



April 21, 2014

## MEMORANDUM

**TO:** District Board of Trustees  
**FROM:** Jim Murdaugh, President   
**SUBJECT:** 2013-14 Equity Report

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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 to the Florida Department of Education. This equity report contains the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. The Office of Human Resources coordinates the completion of the annual equity report but has the support of the Division of Academic Affairs, Students Affairs, Research and Planning and the TCC Athletics Department. This year, the Annual Equity Report is due to the State of Florida, Division of Florida Colleges on April 30, 2014.

### Past Actions by the Board

TCC's Annual Equity Report for 2012-13 was submitted to the State of Florida, Division of Florida Colleges on April 30, 2013.

### Funding/Financial Implications

N/A

### Staff Resource

Teresa Smith

### Recommended Action

Approve the 2013-14 Equity Report as presented.

## **Tallahassee Community College 2013-14 Equity Report Executive Summary**

Tallahassee Community College (TCC) submits an equity report to the state of Florida each year. The 2013-2014 Equity Report will be adopted by the Board of Trustees on April 21, 2014, having been signed by the Board Chair and the College's President. The report provides observations and planned strategies for equity categories: (1) Student Participation, (2) Gender Equity in Athletics, and (3) Employment Equity. The Florida Department of Education (FLDOE) provided three years of data (2010-11, 2011-12, and 2012-13) for each area. All racial/ethnic category labels reported here are those supplied by FLDOE. This summary highlights major findings (if any) and conclusions from the report.

### **Student Participation**

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

**Enrollments:** Overall enrollment experienced a 9.7% drop in 2012-13. This overall enrollment drop had an adverse effect on African American, Hispanic and other races; however their White counterparts saw a percentage increase in First Time In College (FTIC). It should also be noted that while minorities experienced a decline in FTIC enrollment, their FTIC participation outpaced their census representation in the tri-county area. African American FTIC is 43.71% and its census population for the tri-county coverage area is 33.7%, a 10% increase in FTIC representation over the census representation. The College's Hispanic FTIC is 10.02% and the census representation of Hispanics for the tri-county coverage area is 6.8%, an increase of 3.22% for Hispanic FTIC participation. The College's other racial make-up for FTIC is 4.12% while the tri-county population of other minorities is 2.4%, allowing for a 1.72% participation above the tri-county census population.

TCC will continue its efforts to decrease gaps in enrollment percentages between Black FTIC enrollment and Black total enrollment, and monitor the percentage of Hispanic students. The College will also continue its outreach efforts, including the College Reach-Out Program, the Dual Enrollment Program, 21<sup>st</sup> Century Community Learning Centers and programs designed to educate high school students about scholarship opportunities, particularly those that target minority populations of the tri-county school districts.

**Completions:** Completion is defined as the percentage of annual graduates represented by students in each racial/ethnic and gender category. Completion percentages for White and Black students across the three award types (A.A., A.S., certificates) remain fairly consistent. Black students represented 26% of TCC A.A. graduates in 2012-13. This percentage dropped from 29% in 2011-12. Black students awarded the A.S. degree decreased from 32% in 2011-2012 to 26% in 2012-2013. Completion percentages for White and Black students across the three award types (A.A., A.S., certificates) remain fairly consistent. Completion percentages for Hispanic students for A.A. degrees increased by 3.39% while other minorities saw increases across the board in all categories, A.A. +.96%, A.S. +2.37% and Certificates + 1.32%. Completion percentages for females and males across the A.A. and A.S. award type were consistent from 2008-09 through 2012-13. The percentage of males earning A.S. degrees is much lower than that of females, but males have consistently earned certificates at higher rates than females from 2008-09 through 2012-13.

In an effort to increase the percentage of students who complete degrees and certificates, TCC will monitor student progress toward those degrees and work to ensure that African American and Hispanic students show an increase in completion rates for 2014-15. Retention efforts (described below) are expected to have a positive impact on student completions.

