.05, Florida Statutes, and Rules 6A-19.001-010, F.A.C. Use space as needed.

The process used by the College's governing board to review policies is as follows:

1. Policies may be recommended for drafting or revision by an employee, student, department, and/or division. This recommendation shall be forwarded to the appropriate Vice President for evaluation.
2. After evaluation, the Vice President will forward the proposed policy and/or procedure for drafting or revision to the appropriate committee.
3. Upon completion of policy and/or procedure drafting or revision, the appropriate committee(s) shall forward recommendation of the proposed policy to the Executive Team.
4. After review, the Executive Team will forward the proposed policy or policy revision to the College attorney for review.
5. Once approved by the College attorney, the proposed policy or policy revision will be sent to the College President for approval and presentation to the College's District Board of Trustees.

B. Policy of Nondiscrimination:

Provide the college's policy/policies of nondiscrimination adopted by the college's governing board. This may be inserted as Appendix 1.

Please indicate the most recent date of revision:

Policy 03-01- Equal Opportunity, Discrimination, Sexual Misconduct and Unlawful Harassment
Revised: August 2012.

C. Regular Notification: Rule 6A-19.010(f), F.A.C.:

Describe procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units, and the general public of this policy. Use space as needed.

The College regularly notifies staff, students, applicants for employment and admission, parents, and the general public of its non-discrimination policy by: providing the non-discrimination policy on the College's website; posting Equity Posters in high traffic areas around campus; publishing the non-discrimination policy and Equity Officer's contact information in the College Course Catalog and Student Handbook/Planner; publishing the non-discrimination policy and Equity Officer's contact information on the College's website; advertisements; and tickets.

D. Equity Officer/Coordinator:

a. Provide the name, title and contact information for the person(s) designated to coordinate the college's compliance with §1000.05, FS; Rule 6A-19.009-.010, F.A.C., Title IX, Section 504, and Title II. Use more space as needed.

- Name: Renae Tolson
- Title: Director, Business Process Improvement and Equity Officer
- Phone Number: (850) 201-6074 or 8590
- Address: 444 Appleyard Drive, Tallahassee, FL 32304-289
- Email: tolsonr@tcc.fl.edu

b. Does the regular notice of nondiscrimination include the name, address, and telephone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures? Yes

E. Grievance or Complaint Procedures:

Provide as Appendix 2, a copy of the grievance or complaint procedures for use by students, applicants and employees who allege discrimination.

Under Rule 6A-19.010(h), F.A.C. Grievance or complaint procedures should address the following at a minimum.

1. Procedure(s) shall be available to all students and their parents, employees and applicants for admission or employment.
2. Notification of these procedures shall be placed in prominent and common information sources.
3. Procedure(s) shall be designed to encourage prompt and equitable resolution of student, employee and applicant complaints but shall not prohibit individuals from seeking redress from other available sources.
4. Procedures shall prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.

Please indicate the most recent date of revision(s):

Policy 03-01- Equal Opportunity, Discrimination, Sexual Misconduct and Unlawful Harassment and Policy- Revised: August 2012, and Policy 06-16 – Grievance – Revised: August 2012.

F. Revised Policies and Procedures:

Submit as Appendix 3, any policies and procedures related to the following for which revisions have been made since submission of the college's last Annual Equity Update Report. You do not need to re-submit the college's policy on nondiscrimination or the college's grievance procedures.

1. Student and/or Employee Harassment Policy and Procedures for Reporting and Investigating Claims of Harassment (if different than the college's nondiscrimination grievance procedures.)

Revisions made: (yes) ___ (no) X

If yes, name of procedures(s):

Date of approval of revision:

2. Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease Policy/Procedures

Revisions made: (yes) ___ (no) X

If yes, name of policy:

Date of approval of revision:

Note: Revised policies and/or procedures may be submitted at any time in draft form for review and feedback from the DFC; however, revised policies should always be submitted in this report as approved and dated by the governing board and/or president of the college. Revised procedures should also be submitted as final and approved.

PART III

Strategies to Overcome Underrepresented Students

A. Student Enrollments

Colleges will continue to examine 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. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

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

Florida College System

College: Tallahassee

Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	883	3,593	24.58	4,648	20,372	22.82
	2012-13	668	3,059	21.84	4,158	19,176	21.68
	2013-14	726	3,195	22.72	3,823	18,011	21.23
Male	2011-12	870	3,593	24.21	3,143	20,372	15.43
	2012-13	669	3,059	21.87	2,816	19,176	14.69
	2013-14	663	3,195	20.75	2,587	18,011	14.36
Total	2011-12	1,753	3,593	48.79	7,791	20,372	38.24
	2012-13	1,337	3,059	43.71	6,974	19,176	36.37
	2013-14	1,389	3,195	43.47	6,410	18,011	35.59

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Tallahassee

Student Participation-Enrollments

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	136	3,593	3.79	851	20,372	4.18
	2012-13	155	3,059	5.07	865	19,176	4.51
	2013-14	165	3,195	5.16	869	18,011	4.82
Male	2011-12	178	3,593	4.95	833	20,372	4.09
	2012-13	179	3,059	5.85	823	19,176	4.29
	2013-14	176	3,195	5.51	873	18,011	4.85
Total	2011-12	314	3,593	8.74	1,684	20,372	8.27
	2012-13	334	3,059	10.92	1,688	19,176	8.80
	2013-14	341	3,195	10.67	1,742	18,011	9.67

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Tallahassee

Student Participation-Enrollments

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	90	3,593	2.50	481	20,372	2.36
	2012-13	61	3,059	1.99	430	19,176	2.24
	2013-14	56	3,195	1.75	417	18,011	2.32
Male	2011-12	83	3,593	2.31	368	20,372	1.81
	2012-13	65	3,059	2.12	386	19,176	2.01
	2013-14	73	3,195	2.28	386	18,011	2.14
Total	2011-12	173	3,593	4.81	849	20,372	4.17
	2012-13	126	3,059	4.12	816	19,176	4.26
	2013-14	129	3,195	4.04	803	18,011	4.46

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Tallahassee

Student Participation-Enrollments

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	611	3,593	17.01	5,126	20,372	25.16
	2012-13	573	3,059	18.73	4,920	19,176	25.66
	2013-14	575	3,195	18.00	4,524	18,011	25.12
Male	2011-12	742	3,593	20.65	4,922	20,372	24.16
	2012-13	689	3,059	22.52	4,778	19,176	24.92
	2013-14	761	3,195	23.82	4,532	18,011	25.16
Total	2011-12	1,353	3,593	37.66	10,048	20,372	49.32
	2012-13	1,262	3,059	41.26	9,698	19,176	50.57
	2013-14	1,336	3,195	41.82	9,056	18,011	50.28

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Tallahassee

Student Participation-Enrollments

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	1,720	3,593	47.87	11,106	20,372	54.52
	2012-13	1,457	3,059	47.63	10,373	19,176	54.09
	2013-14	1,522	3,195	47.64	9,633	18,011	53.48
Male	2011-12	1,873	3,593	52.13	9,266	20,372	45.48
	2012-13	1,602	3,059	52.37	8,803	19,176	45.91
	2013-14	1,673	3,195	52.36	8,378	18,011	46.52
Total	2011-12	3,593	3,593	100.00	20,372	20,372	100.00
	2012-13	3,059	3,059	100.00	19,176	19,176	100.00
	2013-14	3,195	3,195	100.00	18,011	18,011	100.00

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Tallahassee

Student Participation-Enrollments

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2011-12	6	46	59	530
	2012-13	5	47	49	510
	2013-14	10	44	52	410
Male	2011-12	4	50	32	496
	2012-13	8	51	30	437
	2013-14	8	49	35	358
Total (ALL)	Rpt Year				
	2011-12	10	96	91	1,026
	2012-13	13	98	79	947
	2013-14	18	93	87	768

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

1. Program Analysis:

Provide a summary of the results of your three-year analyses of student enrollments by race, gender, DIS and LEP. Use space as needed.

The College has evaluated enrollment trends and identified disproportionate ratios of enrollments (i.e., percentage point differences in comparison to non-minority student enrollments or increases/decreases in enrollments from one year to the next). A gap was defined as an enrollment discrepancy of 10% or higher.

Minority and Non-Minority Enrollment Trends and Comparisons:

Table 1: Black Students Compared to White Students by Enrollment Category

Year	White FTICs	Black FTICs	Gap
2009-2010	43.57%	47.51%	-3.94%
2010-2011	39.28%	47.50%	-8.22%
2011-2012	37.66%	48.79%	-11.13%
2012-2013	41.26%	43.71%	-2.45%
2013-2014	41.82%	43.47%	-1.65%
Year	White Total Enrollment	Black Total Enrollment	Gap
2009-2010	54.43%	36.52%	17.91%
2010-2011	50.99%	37.50%	13.49%
2011-2012	49.32%	38.24%	11.08%
2012-2013	50.57%	36.37%	14.20%
2013-2014	50.28%	35.59%	14.69%

The enrollment percentage gap between Black and White FTIC students has increased slightly from the previous year (0.49%). The percentage of White FTICs showed a slight increase while the percentage of Black FTICs showed a slight decrease. The gap has decreased significantly over the three year period as the percentage of White FTICs increased and the percentage of Black FTICs decreased. Enrollment gaps also exist between Black Total Enrollment and White Total Enrollment for each of the years of data displayed in the table. This gap may be attributed, in part, to student retention, as the retention rates for both full-time and part-time Black FTIC students is significantly lower than the retention rates for White FTIC students, 8% and 14% respectively in 2013-2014.

Table 2: Hispanic Students Compared to White Students by Enrollment Category

Year	White FTICs	Hispanic FTICs	Gap
2009-2010	43.57%	7.47%	36.10%
2010-2011	39.28%	9.01%	30.27%
2011-2012	37.66%	8.74%	28.92%
2012-2013	41.26%	10.92%	30.34%
2013-2014	41.82%	10.67%	31.15%
Year	White Total Enrollment	Hispanic Total Enrollment	Gap
2009-2010	54.43%	6.96%	47.47%
2010-2011	50.99%	7.69%	43.30%
2011-2012	49.32%	8.27%	41.05%
2012-2013	50.57%	8.80%	41.77%
2013-2014	50.28%	9.67%	

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

Table 3: 2013-2014 Cohort Graduation Rates Using Federal Guidelines¹ (* cells indicate subgroup population was fewer than 10 students)²

District	Metric	White Total	Black Total	Hispanic Total
Gadsden	Graduated	4	170	23
	Cohort	10	296	47
	Graduation Rate	40.0%	57.4%	48.9%
Leon	Graduated	1024	495	66
	Cohort	1137	698	75
	Graduation Rate	90.1%	70.9%	88.0%
Wakulla	Graduated	206	20	*
	Cohort	278	24	*
	Graduation Rate	74.1%	83.3%	*

¹ Federal graduation rate counts as graduates only recipients of standard diplomas, not special diplomas or GEDs. Transfers to adult education centers and Department of Juvenile Justice facilities remain in the cohort.

²Data are from data tables available on the FLDOE Web site: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stm>. Under “Students” see linked titled “Florida’s Federal High School Graduation Rates, 2013-14 (Excel).”

Gender Comparisons:

Table 4: Females Compared to Males by Enrollment Category

Year	Female FTICs	Male FTICs	Gap
2009-2010	50.77%	49.23%	1.54%
2010-2011	48.95%	51.05%	-2.10%
2011-2012	47.87%	52.13%	-4.26%
2012-2013	47.63%	52.37%	-4.74%
2013-2014	47.64%	52.36%	-4.72%
Year	Female Total Enrollment	Male Total Enrollment	Gap
2009-2010	55.82%	44.18%	11.64%
2010-2011	55.46%	44.94%	10.52%
2011-2012	54.52%	45.48%	9.04%
2012-2013	54.09%	45.91%	8.18%
2013-2014	53.48%	46.52%	6.96%

No gaps were found between Female FTICs and Male FTICs, until 2011-12 when the gap more than doubled from the previous year. Gaps have remained relatively consistent over the past three years. Gaps are also identified when Female Total Enrollment is compared to Male Total Enrollment although the gap has declined slightly each year.

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

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

Year	Black Female FTICs	Black Male FTICs	Gap
2009-2010	27.23%	20.28%	6.95%
2010-2011	24.27%	23.23%	1.04%
2011-2012	24.58%	24.21%	0.37%
2012-2013	21.84%	21.87%	-0.03%
2013-2014	22.72%	20.75%	1.97%

Year	Black Female Total Enrollment	Black Male Total Enrollment	Gap
2009-2010	23.23%	13.29%	9.94%
2010-2011	23.01%	14.49%	8.52%
2011-2012	22.82%	15.43%	7.39%
2012-2013	21.68%	14.69%	6.99%
2013-2014	21.23%	14.36%	6.87%

A comparison of FTICs indicates a gap between Black females and Black males of almost 2% compared to the previous year with Black female FTIC enrollment showing an increase while Black male FTIC enrollment shows a decrease. Black males are enrolled at lower rates than Black females in the Total Enrollment category with almost no change in the gap (0.12%). Retention may be a factor in analysis of the Total Enrollment. Retention of FTIC Black males is significantly lower than for Black females. This is true for both full-time and part-time students which have enrollment gaps of 7% and 15% respectively.

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

Year	Hispanic Female FTICs	Hispanic Male FTICs	Gap
2009-2010	2.98%	4.49%	-1.51%
2010-2011	4.56%	4.45%	0.11%
2011-2012	3.79%	4.95%	-1.16%
2012-2013	5.07%	5.85%	-0.78%
2013-2014	5.16%	5.51%	-0.35
Year	Hispanic Female Total Enrollment	Hispanic Male Total Enrollment	Gap
2009-2010	3.40%	3.56%	-0.16%
2010-2011	4.10%	3.59%	0.51%
2011-2012	4.18%	4.09%	0.09%
2012-2013	4.51%	4.29%	0.22%
2013-2014	4.82%	4.85%	-0.03%

No disproportionate enrollment rates were identified when enrollments of Hispanic males were compared to Hispanic females.

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

Year	White Female FTICs	White Male FTICs	Gap
2009-2010	19.76%	23.81%	-4.05%
2010-2011	18.05%	21.24%	-3.19%
2011-2012	17.01%	20.65%	-3.64%
2012-2013	18.73%	22.52%	-3.79%
2013-2014	18.00%	23.82%	-5.82%
Year	White Female Total Enrollment	White Male Total Enrollment	Gap
2009-2010	28.05%	26.38%	1.67%
2010-2011	26.30%	24.69%	1.61%
2011-2012	25.16%	24.16%	1.00%
2012-2013	25.66%	24.92%	0.74%
2013-2014	25.12%	25.16%	-0.04%

No disproportionate enrollment rates were identified when Total Enrollment of White males was compared to White females. However, there was a decrease in FTIC White female enrollment and an increase in FTIC White male enrollment compared to the previous year.

Limited English Proficiency and Disabled Students

The College continues to serve a small number of limited English proficiency students. The number of disabled FTIC students showed only slight fluctuations. However, Total Enrollment of disabled students dropped by almost 19%.

Table 8: Enrolment of Limited English Proficiency and Disabled Students by Enrollment Category

Gender	Year	FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Female	2009-2010	7	46	60	572
	2010-2011	9	57	64	579
	2011-2012	6	46	59	530
	2012-2013	5	47	49	510
	2013-2014	10	44	52	410
Male	2009-2010	4	80	38	512
	2010-2011	5	70	32	490
	2011-2012	4	50	32	496
	2012-2013	8	51	30	437
	2013-2014	8	49	35	358
Total (ALL)	2009-2010	11	126	98	1,084
	2010-2011	14	127	96	1,069
	2011-2012	10	96	91	1,026
	2012-2013	13	98	79	947
	2013-2014	18	93	87	768

2. Achievement of goals:

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

Group	2013-2014 Goals for FTIC	Achieved Y/N	2014-2015 Goals for FTIC	2013-2014 Goals for Overall Enrollments	Achieved Y/N	2014-2015 Goals for Overall Enrollments
Black	Continue tracking FTIC Black males through 2013-14 to ensure students outpace their counterparts.	N	Decrease the gap between White and Black FTIC males by 2%.	Continue efforts to decrease the gap between Black male FTIC enrollment and Black male total enrollment, using the 2009-2010 gap as a benchmark	N	Decrease the gap between Black male FTIC and Black male total enrollment by 3%
				Continue efforts to decrease enrollment gap between Black female total enrollment and Black male total enrollment, using 2009-10 data as		Decrease the gap between Black female and Black male total enrollment by 3%

				a benchmark.		
Hispanic	Increase enrollment of FTIC and total enrollment of Hispanic students, using 2010-11 data as a benchmark.	Y	Increase FTIC enrollment of Hispanic students by 1% over the 2013-2014 enrollment.			Increase total enrollment of Hispanic students by 1% over the 2013-2014 enrollment.
Other Minorities						
White						
Male	See goals above for Black males		See goals above for Black males		See goals above for Black males	
Female	See goals above for Black females				See goals above for Black females	
DIS						
LEP						

3. Methods and Strategies:

List the methods and strategies to be used by the college to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project, targeted group, goals and timeframe for achieving stated goals. Use space as needed.

