



April 19, 2021

## **M E M O R A N D U M**

**TO:** Jim Murdaugh, Ph.D.  
President

**FROM:** Barbara Wills, Ph.D.  
Vice President for Administrative Services and Chief Business Officer

**SUBJECT:** 2020-2021 Equity Report Update

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### **Item Description**

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

### **Overview and Background**

Each year Tallahassee Community College is required to submit an annual Equity Report Update to the Florida Department of Education. This equity report contains the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. The Division of Administrative Services coordinates the completion of the annual equity report but has the support of the Division of Academic Affairs, Students Affairs, Institutional Effectiveness, and the TCC Athletics Department. This year, the Annual Equity Report was due to the State of Florida on April 30, 2021.

### **Funding/ Financial Implications**

N/A

### **Past Actions by the Board**

TCC's Annual Equity Report for 2019-2020 was approved by this Board on May 18, 2020.

### **Recommended Action**

Approve the 2020-2021 Equity Report as presented.

**Tallahassee Community College**  
**2020-2021 Equity Update**  
**Executive Summary**

Tallahassee Community College (TCC or the College) submits an equity update report to the State of Florida each year. The 2020-2021 Annual Equity Update will be adopted by the Board of Trustees on April 19, 2021, having been signed by the Board Chair and the College's President. This report provides updates on the College's efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment. Updates, observations and planned strategies are addressed for the following equity categories: (1) Employment Equity, (2) Student Participation, and (3) Gender Equity in Athletics. The Florida Department of Education (FLDOE) provided three years of data (2017-2018, 2018-2019 and 2019-2020) for each area. All racial/ethnic category labels reported here are those supplied by FLDOE. This summary highlights findings and strategies from the report.

**Employment Equity**

Following the Department of Education, Florida College System's guidance the College initiates employment goals each year for the areas of Executive/Administrative/ Managerial (EAM) Staff, Instructional Staff, and Instructional Staff with Continuing Contract utilizing the College's student population as its benchmark for employment representation.

***Executive/Administrative/Managerial (EAM) Staff:***

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

***Instructional Staff:***

The College met its goals within the Full-Time Instructional Staff categories except for Total Male faculty representation. Total Male faculty representation in this category was missed by .2% of a percentage point. Recognizing that there is an increased need for male faculty, the College will pivot its recruitment focus to target male job seekers.

***Instructional Staff with Continuing Contract:***

The College met its goals within the Full-Time Instructional Staff with Continuing Contract categories except for Black Female faculty representation. Black Female faculty representation in this category was missed by .2% of a percentage point. The College will maintain its current support for Annual Contract faculty seeking to become Continuing Contract faculty. This support includes, but is not limited to, the New Faculty Seminar Program and training requirements presented through the College's Center for Professional Enrichment.

**Student Participation**

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

**Enrollments** –TCC experienced declines in 2019-2020 for both overall (-2.3%) and FTIC (-1%) enrollments that have impacted our ability to meet student enrollment goals. We did see modest gains in Black FTIC Enrollment (1.1%) and Black Total Enrollment (.5%), but not within the Black **Male** students in either category. Overall, we had a -5.4% decrease in Male FTIC students for 2019-2020, which impacted meeting our intended goals.

***Goal Highlights:***

While the College met its goal to reduce the enrollment percentage gap between Black Male FTIC and Black Male Total Enrollment by 1%, it did not meet its goal to reduce the enrollment percentage gap between Black Female and Black Male Total Enrollment; this gap increased by 1.1%. Total Enrollment for Hispanic students remained flat. No disproportionate

enrollment rates were identified when the enrollments of Hispanic Males were compared to enrollment of Hispanic Females. The College will continue to focus on decreasing the gap between Black Female and Black Male Total Enrollment and increasing Hispanic Total Enrollment.

***Methods and Strategies:***

Existing methods and strategies to increase student enrollment in underrepresented areas include the following: (1) The College continues to support and a wide variety of recruitment and enrollment strategies to address our equity goals, including but not limited to our TRIO and Take Stock In Children Grants, elementary and middle school outreach in the 32304 zip code (e.g., Reading Pals at Riley Elementary, Career Discovery Program (STEM Focus) at Griffin Middle School, and increased opportunities for college success and career exploration at Godby High School through dual enrollment. (2) TCC also offered its first Summer Jump Start program in 2020. This program was an opportunity for rising juniors or seniors in high school in our tri-county area to dual enroll for the first time during the June Express session without the mandatory placement score requirement. The student completed the Super Strong inventory to develop a career pathway based on the student's strengths, interests, and values. The criteria for this program was a 3.0 GPA. The students received 6 credit hours in preselected courses via TCC LIVE. This program had a 91% pass rate, and continued for the Fall 2020 semester as well. (Summer – 93 students; Fall 219 students). (3) TCC launched The Summer Scholar Program for newly graduated seniors in our tri-county areas who planned to attend TCC as freshmen in the fall. These students received up to 6 credit hours FREE via TCC Live, synchronous learning, during our June Express semester, which began June 23 and ran through August 5<sup>th</sup>. They also received a book stipend through our TCC Bookstore for these courses. (107 students) (4) TCC continues to grow its Eagle RISE Summer Academy program. To help them achieve a successful transition to college, the summer bridge program is aimed to connect low-income, minority and first generation students with faculty, staff, and resources across TCC's campus. Selected participants receive scholarships for 6 hours of college level credit, free textbooks, and many other benefits upon continued enrollment at the college. (5) TCC has signed an enhanced memorandum of understanding with Florida A & M University to strengthen our TCC2FAMU program and increase enrollment of black students.