## **Retention:**

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

1. Strengthen career planning and assessment to assist students with early selection of meta-major.
2. Create a comprehensive advising plan with common messaging, branding, advising scripts, online planning tools and academic maps, and milestones for all TCC programs (clear academic pathways).
3. Continue use of Starfish/early alerts for students in all disciplines at all levels of courses, and employ interventions early in the term so that students receive timely assistance.
4. Continue sponsorship of the Black Male Achievers program.
5. Continue enhancing and implementing aspects of the College's Strategic Enrollment Management Plan.

**Success in Gateway Math Courses:** Success is defined as a grade of A, B, C or S. Success rates are calculated by determining the percentage of enrolled students who earned a "successful" grade. Gateway courses include Intermediate Algebra (MAT 1033), College Algebra (MAC 1105), Mathematics I for Liberal Arts (MGF 1106), Introductory Statistics (STA2023), and College Composition (ENC11101). Overall, the success rates for White students in gateway math courses have either remained stable or increased slightly since 2012-13. Success rate gaps still exist between Black students and White students; however the gap has decreased in MAT1033 by 7.01%. In 2011-12 Black students' success rates in gateway math courses averaged approximately 19 percentage points lower than their White counterparts, which is a 3% increase over the previous year.

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

## **Gender Equity in Athletics**

Tallahassee Community College is committed to providing equal opportunities to its male and female student-athletes. We currently offer four sports – two male (basketball and baseball) and two female (basketball and softball). All participants, regardless of gender, have access to comparable scholarships and like resources and facilities, in all aspects – housing, travel accommodations, coaches and support staff, equipment and supplies. Operating budgets, scholarship budgets (including housing), and facilities are very similar for men and women basketball, baseball, and softball. Each team has 12 available housing scholarships. Training services are offered to all teams. All student-athletes have access to student support services on campus and they can ask for additional tutoring, if necessary. TCC's athletic program complies with all state rules and regulations. As the program moves forward, emphasis will continue to be placed on providing equitable opportunities for men and women. The program will identify ways to improve and enhance its position related to gender equity and provide opportunities for racial minorities.

For the first time in the College's history, it is required to develop a Corrective Action Plan for None Compliance Components in Athletics. The need for this Corrective Action Plan is due to the

percentage of female athletes falling outside of the 5 percentage points of the enrolled female student population in A.S. and A.A. degree programs. However, it should be noted that the disparity in participation numbers for 2013-14 is not a reflection of Tallahassee Community College's commitment to gender equity, but rather circumstances applicable to the current year, regarding five Women's Basketball student participants that were not able to participate at the start of the season.

### **Employment Equity**

The College has met its goal of female and minority staff representation, coming well within 10 percentage points of the census population for minorities that have earned a graduate degree or higher. African American representation for positions classified as Executive, Administrator, or Managerial (EAMs) saw an 11% increase since 2011/2012, increasing from 11.1% to 22%, which is 7.5% above the U.S. Census Data benchmark of 15.2%. The College continues to achieve its goal for female EAM representation, surpassing the national census representation by 5.1%. TCC will continue its efforts of having the percentage of EAM employees in each national census category fall within 10 percentage points of the census population with graduate degrees or higher.

The College will continue to use retention, promotion, and recruitment strategies to attract female and minority employees in the EAM category by providing in house grooming to enter the executive ranks. This focus produced four faculty members that became Associate Deans in 2013. The College will continue to list EAM vacancies with national publications such as *Hispanic Outlook in Higher Education*, *Issues in Higher Education*, and *The Chronicle of Higher Education*. Other strategies used by the College include the use of a number of web sites such as CareerBuilder.com, Monster.com and HigherEdJobs.com to recruit female and minority candidates.