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

- Continue to emphasize the College's Dual Enrollment Program with service district high schools, particularly those in Gadsden County. This has been a successful recruitment strategy in the past. Continue to strengthen relationships with high school guidance counselors including regular communication and meeting schedule and in-depth information and advisor training to assist with dual enrollment students. In addition, TCC will implement clearly communicated deadlines for all admissions and financial aid processes.
- Starting fall, 2015, TCC will begin the Collegiate High School program that provides the opportunity for high school students to earn 30 credit hours in the senior year.
- Continue working with tri-county school districts to educate students about scholarship opportunities specifically for minority populations.
- TCC's Channel 22 air news shows promoting college readiness and student life, including the development of "The TCC Report" a news magazine show with stories about college activities, programs, and services as well as showcasing accomplishments by faculty, staff, students, and alumni. The college readiness series initially included segments on motivation, college success and financial tips all with the goal of helping prospective and current students succeed in college and life. The series has expanded to include a college tour, workshops on various topics, to include interviewing, social networking, standardized tests, how to get to TCC, new student orientation, student life, choosing a major, entrepreneurial excellence, and the Learning Commons. In addition, 224U, a show produced by students, keeps the campus community abreast of campus activities, the happenings around town, and the best places for food and cheap entertainment. Finally, The SKiNNY (in partnership with CommunityCollegeSuccess.com) covers a variety of topics to help prospective and current students prepare for college, adjust to college life, and succeed in their academic and professional careers.

Students learn from experts in their fields, hear what other students have to say about college life, and get practical tips to help make the most of their college experience. The newest Channel 22 video, Next Steps to TCC, provides five easy steps to help students get enrolled.

- Continue outreach programs in Gadsden County, and Wakulla that target students in grades kindergarten through 12, with the goal of increasing the number of at-risk youth that complete high school and a postsecondary education.
 - 21st Century Community Learning Centers (TCC 21st CCLC) provides afterschool programs for students in grades 6-12. The TCC 21st CCLC initiative is designed to: a) provide opportunities for academic enrichment, including providing tutorial services (reading, math and science) to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects; b) offer students a broad array of additional enrichment services, programs, and activities, to include youth development activities, drug and violence prevention programs, counseling, art, music, and recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and c) offer opportunities for literacy and related educational development to families of students served by community learning centers. There were 200 Gadsden county students served during the academic year with an additional 120 during both the academic year and summer. Of these students, 80 maintained an A in math or increased their math grade by a half grade or more and 66 maintained an A in reading/language arts or increased their reading/language arts grade by a half grade or more. This program has expanded to Wakulla county to include an additional 160 students served during the academic year and 160 during both the academic year and summer. Each summer the 21st CCLC Program hosts an eight week summer enrichment camp in both Gadsden and Wakulla Counties. Over 180 students in Gadsden and 140 students in Wakulla County participated in Summer Camp 2014. Students enjoy ½ day academics (reading, math, writing, science, and performing arts) and ½ day health and fitness activities that include team sports. Educational and fun field trips are planned throughout the summer to places such as the Florida Museum of Science and Natural History, The Florida Caverns, Historical Wakulla Springs, Challenger Learning Center, Riley House Museum, Gadsden Arts Center, Wild Adventures theme park and more. Average daily attendance for summer camp 2014 was 160 students in Gadsden and 125 students in Wakulla County.
 - Educational Talent Search (ETS) is a federal TRIO program that identifies and assists sixth through twelfth grade students in Gadsden County from disadvantaged backgrounds who have the potential to succeed in higher education. The goal of ETS is to increase the number of youth in Gadsden County who complete high school and enroll in and complete their postsecondary education. ETS provides academic, career, and financial counseling to students and encourages them to graduate from high school and continue on to complete a postsecondary education. ETS publicizes the availability of financial aid and assists students with the postsecondary application process. For the 2013-14 academic year, ETS served 476 students in Gadsden County. During the summer of 2014, college readiness computer camp where students developed their educational portfolios, explored careers, discovered their learning styles, and investigated colleges and majors in their areas of strength. ETS partnered with BUC Technologies to provide an introduction to information and careers in science and technology, such as renewable energy and biotechnology. These workshops made the subject matter interesting and accessible to these students with hands-on activities—giving them an opportunity to learn about high demand STEM field.
 - The Tallahassee Community College Reach-Out Program (CROP) provides unique opportunities for deserving low-income students, many from minority families, with below-average grades and test scores to escape the cycle of poverty through academic remediation, the guidance and support of caring volunteer mentors and real life experiences. Participants of the CROP program will potentially become the first-generation in their families to complete a college degree.
 - The Tallahassee Community College Take Stock in Children (TSIC) program also provides an opportunity for deserving students from low-income families, who will potentially become the first-generation to complete a college degree. These students may, more than likely achieve a higher

level of education than their parents, due to the access to information provided by the program, along with the guidance and support of caring volunteer mentors and the opportunity to receive a 2-year or 4-year college scholarships to Tallahassee Community College or a Florida university.

Both the CROP and TSIC programs connect with students as early as middle school and continue to strengthen the connection in high school and during their transition to college. Our 2014/2015 cohort of students participate in a series of Saturday workshops, with focus on academic and test preparation, leadership and teambuilding skills, financial literacy, student success and self-development and college preparation workshops. A variety of guest speakers from the community have engaged the students and shared tips on how to become more successful inside and outside the classroom. The TSIC and CROP staff work in collaboration with numerous organizations throughout the community, including the City of Tallahassee Palmer-Munroe Teen Center, The Character Center, Tallahassee Community College Enrollment and Career Centers and many others to provide academically enriching programs and real world opportunities to every student. TSIC partners with the TCC Foundation to maintain over 600 prepaid tuition scholarships. Currently TSIC has over 300 scholarship students attending colleges and universities throughout the state with more than 200 of these students studying within the Big Bend area.

- The Black Male Achievers (BMA) Program is designed to empower and educate students on the importance of the successful completion of their postsecondary aspirations through the practices of academic, social, and occupational excellence. BMA offers an array of seminars and activities to include: specialized academic advising, early academic alerts, tutoring in designated subject areas, community service, work and responsibility, personal finance, understanding the value of a college education, career and job preparation, and communication skills. After regaining momentum in the 2012-2013 school year, BMA continues to evolve and expand, demonstrating successful differences among those participating students. In 2014 BMA has grown to serve and collaborate with 105 active students, signifying a strong systemic increase in enrollment over the past few years. Additionally, these effectively proven strategies have not only increased retention rates for participating Black males, but GPA and graduation rates as well. The targeted empowering and educating tactics coupled with growing enrollment present a seriously impactful and highly recommended program benefiting the Tallahassee Community College minority student population.
- Continue efforts to secure grants to provide supplemental and enrichment activities for students in grades 6 through 12, and monitor impact of those programs on TCC enrollments.
- A Strategic Enrollment Management (SEM) Plan was developed in 2013-2014. The SEM Plan guides enrollment strategies and provides data for tracking their effectiveness. The SEM plan includes strategies to increase access for all students as well as strategies that target special populations of students including veterans, honors, online, dual enrolled, international, and returning adults. The plan also focuses on improving services in the areas of admissions, orientation and advising, and implementing strategies to support access, student success, and retention. The Enrollment Management Subcommittee is currently setting recruitment targets for 2015-2016. A new recruitment tool from Workday that is in pilot this spring allows for easy communication and tracking of prospective students and the creation of engagement plans for groups or cohorts of students.

B. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2011-2012 to 2013-2014 by race, gender, DIS and LEP skills of students achieving A.A. Degrees, A.S. Degrees or Certificates of Completion (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.S. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students for 2014/2015.

Florida College System

College: Tallahassee

Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	539	2,888	18.66	74	272	27.21	65	466	13.95
	2012-13	362	2,268	15.96	57	288	19.79	74	462	16.02
	2013-14	356	2,132	16.70	58	276	21.01	59	482	12.24
Male	2011-12	287	2,888	9.94	14	272	5.15	66	466	14.16
	2012-13	225	2,268	9.92	19	288	6.60	47	462	10.17
	2013-14	204	2,132	9.57	20	276	7.25	65	482	13.49
Total	2011-12	826	2,888	28.60	88	272	32.35	131	466	28.11
	2012-13	587	2,268	25.88	76	288	26.39	121	462	26.19
	2013-14	560	2,132	26.27	78	276	28.26	124	482	25.73

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DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Tallahassee

Student Participation/Completions

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	101	2,888	3.50	14	272	5.15	8	466	1.72
	2012-13	127	2,268	5.60	14	288	4.86	6	462	1.30
	2013-14	97	2,132	4.55	8	276	2.90	11	482	2.28
Male	2011-12	135	2,888	4.67	7	272	2.57	22	466	4.72
	2012-13	133	2,268	5.86	5	288	1.74	21	462	4.55
	2013-14	119	2,132	5.58	4	276	1.45	17	482	3.53
Total	2011-12	236	2,888	8.17	21	272	7.72	30	466	6.44
	2012-13	260	2,268	11.46	19	288	6.60	27	462	5.84
	2013-14	216	2,132	10.13	12	276	4.35	28	482	5.81

PERA = CCEE0192 01/24/2015 19:14:26 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Tallahassee

Student Participation/Completions

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	53	2,888	1.84	3	272	1.10	5	466	1.07
	2012-13	57	2,268	2.51	7	288	2.43	6	462	1.30
	2013-14	48	2,132	2.25	8	276	2.90	9	482	1.87
Male	2011-12	43	2,888	1.49	0	272	0.00	6	466	1.29
	2012-13	40	2,268	1.76	3	288	1.04	11	462	2.38
	2013-14	41	2,132	1.92	2	276	0.72	13	482	2.70
Total	2011-12	96	2,888	3.32	3	272	1.10	11	466	2.36
	2012-13	97	2,268	4.28	10	288	3.47	17	462	3.68
	2013-14	89	2,132	4.17	10	276	3.62	22	482	4.56

PERA = CCEE0192 01/24/2015 19:14:26 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Tallahassee

Student Participation/Completions

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	846	2,888	29.29	123	272	45.22	70	466	15.02
	2012-13	642	2,268	28.31	150	288	52.08	79	462	17.10
	2013-14	558	2,132	26.17	136	276	49.28	92	482	19.09
Male	2011-12	884	2,888	30.61	37	272	13.60	224	466	48.07
	2012-13	682	2,268	30.07	33	288	11.46	218	462	47.19
	2013-14	709	2,132	33.26	40	276	14.49	216	482	44.81
Total	2011-12	1,730	2,888	59.90	160	272	58.82	294	466	63.09
	2012-13	1,324	2,268	58.38	183	288	63.54	297	462	64.29
	2013-14	1,267	2,132	59.43	176	276	63.77	308	482	63.90

PERA = CCEE0192 01/24/2015 19:14:26 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Tallahassee

Student Participation/Completions

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	1,539	2,888	53.29	214	272	78.68	148	466	31.76
	2012-13	1,188	2,268	52.38	228	288	79.17	165	462	35.71
	2013-14	1,059	2,132	49.67	210	276	76.09	171	482	35.48
Male	2011-12	1,349	2,888	46.71	58	272	21.32	318	466	68.24
	2012-13	1,080	2,268	47.62	60	288	20.83	297	462	64.29
	2013-14	1,073	2,132	50.33	66	276	23.91	311	482	64.52
Total	2011-12	2,888	2,888	100.00	272	272	100.00	466	466	100.00
	2012-13	2,268	2,268	100.00	288	288	100.00	462	462	100.00
	2013-14	2,132	2,132	100.00	276	276	100.00	482	482	100.00

PERA = CCEE0192 01/24/2015 19:14:26 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Tallahassee

Student Participation/Completions

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
Female	2011-12	11	102	1	34	1	8
	2012-13	7	92	2	20	2	14
	2013-14	10	62	3	20	2	8
Male	2011-12	5	98	0	8	4	12
	2012-13	8	78	3	6	1	20
	2013-14	5	65	0	7	0	11
Total (ALL)	Rpt Year						
	2011-12	16	200	1	42	5	20
	2012-13	15	170	5	26	3	34
	2013-14	15	127	3	27	2	19

PERA = CCEE0192 01/24/2015 19:14:26 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

1. Program Analysis:

Identify areas of disproportionate program completions of students of a particular race, gender, DIS, or LEP. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances. Use space as needed.

Minority and Non-Minority Completion Trends and Comparisons:

Table 9: Completion Percentages by Racial Category

Year	White AA Degrees	Black AA Degrees	Hispanic AA Degrees
2009-2010	62.08%	28.26%	7.51%
2010-2011	60.26%	27.54%	8.06%
2011-2012	59.90%	28.60%	8.17%
2012-2013	58.38%	25.88%	11.46%
2013-2014	59.43%	26.27%	10.13%
Year	White AS Degrees	Black AS Degrees	Hispanic AS Degrees
2009-2010	57.26%	36.75%	3.85%
2010-2011	59.82%	29.91%	5.36%
2011-2012	58.82%	32.35%	7.72%
2012-2013	63.54%	26.39%	6.60%
2013-2014	63.77%	28.26%	4.35%
Year	White Certificates	Black Certificates	Hispanic Certificates
2009-2010	66.83%	27.43%	4.74%
2010-2011	57.95%	33.50%	4.40%
2011-2012	63.09%	28.11%	6.44%
2012-2013	64.29%	26.19%	5.84%
2013-2014	63.90%	25.73%	5.81%

According to the data in Table 9, completion percentages for White and Black students across the three award types (A.A, A.S., certificates) have been fairly consistent. Completion percentages for Hispanic students for A.A. degrees and A.S. degrees dropped 1% and 2% respectively from the previous year.

Disproportionate completion rates for Black students compared to White students can be attributed to the fact that less than 10% of A.A. completers are Black males and only 16% are Black females. Further, Black males account for 7% of A.S. completers and Black females account for 21%. Similar patterns exist for the certificate programs.

Gender Comparisons:

Table 10: Completion Rates by Gender

Year	Female AA Degrees	Male AA Degrees
2009-2010	52.66%	47.34%
2010-2011	54.74%	45.26%
2011-2012	53.29%	46.71%
2012-2013	52.38%	47.62%
2013-2014	49.67%	50.33%
Year	Female AS Degrees	Male AS Degrees
2009-2010	75.21%	24.79%
2010-2011	75.45%	24.55%
2011-2012	78.68%	21.32%
2012-2013	79.17%	20.83%
2013-2014	76.09%	23.91%
Year	Female Certificates	Male Certificates
2009-2010	26.18%	73.82%
2010-2011	42.05%	57.95%
2011-2012	31.76%	68.24%
2012-2013	35.71%	64.29%
2013-2014	35.48%	64.52%

Completion percentages for females and males across the A.A. and the A.S. were consistent from 2009 through 2012-13. In 2013-2014, the percentage of females earning A.A. degrees declined nearly 3% while the percentage of males earning A.A. degrees increased by nearly 3%. The percentage of males earning A.S. degrees is much lower than that for females although the gap has closed by approximately 6%, Males earned certificates at higher rates than females consistently from 2009 through 2013-14. There is no change in certificates from the previous year.

Table 11: Completion Numbers for LEP and DIS Students

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Year						
Female	2009-2010	11	113	1	19	1	2
	2010-2011	7	86	4	27	3	10
	2011-2012	11	102	1	34	1	8
	2012-2013	7	92	2	20	2	14
	2013-2014	10	62	3	20	2	8
Male	2009-2010	9	105	0	9	6	7
	2010-2011	4	72	1	8	1	10
	2011-2012	5	98	0	8	4	12
	2012-2013	8	78	3	6	1	20
	2013-2014	5	65	0	7	0	11
Total (ALL)	Year						
	2009-2010	20	218	1	28	7	9
	2010-2011	11	158	5	35	4	20
	2011-2012	16	200	1	42	5	20
	2012-2013	15	170	5	26	3	34
	2013-2014	15	127	3	27	2	19

Number of Students Pursuing Each Degree Type:

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

Year	AA Degree	AS Degree	Certificate	Total (ALL)	Total (AS + Certificate Only)
2009-2010	2,516	234	401	3,151	635
2010-2011	2,320	224	409	2,953	633
2011-2012	2,888	272	466	3,626	738
2012-2013	2,268	288	462	3,018	750
2013-2014	2,132	276	482	2,890	758

2. Achievement of goals:

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

Group	AA Degrees	2013-2014 Goal	Achieved Y/N	Goals for 2014-2015
Black				
Hispanic				
Other				
White				
Male				
Female				
LEP				
DIS		Of the total DIS population, 5% will complete their degree by 2014-2015.	Y	Of the total DIS population, 20% will complete their degree by 2015-2016

Group	AS Degrees	2013-2014 Goal	Achieved Y/N	Goals for 2014-2015
Black				
Hispanic				
Other				
White				
Male		Continue working to increase the percentage of male students who complete A.S. programs over the previous year.	Y	By 2015-2016, increase the percentage of male students who complete A.S. degrees by 2%
Female		To increase the percentage of female students who complete A.S. programs the previous year.	N	By 2015-2016, increase the percentage of female students who complete A.S. degrees by 2%
LEP				
Disability		Of the total DIS population, 3% will complete their degree.	Y	Of the total DIS population, 5% will complete their degree

Group	Certificates	2013-2014 Goal	Achieved Y/N	Goals for 2014-2015
Black				
Hispanic				
Other				
White				
Male		Continue working to increase the percentage of students who complete certificate programs, using	N	By 2015-2016, increase the percentage of male students who complete certificates by 2%.