Due to the pandemic TCC has pivoted to offering more virtual campus tours, virtual information sessions on admissions and financial aid, and offered Zoom information sessions in local high school classrooms. We have also restructured our Admissions & Records team to have Admissions Navigators who proactively work with each applicant to the college, helping them resolve any holds and questions related to their admission to the college. We will continue to monitor our existing strategies as we move forward to determine impact on closing our equity gaps.

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

***Goal Highlights:***

**A.A. Degrees** - While the number of Black students completing A.A. degrees increased during this review period, the overall percentage of Black students completing A.A. degrees remained flat. The College's goal in this area to increase the percentage of Black students completing A.A. degrees was not met. The College did meet its goal for Male students completing A.A. degrees by increasing this completion rate by 2.5%. The College will continue to focus on Black student A.A. degree completion.

**A.S. Degrees** – The College did not meet its goal of increasing the percentage of Black Male students who complete A.S. degrees; Black Male students who completed A.S. degrees decreased by .8%. The College did not meet its goal of increasing the percentage of Black

Female students who complete A.S. degrees by 1%; however, the College made good progress as the percentage of Black Female students who completed A.S. degrees increased by .8%.

**Certificate Programs** – In response to a drop in the number of certificate programs completed by Black students, the College established a new goal to increase the number of Black students who complete Certificate Programs by 1%.

While the College has not achieved ALL completion goals, we have seen success in increasing the number of Black Male students earning A.A. degrees by .2%. The College also saw success in increasing the number of Black Female students receiving A.S. degrees and Certificate Programs by .8% and 2.3%, respectively.

The College will continue to focus its efforts on increasing the percentage of Black student completion of A.A. degrees, A.S. degrees and certificate programs as detailed in the 2020-2021 Equity Report.

***Methods and Strategies:***

(1) TCC continues to evaluate, design and refine its student experience aligned to its CARE model (Connections, Academics, Resources, and Engagement) and Guided Pathways. New students complete a career assessment prior to registering for their first semester of courses and each meta-major has a recommended course selection based on their area of interest. Working in collaboration with FSU and FAMU, academic maps have been designed specific for TCC students. Our university partners continue to offer advising services on our campus to students in the TCC2FSU and TCC2FAMU program and we are now engaged in more data sharing between the institutions to further provide support to students who wish to transfer. (2) During the 19-20 academic year, minoritized students benefited from academic and holistic support through the participation in the Black Male Achievers and Sister 2 Sister Alliance. Students engaged in small group activities, alliance meetings, as well as community service to obtain a sense of belonging. Membership highlights included: presented at the Black, Brown, and College Bound National Conference, hosted a leadership symposium, and received mentoring from faculty. One hundred and five students (105) participated and achieved an 83% fall to spring retention rate. (3) TCC continues to support student needs outside the classroom through Talon's Market, our Case Manger position, Eagle Relief Fund, and mental health services. (4) Math Champions continues to provide peer-to-peer support to students in Gateway math courses.

New strategies to help improve completion rates include the following: (1)The College has hired a team of Academic Success Coaches assigned to our first time in college students to proactively connect and nudge students throughout their first year on successful student behaviors; (2) additional resources such as Study Edge and college learning support staff have been embedded into courses. These academic support services are provided directly within the classroom offering just-in-time interaction to staff and resources; (3) all students have been assigned to a Career and Academic Adviser; and (4) the College has a renewed emphasis on CTE and short-term credentials aligned to current job market demands.

**Success in Targeted Programs**

The College offers several programs that are geared towards increasing participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S. The programs include: Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP), National Science Foundation (NSF) S-STEM, Sister 2 Sister, and Black Male Achievers. Each program provides strategies to increase participation for underrepresented students and is outlined in detail in the 2020-2021 Equity Report.

## **Gender Equity in Athletics**

The College continues its commitment to provide equal opportunities to its male and female student-athletes. Eight sports are currently offered: men's and women's basketball, baseball, softball, men's and women's cross country, and men's and women's track (indoor and outdoor). Volleyball is still under consideration for addition to our athletic offerings.

The College did not meet its goal for gender equity in athletics for this review period. This was due, in part, to the COVID-19 pandemic shutting down the spring sports season. The College will participate in both a virtual recruitment event this spring, as well as a recruitment event in concert with FSU XC Invitational or FHSAA Championships. The NJCAA also recently announced women's flag football as an emerging sport.

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

# Tallahassee Community College

## College Annual Equity Update

**2020-2021**

## Template for Submission

**Deadline: April 30, 2021**

### Submission Information

Equity Officer: Renae Tolson

Email: [tolsonr@tcc.fl.edu](mailto:tolsonr@tcc.fl.edu)

Phone: (850) 201-6074

Date: April 30, 2021



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## General Information and Applicable Laws for Reporting

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

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

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

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2021. The update should be submitted by email to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org). **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

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

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

For the 2020-21 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:



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

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

**Part I. Description of Plan Development**

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

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

**Response:** [Click here to enter text.](#)

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

**Response:** [Click here to enter text.](#)

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

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

**Part II. Policies and Procedures that Prohibit Discrimination**

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

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

**Date of revision:** [Click here to enter text.](#)

**Description of the revision:** [Click here to enter text.](#)

**Web link(s) to document the revision:** [Click here to enter text.](#)

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

**Response:** Click here to enter text.

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

**Name/title:** Click here to enter text.

**Phone number:** Click here to enter text.

**Address:** Click here to enter text.

**Email address:** Click here to enter text.

Is this contact's information available in the regular notice of nondiscrimination?