**The Florida College System  
Annual Equity Update Report  
Guidelines for 2013/2014**

For

**Tallahassee Community College**

Produced by:

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



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## **General Information and Applicable Laws for Reporting**

The purpose of the Annual College Equity Update Report is to provide a current status report of the college's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. Annual updates to college equity reports meet requirements under the following Florida Statutes and implementing State Board of Education Rules in the Florida Administrative Code (FAC):

- Section (§) 1000.05, Florida Statutes (F.S.), Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act"
- Implementing Rule 6A-19.010, Florida Administrative Code (FAC), Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, FAC, Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- Implementing Rule 6A-10.041, FAC, Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rules 6A-.001 – 6A-19.010, FAC, not previously mentioned and that address educational equity

Additionally, the Annual College Equity Update Report serves to document efforts by each college in the Florida College System to meet federal laws related to civil rights and nondiscrimination in the treatment and admission of students and employees. Applicable federal laws and regulations enforced by the U.S. Department of Education, U. S. Department of Justice and the Equal Employment Opportunity Commission include the following:

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

The Report should be prepared according to the following parts:

- Part I. Description of Plan Development
- Part II. Policies and Procedures that Prohibit Discrimination
- Part III. Strategies to Overcome Underrepresentation of Students
- Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
- Part V. Gender Equity in Athletics
- Part VI. College Employment Equity Accountability Plan
- Signature Page
- Appropriate Appendices

Each part has instructions for completion along with appropriate legal citations. Each college is encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines.

One ***bound*** copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2014. The report should be submitted by mail to the Florida Department of Education, DFC, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: [lynda.earls@fldoe.org](mailto:lynda.earls@fldoe.org). For assistance or questions, call 850-245-9468.

## **PART I**

### **Description of Plan Development**

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

#### **Description of plan development:**

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

The Human Resources Department enlisted the support of the following areas:

- Academic Affairs
  - Division of Curriculum and Instruction
- Students Affairs
  - Office of Disability Support Programs,
  - TCC Athletics Department.
- Institutional Effectiveness
  - Institutional Research and Planning

The contributions contained in the report reflect the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. There were no advisory groups or persons involved with the development of the report and the Tallahassee Community College Board of Trustees adopted the report on April 21, 2013.

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

Barbara Sloan, Provost and Vice President of Academic Affairs  
Calandra Stringer, Dean of Curriculum and Development  
Sally Search, Vice President of Student Affairs  
Roshawnda Anderson, Assistant to Vice President for Student Affairs  
Stephanie Crosby, Coordinator for Disability Support Services (Student Affairs)  
Rob Chaney, Athletics Director (Student Affairs)  
Lei Wang, Associate Vice President for Institutional Effectiveness  
Margaret Wingate, Director, Office of Institutional Research (Institutional Effectiveness)  
Steve Kimble, Research Analyst, Office of Institutional Research (Institutional Effectiveness)  
Teresa Smith, Vice President for Administrative Services and Chief Financial Officer  
Renaë Tolson, Director of Human Resources and Equity Officer (Administrative Services)  
Horace Wright, Human Resources Specialist III (Administrative Services)

## **PART II**

### **Policies and Procedures that Prohibit Discrimination**

#### **A. Policy and Procedure Review Process:**

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

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

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

#### **B. Policy of Nondiscrimination:**

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

See Appendix 1

Please indicate the most recent date of revision:

Equal Opportunity, Discrimination, Sexual Misconduct and Unlawful Harassment: August 2012

#### **C. Regular Notification: Rule 6A-19.010(f), FAC:**

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

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

**D. Equity Officer/Coordinator:**

- a. Provide the name, title and contact information for the person(s) designated to coordinate the college's compliance with §1000.05, FS; Rule 6A-19.001 through 6A-19.010, FAC; Title IX; Section 504; and Title II. Use more space as needed.