		2011-2012 as benchmark.		
Female		By 2014-15, increase the percentage of students who complete certificate programs, using 2012-2013 data as a benchmark	N	By 2015-16, increase the percentage of students who complete certificate programs by 2%
LEP				
Disability		Of the total DIS population, 3% will complete their degree.	N	Of the total DIS population, 3% will complete their degree

3. Methods and Strategies:

List the methods and strategies used by the college to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project/program, targeted group, goals and timeframe for achieving stated goals. Use space as needed.

- A. Continue applying for grants/outside funding to address student success strategies. Currently TCC receives the following grants to aid in addressing student success strategies for course completions which should lead to increased college completions:

Connect2Complete

In 2012, TCC received a two year grant in the amount of \$174,999 to fund a new program called Connect 2 Complete (C2C). The C2C program, funded by Campus Compact, helps students in developmental education courses become more integrated with the TCC campus. The C2C peer-to-peer student mentoring program provides opportunities for students to meet with peer leaders (fellow students who are enrolled in college level courses with good academic standing) who host study groups and weekly meetings designed to assist students with setting goals, connecting to college life, navigating college systems, utilizing college resources and services, and developing a commitment to leadership and service. Most of the developmental education courses on campus have a Peer Leader assigned to them. Not only do the students and faculty benefit from their presence, but the Peer Leader also benefits by learning/strengthening their leadership skills. Although the grant cycle ended in Spring 2014, the C2C program is sustained through College funds. The program now resides in the Student Leadership, Involvement, and Civic Engagement program (SLICE). The program is housed in the department of Campus and Civic Engagement in the division of Student Affairs. The primary goal of SLICE is to connect students to campus, to provide student leadership, to promote professional development opportunities and to link students, faculty, and staff to service and civic engagement opportunities.

Fostering Achievement Fellowship

TCC continues to partner with numerous community social services to partially fund and house the Fostering Achievement Fellowship (FAF) Program on TCC's campus. The program provides academic, career readiness, and social support to assist college bound youth aging out of foster care pursue a college education and have a chance to achieve their full potential. Adult mentoring, life skills training, and a variety of other supports assist these youth in overcoming the day to day obstacles to their success.

STEM Center

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

Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP) is a coalition of 12 institutions in Florida and one in Georgia that is funded by the National Science Foundation. The primary focus of FGLSAMP is to increase the number of baccalaureate, masters, and doctorate degrees granted to underrepresented students in the science, technology, engineering and math (STEM) disciplines. TCC has approximately 35 students in the program annually. Internships at Brookhaven National Laboratory, FSU Magnet Lab, and FAMU Research Experience for Undergraduates (REU) are offered to select students in the program.

STEM Stars is a grant to provide scholarships, mentoring, and tutoring to approximately 24 STEM students who are financially needy and meet high academic standards.

Walmart PRESS

Walmart PRESS is a - grant from Achieving the Dream funded by the Walmart Foundation to bolster broad and substantive faculty and staff engagement strategies and increase the number of faculty and staff involved in the Achieving the Dream reform efforts on their respective campuses. Strategies developed through the Walmart PRESS focus on improving success in mathematics for all students and reducing the performance gap between white and Black students. Strategies engage fulltime and adjunct faculty as well as Student Affairs personnel, learning support staff, and students. Although the grant cycle has ended, TCC will continue to implement and assess the effectiveness of strategies in both developmental and gateway mathematics courses.

TITLE III

In October, 2014 TCC was awarded a \$2.2m Title III grant to infuse career pathways into orientation, advising, and gateway courses to help students select a career path early in their academic career and connect key concepts in gateway courses to potential careers. TCC had already begun working on this concept with the implementation of a career assessment, selection of a meta-major, comprehensive advising system and new student orientation. The bulk of the funding will go supporting the redesign of 24 gateway courses within the 8 meta-majors to include assignments and experiences to help students see how what they are learning can be applied to the chosen career path. The ultimate goal of the grant is to improve student retention and graduation rates.

- B. Continue to offer degrees and certificates that provide program graduates with access to jobs. In 2013-2014, the TCC District Board of Trustees approved A.S. degree programs in Network Systems Technology. Also approved were three new PSAV programs in Applied Cybersecurity, Industrial Machinery Maintenance, and Medical Administrative Specialist.
- C. Continue expanding pathways to expedite transition from developmental education to college credit courses. With the implementation of SB 1720, developmental faculty has redesigned developmental courses to accelerate students' transition to college credit courses. These include compressed courses in reading, writing and mathematics and modularized courses in reading and mathematics. Additionally, Intermediate Algebra has been removed as a pre-requisite to liberal arts math courses allowing students to advance directly from elementary algebra into college credit mathematics courses. Additionally, TCC continues to offer the Statway courses allowing developmental math students to earn credit for college level statistics at the end of the two-semester sequence.
- D. Continue to increase resources and reengineer student support services to increase retention and completion rates.

Academic Advising

In Fall 2013, the Student Success and Retention office was restructured to create a comprehensive Advising Center to assist students with confirming a career and educational goal, designing schedules that balance school and life challenges, and map out the courses and other requirements for their educational objective. TCC will continue to require mandatory advising for new first-time-in-college (FTIC) students, new transfer students, students enrolled in developmental courses, students who have earned fewer than 18 credit hours, students who are on academic warning, probation, or suspension, students who have not confirmed a major and transfer institutions of interest by 30 hours, and associate degree seeking students who have earned 45 hours. Each time a student meets with a faculty or academic advisor, they discuss career and educational goals, review educational plans, and review the student's academic progress and implement intervention strategies if indicated. The Advising Center is now in full operation and is, in conjunction with the Title III initiative, developing meta-major pathways and corresponding academic maps. These maps are also aligned with careers with the meta-major.

Career and Professional Development

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

Disability Support Services

Disability Support Services (DSS) will continue offering accommodations, such as note takers, interpreters, extended testing time, and an adaptive computer lab, to help students meet their goals and complete their program of study. Counselors are available to advise students with disabilities and also may act as advocates or liaisons with instructors, staff, and local agencies.

Mental Health Services

TCC has had part-time mental health staff for a number of years. However, beginning in July 2014, the College added a full-time mental health counselor who provides both individual and group counseling. Individual counseling is both on an appointment and walk-in basis.

Early Alerts and Intervention

Beginning Spring 2014, the College implemented Starfish Early Alert and Starfish Connect to identify at-risk students, create cohorts, and manage interventions. Starfish Early Alert allows faculty and staff to raise flags and make referrals in addition to submitting progress reports. The system is integrated with the Learning Management System (Blackboard) and with TCC's Student Information System to provide ongoing data regarding student performance. Starfish also allows students access to information and resources that support their education and assist them in taking responsibility for their success. Starfish Connect facilitates communication and assists students in building a support network. Advisors are able to use data from Starfish and the Standards of Academic progress to implement retention strategies. Faculty, staff, and students receive training in the use of Starfish to maximize the effectiveness of the reporting and referral process.

Institutional Effectiveness

In Fall 2013, the College increased the number of full-time staff in the Office of Institutional Effectiveness to support institution-wide research, planning and evaluation to improve academic and student service outcomes (including student learning outcomes), and to enhance institutional performance. College departments continue to be reviewed annually and on three-year cycles to evaluate the programs' effects on established goals and outcomes related to student success (program progression, retention, and completion).

New Student Orientation (Career Planning and Advising)

New Student Orientation program is mandatory for all new students and redesigned to create targeted orientations for first-time-in-college and transfer student populations. With legislative changes in place regarding developmental education, the College no longer has specific orientations for developmental students. By focusing on student-specific groups, the College is able to provide clear and consistent communications, which includes tailoring presentations, resources, and materials and designating academic advisors to work with each student population. In Fall 2013, the College purchased SIGI³, a comprehensive, interactive, computer-assisted career guidance program designed to assist students in making career choices. SIGI³ combines personal and occupational characteristics to identify career options and has tools students need to help them identify a future major and career path. In summer, 2014, new FTIC students began completing the SIGI³ FastStart prior to orientation and bringing their results to orientation where an advisor discusses the results in conjunction with their first advising session. As part of the Title III initiative, orientation is being further refined to incorporate meta-majors and career pathways.

Recruitment

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

TCC2FSU Golden Guarantee Program

Florida A&M University (FAMU) and Florida State University (FSU) established a presence on the TCC campus with the opening of the Rattler Room and the Seminole Room respectively. TCC students interested in transferring to one of these institutions now have immediate access to the college representatives, without leaving campus, to discuss the admission process and other transfer related topics such as limited access programs and specific prerequisite courses. In Spring 2014, the College partnered with Florida State University to establish the TCC2FSU Golden Guarantee Program to offer guaranteed admission to FSU for students that stay on track and meet all transfer requirements as they complete the Associated in Arts degree at TCC. TCC2FSU prepares students for bachelor's degree programs at FSU with a smooth transition, an easier admission process, small class sizes and personalized advising. To date 422 students are enrolled in the TCC2FSU program, 35 in the TCC to FAMU program and 7 in the TCC to UWF program. These numbers are expected to grow significantly after the pilot year and a new coordinator dedicated to these programs has been hired.

Veterans Center

In 2011-12, the College established a Veterans Center that offered exclusive services to eligible veterans, dependents, active duty servicepersons, and members of the selected reserve. These services included a veteran's services coordinator to assist with GI Bill benefits and support as veterans transitioned to college life and study, computer, and social areas for their exclusive use. In Fall 2013, efforts were expanded to create a larger "Veterans Success Center" that provides access to advising and tutoring all in one location. The Veterans Success Center helps students to understand their access to campus resources and succeed by providing space and special tutoring. In addition to providing student veterans with the tools needed to help them stay on track and graduate, the Veterans Success Center helps TCC faculty and staff understand their unique needs. In spring, 2014 the benefits coordinator was also relocated to Vet Success Center further centralizing resources.

C. Student Retention by Race and Gender

The Annual College Equity Update Report for 2014-2015 should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2012-2013 FTIC students returning Fall 2013-2014 and Fall 2013-2014 FTIC students returning Fall 2014-2015.

Florida College System

College: Tallahassee

Full-Time Student Retention (FTIC)2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	16	15	339	399	2	2	14	6	136	128	559	450	48	44	1,114	1,044	2,158
Num. Retained	14	12	175	235	1	0	10	5	75	78	342	293	28	29	645	652	1,297
% Retained	88	80	52	59	50	0	71	83	55	61	61	65	58	66	58	62	60

PERA - Retention 01/24/2015 19:16:34
 Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Tallahassee

Full-Time Student Retention (FTIC)2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	12	11	348	357	2	4	7	5	140	109	541	449	48	65	1,098	1,000	2,098
Num. Retained	10	7	162	215	1	2	6	3	76	70	343	275	23	39	621	611	1,232
% Retained	83	64	47	60	50	50	86	60	54	64	63	61	48	60	57	61	59

PERA - Retention 01/24/2015 19:16:34
 Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Tallahassee

Part-Time Student Retention (FTIC)2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	3	1	167	192	1	1	3	3	29	38	204	193	15	12	422	440	862
Num. Retained	0	1	57	94	1	0	2	3	20	22	105	118	4	6	189	244	433
% Retained	0	100	34	49	100	0	67	100	69	58	51	61	27	50	45	55	50

PERA - Retention 01/24/2015 19:16:34

Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Tallahassee

Part-Time Student Retention (FTIC)2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	1	4	168	164	0	0	3	2	31	40	163	180	17	16	383	406	789
Num. Retained	1	1	64	79	0	0	3	0	19	23	98	105	8	7	193	215	408
% Retained	100	25	38	48	0	0	100	0	61	58	60	58	47	44	50	53	52

PERA - Retention 01/24/2015 19:16:34

Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

1. Program Analysis:

Identify areas by race and gender where the retention rates have not improved from the previous year. Use space as needed.

- a. Full-time students:
Black females decreased by 1%
White males decreased by 2%
- b. Part-time students:
Black males decreased by 4%
White males decreased by 9%

2. Methods and Strategies:

Identify methods and strategies the college will implement in efforts to increase the retention rates. If methods and strategies differ between full-time and part-time students, please provide information accordingly. Use space as needed.

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

1. Strengthen career planning and assessment to assist students with early selection of meta-major.
2. Create a comprehensive advising plan with common messaging, branding, advising scripts, online planning tools and MAPS and milestones for all TCC programs (clear academic pathways).
3. Continue use of Starfish/early alerts for students in all disciplines at all levels of courses and employ interventions early in the term so that students receive timely assistance.
4. Increase faculty feedback to students through use of Starfish and other class feedback mechanisms.
5. Employ active teaching and learning strategies in redesigned courses.
6. Continue sponsorship of the Black Male Achievers program.
7. Develop a Male Initiative Program.
8. Continue enhancing and implementing aspects of the College's Strategic Enrollment Management Plan.

D. Student Success in Targeted Programs

The Florida Educational Equity Act, §1000.05, F.S., Part (4), requires that, "Public schools and Florida College System Institutions shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education." Identify current and/or planned methods and strategies developed to increase the participation of any underrepresented students in these courses and programs. Use space as needed.

Note: Tallahassee Community College does not collect data related to marital status.

Current Strategies to increase participation of any underrepresented students in courses or programs including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education:

- Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP): This program consists of a coalition of 12 institutions in Florida and one in Georgia. The primary focus of FGLSAMP program is to increase the number of baccalaureate, masters, and doctorate degrees granted to underrepresented students in the science, technology, engineering, and math (STEM) disciplines. TCC has approximately 25 students in the program annually. Internships at Brookhaven National Laboratory are offered each summer to select students in the program. The program provides academic and financial support to students.

- Walmart PRESS: A grant from the Walmart Foundation to bolster broad and substantive faculty and staff engagement strategies and increase the number of faculty and staff involved in the Achieving the Dream reform effort on their respective campuses. Achieving the Dream focuses on students of color and low-income students.
- Black Male Achievers: The program is designed to empower and educate its students on the importance of the successful completion of post-secondary aspirations through academic, social, and social excellence. The program offers academic and occupational support to students such as tutoring sessions.
- Black Student Union: This program strives to create an environment that provides intellectual, educational and academic excellence while also serving our community through opportunities designed to increase the understanding and appreciation of the African American Culture.
- TCC/FAMU Bridges to Baccalaureate in Biomedical Sciences: A grant program in partnership with FAMU that provides academic and financial support to underrepresented students who decide to choose majors in the Biomedical Sciences such as Food Science, Agriculture Sciences, Chemistry, Biology, Pharmaceutical Sciences, etc. The program also provides paid summer internships to participate in research opportunities at FAMU.

E. Student Success Rates in Gatekeeper Courses

The College 2013/2014 Equity Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in gatekeeper courses (MAT1033, MAC1105, MGF1106, STA2023 and ENC1101) from 2010/2011 through 2012/2013. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

Notes regarding the Disparity reports:

- Success is defined as grades of A, B, C and S.
- Courses with grades of X, P, P/ and Z are excluded from the data.
- In the Gap Comparison Table, a **negative gap** indicates that the percentage of successful black or Hispanic students completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

White	2011-12			2012-13			2013-14		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT1033	436	747	58.37	428	714	59.94	394	701	56.21
ENC1101	927	1,235	75.06	814	1,098	74.13	851	1,128	75.44
MAC1105	538	833	64.59	500	777	64.35	458	761	60.18
MGF1106	233	297	78.45	222	298	74.50	159	210	75.71
STA2023	241	364	66.21	254	401	63.34	227	368	61.68

PERA - Disparity Gap 01/24/2015 19:18:23

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

Black	2011-12			2012-13			2013-14		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT1033	267	715	37.34	296	646	45.82	223	542	41.14
ENC1101	582	957	60.82	439	731	60.05	392	674	58.16
MAC1105	155	354	43.79	111	272	40.81	126	306	41.18
MGF1106	149	235	63.40	95	205	46.34	131	199	65.83
STA2023	85	144	59.03	68	161	42.24	100	183	54.64

PERA - Disparity Gap 01/24/2015 19:18:23

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

Hispanic	2011-12			2012-13			2013-14		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT1033	96	168	57.14	93	177	52.54	120	209	57.42
ENC1101	196	263	74.52	206	266	77.44	243	306	79.41
MAC1105	108	160	67.50	94	136	69.12	129	184	70.11
MGF1106	30	45	66.67	25	47	53.19	35	49	71.43
STA2023	47	73	64.38	54	83	65.06	49	84	58.33

PERA - Disparity Gap 01/24/2015 19:18:23

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

Course	2011-12		2012-13		2013-14	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT1033	-21.03	-1.23	-14.12	-7.40	-15.07	1.21
ENC1101	-14.24	-0.54	-14.08	3.31	-17.28	3.97
MAC1105	-20.80	2.91	-23.54	4.77	-19.00	9.93
MGF1106	-15.05	-11.78	-28.16	-21.31	-9.88	-4.28
STA2023	-7.18	-1.83	-21.10	1.72	-7.04	-3.35

PERA - Disparity Gap 01/24/2015 19:18:23

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

1. Program Analysis:

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing gatekeeper courses from 2010-2011 through 2012/2013. Use space as needed.