**Make a selection:** Select one.

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: Yes** If yes, provide the following applicable updates.

**Date of revision:** August 26, 2020

**Description of the revision:** Due to new Title IX requirements, the College revised Procedure 03-01-1AP and created Procedure 03-01-2AP.

**Web link(s) to document the revision:** Procedure 1)

<https://www.tcc.fl.edu/media/divisions/board-of-trustees-documents/college-procedures/bot-procedures/procedures/03/03-01-1AP.pdf> Procedure 2)

<https://www.tcc.fl.edu/media/divisions/board-of-trustees-documents/college-procedures/bot-procedures/procedures/03/03-01-2AP.pdf>

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

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

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

**Response:** Click here to enter text.

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

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

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

**Name of the policy and/or procedure(s):** Procedure 03-01-1AP - Equal Access/Equal Opportunity, Discrimination, Sexual Misconduct, and Unlawful Harassment, Procedure 03-01-2AP - Title IX Sexual Harassment, and Procedure 03-01-3AP - Student Accessibility Services (SAS) Documentation.

**Date of revision:** August 26, 2020

**Description of the revision:** Due to new Title IX requirements, the College revised Procedure 03-01-1AP and created Procedure 03-01-2AP.

**Web link(s) to document the revision: :** Procedure 1)

<https://www.tcc.fl.edu/media/divisions/board-of-trustees-documents/college-procedures/bot-procedures/procedures/03/03-01-1AP.pdf> Procedure 2)

<https://www.tcc.fl.edu/media/divisions/board-of-trustees-documents/college-procedures/bot-procedures/procedures/03/03-01-2AP.pdf> and Procedure 3)

[https://www.tcc.fl.edu/media/divisions/board-of-trustees-documents/college-procedures/bot-procedures/procedures/03/03-01-3AP-Student-Accessibility-Services-\(SAS\)-Documentation-Guidelines.pdf](https://www.tcc.fl.edu/media/divisions/board-of-trustees-documents/college-procedures/bot-procedures/procedures/03/03-01-3AP-Student-Accessibility-Services-(SAS)-Documentation-Guidelines.pdf)

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		

Requirement	Response	Comments	Action
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.	Select one.		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

### Part III. College Employment Equity Accountability Plan

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

#### A. Data, Analysis and Benchmarks

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

#### *College Full-Time Executive/Administrative/Managerial Staff*

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

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes /No)	EAM Goals for Fall 2021
Black Female	21.2%	19.2%	20.7%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	12.8%	7.7%	13.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	6.7%	3.8%	3.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	6.9%	3.8%	3.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	3.1%	3.8%	3.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	2.4%	3.8%	3.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	23.1%	23.1%	24.1%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	23.8%	34.6%	27.6%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	54.0%	50.0%	51.7%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	46.0%	50.0%	48.3%	Within 10% of Student Population	Yes	Within 10% of Student Population

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** The College met all goals within the EAM category by coming well within ten percentage points of the student population.

**College Full-Time Instructional Staff**

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

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	INST Goals for Fall 2021
Black Female	21.2%	11.2%	14.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
Black Male	12.8%	10.1%	7.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	6.7%	3.9%	4.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	6.9%	5.1%	5.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	3.1%	3.4%	3.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	2.4%	0.0%	0.5%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	23.1%	41.0%	42.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	23.8%	25.3%	22.1%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	54.0%	59.6%	64.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	46.0%	40.4%	35.8%	Within 10% of Student Population	No	Within 10% of Student Population

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

**Response:** The College met its goals within the Full-Time Instructional Staff category except for the representation of Total Male faculty when compared to the student population. Total Male faculty representation in this category was missed by .2% of a percentage point. Recognizing that there is an increased need for male faculty, the College will pivot its recruitment focus to target male job seekers. One strategy is to recruit on platforms that attract large veteran audiences.

**College Full-Time Instructional Staff with Continuing Contract**

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

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST-CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST- CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021
Black Female	21.2%	11.5%	11.0%	Within 10% of Student Population	No	Within 10% of Student Population
Black Male	12.8%	9.8%	8.5%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Female	6.7%	4.1%	4.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
Hispanic Male	6.9%	6.6%	6.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Female	3.1%	2.5%	3.4%	Within 10% of Student Population	Yes	Within 10% of Student Population
Other Minorities Male	2.4%	0.0%	0.8%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Female	23.1%	40.2%	41.5%	Within 10% of Student Population	Yes	Within 10% of Student Population
White Male	23.8%	25.4%	23.7%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Female	54.0%	58.2%	60.2%	Within 10% of Student Population	Yes	Within 10% of Student Population
Total Male	46.0%	41.8%	39.7%	Within 10% of Student Population	Yes	Within 10% of Student Population

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

**Response:** The College met all goals within the Full-Time Instructional Staff with Continuing Contract category except for the representation of Black Female faculty. Black Female faculty representation in this category was missed by .2% of a percentage point. This was due in part to the focus on and success of increasing our Black Female student population. The College’s Black Female student population has increased 1.58% from 2018-2019 to present, and current strategies should result in the continued increase in student minority populations. In addition, 11 Continuing Contract faculty members retired during this reporting period, and Black Female faculty accounted for .9% of these Continuing Contract faculty retirements. Current data indicates the College is expected to gain additional Black Female faculty with Continuing Contract for the next reporting period. The College will maintain its current support for Annual Contract faculty seeking to become Continuing Contract faculty. This support includes, but is not limited to, the New Faculty Seminar Program and training requirements presented through the College’s Center for Professional Enrichment.