- Name: Renae Tolson  
Title: Human Resources Director (Equity Officer)  
Phone Number: (850) 201-6074 or 8510  
Address: 444 Appleyard Drive, Tallahassee, FL 32304-289
- Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Address: \_\_\_\_\_

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

**Note:** A copy of the regular notice of nondiscrimination is not required in this year's report; however, it must be included in all promotional and recruitment materials related to programs, activities and employment. The notice should always be accessible from the college's website's homepage.

**E. Grievance or Complaint Procedures:** Provide as Appendix 2, a copy of the grievance or complaint procedures for use by students, applicants and employees who allege discrimination. Please indicate the most recent date of revision(s): Policy 03-01 and 06-16 were both revised August 2012.

Under Rule 6A-19.010(2)(h), FAC, grievance or complaint procedures should address the following at a minimum:

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

Please indicate the most recent date of revision: August 2012.

**G. Revised Policies and Procedures**

Submit as Appendix 3, any policies and procedures related to the following civil rights and grievance procedures for which revisions have been made since submission of the college’s last Annual Equity Update Report. You do not need to re-submit the college’s nondiscrimination policy or the college’s grievance procedures, as long as the dates of the most recent approvals are posted on the policy or procedure.

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

Revisions made: (yes) \_\_\_ (no) X

If yes, name of procedures(s) and date of approval of revision:

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

Revisions made: (yes) \_\_\_ (no) X

If yes, name of policy and date of approval of revision:

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

## PART III

### Strategies to Overcome Underrepresented Students

#### A. Student Enrollments

Colleges will continue to examine trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for First-Time-In-College (FTIC) and for Overall Enrollment. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

#### First-Time-In College (FTIC) Enrollments and Overall Enrollments

##### Florida College System

##### College: Tallahassee

#### Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	889	3,663	24.27	4,666	20,281	23.01
	2011-12	883	3,593	24.58	4,648	20,372	22.82
	2012-13	668	3,059	21.84	4,158	19,176	21.68
Male	2010-11	851	3,663	23.23	2,939	20,281	14.49
	2011-12	870	3,593	24.21	3,143	20,372	15.43
	2012-13	669	3,059	21.87	2,816	19,176	14.69
Total	2010-11	1,740	3,663	47.50	7,605	20,281	37.50
	2011-12	1,753	3,593	48.79	7,791	20,372	38.24
	2012-13	1,337	3,059	43.71	6,974	19,176	36.37

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: Tallahassee**  
**Student Participation-Enrollments**

Race: Hispanic		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2010-11	167	3,663	4.56	831	20,281	4.10
	2011-12	136	3,593	3.79	851	20,372	4.18
	2012-13	155	3,059	5.07	865	19,176	4.51
Male	2010-11	163	3,663	4.45	728	20,281	3.59
	2011-12	178	3,593	4.95	833	20,372	4.09
	2012-13	179	3,059	5.85	823	19,176	4.29
Total	2010-11	330	3,663	9.01	1,559	20,281	7.69
	2011-12	314	3,593	8.74	1,684	20,372	8.27
	2012-13	334	3,059	10.92	1,688	19,176	8.80

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: Tallahassee**  
**Student Participation-Enrollments**

Race: Other		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2010-11	76	3,663	2.07	417	20,281	2.06
	2011-12	90	3,593	2.50	481	20,372	2.36
	2012-13	61	3,059	1.99	430	19,176	2.24
Male	2010-11	78	3,663	2.13	358	20,281	1.77
	2011-12	83	3,593	2.31	368	20,372	1.81
	2012-13	65	3,059	2.12	386	19,176	2.01
Total	2010-11	154	3,663	4.20	775	20,281	3.82
	2011-12	173	3,593	4.81	849	20,372	4.17
	2012-13	126	3,059	4.12	816	19,176	4.26

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: Tallahassee**  
**Student Participation-Enrollments**