The general trends in the Student Success Rates and the gaps are listed in the table below:

Course	SSR White	SSR Black	SSR Hispanic	Gap: Black-White	Gap: Hispanic - White
MAT1033	Decreasing	Decreasing	Increasing	Increasing negative gap	Increasing positive gap
ENC1101	Increasing	Decreasing	Increasing	Increasing negative gap	Increasing positive gap
MAC1105	Decreasing	Increasing	Increasing	Decreasing negative gap	Increasing positive gap
MGF1106	Increasing	Increasing	Increasing	Decreasing negative gap	Decreasing negative gap
STA2023	Decreasing	Increasing	Decreasing	Decreasing negative gap	Increasing negative gap

2. Continuous Improvement Process:

Based on the analysis of the college's data for each course, identify methods and strategies the college will implement and monitor to improve success rates and/or close the black/white gaps and Hispanic/white gaps in the success rates of the gatekeeper courses. Please include any programs the college has implemented that target a particular race or ethnicity. Use space as needed.

Mathematics Strategies

- Faculty from the Mathematics Division and the Developmental Mathematics Division are participating in the STATWAY project which was initiated at the Carnegie Foundation for the Advancement of Teaching at Stanford University. The preliminary results indicate that is approach greatly enhances success in all groups in transitioning from developmental math to college level statistics. We are continuing to monitor and collect data on the success of the project.
- Over the past year, the Mathematics Division has been researching and planning strategies to assist students with college level mathematics. Due to recent changes in developmental education, the faculty are planning to implement remedies to increase success rates for students in the college level math courses. One major change is to delete the MAT 1033 course pre-requisite for MGF 1106 and MGF 1107. Students will be taught the "just-in-time" algebraic skills that are necessary to be successful in the Liberal Arts Mathematics courses. Students will be given a readiness quiz in MAT1033 to determine algebraic skills.
- Faculty promoted math class attendance by doing the following:
 - Adopt an "AW" policy which is clear and reasonable
 - Encourage students to share contact information with a classmate to promote a sense of community in the classroom
 - Provide immediate outreach to students when absent (email/phone call)
 - Give frequent in-class graded assignments
 - Data (share success rates tied to attendance)
 - Assign problems to students to present at the start of each class
 - Use "team" games as a method of test review
- Faculty provided strategies for students who receive an Early Alert Warning, earned a "C" in a prerequisite course, or repeating current math course:
 - Student/Instructor Conference to
 - inform students of their current status
 - refer to LC for 30 minute tutoring conference
 - refer students to Student Success Specialist for "life" related issues or assistance creating a Student Success Plan

- Provide immediate outreach when absent
- Require written assignment related to relationship/past experience with math
- Provide student videos about being successful
- Faculty awareness of multiple alerts
- Student success was promoted by the following:
 - Have in class discussions about math requirements beyond current course
 - Provide feedback on assignments/tests in a timely manner
 - Provide opportunities for group work/activities
 - Positive instructor attitudes/comments to help keep these students encouraged and motivated
 - Push involvement in extra-curricular activities
 - Send weekly emails/post online announcements about upcoming deadlines for assignments or tests
 - Remind about Financial Aid Requirements
- Inform students about data related to Learning Commons and student success (success rates based on visits to LC)
- Offer extra credit opportunities tied to Learning Commons attendance and use of resources
- Class tours of LC or classroom visits by the LC staff
- Make certain assignments available only in the Learning Commons
- Faculty referral slips to initiate student visits to LC for 30 minute conferences
- Offer opportunities to regain points on quizzes/tests when “*Smarthinking*” or 30 minute conferences used to assist with corrections
- Frequent in class reminders about resources available both visually (showing location of videos/”*Smarthinking*” in Blackboard) and verbally (announcing LC resources/workshops/C2C pods)
- Weekly newsletter to students about LC events and resources/post LC events in Blackboard
- Students encouraged to “like” LC on Facebook and follow LC on Twitter

ENC 1101:

- English faculty piloted and then implemented a “home-grown” on- line support system to remediate targeted grammar errors. The system included a pre/posttest, instructional documents and videos that introduced focused skills and important concepts in the course, practice exercises, and quizzes.
- English faculty began a preliminary review of skills that they would target in the second level English skills as a follow-up to their “home-grown” on-line system for ENC 1101. Piloting of the second level system is scheduled for Summer, 2015.
- English faculty piloted the use of one text for both ENC 1101 and ENC 1102 in order to create a smoother segue between first and second level courses.
- Faculty members have coordinated and improved access to a wide range of resources already available via the Learning Commons and on-line English Handbook.
- Many faculty require students to submit essays to Smarthinking for comprehensive feedback on writing and grammar concerns and use these responses as a drafting tool to assist students in creating coherent and cohesive essays.
- The English faculty continued training sessions for new adjunct faculty on learning outcome assessment.
- Reference librarians frequently collaborate with English faculty in research projects and will visit classrooms to assist in research activities.
- Faculty adopted a curriculum which features scaffolding approach whereby students are gradually presented more challenging and analytical tasks in which outside sources are required. All of the major essays now require at least one in-text citation.
- Faculty offer one-on-one conferencing with students to address specific concerns.
- Faculty spend time tutoring students in the Learning Commons as part of their instructional assignment.
- During the last year, faculty teaching college-credit English collaborated with faculty teaching developmental English to develop strategies to assist students in response to changes in developmental English and reading. One strategy to assist students is the linking of ENC 1101 and ENC 0028 where students can earn college credit English and still continue to receive direct classroom instruction on skill deficiencies that will be implemented in the upcoming semester. This corequisite strategy was taught by a faculty member who teaches both developmental English and college-level English.

Part IV

Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities

This Part applies to all college academic programs and substitutions for students with disabilities.

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations: Applies to any student with a disability, as defined in §1007.02(2), F.S., who is otherwise eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability.

§1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations: Applies to any student with a disability, as defined in §1007.02(2), F.S., in a public postsecondary educational institution shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by §1007.264 and §1007.265, F.S. and by Rule 6A-10.041, F.A.C. Colleges should submit as Appendix 4, copies of the policies and procedures developed for compliance with Rule 6A-10.041, F.A.C.

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

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

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

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

Rule 6A-10.041(3), F.A.C., requires that the policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

Rule 6A-10.041(4), F.A.C., requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

A. Rule 6A-10.041, F.A.C., was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008.

B. Rule 6A-10.041(6) states, “Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within the Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010.”

Complete Form CSR01 on the following page 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 (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				
Specific Learning Disabilities	42	MGF1106	ESC1000, MET 1010, EME 1040, EME2040, CGS1060, OCE1001, BSC1005, BSC1050, AST1002	Mathematics
		MGF1107	ESC 1000, MET 1010, MAT 1033, EME2040, CGS1060, OCE1001, BSC1005, BSC1050, AST1002	Mathematics
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

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	17	17
Spring	13	13
Summer	12	12

PART V GENDER EQUITY IN ATHLETICS

Note: If the college does not offer intercollegiate athletics, delete this part from the report.

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

This year's Gender Equity in Athletics Update should address the following.

- A. Assessment of Athletic Programs:** §1006.71, F.S. requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics. Rule 6A-19.004, F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics, also identifies areas required for compliance. Rule 6A-19.004(1) states, "Gender equity in athletics at all levels of public education shall be defined as: Gender equity in athletics is the fair distribution of overall athletic opportunity and resources, substantially proportionate to the enrollment of males and females, so that no student athlete, coach or athletic administrator is discriminated against in an athletic program on the basis of gender." Part (2)(a) states, "Participation shall include all varsity roster positions available, but shall not include club or intramural opportunities."

Please address the following.

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

Use space as needed.

Tallahassee Community College is committed to providing equal opportunities to its male and female student-athletes. We currently offer four sports – two male (basketball and baseball) and two female (basketball and softball). All participants, regardless of gender, have access to comparable scholarships and like resources and facilities, in all aspects – housing, travel accommodations, coaches and support staff, equipment and supplies. Academic support resources are also available to participants from all teams.

B. Data Analysis

- 1) The college should include the EADA Survey Federal Report for 2014 as Appendix 5. Student athletic data from this report will be used to complete the following table for gender proportionality compared to student enrollments.
- 2) To determine if the student athletic participation rates are proportionately equal to the college's rates of male and female enrollment, the college should complete the following table based on data from the EADA Survey Federal Report for the last two years.
 - a. **Note: Reporting years may have been revised for your college to coincide with the EADA report and may be different than data reflected in previous years' reports.**
 - b. **Note:** OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport.

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

	2013/2014			2014/2015			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	39	24	63	Total Number of Athletes	39	30	69
Percent of Athletes by Gender	61.9%	38.1%	100%	Percent of Athletes by Gender	56.5%	43.5%	100%
Total Number Enrollments	3,295	3,060	6355	Total Number Enrollments	3,096	3,045	6141
Percent of Enrollments by Gender	51.8%	48.2%	100%	Percent of Enrollments by Gender	50.4%	49.6%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	+10.1%	-10.1%		Record the difference between the percent of athletes and the percent of students enrolled:	+6.1%	-6.1%	

New! Provide an explanation of enrollment data used in this part and the body of students represented: (full-time, part-time, students enrolled in career and technical education programs, etc.) Use space as needed. – Enrollment data listed above is IPEDS EF2 Fall 2013-14/2014-15 Full-Time Students.

Proportionality of Participation:

Is the percentage of female athletes greater than the percentage of female students enrolled or at least within 5 percentage points of the percent of female students enrolled?

2013-2014: NO (yes/no)

2014-2015: NO (yes/no)

C. Following the college's assessment outlined in parts A and B, the college should 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. If there are any disparities in section A or B, or if the college has a disproportionate rate of female participants compared to female enrollments, a priority corrective action plan for compliance shall be included in this report.

Corrective Action Plan for Non-Compliance Components in Athletics

Specify modifications proposed for 2014/2015 and include a time line for completion of the plan. If this is not a new Corrective Action Plan, provide an update on the status of the plan.

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
<p>UPDATE: Athletic Participation by Gender Compared to Student Enrollments by Gender for 2012/2013 and 2013/2014 AND 2013/2014 and 2014/2015.</p>	<p>Based on 2013-14 participation numbers, Tallahassee Community College developed a feasibility study on additional sports teams – the report was completed in July 2014. The sports under consideration in the report are women’s volleyball, men’s and women’s cross country, and men’s and women’s soccer.</p> <p>To strengthen our position on gender equity, the next sport added, if any, must be a women’s sport.</p> <p>Based on the feasibility study, it was recommended that women’s cross country be the next sport added to the program.</p> <p>The College is currently developing a proposed timeline to add women’s cross country beginning Fall 2016. Other sports remain under future consideration.</p> <p><i>NOTE: Three female student-athletes could/did not fulfill their obligation and thus are not allowed to be considered based on this report’s definition of “participation.”</i></p> <p><i>A women’s basketball student-athlete sustained a knee injury in her final high school game, however, we were already recruiting her and honored our scholarship commitment. Though she could not participate, she has been an active member of our program this year.</i></p> <p><i>Two softball student-athletes, both of whom were awarded scholarships, did not make it to the</i></p>	<p>Rob Chaney, Director of Athletics.</p> <p>(850) 201-6085 chaneyr@tcc.fl.edu</p>	<p>Feasibility Study was completed July 2014 (attached).</p> <p>Adding women’s cross country (proposed) – Fall 2016.</p>

	<p><i>opening day of the season. One decided not to report to Tallahassee just a couple of weeks prior to the start of the fall term and was subsequently released. The second began fall practice and later decided to give up the sport and was also released from scholarship.</i></p> <p><i>It should be noted that all three were given the <u>opportunity</u> to participate and had they been allowed to be counted in this report, our participation numbers would be in compliance.</i></p>		
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E. Presidential Evaluation Regarding Athletic Program:

Has the local or district board of trustees evaluated the college president on the extent to which gender equity goals were achieved during the previous year?

The 2014-2015 Presidential Evaluation will be completed in July 2015.

The Board's 2013-2014 evaluation of the President denotes high ratings on student welfare, articulation, professionalism and indicates the President is doing an outstanding job demonstrating leadership and commitment for progress in meeting the goals and objectives of the college's employment accountability plan.

PART VI EMPLOYMENT EQUITY ACCOUNTABILITY PLAN

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

A. Data, Analysis and Benchmarks

Employment Analysis

Data to evaluate employment trends for females and minorities in senior level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff, and full-time instructional staff with continuing contract status are from the Annual Personnel Report (APR) and include the collection years for 2010-2011 through 2014-2015.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2013-2014 with 2014-2015. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

Benchmarks

Colleges are provided with two sets of data from the U.S. Census Bureau reflecting the college's service region as benchmarks for measuring success in the employment of underrepresented females and minorities in the three categories being evaluated. Colleges may choose either data reflecting percentages of persons by race and gender over age 25 who have achieved a master's degree and above or data of persons over age 25 who have achieved a bachelor's degree and above. The choice should reflect the educational credentials required for the majority of employment positions in each category. Colleges are also provided student data by race and gender reflecting the overall student enrollment population of the college. The student enrollment ratios or other comparisons may also be used as additional benchmarks to evaluate success of its employment strategies for females and minorities.

Florida College System

College: Tallahassee

Historical Track Of College Full-Time Exec/Administrative/Managerial Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15		# DIF 2013-14 2014-15	% DIF 2013-14 2014-15
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	3,672	9.7	2,326	8.5	23.0%	1	4.5	2	8.0	2	8.3	3	13.6	4	18.2	1	33.3%
	Male	2,381	6.3	1,837	6.7	11.8%	0	0.0	0	0.0	0	0.0	2	9.1	1	4.5	-1	(50.0%)
	Total	6,053	16.0	4,163	15.2	34.9%	1	4.5	2	8.0	2	8.3	5	22.7	5	22.7	0	0.0%
Hispanic	Female	482	1.3	328	1.2	9.32%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	367	1.0	397	1.5	4.04%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	849	2.2	725	2.6	13.4%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.44%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.33%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	0.77%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	821	2.2	764	2.8	6.01%	0	0.0	0	0.0	1	4.2	1	4.5	1	4.5	0	0.0%
	Male	609	1.6	1,058	3.9	3.23%	1	4.5	1	4.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	1,430	3.8	1,822	6.7	9.24%	1	4.5	1	4.0	1	4.2	1	4.5	1	4.5	0	0.0%
White	Female	14,744	39.1	9,364	34.2	21.5%	10	45.5	11	44.0	11	45.8	8	36.4	8	36.4	0	0.0%
	Male	14,666	38.9	11,291	41.3	20.3%	10	45.5	11	44.0	10	41.7	8	36.4	8	36.4	0	0.0%
	Total	29,410	77.9	20,655	75.5	41.8%	20	90.9	22	88.0	21	87.5	16	72.7	16	72.7	0	0.0%
Total	Female	19,719	52.2	12,782	46.7	60.3%	11	50.0	13	52.0	14	58.3	12	54.5	13	59.1	1	8.3%
	Male	18,023	47.8	14,583	53.3	39.7%	11	50.0	12	48.0	10	41.7	10	45.5	9	40.9	-1	(10.0%)
	Total	37,742	100.0	27,365	100.0	100%	22	100.0	25	100.0	24	100.0	22	100.0	22	100.0	0	0.0%

PERA EQUITY 01/24/15 19:31:05 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014

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).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

1. Executive/Administrative/Managerial Staff:

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black	22.7	22.7	15.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	13.6	18.2	8.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	9.1	4.5	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Hispanic	0.0%	0.0%	2.6%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	0.0%	0.0%	1.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	0.0%	0.0%	1.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
White	72.7	72.7	75.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	36.4	36.4	34.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	36.4	36.4	41.3%	Within 10% of the US Census	Yes	Within 10% of the US Census
Other Minority	4.5	4.5	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	4.5	4.5	2.8%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	0.0%	0.0%	2.9%	Within 10% of the US Census	Yes	Within 10% of the US Census
Total by Gender	100.0	100.0	100%	Within 10% of the US Census	Yes	Within 10% of the US Census
Female	54.5	59.1	46.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Male	45.5	40.9	53.3%	Within 10% of the US Census	Yes	Within 10% of the US Census

- a. Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

The College used the percentage of the Census population with graduate degrees as a benchmark to compare employment of females and minorities. Employee percentage gaps of 10% higher than the percent of the Census population with graduate degrees are considered as significant gaps.

- b. Did the college achieve its goals as stated in last year's report?

The College has met its goal for female and minority representation to come within ten percentage points of the census population for female and minorities that have earned a graduate degree or higher. The goal of the College is to continue its efforts of having the percentage of EAM employees, in each national census category, fall within ten percentage points of the census population with graduate degrees or higher. As it has been in prior Equity Reports, the College has continued its efforts to close the gap for African American representation as compared to the national census, and in 2013 the College's efforts came to fruition and, the College continues to exceed the national census for African American female by 9.7%. The total representation of African American exceeds the national census by 7.5% for 2014.

Female representation in EAMs had a slight decrease of .7% in 2013, but in 2014 the College achieved an 8.3% increase in female EAM employment. The College continues to achieve its goal for female EAM representation, surpassing the national census representation by 12.4%. However, the increase in female representation has produced a decrease in male representation. EAM male employment decreased by 5% from 2013 employment figures. The benchmark for male employment in the EAM category, decreased from 45.9% to 40.0% or -5.9%. But the College goal for male EAM employment continued to be met.

The College also continues to be within ten percentage points of EAM employment for Hispanics with graduate degrees or higher. The College continues to meet its goal for *other minorities*, holding steady with to 4.5% EAM representation for other minorities in 2014. The College is within 2.2% meeting the national representation for *other minorities*.