**New Barriers (Optional)**

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

**Response:** There are no new barriers affecting the successful recruitment and/or retention of females and/or minorities in any of the employment categories.

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

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

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

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

**Response:** The Provost’s evaluation of the Deans indicates that each Dean has supported and promoted the College’s diversity initiatives. Program Chairs, along with all other faculty members, are evaluated by their Dean. Diversity initiatives have been supported by each Dean through promoting diversity among faculty screening committees, participating in and instructing screening committees, and providing equity training for Program Chairs. Deans understand and communicate to the Program Chairs the importance, and associated benefits to the College, of having a well diverse faculty. Remedial steps are taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Such steps will involve the supervisor re-evaluating past efforts to determine why the goal was not met and to develop new strategies on how to meet future goals. Developing new strategies may include modifying the College’s use of the internet to identify targeted recruitment sites for qualified minority and female applicants, expanding publications and advertisements of its vacancies, and revisiting the College’s competitive and non-competitive promotional opportunities. Also, it should be noted that the President has launched the Commission on Race and Equity at the College to develop specific and



actionable recommendations that will cultivate a deeper understanding of our diverse College community.

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

**Response:** “As Trustees, we continue to applaud the successes of education and management on Dr. Murdaugh’s watch, despite the many financial and day-to-day handicaps that have resulted from dealing with the pandemic. Dr. Murdaugh’s ability to meld his educational accomplishments with his impressive people skills continues to advance TCC to a national threshold of greatness.”

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

**Response:** May 18, 2020

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

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

**C. Additional Requirements**

The college should complete the following related to additional processes required by section 1012.86, F.S.

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

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

**Response:** Tallahassee Community College strongly encourages the use of balanced and diverse review committees that include women and minorities. It is the responsibility of the hiring authority to ensure that the Review Team composition is in accordance with the College's equity plan. Human Resources will review hiring committees and the recommendation packet to ensure it was completed in accordance with applicable College policies and procedures. The make-up of the Review Team may encompass two or more members, excluding non-voting or ex-officio members. The President has the flexibility of altering the selection process for executive positions.

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

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

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

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

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

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

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

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Faculty Hires	5	\$44,059 – \$53,462	65	\$44,059 - \$56,320
Row 2	Classified Staff	28	\$24,960 - \$34,902	143	\$24,960 - \$53,868
Row 3	Classified Staff Prof	14	\$37,281 - \$60,000	138	\$29,464 - \$79,233
Row 4	Managerial Prof	4	\$58,000 - \$80,000	34	\$51,676 - \$120,460
Row 5					
Row 6					
Row 7					

*\*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2019, and October 31, 2020, 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, 2019.*

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

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure	Select one.		

Requirement	Response	Comments	Action
attainment of the goals developed pursuant to section 1012.86, F.S.?			
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

#### Part IV. Strategies to Overcome Underrepresentation of Students

##### Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2019-20 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black Males	Increase the percentage of Black Male FTIC as a percentage of the total number of FTIC students	No, the gap between Black Male FTIC as a percentage of the total number of FTIC students increased by 1.3%.	Increase the percentage of Black Male FTIC as a percentage of the total number of FTIC students	Decrease the gap between Black Male FTIC and Black Male Total Enrollment by 1%	Yes, the gap between Black Male FTIC and Black Male Total Enrollment decreased by 1%.	Increase the percentage of Black Male Total Enrollment

Enrollments	FTIC			Overall Enrollments		
	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black Females	None	None	None	Decrease the gap between Black Female and Black Male Total Enrollment by 1%	No, the gap between Black Female and Black Male Total Enrollment increased 1.1%	Decrease the gap between Black Female and Black Male Total Enrollment by 1%
Hispanic	None	None	None	Increase the Hispanic Total Enrollment by 1% over prior year Total Enrollment	No, the Hispanic total enrollment remained flat compared to prior year	Increase the Hispanic Total Enrollment by 1%

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

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

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

**Response:** For 2019-2020 TCC was down -1% in FTIC Enrollment and -2.3% in Total Enrollment. We did see modest gains in Black FTIC Enrollment (1.1%) and Black Total Enrollment (.5%), but not within the Black **Male** students in either category. Overall, we had a -5.4% decrease in Male FTIC students for 2019-2020, which impacted meeting our intended goals. Existing methods and strategies to increase student enrollment in underrepresented areas include the following: (1) The College continues to support and a wide variety of recruitment and enrollment strategies to address our equity goals, including but not limited to our TRIO and Take Stock In Children Grants, elementary and middle school outreach in the 32304 zip code (e.g., Reading Pals at Riley Elementary, Career Discovery Program (STEM Focus) at Griffin Middle School, and increased opportunities for college success and career exploration

at Godby High School through dual enrollment. (2) TCC also offered its first Summer Jump Start program in 2020. This program was an opportunity for rising junior or seniors in high school in our tri-county area to dual enroll for the first time during the June Express session without the mandatory placement score requirement. The student completed the Super Strong inventory to develop a career pathway based on the student's strengths, interests, and values. The criteria for this program was a 3.0 GPA. The students received 6 credit hours in preselected courses via TCC LIVE. This program had a 91% pass rate, and continued for the Fall 2020 semester as well. (Summer – 93 students; Fall 219 students). (3) TCC launched The Summer Scholar Program for newly graduated seniors in our tri-county areas who planned to attend TCC as freshmen in the fall. These students received up to 6 credit hours FREE via TCC Live, synchronous learning, during our June Express semester, which began June 23 and ran through August 5<sup>th</sup>. They also received a book stipend through our TCC Bookstore for these courses. (107 students) (4) TCC continues to grow its Eagle RISE Summer Academy program. To help them achieve a successful transition to college, the summer bridge program is aimed to connect low-income, minority and first generation students with faculty, staff, and resources across TCC's campus. Selected participants receive scholarships for 6 hours of college level credit, free textbooks, and many other benefits upon continued enrollment at the college. (5) TCC has signed an enhanced memorandum of understanding with Florida A & M University to strengthen our TCC2FAMU program and increase enrollment of black students.