Race: White		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2010-11	661	3,663	18.05	5,334	20,281	26.30
	2011-12	611	3,593	17.01	5,126	20,372	25.16
	2012-13	573	3,059	18.73	4,920	19,176	25.66
Male	2010-11	778	3,663	21.24	5,008	20,281	24.69
	2011-12	742	3,593	20.65	4,922	20,372	24.16
	2012-13	689	3,059	22.52	4,778	19,176	24.92
Total	2010-11	1,439	3,663	39.28	10,342	20,281	50.99
	2011-12	1,353	3,593	37.66	10,048	20,372	49.32
	2012-13	1,262	3,059	41.26	9,698	19,176	50.57

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: Tallahassee**  
**Student Participation-Enrollments**

Race: All		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2010-11	1,793	3,663	48.95	11,248	20,281	55.46
	2011-12	1,720	3,593	47.87	11,106	20,372	54.52
	2012-13	1,457	3,059	47.63	10,373	19,176	54.09
Male	2010-11	1,870	3,663	51.05	9,033	20,281	44.54
	2011-12	1,873	3,593	52.13	9,266	20,372	45.48
	2012-13	1,602	3,059	52.37	8,803	19,176	45.91
Total	2010-11	3,663	3,663	100.00	20,281	20,281	100.00
	2011-12	3,593	3,593	100.00	20,372	20,372	100.00
	2012-13	3,059	3,059	100.00	19,176	19,176	100.00

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: Tallahassee**  
**Student Participation-Enrollments**

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2010-11	9	57	64	579
	2011-12	6	46	59	530
	2012-13	5	47	49	510
Male	2010-11	5	70	32	490
	2011-12	4	50	32	496
	2012-13	8	51	30	437
Total (ALL)	Rpt Year				
	2010-11	14	127	96	1,069
	2011-12	10	96	91	1,026
	2012-13	13	98	79	947

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**1. Program Analysis:**

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

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

**Minority and Non-Minority Enrollment Trends and Comparisons:**

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

Year	White FTICs	Black FTICs	Gap
2008-2009	47.20%	43.15%	4.05%
2009-2010	43.57%	47.51%	-3.94%
2010-2011	39.28%	47.50%	-8.22%
2011-2012	37.66%	48.79%	-11.13%
2012-2013	41.26%	43.71%	-2.45%
Year	White Total Enrollment	Black Total Enrollment	Gap
2008-2009	56.97%	33.68%	23.29%
2009-2010	54.43%	36.52%	17.91%
2010-2011	50.99%	37.50%	13.49%
2011-2012	49.32%	38.24%	11.08%
2012-2013	50.57%	36.37%	14.20%

The enrollment percentage gap between Black and White FTIC students has decreased by almost 9% from the previous year. This is due to an increase in the percentage of White FTICs and a decrease in the percentage of Black FTICs. Enrollment gaps also exist between Black Total Enrollment and White Total Enrollment for each of the years of data displayed in the table. This gap may be attributed, in part, to student retention, as the percentage of Black Total Enrollment is at least 7 percentage points lower than that for Black FTICs.

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

Year	White FTICs	Hispanic FTICs	Gap
2008-2009	47.20%	7.59%	36.61%
2009-2010	43.57%	7.47%	36.10%
2010-2011	39.28%	9.01%	30.27%
2011-2012	37.66%	8.74%	28.92%
2012-2013	41.26%	10.92%	30.34%
Year	White Total Enrollment	Hispanic Total Enrollment	Gap
2008-2009	56.97%	7.18%	49.79%
2009-2010	54.43%	6.96%	47.47%
2010-2011	50.99%	7.69%	43.30%
2011-2012	49.32%	8.27%	41.05%
2012-2013	50.57%	8.80%	41.77%

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

Table 3: 2012-2013 Cohort Graduation Rates Using Federal Guidelines<sup>1</sup> (\* cells indicate subgroup population was fewer than 10 students)<sup>2</sup>