- c. List methods and strategies, new or continuous, that the college will implement in efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

The College will endeavor to make inroads into increasing male and minority representation in the EAM category. In 2014 the College continued to promote from within, an African American female was added to the EAM category. The College will continue to strive to add Hispanics to the ranks of its EAM employees. Accidentally, it is the goal of the College to have the percentage of EAM employees in each category fall within ten percentage points of the census population having graduate degrees or higher.

- d. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

The economy's continued improvement, has allowed the College's past budget barriers to be eradicated. While this is good news, the College however, continues to compete with other colleges in the city of Tallahassee, as well as the state of Florida, and colleges located throughout the southeastern part of the U.S. for executive and administrative team members. Hence the College continues to grow its own executives and administrators.

Florida College System

College: Tallahassee

Historical Track Of College Full-Time Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15		# DIF	% DIF
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	2013-14	2014-15
Black	Female	3,672	9.7	2,326	8.5	23.0%	16	9.1	17	9.1	19	9.8	22	11.5	21	11.1	-1	(4.5%)
	Male	2,381	6.3	1,837	6.7	11.8%	16	9.1	17	9.1	17	8.8	16	8.3	17	8.9	1	6.3%
	Total	6,053	16.0	4,163	15.2	34.9%	32	18.3	34	18.3	36	18.6	38	19.8	38	20.0	0	0.0%
Hispanic	Female	482	1.3	328	1.2	9.32%	7	4.0	7	3.8	8	4.1	8	4.2	6	3.2	-2	(25.0%)
	Male	367	1.0	397	1.5	4.04%	6	3.4	7	3.8	8	4.1	8	4.2	9	4.7	1	12.5%
	Total	849	2.2	725	2.6	13.4%	13	7.4	14	7.5	16	8.2	16	8.3	15	7.9	-1	(6.3%)
Non-Resident Aliens	Female	0	0.0	0	0.0	0.44%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.33%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	0.77%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	821	2.2	764	2.8	6.01%	2	1.1	2	1.1	3	1.5	3	1.6	3	1.6	0	0.0%
	Male	609	1.6	1,058	3.9	3.23%	0	0.0	0	0.0	0	0.0	1	0.5	1	0.5	0	0.0%
	Total	1,430	3.8	1,822	6.7	9.24%	2	1.1	2	1.1	3	1.5	4	2.1	4	2.1	0	0.0%
White	Female	14,744	39.1	9,364	34.2	21.5%	74	42.3	80	43.0	83	42.8	83	43.2	81	42.6	-2	(2.4%)
	Male	14,666	38.9	11,291	41.3	20.3%	54	30.9	56	30.1	56	28.9	51	26.6	52	27.4	1	2.0%
	Total	29,410	77.9	20,655	75.5	41.8%	128	73.1	136	73.1	139	71.6	134	69.8	133	70.0	-1	(0.7%)
Total	Female	19,719	52.2	12,782	46.7	60.3%	99	56.6	106	57.0	113	58.2	116	60.4	111	58.4	-5	(4.3%)
	Male	18,023	47.8	14,583	53.3	39.7%	76	43.4	80	43.0	81	41.8	76	39.6	79	41.6	3	3.9%
	Total	37,742	100.0	27,365	100.0	100%	175	100.0	186	100.0	194	100.0	192	100.0	190	100.0	-2	(1.0%)

PERA EQUITY 01/24/15 19:40:42 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014

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).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

2. Full-time Instructional Staff:

- a) Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

As with EAMs, the College used the percent of the Census population with graduate degrees as a benchmark to compare employment of females and minorities. Employee percentage gaps between the percent of the Census population with graduate degrees greater than 10% are considered as significant.

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select Benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black	19.8%	20.0%	15.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	11.5%	11.1%	8.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	8.3%	9.9%	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Hispanic	8.3%	7.9%	2.6%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	4.2%	3.2%	1.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	4.2%	4.7%	1.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
White	69.8%	70.0%	75.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	43.2%	42.6%	34.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	26.6%	27.4%	41.3%	Within 10% of the US Census	No	Within 10% of the US Census
Other Minority	2.1%	2.1%	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	1.6%	1.6%	2.8%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	0.5%	.5%	2.9%	Within 10% of the US Census	Yes	Within 10% of the US Census
Total by Gender	100%	100%	100%	Within 10% of the US Census	Yes	Within 10% of the US Census
Female	60.4%	58.4%	46.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Male	39.6%	41.6%	53.3%	Within 10% of the US Census	No	Within 10% of the US Census

- b) Did the college achieve its goals as stated in last year's report?

Not only has the College met its goals of female and minority faculty coming within ten percentage points of the census population, having earned a graduate degree or higher, but the College exceeded its minority and female representation goals. African Americans continue to exceed the census representation, with an increase from 4.2% in year 2013 to 4.8% for year 2014. Hispanics also exceeded the census by 5.3% and females have exceeded the census by more than 11.7%.

Faculty representation for males continues to fall below the census representation, preventing the College from reaching its 2014 goal. However, 2014 saw an increase in male faculty representation by 2%, from 39.6% to 41.6%. Although an increase in male faculty representation was achieved, the College was unable to reach its goal of preventing a gap of 10% or greater for male faculty.

The goal of the College is to continue its efforts of having the percentage of Full-time Faculty employees, in each national census category, fall within ten percentage points of the census population with graduate degrees or higher. As indicated in this and past Equity Reports, the College has continued its efforts to close the gaps for minority, females and males in faculty representation.

- c) List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

The College will continue to use retention, promotion and recruitment strategies to maintain the percentage of female and minority employees in the Instructional Staff category. The College will also continue to post vacancies on the websites of publications that target specific minorities such as *Issues in Higher Education*, and *Hispanics Outlook in Higher Education*, as well as the other national publications such as *The Chronicle of Higher Education*. The College also uses search engines that include but are not limited to CareerBuilder.com and HigherEdJobs.com to recruit applicants for instructional vacancies.

- d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

While there continue to be no new barriers affecting the successful recruitment and/or retention for females and/or minorities, barriers such as competition from other institutions of higher education, and competing with the private sector continue to exist.

Florida College System

College: Tallahassee

Historical Track Of College Full-Time Continuing Contract Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment												
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15		# DIF	% DIF	
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	2013-14	2013-14	
																		2014-15	2014-15
Black	Female	3,672	9.7	2,326	8.5	23.0%	11	7.6	10	6.7	12	8.2	12	8.0	11	8.0	-1	(8.3%)	
	Male	2,381	6.3	1,837	6.7	11.8%	15	10.4	15	10.0	14	9.5	13	8.7	11	8.0	-2	(15.4%)	
	Total	6,053	16.0	4,163	15.2	34.9%	26	18.1	25	16.7	26	17.7	25	16.7	22	16.1	-3	(12.0%)	
Hispanic	Female	482	1.3	328	1.2	9.32%	6	4.2	7	4.7	7	4.8	7	4.7	6	4.4	-1	(14.3%)	
	Male	367	1.0	397	1.5	4.04%	4	2.8	4	2.7	4	2.7	6	4.0	6	4.4	0	0.0%	
	Total	849	2.2	725	2.6	13.4%	10	6.9	11	7.3	11	7.5	13	8.7	12	8.8	-1	(7.7%)	
Non-Resident Aliens	Female	0	0.0	0	0.0	0.44%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0.0	0	0.0	0.33%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0.0	0	0.0	0.77%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
Other	Female	821	2.2	764	2.8	6.01%	0	0.0	1	0.7	2	1.4	2	1.3	2	1.5	0	0.0%	
	Male	609	1.6	1,058	3.9	3.23%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	1,430	3.8	1,822	6.7	9.24%	0	0.0	1	0.7	2	1.4	2	1.3	2	1.5	0	0.0%	
White	Female	14,744	39.1	9,364	34.2	21.5%	63	43.8	63	42.0	62	42.2	65	43.3	60	43.8	-5	(7.7%)	
	Male	14,666	38.9	11,291	41.3	20.3%	45	31.3	50	33.3	46	31.3	45	30.0	41	29.9	-4	(8.9%)	
	Total	29,410	77.9	20,655	75.5	41.8%	108	75.0	113	75.3	108	73.5	110	73.3	101	73.7	-9	(8.2%)	
Total	Female	19,719	52.2	12,782	46.7	60.3%	80	55.6	81	54.0	83	56.5	86	57.3	79	57.7	-7	(8.1%)	
	Male	18,023	47.8	14,583	53.3	39.7%	64	44.4	69	46.0	64	43.5	64	42.7	58	42.3	-6	(9.4%)	
	Total	37,742	100.0	27,365	100.0	100%	144	100.0	150	100.0	147	100.0	150	100.0	137	100.0	-13	(8.7%)	

PERA EQUITY 01/24/15 19:45:52 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014

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).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

3. Full-time Continuing Contract Instructional Staff:

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black	16.7%	16.1%	15.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	8.0%	8.1%	8.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	8.7%	8.0%	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Hispanic	8.7%	8.8%	2.6%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	4.7%	4.4%	1.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	4.0%	4.4%	1.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
White	73.3%	73.7%	75.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	42.2%	43.8%	34.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	31.3%	29.9%	41.3%	Within 10% of the US Census	Yes	Within 10% of the US Census
Other Minority	1.3%	1.5%	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	1.3%	1.5%	2.8%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	0.0%	0.0%	2.9%	Within 10% of the US Census	Yes	Within 10% of the US Census
Total by Gender	100%	100%	100%	Within 10% of the US Census	Yes	Within 10% of the US Census
Female	57.3%	57.7%	46.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Male	42.7%	43.3%	53.3%	Within 10% of the US Census	Yes	Within 10% of the US Census

- a) Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

With the retirement of continuing contract instructors, the College has experienced a slight decrease of .6% in representation during 2014 of African American full-time Continuing Contract Instructional Staff. However, even with the decrease in African American participation, the College continues to meet its goal of falling within ten percentage points of the census population with graduate degrees or higher for all faculty representation in this category.

- b) Did the college achieve its goals as stated in last year's report.

With the decrease in African American participation, the College continues to meet its goal of falling within ten percentage points of the census population with graduate degrees or higher for all faculty representation in this category.

- c) List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

The College continues to exceed its goal for Female, Hispanic and African American Continuing Contract Instructional Staff and has met its goal regarding other minorities. Therefore, the College sees no need to modify its goals and/or timelines at this time.

- d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

While there are no new barriers affecting the successful recruitment and/or retention for females and/or minorities, barriers such as competition from other institutions of higher education and competing with the private sector continue to exist. With that said, it should be made clear that once faculty hires are made, the retention efforts made by the College are very effective in the College keeping its faculty members.

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

- 1) Under §1012.86(3)(a), F.S., the college should provide a summary of the results of the evaluation of department chairpersons, deans, provosts, and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Provide a brief summary below and use space as needed.

The Provost and Vice Presidents continue to take into consideration the College's employment plan when conducting searches to fill vacancies in their areas of responsibility. The Provost and Vice Presidents provide leadership and properly address the College's staffing needs. The Provost and Vice Presidents also maintain a line of communication with Human Resources during the employment recruitment processes.

The Provost evaluation of the Deans indicates each Dean has supported and promoted the College diversity initiatives. Diversity initiatives have been supported by each Dean through promoting diversity among faculty screening committees, participating in and instructing screening committees, and equity training is provided for program chairs. Deans understand and communicate to the program chairs the importance and associated benefits to the College of having a well diverse faculty.

Remedial steps are taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Such steps will involve the supervisor speaking to the employee to determine why the goal was not met and to discuss new strategies, if warranted, on how to meet future goals.

- 2) Under §1012.86(3)(b), F.S., Florida College System institution boards of trustees shall annually evaluate the performance of the Florida College System institution presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of Education as part of the Florida

College System institution's annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

The college should provide below a response to this section of law, including the most recent month, date, year and summary of the president's performance evaluation. Provide a response in the below and use space as needed.

The Board's evaluation of the President denotes high ratings on student welfare, articulation, professionalism and indicates the President is doing an outstanding job demonstrating leadership and commitment for progress in meeting the goals and objectives of the college's employment accountability plan.

C. Additional Requirements:

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

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Prior to the release of the applications, the hiring authority recommends the names of persons to serve on the Review Team and specifies a person to serve as Review Team Chair. Inclusion of women and minorities is strongly recommended. The President, Provost, Vice President or Human Resources Representative must approve the review team. It is the responsibility of the hiring authority to ensure that the Review Team composition is in accordance with the College's equity plan. The make-up of the Review Team may encompass two or more members, excluding non-voting or ex-officio members. The President has the flexibility of altering the selection process for executive positions.

- 2) The college sets forth the requirements for receiving continuing contracts for instructional staff. The process used to grant continuing contracts is described below.

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

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

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

- 4) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to §1012.86, F.S. Provide a summary description below of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner. Also, provide a description of how funds are used to increase the number of females and minorities receiving continuing contracts.

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

- 5) 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.

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires*	Salary Range	Number of Existing Employee(s) with Comparable Experience	Salary Range
Library/Student & Academic Affairs/Other Ed Service Occ	9 (7-B) (2-W)	\$24,255.08 - \$49,439.90	32	\$25,186.00 – \$97,011.58
Comm/Social Srv/Legal / Arts /Design/Entertain/Sports/Media	2 (B)	\$23,271.00 - \$42,243.40	41	\$27,201.72 - \$68,406.42
Business & Financial Operation	5 (3-B) (2-W)	\$26,057.00 - \$50,756.00	111	\$26,057.00 - \$69,969.13
Computer Engineering & Sci	1 (B)	\$38,168.30 - \$49,677.15	37	\$21,950.79 - \$79,902.00
Instructional Staff	11 (3-B) (1-H) (7-W)	\$43,575.00 - \$56,925.00	192	\$41,117.00 - \$97,011.58
Executive/Managers/Directors	2 (W)	\$75,000 - \$175,000	37	\$49,181.00 - +\$190,000.00

* 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, 2014 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, 2014.”

**FLORIDA EDUCATIONAL EQUITY ACT
2014/2015 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

Tallahassee Community College

The college ensures that §1000.05, F.S. and §1012.86, F.S. and implementing Rules 6A-19.001-010, F.A.C., referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, 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 actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of §1012.86, F.S.

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

Name (Renaë Tolson, Director, Business Process Improvement and Equity Officer)

Date

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

Date

Name (Frank Messersmith, Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2014/2015.

APPENDIX 1

Policy of Nondiscrimination

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

<p>TITLE: 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</p>	

A. EQUAL OPPORTUNITY

Tallahassee Community College (TCC) does not discriminate against any person on the basis of race, color, ethnicity, genetic information, national origin, religion, gender, *sexual orientation* marital status, disability, or age 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 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 matter. 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 student, faculty member, administrator, or staff member 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.

C. DEFINITIONS

1. Discrimination is defined as treating any member of the College community differently than others on the basis of race, color, ethnicity, genetic information, national origin, religion, gender, marital status, disability, age 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, terms and conditions of employment, on the basis of one of the protected categories outlined above in III(A).
 - 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 in III(A).
2. Sexual Misconduct is defined as a range of behaviors including rape, sexual assault (which includes any kind of nonconsensual sexual contact), sexual harassment, intimate partner violence, stalking, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing.
 - a. 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.

Sexual harassment can occur between any persons including students, faculty, administrators, staff, vendors, or visitors.

Sexual harassment can be verbal, visual, or physical. Conduct which falls within the definition of sexual harassment may include, but is not limited to:

- Unwelcome physical contact of a sexual nature, such as patting, pinching, or nonconsensual touching of another's body.
 - Verbal innuendoes or jokes of a sexual nature including graphic or degrading comments about an individual or his/her appearance.
 - Sexual assaults or batteries
 - Overt or implied requests for sexual favors as a condition of employment or for continued employment or preferences in the workplace.
 - Use of suggestive gestures or remarks to describe a person's body, clothing or sexual activity.
 - Display or posting of sexually explicit or suggestive photographs or materials in the workplace.
3. 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.
 - a. Unlawful harassment may include, but is not limited to:
 1. Offensive treatment
 2. Demeaning language
 3. Objectionable epithets
 4. Threatened or actual physical harm or abuse
 5. Intimidating or insulting conduct

D. REPORTING, INVESTIGATION, AND RESOLUTION

The College strongly encourages persons to promptly report violations of this policy as outlined below and commits that a thorough review will be undertaken with the ultimate goal of resolution.

1. Duty to Report

- a. Complaints of discrimination, retaliation, sexual misconduct, or unlawful harassment by and against students should be filed promptly with the Student Judicial Advisor. Complaints of discrimination, retaliation, sexual misconduct, or unlawful harassment involving faculty or staff should be filed promptly with the Director of Human Resources/College Equity Officer.

- b. Administrators and supervisors who become aware of an alleged conduct of discrimination, sexual misconduct, unlawful harassment, or retaliation must immediately report this information to the appropriate intake person named above.
- c. All complaints of discrimination and unlawful harassment received by the Student Judicial Officer or College Equity Officer will be logged. The log will include the complainant's name, person whom the complaint is filed against, incident date(s), brief summary, and the resolution. The College Equity Officer is the official custodian of the log.
- d. The Student Judicial Advisor will submit all student complaints, including resolution, to the College Equity Officer for review and inclusion in the log on a monthly basis.
- e. The Student Judicial Advisor and College Equity Officer shall meet each quarter to review the complaint log.