New methods and strategies, if applicable.

**Response:** Due to the pandemic TCC has pivoted to offering more virtual campus tours, virtual information sessions on admissions and financial aid, and offered Zoom information sessions in local high school classrooms. We have also restructured our Admissions & Records team to have Admissions Navigators who proactively work with each applicant to the college helping them resolve any holds and questions related to their admission to the college. We will continue to monitor our existing strategies as we move forward to determine impact on closing our equity gaps.

### **Student Completions**

This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

<b>A.A. Degrees</b>	<b>2019-20 Goals</b>	<b>2019-20 Goals Achieved (Yes/No)</b>	<b>2020-21 Goals</b>
Black	Increase the percentage of Black students who complete AA degrees by 1%	No, while the number of Black students earning an AA degree increased the overall percentage of Black students who completed an AA degree compared to the total number of AA degrees awarded remained flat.	Increase the percentage of Black students who complete AA degrees by 1%
Hispanic	None		
Other Minorities	None		
White	None		
Female	None		
Male	Increase the percentage of Male students who complete AA degrees by 1%	Yes, the percentage of Male students who completed AA degrees increased by 2.5%.	Increase the percentage of Male students who complete AA degrees by 1%
LEP	None	None	None
DIS	None	None	None
<b>A.S./A.A.S. Degrees</b>	<b>2019-20 Goals</b>	<b>2019-20 Goals Achieved (Yes/No)</b>	<b>2020-21 Goals</b>
Black Males	Increase the percentage of Black Male students who complete AS degrees by 1%	No, the percentage of Black Male students who completed an AS degree decreased by .8%.	Increase the percentage of Black Male students who complete AS degrees by 1%
Black Females	Increase the percentage of Black Female students who complete AS degrees by 1%	No, but the percentage of Black Female students who complete AS degrees did increase by .8%.	Increase the percentage of Black Female students who complete AS degrees by 1%
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	None
LEP	None	None	None
DIS	None	None	None

<b>Certificates</b>	<b>2019-20 Goals</b>	<b>2019-20 Goals Achieved (Yes/No)</b>	<b>2020-21 Goals</b>
Black	None	None	Increase the percentage of Black students who complete certificates by 1%
Hispanic	None	None	
Other Minorities	None	None	
White	None	None	
Female	None	None	
Male	None	None	
LEP	None	None	
DIS	None	None	
<b>Baccalaureate Degrees</b>	<b>2019-20 Goals</b>	<b>2019-20 Goals Achieved (Yes/No)</b>	<b>2020-21 Goals</b>
Black	None	None	
Hispanic	None	None	
Other Minorities	None	None	
White	None	None	
Female	None	None	
Male	None	None	
LEP	None	None	
DIS	None	None	

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

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

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

**Response:** (1) TCC continues to evaluate, design and refine its student experience aligned to its CARE model (Connections, Academics, Resources, and Engagement) and Guided Pathways. New students complete a career assessment prior to registering for their first semester of courses and each meta-major has a recommended course selection based on their area of interest. Working in collaboration with FSU and FAMU, academic maps have been designed specific for TCC students. Our university partners continue to offer advising services on our campus to students in the TCC2FSU and TCC2FAMU program and we are now engaged in more data sharing between the institutions to further provide support to students who wish to transfer. (2) During the 19-20 academic year, minoritized students benefited from academic and holistic



support through the participation in the Black Male Achievers and Sister 2 Sister Alliance. Students engaged in small group activities, alliance meetings, as well as community service to obtain a sense of belonging. Membership highlights included: presented at the Black, Brown, and College Bound National Conference, hosted a leadership symposium, and received mentoring from faculty. One hundred and five students (105) participated and achieved an 83% fall to spring retention rate. (3) TCC continues to support student needs outside the classroom through Talon’s Market, our Case Manger position, Eagle Relief Fund, and mental health services. (4) Math Champions continues to provide peer-to-peer support to students in Gateway math courses.

New methods and strategies, if applicable.

**Response:** New strategies to help improve completion rates include the following: (1)The College has hired a team of Academic Success Coaches assigned to our first time in college students to proactively connect and nudge students throughout their first year on successful student behaviors; (2) additional resources such as Study Edge and college learning support staff have been embedded into courses. These academic support services are provided directly within the classroom offering just-in-time interaction to staff and resources; (3) all students have been assigned to a Career and Academic Adviser; and (4) the College has a renewed emphasis on CTE and short-term credentials aligned to current job market demands.

**Student Success in Targeted Programs**

The college’s plan for 2019-20 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.