District	Metric	White Total	Black Total	Hispanic Total
Gadsden	Graduated	*	157	13
	Cohort	*	258	37
	Graduation Rate	*	60.85%	35.14%
Leon	Graduated	941	457	72
	Cohort	1113	728	94
	Graduation Rate	84.55%	62.77%	76.00%
Wakulla	Graduated	201	27	*
	Cohort	255	34	*
	Graduation Rate	78.82%	79.41%	*

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

<sup>2</sup>Data are from data tables available on the FLDOE Web site: <http://www.fl DOE.org/eias/eiaspubs/default.asp>. Under “Students” see linked titled “Florida’s Federal High School Graduation Rates, 2012-13 (Excel).”

### Gender Comparisons:

Table 4: Females Compared to Males by Enrollment Category

Year	Female FTICs	Male FTICs	Gap
2008-2009	50.14%	49.86%	0.28%
2009-2010	50.77%	49.23%	1.54%
2010-2011	48.95%	51.05%	-2.10%
2011-2012	47.87%	52.13%	-4.26%
2012-2013	47.63%	52.37%	-4.74%
Year	Female Total Enrollment	Male Total Enrollment	Gap
2008-2009	55.06%	44.94%	10.12%
2009-2010	55.82%	44.18%	11.64%
2010-2011	55.46%	44.94%	10.52%
2011-2012	54.52%	45.48%	9.04%
2012-2013	54.09%	45.91%	8.18%

No gaps were found between Female FTICs and Male FTICs, until 2011-12 when the gap more than doubled from the previous year. Gaps are also identified when Female Total Enrollment is compared to Male Total Enrollment.

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

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

Year	Black Female FTICs	Black Male FTICs	Gap
2008-2009	25.08%	18.07%	7.01%
2009-2010	27.23%	20.28%	6.95%
2010-2011	24.27%	23.23%	1.04%
2011-2012	24.58%	24.21%	0.37%
2012-2013	21.84%	21.87%	-0.03%
Year	Black Female Total Enrollment	Black Male Total Enrollment	Gap

2008-2009	21.54%	12.15%	9.39%
2009-2010	23.23%	13.29%	9.94%
2010-2011	23.01%	14.49%	8.52%
2011-2012	22.82%	15.43%	7.39%
2012-2013	21.68%	14.69%	6.99%

Black males are enrolled at lower rates than Black females in the Total Enrollment category however the gap is closing due to decreasing Black Female Total Enrollment. A comparison of FTICs indicates a gap no longer exists between Black females and Black males. The results may be attributed to decreasing FTICs enrollment in Black females.

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

Year	Hispanic Female FTICs	Hispanic Male FTICs	Gap
2008-2009	3.77%	3.82%	-0.05%
2009-2010	2.98%	4.49%	-1.51%
2010-2011	4.56%	4.45%	0.11%
2011-2012	3.79%	4.95%	-1.16%
2012-2013	5.07%	5.85%	-0.78%
Year	Hispanic Female Total Enrollment	Hispanic Male Total Enrollment	Gap
2008-2009	3.64%	3.54%	0.10%
2009-2010	3.40%	3.56%	-0.16%
2010-2011	4.10%	3.59%	0.51%
2011-2012	4.18%	4.09%	0.09%
2012-2013	4.51%	4.29%	0.22%

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

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

Year	White Female FTICs	White Male FTICs	Gap
2008-2009	20.45%	26.75%	-6.30%
2009-2010	19.76%	23.81%	-4.05%
2010-2011	18.05%	21.24%	-3.19%
2011-2012	17.01%	20.65%	-3.64%
2012-2013	18.73%	22.52%	-3.79%
Year	White Female Total Enrollment	White Male Total Enrollment	Gap
2008-2009	28.82%	28.15%	0.67%
2009-2010	28.05%	26.38%	1.67%
2010-2011	26.30%	24.69%	1.61%
2011-2012	25.16%	24.16%	1.00%
2012-2013	25.66%	24.92%	0.74%

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

## Limited English Proficiency and Disabled Students

The College continues to serve a small number of limited English proficiency students. The number of disabled students has remained stable during the 2010-11 to 2012-13 time periods identified in Table 8.