2. Investigation

- a. Upon receipt of a complaint, the Student Judicial Advisor or College Equity Officer will conduct a prompt and confidential investigation. The registering of a complaint will not be used or held against the student or employee, nor will it have an adverse impact on the complainant's educational or employment status.
- b. The investigating official (College Equity Officer or designee) for matters involving employees will submit a written report to the appropriate Vice President (VP) as soon as possible, not to exceed 30 working days of receiving the written complaint. The report will include findings, a conclusion as to whether this policy has been violated, and a recommendation of the appropriate action to be initiated.
- c. For matters involving students, the Student Judicial Advisor will follow the guidelines of the Student Code of Conduct in reviewing the complaint. The Student Judicial Officer will send the investigative report to the College Equity Officer for input and approval prior to sending the findings and recommendations to the Vice President of Student Affairs. The Student Judicial Officer will keep the Vice President for Student Affairs apprised of the review process.

3. Resolution

- a. For matters involving employees, once the recommendation of the College Equity Officer is approved by the appropriate VP, the complainant will be advised of the results of the investigation.
- b. For matters involving students, once the recommendation of the Student Judicial Officer is reviewed by the College Equity Officer and approved by the Vice President of Student Affairs, the complainant will be advised of the results of the investigation.
- c. If the decision regarding the complaint is not satisfactory for the complainant, it may be appealed to the President. The complainant must file a written appeal to the President within ten days after the decision is rendered. The President may adjudicate the complaint

based on the records or may call witnesses or examine other documents as deemed necessary.

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

E. RETALIATION

Retaliatory acts include adverse actions taken against the person who makes or supports a complaint of discrimination, sexual misconduct, or harassment.

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. 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

The College's Grievance or Complaint Procedures

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

<p>TITLE: 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
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7. It shall be a violation of this policy for a student, faculty member, administrator, or staff member of the College to discriminate against, participate in sexual misconduct, or harass another student, faculty member, administrator, staff member, or vendor.
8. The College will not tolerate retaliation against employees or witnesses for filing complaints, or protesting practices which are prohibited under this policy.
9. 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.
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 3. 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

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- g. Administrators and supervisors who become aware of an alleged conduct of discrimination, sexual misconduct, unlawful harassment, or retaliation must immediately report this information to the appropriate intake person named above.
- h. All complaints of discrimination and unlawful harassment received by the Student Judicial Officer or College Equity Officer will be logged. The log will include the complainant's name, person whom the complaint is filed against, incident date(s), brief summary, and the resolution. The College Equity Officer is the official custodian of the log.
- i. The Student Judicial Advisor will submit all student complaints, including resolution, to the College Equity Officer for review and inclusion in the log on a monthly basis.
- j. The Student Judicial Advisor and College Equity Officer shall meet each quarter to review the complaint log.

2. Investigation

- a. Upon receipt of a complaint, the Student Judicial Advisor or College Equity Officer will conduct a prompt and confidential investigation. The registering of a complaint will not be used or held against the student or employee, nor will it have an adverse impact on the complainant's educational or employment status.
- b. The investigating official (College Equity Officer or designee) for matters involving employees will submit a written report to the appropriate Vice President (VP) as soon as possible, not to exceed 30 working days of receiving the written complaint. The report will include findings, a conclusion as to whether this policy has been violated, and a recommendation of the appropriate action to be initiated.
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- g. If the decision regarding the complaint is not satisfactory for the complainant, it may be appealed to the President. The complainant must file a written appeal to the President within ten days after the decision is rendered. The President may adjudicate the complaint

based on the records or may call witnesses or examine other documents as deemed necessary.

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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.

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

TITLE: Grievance Procedure	NUMBER: 06-16
AUTHORITY: Florida Statute: 1001.64, 1001.65 Florida Administrative Code: 6A-14.0261	SEE ALSO:
DATE ADOPTED: 12/1/97; Revised 1/22/01, 11/22/10	

The College assures prompt and impartial consideration of grievances.

A grievance is defined as the dissatisfaction that occurs when an employee thinks or feels that any condition affecting the employee is unjust, inequitable, a hindrance to effective operation, or creates a problem. The following are exceptions.

1. An employee shall not have the right to file a grievance against performance appraisal unless it is alleged that the appraisal is based on factors other than the employee's performance.
2. An employee who is promoted and subsequently demoted before attaining permanent status in the higher class shall not have the right to appeal the demotion unless such demotion is to a lower class than the class in which the employee was serving before promotion.
3. An employee who accepts a reduction in pay, a demotion, or a reassignment shall waive all rights to grieve such action if the employee has signed a written statement that the action is voluntary.
4. An employee whose position is reclassified to a lower class resulting in a demotion appointment shall not have the right to grieve.
5. An employee who is dismissed because of engagement in concerted activity as outlined in 06-14, Standard 33 shall not have the right to grieve the dismissal.

An employee who is not serving a probationary period may initiate the grievance procedure. Employees may use this procedure without fear of reprisal or penalty.

A. Initiating the Procedure

The Grievance Procedure must be initiated within five (5) working days following occurrence of the action/event giving rise to the grievance. Employees may not use College materials, SUNCOM system, or work time to prepare grievances.

The employee and the supervisor may agree in writing to allow additional time during steps one and two of the following procedure.

Step One: Filing a Grievance

The employee shall present the grievance to the immediate supervisor in writing no later than five (5) working days following occurrence of the action/event giving rise to the grievance. The immediate supervisor's written response should be made within five (5) work days after receipt of the grievance. The supervisor's response should state the action to be taken in an effort to resolve the grievance or shall outline the reasons that the immediate supervisor is unable to resolve the grievance to the satisfaction of the employee.

If the Vice President for Administrative Services is the immediate supervisor, then the Vice President for Student Affairs is the person to whom the grievance should be presented. If this is the case, the grievance is considered to be at step three of the process.

Step Two: Review by Next Level Supervisor

If a mutually satisfactory adjustment is not reached between the employee and the immediate supervisor or if the immediate supervisor does not respond to the grievance within the time limit in step one, the employee may submit the written grievance to the next higher level supervisor within five (5) work days from the receipt of the immediate supervisor's response to the grievance or, for non-response, within five (5) work days from the time limit for step one. If the employee fails to grieve the disposition of step one within the time limit allowed, the disposition shall be considered settled and binding on the employee and the College.

If the Vice President for Administrative Services is the immediate supervisor, then the Vice President for Student Affairs is the person to whom the grievance should be presented. If this is the case, the grievance is considered to be at step three of this process.

The next higher level supervisor should respond to the grievance in writing within five (5) work days after receipt of the grievance at this step.

Step Three: Review by Vice President for Administrative Services

If a mutually satisfactory solution is not reached or if the next higher level supervisor does not respond to the grievance within the time limit for step two, the employee may submit the written grievance to the Vice President for Administrative Services within the five (5) subsequent work days. If the employee fails to grieve the disposition of step two within the time limit allowed, the disposition shall be considered settled and binding on the employee and the College.

Before making a disposition, the Vice President shall discuss the grievance with all parties concerned. The employee may request a meeting of the supervisor, the next higher level supervisor, and the Vice President. If the Vice President for Administrative Services should be the first or next higher level supervisor, the Vice President for Student Affairs shall serve at this level.

Step Four: Appeal to the President

1. If the grievance involves a final notice action for a suspension or dismissal, then the affected employee may, within five (5) work days after receipt of the notification of such action, grieve to the President who shall render a decision based upon the record or may call witnesses as deemed necessary and then render a decision. If the grievant is called, he/she may bring a representative to assist or advise, but discovery, cross-examination, and similar legal procedures are not permissible. The President reserves the right to also have a representative present.
2. If the decision of the Vice President for Administrative Services (or Vice President for Student Affairs) at step three is unsatisfactory to the employee or either the first or next higher level supervisor, then any of these parties may, within five (5) work days after receipt of the decision of the Vice President, file a written notice of appeal to the President of the College, who may render a decision or have the matter studied by a committee established especially for the case.

B. Review by Grievance Committee

If a grievance committee is to be established, the President shall request a list from the Human Resources Department of managerial/professional, classified staff, and grant employees on permanent status. The grievant shall select one member from this list, the appropriate supervisor shall select the second member from this list, and the third member shall be selected from this list by the other two and shall serve as chair of the committee.

The Grievance Committee shall accumulate and study the facts of the case. The grievant and the appropriate supervisors shall be called to give testimony to the Grievance Committee and shall not be present at other sessions of the Committee unless specifically asked to be there. Legal counsel for the grievant, the appropriate supervisors, and the College shall not be present at the hearings of the Grievance Committee. Upon conclusion of the review, the Grievance Committee shall submit a written report and recommendation to the President.

The President shall render a decision based upon the record or may call witnesses as deemed necessary.

Step Five: Appeal to the Board

Should the grievant or either the first or next higher level supervisor not find satisfaction in the President's decision, any of these parties may request that the President present the grievance

and the dispositions made at each step to the District Board of Trustees for review.

This appeal to the Board must be made within ten (10) work days after the receipt of the President's decision. Should the grievant wish to address the Board regarding the grievance, the appeal must so indicate, and the request will be included on the next available Board agenda.

If the grievant is called, the grievant may bring a representative to assist or advise, but discovery, cross-examination, and similar legal procedures are not permissible. The Board reserves the right to also have a representative present. The decision of the Board shall be made on the record and shall be final.

APPENDIX 3

New or Revised Policies and Procedures for this Period

The College has no new or revised
policies to report.

APPENDIX 4

Policy and Procedures to Implement Rule 6A-10.041, F.A.C.

There is no need for Appendix 4, as noted in the statement that follows: TCC has never required that students diagnosed with a math learning disability and eligible for a course substitution to complete the developmental coursework before being granted a course substitution. In programs of study where math pre-requisites exist for required courses (i.e. Chemistry or Anatomy and Physiology), students with a math disability diagnosis are permitted one attempt of the course without completing the pre-requisite.

However, a copy of the College Substitute Admission & Graduation Requirements Policy is included in this appendix.

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

TITLE: Substitute Admission and Graduation Requirements	NUMBER: 08-13
AUTHORITY: Florida Statute: 1001.64; 1001.65; 1007.02(2); 1007.264; 1007.265 Florida Administrative Code: 6A-10.041	SEE ALSO: <ul style="list-style-type: none"> • Administrative Procedures 08-13AP: Substitute Admission and Graduation Requirements
DATE ADOPTED: 03/19/01; Revised 07/01/08; 05/17/10; 08/20/12	

Tallahassee Community College (TCC) provides reasonable substitution for eligible students to meet requirements for admission (both general and for a program of study) and graduation from TCC. The Office of Disability Support Service (DSS) provides general information and guidelines concerning the accommodations available for students with disabilities, including the granting of substitutions, modifications, or waivers of requirements for admission or graduation for students with disabilities.

In accordance with State Board Rule 6A-10.041(3), Florida Administrative Code, the College will accept all substitutions previously granted by a state post-secondary institution.

A. Eligibility

In determining whether to grant a substitution, modification, or waiver, the College requires documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the institution, admission to a program of study, entry to upper division, or graduation. In determining whether to grant a substitution, the college may consider pertinent educational records.

The evaluation must be conducted by a professional who is certified/licensed to diagnose the disability and the effects of the disability on a student’s ability to master material. The evaluator’s name, title, and professional credentials and affiliation should be provided.

The definitions provided in State Board of Education Rule 6A-10.041, Substitution for Requirements for Eligible Disabled Students at State Universities, Community Colleges, and Postsecondary Vocational Institutions informed and extended by definitions contained in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 for persons with disabilities shall be applied for determining student eligibility to submit a request for substitution, modification, or waiver of any college requirements for admission or graduation.



OFFICE OF THE REGISTRAR

444 Appleyard Drive Tallahassee, Florida 32304 (850) 201-8555 www.tcc.fl.edu

COURSE SUBSTITUTION FORM

Student ID #: _____ Current Term/Year: _____

Student Last Name: _____ First Name: _____ MI: _____

TCC Course listed in Degree Plan Prefix and Course # (Credit Hrs)	Course being Used as Substitute Prefix and Course # (Credit Hrs)	Where was the course taken?
<i>(Example) PSY2012 (3 hrs)</i>	<i>PSY2012 (3 hrs)</i>	<i>Polk State College</i>

Comments:

_____ Date / /

Signature of Dean or Program Coordinator authorizing the substitution

Registrar Office Use Only

Form processed by: _____ Date Processed: / /

APPENDIX 5

Equity in Athletics Disclosure Act
(EADA) Survey Federal Report
for 2014, if applicable

APPENDIX 6

Fall Staff Report

Human Resources 2014-15

Institution: Tallahassee Community College (137759)
User ID: P1377591

Overview

Human Resources Overview

Welcome to the IPEDS Human Resources (HR) survey component. The HR component collects important information about your institution's staff.

Data Reporting Reminders

- Report each employee only once. If an employee could be coded in more than one occupation, code the employee in the occupation that requires the highest level of skill OR if there is no measurable difference in skill requirements, code the employee in the occupation in which they spend the most time.
- Report staff members difficult to categorize in the "Human Resources Survey Evaluation" box at the end of the survey.
- Enter data on each displayed screen. If a screen is not applicable, enter at least one zero in a field on the screen and save before continuing.
- When reporting salary data (applicable to degree-granting institutions only) include all full-time, non-medical school, instructional staff - both with and without faculty status.

See the instructions for the **Key Reporting Concepts** section -- basic reporting concepts that will assist you in completing the Human Resources survey component.

Resources:

- To download the survey materials for this component: Survey Materials
- To access your prior year data submission for this component: Reported Data
- All staff must now be reported using the new IPEDS occupational categories, which align with the 2010 Standard Occupational Classification (SOC) codes. Additional information and resources can be found in the IPEDS HR/SOC Information Center, including general information about the SOC, the IPEDS/SOC crosswalk, a SOC Browse Tool, frequently asked questions, and web tutorials.

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Human Resources Screening Questions

Does your institution have any part-time staff?

If you answer **Yes** to this question, you will be provided the screens to report part-time staff.

Yes

No

Does your institution have 15 or more full-time staff?

Yes

No

Does ALL of the instructional staff at your institution fall into any of the following categories?

If you answer **Yes** to any of the questions below, you will **NOT** be required to report **Part G - Salaries** for instructional staff. However, Part G will still be required for reporting data for full-time non-instructional staff.

No Yes Are ALL of the instructional staff military personnel?

No Yes Does ALL of the instructional staff contribute their services (e.g., members of a religious order)?

The reporting of data by gender AND race/ethnicity is optional this year as it is in even-numbered years.

Do you wish to report data by gender AND race/ethnicity this year?

If you answer **No**, screens to report data by employment status (full-time and part-time) and occupational category will be displayed.

If you answer **Yes**, screens to report data by employment status (full-time and part-time), occupational category, and gender AND race/ethnicity will be displayed and you must complete all applicable screens.

No, I will not report data by gender and race/ethnicity this year

Yes, I will report data by gender and race/ethnicity this year

You may use the space below to provide context for the data you've reported above.

Human Resources Screening Questions

Does your institution have a tenure system?

If you answer **Yes** to this question, you will be provided the screens to report some data by tenure status.

Yes

No

Does your institution have graduate assistants?

If you answer **Yes** to this question, you will be provided the screens to report graduate assistants.

Yes

No

Did your institution hire any full-time permanent staff who were included on the payroll of the institution between July 1 and October 31, 2014 either for the *first time* (new to the institution) or *after a break in service* AND who were still on the payroll of the institution as of November 1, 2014? (Exclude persons who have returned from sabbatical leave and full-time instructional staff who are working less-than-9-month contracts.)

If you answer **Yes** to this question, you will be provided the screens to report **full-time permanent new hires** in **Part H**.