**Response:** Tallahassee Community College offers several programs that are geared towards increasing participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S. The programs are as follows: Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP), National Science Foundation (NSF) S-STEM, Sister 2 Sister, and Black Male Achievers. Each program provides strategies to increase participation for underrepresented students such as:

Strategy	Expected Outcomes	Assessment Method	Results
The College offers partners with local	Number of underrepresented	Compare number of underrepresented	2017-2018: 18 students 2018-2019: 18 students

<p>universities and laboratories to provide internship opportunities for students enrolled in STEM related courses and disciplines. The College will engage and actively recruit students for full scholarships within STEM disciplines (defined by National Science Foundation) via outreach and engagement in the community and within the campus.</p> <p>The College will collaborate with STEM faculty to serve as mentors to students in STEM courses and disciplines. Provide workshops for academic and career preparedness post graduation from TCC.</p>	<p>students participating in STEM internships will increase by 10%.</p> <p>Recruitment of qualified students for STEM scholarship placement will reach 100%.</p>	<p>students participating in internships during 2017-2018 to 2018-2019 to 2019-2020.</p>	<p>2019-2020: 3 students</p> <p>The College did not experience an increase in underrepresented students participating in STEM internships. The number of students decreased during 2019-2020 as most internships occur during the summer months and was disrupted by the pandemic. However, 3 students did participate in a virtual training during this period. The College will continue to explore methods to further increase participation. 2020-2021 data will not be available until June 2021.</p>
<p>The College offers scholarship opportunities for underrepresented students who are enrolled in STEM related programs (scholarships provided through FGLSAMP and STEM Star).</p> <p>The College will provide better</p>	<p>Number of qualified awardees will increase by 10%.</p>	<p>Compare number of underrepresented students awarded scholarships during 2017-2018 to 2018-2019 to 2019-2020.</p>	<p>2017-2018: 30 students 2018-2019: 35 students 2019-2020: 47 students</p> <p>The College increased the number of underrepresented students who were awarded scholarships. The College will continue to explore more options to increase the number of students.</p>

<p>marketing to incoming high school students by visiting high school senior nights; participating in the scholarship fairs; contacting students who identify as being interested in STEM.</p>			<p>2020-2021 data will not be available until June 2021.</p>
<p>The College offers STEM Center tutoring for STEM Gateway Courses.</p>	<p>Number of underrepresented students successfully completing STEM Gateway Courses will increase by 10%.</p>	<p>Compare the success rates of underrepresented students participating in tutoring provided by the STEM Center to the underrepresented students who are not participating in tutoring during 2017-2018 to 2018-2019 to 2019-2020.</p>	<p>2017-2018: 36 students 2018-2019: 38 students 2019-2020: 20 students</p> <p>The College experienced a decrease in underrepresented students participating in STEM internships. The disruption of the pandemic shifted most tutoring to a virtual setting, where the STEM Center was not ready to provide this service until Fall 2020. The College will continue to explore methods to further increase participation. 2020-2021 data will not be available until June 2021.</p>
<p>The College offers extracurricular Workshops to increase STEM awareness: Robotics Workshop; Drone Workshop; 3D Printing Workshop; Auto-Cad Workshop. Increase marketing for the workshops as well</p>	<p>Number of underrepresented students participating in extracurricular workshops will increase by 10%.</p>	<p>Compare number of underrepresented students participating in the activities during 2017-2018 to 2018-2019 to 2019-2020.</p>	<p>2017-2018: 86 students 2018-2019: 88 students 2019-2020: 83 students</p> <p>The College experienced a small decrease in underrepresented students participating in extracurricular workshops and STEM</p>

<p>as increase the number of available workshops.</p>			<p>internships. The disruption of the pandemic caused for multiple workshops planned to be postponed or cancelled. The College will continue to explore methods to further increase participation. 2020-2021 data will not be available until June 2021.</p>
<p>The College offers Career Awareness Workshops for underrepresented students: Increase the offerings of STEM Career Workshops and invite underrepresented professionals to discuss their career pathway.</p>	<p>Increase the number of Career Awareness Workshops for underrepresented students.</p>	<p>Compare the number of workshops offered each year.</p>	<p>2017-2018: 5 workshops 2018-2019: 10 2019-2020: 0</p> <p>The STEM Center did not collaborate with the Career Center during the 2019-2020 academic year. However, students were encouraged to participate in a panel discussion with TalTech to explore STEM Career opportunities locally. The College continues to develop workshops. 2020-2021 data will not be available until June 2021.</p>
<p>The College has implemented a Math Champions initiative to provide peer tutoring. Students will provide tutoring and study workshops.</p>	<p>An increase of success for participating students in Math by 5%. Increase time to completion of Math sequence.</p>	<p>Success rates for underrepresented students participating vs. control (students that do not).</p>	<p>The success rates of students participating in the Math Champions initiative was 3% points higher than non-participants based on students enrolled in gateway math courses during the 2018-2020</p>

			academic year. 2020-2021 data will not be available until June 2021.
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**Review of Part IV: Strategies to Overcome Underrepresentation of Students  
(Completed by Division of Florida Colleges)**

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

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

**Course Substitution Report, Form CSR01**

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary. Please indicate "0" for the number of students if no substitutions were granted.

<b>Disability Type</b>	<b>Number of Students</b>	<b>Required Course(s) (prefix, number and title)</b>	<b>Substituted Course(s) (prefix, number and title)</b>	<b>Discipline Area</b>
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	<b>15</b>	<ul style="list-style-type: none"> <li>• <b>MGF1106- Mathematics I for Liberal Arts</b></li> <li>• <b>MGF1107- Mathematics II for Liberal Arts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>MAT 1033 Intermediate Algebra</b></li> <li>• <b>CGS 1060 Computer and Internet Literacy</b></li> <li>• <b>OCE1001 Introductory Oceanography</b></li> <li>• <b>EME2040 Introduction to Technology for Educators</b></li> </ul>	<b>General Education Mathematics</b>

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		Two (2) Semesters of Foreign Language	<ul style="list-style-type: none"> <li>• ANT2418 Introduction to Cultural Anthropology</li> <li>• AML2600 African American Literature</li> </ul>	Foreign Language
Orthopedic Impairment				
Speech/Language Impairment				
Emotional or Behavioral Disability	2	<ul style="list-style-type: none"> <li>• MGF 1106 Mathematics I for Liberal Arts</li> <li>• MGF 1107- Mathematics II for Liberal Arts</li> </ul>	<ul style="list-style-type: none"> <li>• CGS 1060 Computer and Internet Literacy</li> <li>• OCE1001 Introductory Oceanography</li> </ul>	
Autism Spectrum Disorder				
Traumatic Brain Injury	1	Two (2) Semesters of Foreign Language	<ul style="list-style-type: none"> <li>• ANT2418 Introduction to Cultural Anthropology</li> <li>• AML2600 African American Literature</li> </ul>	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Other Health Impairment				

How many requests for course substitutions were made and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.) Please indicate "0" if no substitutions were requested or granted.

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2019	14	9
Spring 2020	11	8
Summer 2020	3	1
<b>Total</b>	28	18

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

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



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## Part VI. Gender Equity in Athletics

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

### Assessment of Athletic Programs

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

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

### Data Assessment

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

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

### Compliance with Title IX

Using athletic participation data from the latest EADA Survey Federal Report, complete the following table to determine gender equity based on participation rates.

**Athletic Participation by Gender Compared to Student Enrollments by  
Gender for July 1, 2018, through June 30, 2019, and July 1, 2019, through June 30, 2020**

	2018-19			2019-20			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	54	41	95	Total Number of Athletes	56	42	98
Percent of Athletes by Gender	56.8%	43.2%	100%	Percent of Athletes by Gender	57.1%	42.9%	100%
Total Number of Enrollments	6,619	7,497	14,116	Total Number of Enrollments	6,338	7,447	13,785
Percent of Enrollments by Gender	46.9%	53.1%	100%	Percent of Enrollments by Gender	46.0%	54.0%	100%
Difference between the percent of athletes and the percent of students enrolled	9.9%	-9.9%		Difference between the percent of athletes and the percent of students enrolled	11.1%	-11.1%	

**Proportionality of Participation**

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2018-19: No 2019-20: No**

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

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

**Corrective Action Plan**

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

<b>Gender Equity in Athletics Component</b>	<b>Planned Actions to Address Deficiencies Found in Athletics</b>	<b>Responsible Person(s) and Contact Information</b>	<b>Timelines</b>
<p>Athletic Participation by Gender Compared to Student Enrollments</p>	<p>Cross country provides the best opportunity for growth in female participation.</p> <p>The department corresponded via email with all athletic directors at high schools in the northern half of the state and Panhandle, expressing a need for female participants. A digital recruiting brochure was created to accompany recruiting efforts.</p> <p>A Cross Country Visit Day to TCC was scheduled and promoted to schools attending the FHSAA Cross Country Championships. However, due to a November tropical storm the event schedule was altered which impacted team travel to Tallahassee and prohibited us from hosting the event.</p> <p>A virtual event is being planned for Spring 2021, and an on-campus event will be planned for Fall 2021, provided the cross country championships run on time.</p> <p>As the NJCAA sanctions additional sports, such as flag football, we will continue to research the feasibility of adding opportunities for female participants.</p> <p>It should also be noted that due to the COVID-19 pandemic which shut down the spring sports season, there were additional women’s track participants who were not able to participate and be counted.</p>	<p>Rob Chaney <a href="mailto:chaneyr@tcc.fl.edu">chaneyr@tcc.fl.edu</a> 850-201-6085</p>	<p>Spring 2021 – virtual recruitment event is scheduled for April 2021.</p> <p>Fall 2021 – will hold recruitment event in concert with FSU XC Invitational and/or FHSAA Championships.</p>

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2020?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT**  
**2020-21 Annual EQUITY UPDATE REPORT**  
*Signature Page*

Tallahassee Community College

The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 6A-19.001-.010, F.A.C., referenced in this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

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

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

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

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Rena Tolson, Equity Officer

Date

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Jim Murdaugh, Ph.D., President

Date

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Frank Messersmith, Chair, College Board Of Trustees

Date

This concludes the **2020-21** Annual Equity Update Report, which must be submitted, as a Word document, to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org) by **April 30, 2021**. Colleges may attach additional files (PDF or Word) as appendices.

# Appendix 1

# 2020 EADA Survey

Institution: Tallahassee Community College (137759)

User ID: Laura

## 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"/>	<input type="checkbox"/>	Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>		Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input type="checkbox"/>	Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey		<input type="checkbox"/>	Football	<input type="checkbox"/>	
Golf	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>	Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball		<input checked="" type="checkbox"/>	Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Swimming and Diving (combined)	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming		<input type="checkbox"/>	Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Volleyball	<input type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>

Wrestling

Other Sports

**(Specify sports in the caveat box.)\***

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**Caveat:**

The caveat on this screen is for internal use and does not appear on the EADA Dissemination Website (public site). If you want information to appear on the public site, enter it on the Athletic Participation screen.

\* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please specify in the caveat box that these are competitive varsity teams (i.e., not pep squads).