Yes

No

Part A1 - Full-time Instructional Staff by Academic Rank and Tenure Status - On Tenure Track

**Number of Full-time Instructional Staff
 With Faculty Status
 On Tenure Track**

As of November 1, 2014

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

Men

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	2	1	0	0	3
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	1	0	0	0	1
Black or African American	1	0	4	0	0	0	5
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	6	0	0	1	7
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	2	0	0	0	2
Total men	1	0	15	1	0	1	18

Women

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	1	0	0	0	1
Asian	0	0	0	0	0	0	0
Black or African American	0	0	8	1	0	0	9
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	19	1	0	1	21
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	1	0	0	0	1
Total women	0	0	29	2	0	1	32

Total (men+women) 1 0 44 3 0 2 50

Total from prior year 40

Part A1 - Full-time Instructional Staff by Academic Rank and Tenure Status - Multi-Year Contract

**Number of Full-time Instructional Staff
 With Faculty Status
Not on Tenure Track - Multi-Year or Continuing or At-will Contract**

As of November 1, 2014

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

Men

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
Total men	0	0	0	0	0	0	0

Women

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
Total women	0	0	0	0	0	0	0

Total (men+women)	0	0	0	0	0	0	0
Total from prior year							

Part A1 - Full-time Instructional Staff by Academic Rank and Tenure Status - Less-Than-Annual Contract

**Number of Full-time Instructional Staff
 With Faculty Status
Not on Tenure Track - Less-than-annual Contract**

As of November 1, 2014

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

Men

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	1	0	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	1	1	1	0	3
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
Total men	0	0	1	2	1	0	4

Women

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
Total women	0	0	0	0	0	0	0

Total (men+women)	0	0	1	2	1	0	4
Total from prior year							2

Part A1 - Full-time Instructional Staff - Without Faculty Status

Number of Full-time Instructional Staff

Without Faculty Status

As of November 1, 2014

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

Men

Race/ethnicity	Without Faculty Status
Nonresident alien	0
Hispanic/Latino	0
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	0
Two or more races	0
Race and ethnicity unknown	0
Total men	0

Women

Race/ethnicity	Without Faculty Status
Nonresident alien	0
Hispanic/Latino	0
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	0
Two or more races	0
Race and ethnicity unknown	0
Total women	0

Total (men+women)

Total (men+women)	0
Total from prior year	

Part A2 - Full-time Instructional Staff by Function

Number of Full-time Instructional Staff

As of November 1, 2014

•Report Primarily Instruction and Instruction Combined with Research and/or Public Service separately, as indicated below

	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure Track	Not on Tenure Track				
			Multi-year, continuing, or at-will contract	Annual contract	Less-than-annual contract		
Instructional staff	137	50	0	1	4	0	192
Total carried forward from previous screens	137	50	0	1	4	0	192
Primarily Instruction	137	50	0	1	4	0	192
Exclusively credit	133	37	0	0	0	0	170
Exclusively not-for-credit	0	13	0	1	4	0	18
Combined credit/not-for-credit	4	0	0	0	0	0	4
<u>Instruction/research/public service staff</u>	0	0	0	0	0	0	0

Part A3 - Full-time Instructional Staff - Totals

Total number of Full-time Instructional Staff

As of November 1, 2014

Race/ethnicity	Total men	Total women	Total (men+women)
Nonresident alien	0	0	0
Hispanic/Latino	9	6	15
American Indian or Alaska Native	0	1	1
Asian	1	2	3
Black or African American	17	20	37
Native Hawaiian or Other Pacific Islander	0	0	0
White	52	81	133
Two or more races	0	0	0
Race and ethnicity unknown	2	1	3
Total	81	111	192
Total from prior year			194

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

Number of **Full-time** Non-instructional Staff

by Occupational Category

As of November 1, 2014

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

•Report race for non-Hispanic/Latino individuals only

Men

Race/ethnicity	Instructional Staff (carried forward from Part A)	Research staff	Public Service staff
Nonresident alien	0	0	0
Hispanic/Latino	9	0	0
American Indian or Alaska Native	0	0	0
Asian	1	0	0
Black or African American	17	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	52	0	0
Two or more races	0	0	0
Race and ethnicity unknown	2	0	0
Total men	81	0	0

Women

Race/ethnicity	Instructional Staff (carried forward from Part A)	Research staff	Public Service staff
Nonresident alien	0	0	0
Hispanic/Latino	6	0	0
American Indian or Alaska Native	1	0	0
Asian	2	0	0
Black or African American	20	0	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	81	0	0
Two or more races	0	0	0
Race and ethnicity unknown	1	0	0
Total women	111	0	1

Total (men+women)

	192	0	1
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Total from prior year

	194		1
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Part B1 - Full-time Non-instructional Staff by Occupational Category

Number of Full-time Non-instructional Staff

by Occupational Category

As of November 1, 2014

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

•Report race for non-Hispanic/Latino individuals only

Men

Race/ethnicity	Archivists, Curators, and Librarians Museum Technicians 25-4010	Librarians 25-4020	Library Technicians 25-4030	Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000
Nonresident alien	0	0	0	0
Hispanic/Latino	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	2	1
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	2	0	2
Two or more races	0	0	0	0
Race and ethnicity unknown	0	0	0	0
Total men	0	2	2	3

Women

Race/ethnicity	Archivists, Curators, and Librarians Museum Technicians 25-4010	Librarians 25-4020	Library Technicians 25-4030	Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000
Nonresident alien	0	0	0	0
Hispanic/Latino	0	0	0	1
American Indian or Alaska Native	0	0	1	1
Asian	0	0	0	0
Black or African American	0	2	3	10
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	6	1	15
Two or more races	0	0	0	1
Race and ethnicity unknown	0	0	1	1
Total women	0	8	6	29

Total (men+women)

	0	10	8	32
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Total from prior year

		10	10	15
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Part B1 - Full-time Non-instructional Staff by Occupational CategoryNumber of **Full-time** Non-instructional Staff

by Occupational Category

As of November 1, 2014

•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	0	0	0
Hispanic/Latino	0	2	1	0	0
American Indian or Alaska Native	0	1	0	0	0
Asian	0	0	0	0	0
Black or African American	1	14	1	6	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	8	21	24	12	2
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total men	9	38	26	18	3

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	1	0
Hispanic/Latino	0	1	0	2	1
American Indian or Alaska Native	0	0	0	0	0
Asian	1	2	1	1	0
Black or African American	4	32	3	10	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	8	38	7	19	1
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total women	13	73	11	33	3

Total (men+women)

Total from prior year

	22	111	37	51	6
	22	146	37	41	5

Part B1 - Full-time Non-instructional Staff by Occupational CategoryNumber of Full-time Non-instructional Staff

by Occupational Category

As of November 1, 2014

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

•Report race for non-Hispanic/Latino individuals only

Men

Race/ethnicity	Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	Sales and Related Occupations 41-0000	Office and Administrative Support Occupations 43-0000	Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49- 0000	Production, Transportation, and Material Moving Occupations 51-0000 + 53- 0000	Grand Total (All full- time staff)
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	1	0	2	0	0	15
American Indian or Alaska Native	0	0	0	0	0	1
Asian	1	0	0	0	0	2
Black or African American	36	0	11	0	0	90
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	36	0	20	4	0	183
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	1	0	0	3
Total men	74	0	34	4	0	294

Women

Race/ethnicity	Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	Sales and Related Occupations 41-0000	Office and Administrative Support Occupations 43-0000	Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49- 0000	Production, Transportation, and Material Moving Occupations 51-0000 + 53- 0000	Grand Total (All full- time staff)
Nonresident alien	0	0	0	0	0	1
Hispanic/Latino	1	0	2	1	0	15
American Indian or Alaska Native	1	0	0	0	0	4
Asian	0	0	1	0	0	8
Black or African American	28	0	37	0	0	151
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	6	2	50	1	0	235
Two or more races	0	0	0	0	0	1
	0	0	2	0	0	5

Race and ethnicity unknown							
Total women	36	2	92	2	0	420	
Total (men+women)	110	2	126	6	0	714	
Total from prior year	112	2	133	5		733	

Part B2 - Full-time Non-instructional Staff by Occupational Category and Tenure Status

Number of Full-time Non-instructional Staff

As of November 1, 2014

Occupational category	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure Track	Not on Tenure Track				
			Multi-year, continuing, or at-will contract	Annual contract	Less-than-annual contract		
Research staff	0	0	0	0	0	0	0
Public Service staff	0	0	0	0	1	0	1
Archivists, Curators, and Museum Technicians 25-4010	0	0	0	0	0	0	0
Librarians 25-4020	0	7	0	0	0	3	10
Library Technicians 25-4030	0	0	0	0	0	8	8
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000	0	0	0	0	0	32	32
Management Occupations 11-0000	6	0	0	0	0	16	22
Business and Financial Operations Occupations 13-0000	0	0	0	0	0	111	111
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	0	0	0	0	0	37	37
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	2	0	0	0	0	49	51
Healthcare Practitioners and Technical Occupations 29-0000	0	0	0	0	0	6	6
Total	8	7	0	0	1	262	278
Total from prior year	8	6			1	272	287

Part G - Salaries Worksheet

Number of Full-time Instructional Staff For Calculation of Total Number of Months

Annual Salary, 2014-15

- Report the number of instructional staff based on the number of months to be worked
- Months reported should correspond with the number of months that staff worked (which may differ from the number of months over which they are paid)
- Include **ONLY** full-time instructional staff
- Include instructional staff *with* faculty status and *without* faculty status
- Include instructional staff regardless of tenure status
- Balance column should include instructional staff whose annual salary covers less than 9 months worked

Gender and academic rank	Months worked				Total Staff for Salary reporting	Total Number of Months	Total full-time instructional staff from Part A	Balance (All other full-time instructional staff)
	12 months	11 months	10 months	9 months				
Men								
Professors	15	0	0	8	23	252		
Associate professors	4	0	0	1	5	57		
Assistant professors	34	0	0	12	46	516		
Instructors	4	0	0	1	5	57		
Lecturers	1	0	0	0	1	12		
No academic rank	1	0	0	0	1	12		
Total men	59	0	0	22	81	906	81	0
Women								
Professors	10	0	0	4	14	156		
Associate professors	6	0	0	2	8	90		
Assistant professors	62	0	0	18	80	906		
Instructors	6	0	0	1	7	81		
Lecturers	0	0	0	0	0	0		
No academic rank	1	0	0	1	2	21		
Total women	85	0	0	26	111	1,254	111	0
Total (men + women)	144	0	0	48	192	2,160	192	0

Part G - Salary outlays for instructional staff**Salary Outlays****for Full-time Instructional Staff****Annual Salary Outlays, 2014-15**

•Report the TOTAL ANNUAL salary outlays for the full-time instructional staff reported in the 12 months, 11 months, 10 months, and 9 months columns on the previous screen

Gender and academic rank	Total staff for salary reporting (from Part G, screen 1)	Total Number of Months (from Part G, screen 1)	Total Annual Salary Outlays	Weighted Average Monthly Salaries
Men				
Professors	23	252	1,582,618	6,280
Associate professors	5	57	244,264	4,285
Assistant professors	46	516	2,637,003	5,110
Instructors	5	57	239,032	4,194
Lecturers	1	12	40,324	3,360
No academic rank	1	12	43,243	3,604
Total men	81	906	4,786,484	5,283
Women				
Professors	14	156	968,309	6,207
Associate professors	8	90	375,159	4,168
Assistant professors	80	906	4,689,096	5,176
Instructors	7	81	374,639	4,625
Lecturers	0	0	0	
No academic rank	2	21	100,558	4,788
Total women	111	1,254	6,507,761	5,190
Total (men + women)	192	2,160	11,294,245	5,229

Part G - Salary outlays for non-instructional staff**Salary Outlays****for Full-time Non-instructional Staff****Annual Salary Outlays, 2014-15**

Occupational category	Number of full-time staff (carried forward from previous screens)	Total annual salary outlays
<u>Research staff</u>	0	0
<u>Public Service staff</u>	1	54,370
<u>Library and Student and Academic Affairs and Other Education Services Occupations</u> 25-4000 + 25-2000 + 25-3000 + 25-9000	50	1,836,281
<u>Management Occupations</u> 11-0000	22	3,017,325
<u>Business and Financial Operations Occupations</u> 13-0000	111	5,989,703
<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	37	2,072,639
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	51	2,465,359
<u>Healthcare Practitioners and Technical Occupations</u> 29-0000	6	259,532
<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	110	3,520,989
<u>Sales and Related Occupations</u> 41-0000	2	51,667
<u>Office and Administrative Support Occupations</u> 43-0000	126	4,289,333
<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	6	284,643
<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	0	0

Part D - Part-time Staff by Occupational CategoryNumber of Part-time Staff by Occupational Category

As of November 1, 2014

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

•Report race for non-Hispanic/Latino individuals only

Men

Race/ethnicity	Instructional staff	Research staff	Public Service staff
Nonresident alien	0	0	0
Hispanic/Latino	5	0	0
American Indian or Alaska Native	2	0	0
Asian	6	0	0
Black or African American	34	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	159	0	0
Two or more races	1	0	0
Race and ethnicity unknown	0	0	0
Total men	207	0	0

Women

Race/ethnicity	Instructional staff	Research staff	Public Service staff
Nonresident alien	0	0	0
Hispanic/Latino	9	0	0
American Indian or Alaska Native	0	0	0
Asian	2	0	0
Black or African American	50	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	121	0	0
Two or more races	0	0	0
Race and ethnicity unknown	0	0	0
Total women	182	0	0

Total (men+women)

	389	0	0
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Total from prior year

419

Part D - Part-time Staff by Occupational Category

Number of Part-time Staff by Occupational Category

As of November 1, 2014

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

•Report race for non-Hispanic/Latino individuals only

Men

Race/ethnicity	Archivists, Curators, and Museum Technicians 25-4010	Librarians 25-4020	Library Technicians 25-4030	Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000	Library and Student and Academic Affairs and Other Education Services Occupations
Nonresident alien	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total men	0	0	0	0	0

Women

Race/ethnicity	Archivists, Curators, and Museum Technicians 25-4010	Librarians 25-4020	Library Technicians 25-4030	Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000	Library and Student and Academic Affairs and Other Education Services Occupations
Nonresident alien	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total women	0	0	0	0	0

Total (men+women)

Total from prior year					
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Part D - Part-time Staff by Occupational Category

Number of Part-time Staff

As of November 1, 2014

•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	0	0	0
Hispanic/Latino	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	1	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total men	0	1	0	0	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	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	3	0	0	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total women	0	3	0	0	0

Total (men+women)

Total (men+women)	0	4	0	0	0
Total from prior year		8		1	

Part D - Part-time Staff by Occupational Category

Number of Part-time Staff

As of November 1, 2014

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

•Report race for non-Hispanic/Latino individuals only

Men

Race/ethnicity	Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	Sales and Related Occupations 41-0000	Office and Administrative Support Occupations 43-0000	Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49- 0000	Production, Transportation, and Material Moving Occupations 51-0000 + 53- 0000	Grand Total (All part- time staff)
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	7	0	0	12
American Indian or Alaska Native	0	0	2	0	0	4
Asian	0	0	2	0	0	8
Black or African American	0	0	66	0	0	101
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	68	0	0	227
Two or more races	0	0	0	0	0	1
Race and ethnicity unknown	0	0	0	0	0	0
Total men	0	0	145	0	0	353

Women

Race/ethnicity	Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	Sales and Related Occupations 41-0000	Office and Administrative Support Occupations 43-0000	Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49- 0000	Production, Transportation, and Material Moving Occupations 51-0000 + 53- 0000	Grand Total (All part- time staff)
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	9	0	0	18
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	8	0	0	10
Black or African American	0	0	95	0	0	145
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	104	0	0	228
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0

Total women	0	0	216	0	0	401
Total (men+women)	0	0	361	0	0	754
Total from prior year			357			785

Part E - Part-time Staff by Occupational Category and Tenure Status

Number of Part-time Staff

As of November 1, 2014

Occupational category	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure Track	Not on Tenure Track				
			Multi-year, continuing, or at-will contract	Annual contract	Less-than-annual contract		
<u>Primarily Instruction</u>	2	0	0	3	384	0	389
? Exclusively credit	2	0	0	3	183	0	188
? Exclusively not-for-credit	0	0	0	0	199	0	199
Combined credit/not-for-credit	0	0	0	0	2	0	2
<u>Instruction/research/public service staff</u>	0	0	0	0	0	0	0
<u>Research staff</u>	0	0	0	0	0	0	0
<u>Public Service staff</u>	0	0	0	0	0	0	0
<u>Archivists, Curators, and Museum Technicians</u> 25-4010	0	0	0	0	0	0	0
<u>Librarians</u> 25-4020	0	0	0	0	0	0	0
<u>Library Technicians</u> 25-4030	0	0	0	0	0	0	0
? <u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000	0	0	0	0	0	0	0
<u>Management Occupations</u> 11-0000	0	0	0	0	0	0	0
<u>Business and Financial Operations Occupations</u> 13-0000	0	0	0	0	0	4	4
<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	0	0	0	0	0	0	0
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	0	0	0	0	0	0	0
<u>Healthcare Practitioners and Technical Occupations</u> 29-0000	0	0	0	0	0	0	0
Total	2	0	0	3	384	4	393
Total from prior year	3	0		3	413	9	428

Part H - New Hires, Full-time Instructional Staff by Tenure Status
Number of Newly Hired Full-time Permanent Instructional Staff

(Hired full-time between July 1 and October 31, 2014 and still
on the payroll of the institution as of November 1, 2014)

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include Primarily Instruction and Instruction Combined with Research and Public Service

Men

Race/ethnicity	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure	Not on Tenure Track				
		Track	Multi-year, continuing, or at-will contract	Annual contract	Less-than-annual contract		
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	1	0	0	0	0	1
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	2	0	0	0	0	2
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	2	0	0	1	0	3
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
Total men	0	5	0	0	1	0	6

Women

Race/ethnicity	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure	Not on Tenure Track				
		Track	Multi-year, continuing, or at-will contract	Annual contract	Less-than-annual contract		
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	1	0	0	0	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	4	0	0	0	0	4
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
Total women	0	5	0	0	0	0	5

Total (men+women) 0 10 0 0 1 0 11

Part H - New Hires, Full-time Staff by Occupational Category

Number of Newly Hired Full-time Staff

(Hired full-time between July 1 and October 31, 2014 and still
on the payroll of the institution as of November 1, 2014)

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

•Report race for non-Hispanic/Latino individuals only

Men

Race/ethnicity	Instructional Staff (from Part H, screen 1)	Research staff	Public Service staff	Library and Student and Academic Affairs and Other Education Services Occupations 25-4000 + 25-2000 + 25-3000 + 25-9000
Nonresident alien	0	0	0	0
Hispanic/Latino	1	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	2	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	3	0	0	0
Two or more races	0	0	0	0
Race and ethnicity unknown	0	0	0	0
Total men	6	0	0	0

Women

Race/ethnicity	Instructional Staff (from Part H, screen 1)	Research staff	Public Service staff	Library and Student and Academic Affairs and Other Education Services Occupations 25-4000 + 25-2000 + 25-3000 + 25-9000
Nonresident alien	0	0	0	0
Hispanic/Latino	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	1	0	0	7
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	4	0	0	2
Two or more races	0	0	0	0
Race and ethnicity unknown	0	0	0	0
Total women	5	0	0	9
Total (men+women)	11	0	0	9

Part H - New Hires, Full-time Staff by Occupational Category

Number of Newly Hired Full-time Staff

(Hired full-time between July 1 and October 31, 2014 and still
on the payroll of the institution as of November 1, 2014)

•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	0	0	0
Hispanic/Latino	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	2	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	1	0	0	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total men	0	3	0	0	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	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	1	1	2	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	1	0	0	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total women	0	2	1	2	1
Total (men+women)	0	5	1	2	1

Part H - New Hires, Full-time Staff by Occupational Category

Number of Newly Hired Full-time Staff

(Hired full-time between July 1 and October 31, 2014 and still
on the payroll of the institution as of November 1, 2014)

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

•Report race for non-Hispanic/Latino individuals only

Men

Race/ethnicity	Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	Sales and Related Occupations 41-0000	Office and Administrative Support Occupations 43-0000	Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49- 0000	Production, Transportation, and Material Moving Occupations 51-0000 + 53- 0000	Grand Total (All full- time new hires)
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	1
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	2	0	2	0	0	8
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0
Total men	2	0	2	0	0	13

Women

Race/ethnicity	Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	Sales and Related Occupations 41-0000	Office and Administrative Support Occupations 43-0000	Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49- 0000	Production, Transportation, and Material Moving Occupations 51-0000 + 53- 0000	Grand Total (All full- time new hires)
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	4	0	4	0	0	21
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	1	0	1	0	0	9
Two or more races	0	0	0	0	0	0

Race and ethnicity unknown	0	0	0	0	0	0
Total women	5	0	5	0	0	30
Total (men+women)	7	0	7	0	0	43

Human Resources Survey Evaluation

Were any staff members difficult to categorize? If so, please explain in the box below.