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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	11
Softball		16
Track and Field and Cross Country (combined)	17	15
Track and Field (Indoor)	0	0
Track and Field (Outdoor)	10	9
Cross Country	7	6
<b>Total Participants Men's and Women's Teams</b>	<b>56</b>	<b>42</b>
<b>Unduplicated Count of Participants</b> (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	<b>53</b>	<b>38</b>

### 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.)

Three male and three females who participated in cross country also participated in track and field (outdoor). One female who participated in basketball also participated in track and field (outdoor).

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.

## Male Head Coaches

## Female Head Coaches

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
Track and Field and Cross Country (combined)		1		1					1
<b>Coaching Position Totals</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

CAVEAT

The same individual is the head coach for both cross country and track and field.

# 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.

## Male Head Coaches

## Female Head Coaches

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 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 or Volunteer	
Basketball	1		1						1
Softball					1		1		1
Track and Field and Cross Country (combined)		1		1					1
<b>Coaching Position Totals</b>	1	1	1	1	1	0	1	0	3

CAVEAT

The same individual is the head coach for both cross country and track and field.

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

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

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coaching Position <i>(for coaching duties only)</i>	37,892	35,502
Number of Head Coaching Positions Used to Calculate the Average	3	3
Number of Volunteer Head Coaching Positions <i>(Do not include these coaches in your salary or FTE calculations.)</i>	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	53,621	50,239
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	2.12	2.12

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.

## Male Assistant Coaches

## Female Assistant Coaches

Varsity Teams	Assigned to Team		Part-Time		Assigned to Team		Part-Time		Total Assistant Coaches
	on a Full-Time Basis	on a Part-Time Basis	Full-Time Employee	Institution or Volunteer	on a Full-Time Basis	on a Part-Time Basis	Full-Time Employee	Institution or Volunteer	
Baseball	0	4	0	4					4
Basketball	0	3	0	3					3
Track and Field and Cross Country (combined)	0	0	0	0		1		1	1
Coaching Position Totals	0	7	0	7	0	1	0	1	8

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.

## Male Assistant Coaches

## Female Assistant Coaches

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	

Basketball	0	1	0	1	0	1	0	1	2
Softball					0	2	0	2	2
Track and Field and Cross Country (combined)						1		1	1
Coaching Position Totals	0	1	0	1	0	4	0	4	5

CAVEAT

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

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

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coaching Position <i>(for coaching duties only)</i>	8,667	9,200
Number of Assistant Coaching Positions Used to Calculate the Average	6	5
Number of Volunteer Assistant Coaching Positions <i>(Do not include these coaches in your salary or FTE calculations.)</i>	2	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	25,122	24,599
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	2.07	1.87

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	542,147	476,899	1,019,046
Ratio (percent)	53	47	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	2,130	1,850	3,980

CAVEAT

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

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

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

## Men's Teams

## Women's Teams

Varsity Teams	Men's Teams			Women's Teams			Total Operating Expenses
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	13	7,077	92,001	11	3,319	36,507	128,508
Baseball	26	1,803	46,885				46,885
Softball				16	2,190	35,042	35,042
Track and Field and Cross Country (combined)	17	740	12,580	15	740	11,100	23,680
<b>Total Operating Expenses Men's and Women's Teams</b>	56		151,466	42		82,649	234,115

### CAVEAT

Men's basketball, men's and women's cross country/track includes postseason travel.

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

# Total Expenses - Men's and Women's Teams

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

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

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	524,038	369,760	893,798
Baseball	387,281		387,281
Softball		384,234	384,234
Track and Field and Cross Country (combined)	18,580	17,432	36,012
Total Expenses of all Sports, Except Football and Basketball, Combined	405,861	401,666	807,527
Total Expenses Men's and Women's Teams	929,899	771,426	1,701,325
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			239,018
<b>Grand Total Expenses</b>			<b>1,940,343</b>

## CAVEAT

# Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.

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

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

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	524,038	369,760	893,798
Baseball	387,281		387,281
Softball		384,234	384,234
Track and Field and Cross Country (combined)	18,580	17,432	36,012
Total Revenues of all Sports, Except Football and Basketball, Combined	405,861	401,666	807,527
Total Revenues Men's and Women's Teams	929,899	771,426	1,701,325
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			239,018
<b>Grand Total for all Teams</b> (includes by team and not allocated by gender/sport)			<b>1,940,343</b>

## 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 <u>Total of Head Coaches' Salaries</u>	113,676	106,506	220,182
2 <u>Total of Assistant Coaches' Salaries</u>	52,002	46,000	98,002
3 <u>Total Salaries (Lines 1+2)</u>	165,678	152,506	318,184
4 <u>Athletically Related Student Aid</u>	542,147	476,899	1,019,046
5 <u>Recruiting Expenses</u>	2,130	1,850	3,980
6 <u>Operating (Game-Day) Expenses</u>	151,466	82,649	234,115
7 <u>Summary of Subset Expenses (Lines 3+4+5+6)</u>	861,421	713,904	1,575,325
8 <u>Total Expenses for Teams</u>	929,899	771,426	1,701,325
9 <u>Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)</u>	68,478	57,522	126,000
10 <u>Not Allocated Expenses</u>			239,018
11 <u>Grand Total Expenses (Lines 8+10)</u>			1,940,343
12 <u>Total Revenues for Teams</u>	929,899	771,426	1,701,325
13 <u>Not Allocated Revenues</u>			239,018
14 <u>Grand Total Revenues (Lines 12+13)</u>			1,940,343

15	<u>Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8).</u>	0	0	0
16	<u>Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11).</u>			0

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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.**