Prepared by

This survey component was prepared by:

<input checked="" type="radio"/> Keyholder	<input type="radio"/> SFA Contact	<input type="radio"/> HR Contact
<input type="radio"/> Finance Contact	<input type="radio"/> Academic Library Contact	<input type="radio"/> Other
Name: Alexander Macy		
Email: macya@tcc.fl.edu		

How long did it take to prepare this survey component?	2hours	minutes
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The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary

Human Resources Component Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Number of staff by employment status and occupational category: Fall 2014			
Occupational category	Reported values		FTE staff
	Number of full-time staff	Number of part-time staff	
Total number of staff	714	754	965
Instructional Staff	192	389	322
Primary Instruction	192	389	322
Exclusively credit	170	188	233
Exclusively not-for-credit	18	199	84
Combined credit/not-for-credit	4	2	5
Instruction/research/public service	0	0	0
Research Staff	0	0	0
Public Service Staff	1	0	1
Library and Student and Academic Affairs and Other Education Services Occupations SOC	50	0	50
Librarians, Curators, and Archivists SOC 25-4000	18	0	18
Archivists, Curators, and Museum Technicians SOC 25-4010	0	0	0
Librarians SOC 25-4020	10	0	10
Library Technicians SOC 25-4030	8	0	8
Student and Academic Affairs and Other Education Services Occupations SOC 25-2000 + 25-3000 + 25-9000	32	0	32
Management Occupations SOC 11-0000	22	0	22
Business and Financial Operations Occupations SOC 13-0000	111	4	112
Computer, Engineering, and Science Occupations SOC 15-0000 + 17-0000 + 19-0000	37	0	37
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations SOC 21-0000 + 23-0000 + 27-0000	51	0	51
Healthcare Practitioners and Technical Occupations SOC 29-0000	6	0	6
Service Occupations SOC 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	110	0	110
Sales and Related Occupations SOC 41-0000	2	0	2
Office and Administrative Support Occupations SOC 43-0000	126	361	246
Natural Resources, Construction, and Maintenance Occupations SOC 45-0000 + 47-0000 + 49-0000	6	0	6

**Number of staff by employment status and occupational category:
Fall 2014**

Production, Transportation, and Material Moving Occupations SOC 51-0000 + 53-0000	0	0	0
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NOTE: Full-time-equivalent (FTE) staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included in the above figures. Many of the FTE figures may be included in the DFR.

**Salaries of full-time instructional staff by contract length and academic rank:
Academic year 2014-15**

Academic rank	Months Covered by Annual Salary				Total Staff for Salary reporting	Total Number of Months	Salary Outlays	Weighted Average Monthly Salaries
	12 months	11 months	10 months	9 months				
All Ranks	144			48	192	2,160	\$11,294,245	\$5,229
Professor	25			12	37	408	\$2,550,927	\$6,252
Associate professor	10			3	13	147	\$619,423	\$4,214
Assistant professor	96			30	126	1,422	\$7,326,099	\$5,152
Instructor	10			2	12	138	\$613,671	\$4,447
Lecturer	1				1	12	\$40,324	\$3,360
No academic rank	2			1	3	33	\$143,801	\$4,358

NOTE: The above data are based on the Salary Outlays part of the IPEDS HR component. The Weighted average monthly salaries of full-time instructional staff by academic rank are calculated by adding the salary outlays reported for Men plus Women by academic rank, then dividing the sum by the "Total Number of Months" for Men plus Women by academic rank. Salaries of full-time instructional staff paid less than 9 months per year are not collected. Also, salaries of medical school staff are not collected. The weighted average monthly salaries may be included in the DFR.

Human Resources

Tallahassee Community College (137759)

Source	Description	Severity	Resolved	Options
Screen: B1 - FT Non-instructional, Occupation- 2				
Upload File	This number is outside the expected range of between 1 and 30 based on the prior year value. Please correct your data or explain. (Error #1387)	Explanation	Yes	
Reason:	The college recently received a Title III grant, which allowed the institution to strengthen the work force and hire more personnel.			
Screen: D - PT Staff, Occupation - 3				
Upload File	This number is outside the expected range of between 1 and 30 based on the prior year value. Please correct your data or explain. (Error #1387)	Explanation	Yes	
Reason:	The position from last year was reclassified and the college no longer has an employee in this category.			

Equity in Athletics 2014

Institution: Tallahassee Community College (137759)

User ID: E1377591

Screening Questions

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

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

By Team

Per Participant

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

Men's Teams

Women's Teams

Coed Teams

3. Do any of your teams have assistant coaches?

Yes

Men's Teams

Women's Teams

Coed Teams

No

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

Sports Selection - Men's and Women's Teams

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

CAVEAT

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

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

Athletics Participation - Men's and Women's Teams

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

Varsity Teams	Men's Teams	Women's Teams
Baseball	26	
Basketball	13	8
Softball		16
Total Participants Men's and Women's Teams	39	24
Unduplicated Count of Participants <i>(This is a head count. If an individual participates on more than one team, count that individual only once on this line.)</i>	39	24

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

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

Head Coaches - Men's Teams

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

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

CAVEAT

Head Coaches - Women's Teams

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

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

CAVEAT

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

Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach (for coaching duties only)	65,168	49,415
Number of Head Coaches Used to Calculate the Average	2	2
Number of Volunteer Head Coaches (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	65,168	49,415
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	2.00	2.00

CAVEAT

Assistant Coaches - Men's Teams

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

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball		2		2					2
Basketball		3		3					3
Coaching Position Totals	0	5	0	5	0	0	0	0	5

CAVEAT

Assistant Coaches - Women's Teams

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

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

CAVEAT

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

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

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach (for coaching duties only)	11,667	17,500
Number of Assistant Coaches Used to Calculate the Average	3	2
Number of Volunteer Assistant Coaches. (Do not include these coaches in your salary or FTE calculations.)	2	2
Average Annual Institutional Salary per Full-time equivalent (FTE)	23,027	26,718
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.52	1.31

CAVEAT

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

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

	Men's Teams	Women's Teams	Total
Amount of Aid	378,586	452,252	830,838
Ratio (percent)	46	54	100%

CAVEAT

Recruiting Expenses - Men's and Women's Teams

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

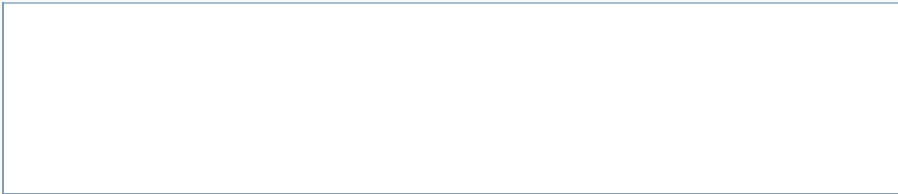
	Men's Teams	Women's Teams	Total
Total	6,000	7,000	13,000
CAVEAT			

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

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

Varsity Teams	Participants	Men's Teams		Women's Teams		By Total Operating Team	Total Operating Expenses
		Operating Expenses per Participant	By Team	Operating Expenses per Participant	By Team		
Basketball	13	2,684	34,893	8	4,288	34,302	69,195
Baseball	26	1,584	41,193				41,193
Softball				16	2,249	35,981	35,981
Total Operating Expenses Men's and Women's Teams	39		76,086	24		70,283	146,369

CAVEAT



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

Total Expenses - Men's and Women's Teams

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

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	323,735	326,062	649,797
Baseball	323,259		323,259
Softball		373,011	373,011
Total Expenses of all Sports, Except Football and Basketball, Combined	323,259	373,011	696,270
Total Expenses Men's and Women's Teams	646,994	699,073	1,346,067
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			191,014
Grand Total Expenses			1,537,081

CAVEAT

Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.

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

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	323,735	326,062	649,797
Baseball	323,259		323,259
Softball		373,011	373,011
Total Revenues of all Sports, Except Football and Basketball, Combined	323,259	373,011	696,270
Total Revenues Men's and Women's Teams	646,994	699,073	1,346,067
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			191,014
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,537,081

CAVEAT

Summary - Men's and Women's Teams

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

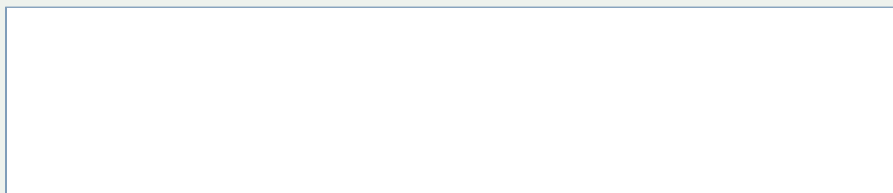
	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	130,336	98,830	229,166
2 Total of Assistant Coaches' Salaries	35,001	35,000	70,001
3 Total Salaries (Lines 1+2)	165,337	133,830	299,167
4 Athletically Related Student Aid	378,586	452,252	830,838
5 Recruiting Expenses	6,000	7,000	13,000
6 Operating (Game-Day) Expenses	76,086	70,283	146,369
7 Summary of Subset Expenses (Lines 3+4+5+6)	626,009	663,365	1,289,374
8 Total Expenses for Teams	646,994	699,073	1,346,067
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	20,985	35,708	56,693
10 Not Allocated Expenses			191,014
11 Grand Total Expenses (Lines 8+10)			1,537,081
12 Total Revenues for Teams	646,994	699,073	1,346,067
13 Not Allocated Revenues			191,014
14 Grand Total Revenues (Lines 12+13)			1,537,081
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	0	0	0
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

To return to a data entry screen, click on the link in the [Navigation Menu](#).

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

Supplemental Information (optional)

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



Introduction

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

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

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

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

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

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

Background on Tallahassee Community College Athletics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NJCAA and FCSAA

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

Tallahassee Community College joined the NJCAA in 1990.

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

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

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

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

Title IX/Gender Equity

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

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

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

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

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

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

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

Table 1: Participation numbers in sports under consideration

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

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

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

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

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

NOTE: Numbers reflect both JV and varsity participation.

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

Fiscal Analysis

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

Operating Budgets

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

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

Volleyball

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

Cross Country

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

Soccer

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

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

Table 3: Estimated insurance costs for additional sports

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

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

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

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

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

Table 4: NJCAA participation by adjacent regions

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

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

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

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

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

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

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

Table 5: NJCAA Participation by Sport

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

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

Athletic aid

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

Table 6: Allowable athletic aid by division

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

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

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

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

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

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

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

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

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

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

Personnel and Support System

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

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

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

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

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

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

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

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

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

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

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

Marketing

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

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

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

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

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

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

Facilities

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

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

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

- Use a community facility, provided it meets NJCAA specifications

On-campus

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Off-campus

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

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

Conference Affiliation

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

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

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

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

Timeline for implementation

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

Three dates are especially critical on the sports calendar:

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

Table 7: 2014-15 NJCAA Sports Procedures

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

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

Proposed Budgets

Volleyball

Roster size: 16

Revenue generated through tuition & fees (based on 12 hours fall & spring): \$38,400

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

Cross Country

Roster size: 12

Revenue generated through tuition & fees (based on 12 hours fall & spring): \$28,800

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

Women's Soccer

Roster size: 22

Revenue generated through tuition & fees (based on 12 hours fall & spring): \$52,800

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

Men's Soccer

Roster size: 22

Revenue generated through tuition & fees (based on 12 hours fall & spring): \$52,800

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

Closing Arguments

Volleyball

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

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

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

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

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

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

Cross Country

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

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

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

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

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

Men's and Women's Soccer

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

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

Recommendations

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

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

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

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

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

All three sports under consideration begin their seasons prior to the start of the fall term, which is an attractive prospect. By offering fall sports, athletics will have already begun as students return to class, and it provides a better opportunity to engage them through athletics and hopefully maintain their support for the winter and spring sports.

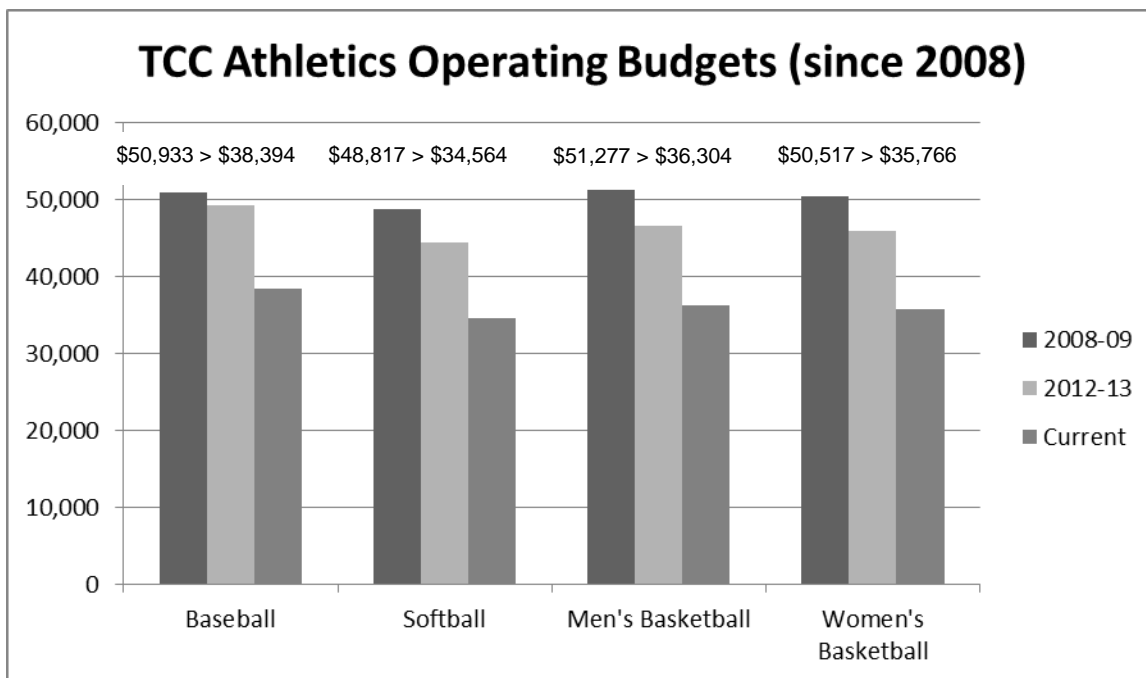
The sports under consideration are very popular locally and, in my opinion, would create a significant buzz on campus and in the community if it were announced any or all were being added at TCC.

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

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

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

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



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

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

Recommendation #1

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

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

Recommendation #2

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

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

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

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

Table 8: The cost of a Division II scholarship

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

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

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

Fall 2016	<ul style="list-style-type: none"> Add Women's Volleyball as a Division II sport with no scholarships Increase Women's Cross Country to 10 scholarships (books only)
Fall 2017	<ul style="list-style-type: none"> Add Women's Soccer as a Division I sport with no scholarships Add Men's Cross Country as a Division I sport with 10 scholarships (books only)
Fall 2018	<ul style="list-style-type: none"> Add Men's Soccer as a Division I sport with no scholarships Begin a 3-year implementation phase of tuition & book scholarships for women's volleyball (4 per year 2018-20)
Fall 2019	<ul style="list-style-type: none"> Begin a 3-year implementation phase of tuition & book scholarships for women's soccer (5 per year 2019-21)
Fall 2020	<ul style="list-style-type: none"> Begin a 3-year implementation phase of tuition & book scholarships for men's soccer (5 per year 2020-22)

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

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

I welcome the opportunity to discuss this report further.