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

Gender	Year	FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Female	2008-2009	9	48	60	537
	2009-2010	7	46	60	572
	2010-2011	9	57	64	579
	2011-2012	6	46	59	530
	2012-2013	5	47	49	510
Male	2008-2009	7	82	44	514
	2009-2010	4	80	38	512
	2010-2011	5	70	32	490
	2011-2012	4	50	32	496
	2012-2013	8	51	30	437
Total (ALL)	2008-2009	16	130	104	1,051
	2009-2010	11	126	98	1,084
	2010-2011	14	127	96	1,069
	2011-2012	10	96	91	1,026
	2012-2013	13	98	79	947

### 2. Achievement of goals:

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved by race, gender, DIS and LEP; and set goals for 2013/2014. A table is provided to use as appropriate.

Group	2012/2013 Goals for FTIC	Achieved Y/N	2013/2014 Goals for FTIC	2012/13 Goals for Overall Enrollments	Achieved Y/N	2013/2014 Goals for Overall Enrollments
Black	By 2012-2013, increase enrollment of FTIC Black males over the 2008-2009 rate by 3%.	Y	Continue tracking FTIC Black males through 2013-14 to ensure students outpace their counterparts.			
				Decrease the gap between Black male FTIC enrollment and Black male total enrollment, using the 2009-2010 gap as a benchmark (Black male FTICs	N	Continue efforts to decrease the gap between Black male FTIC enrollment and Black male total enrollment, using the 2009-2010

				represented 20.28% of the FTIC population and only 13.29% of total enrollment for 2009-2010 for a gap of 6.99%.)		gap (6.99%) as a benchmark.
				By 2012-13, decrease enrollment gap between Black female total enrollment and Black male total enrollment, using 2009-10 data as a benchmark. 2009-10 gap was 9.94%	N	Continue efforts to decrease enrollment gap between Black female total enrollment and Black male total enrollment, using 2009-10 gap (9.94%) as a benchmark.
Hispanic	By 2012-2013, increase enrollment of FTIC and total enrollment of Hispanic students, using 2009-10 data as a benchmark.	Y	Increase enrollment of FTIC and total enrollment of Hispanic students, using 2010-11 data as a benchmark.			
Other						
White						
Male	See goals above for Black males		See goals above for Black males			
Female	See goals above for Black females		See goals above for Black females			
DIS						
LEP						

### 3. Methods and Strategies

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

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

1. Continue to emphasize the College's Dual Enrollment Program with service district high schools, particularly those in Gadsden County. This has been a successful recruitment

strategy in the past. Work to strengthen relationships with high school guidance counselors, to include regular communication and meeting schedule and in-depth information and advisor training to assist with dual enrollment students. In addition, TCC will implement clearly communicated deadlines for all admissions and financial aid processes.

2. Continue working with tri-county school districts to educate students about scholarship opportunities specifically for minority populations.
3. TCC's Channel 22 air news shows promoting college readiness and student life, including the development of "The TCC Report" a news magazine show with stories about college activities, programs, and services as well as showcasing accomplishments by faculty, staff, students, and alumni. The college readiness series initially included segments on motivation, college success and financial tips all with the goal of helping prospective and current students succeed in college and life. The series has expanded to include a college tour, workshops on various topics, to include interviewing, social networking, standardized tests, how to get to TCC, new student orientation, student life, choosing a major, entrepreneurial excellence, and the Learning Commons. In addition, 224U, a show produced by students, keeps the campus community abreast of campus activities, the happenings around town, and the best places for food and cheap entertainment. Finally, The SKiNNY (in partnership with CommunityCollegeSuccess.com) covers a variety of topics to help prospective and current students prepare for college, adjust to college life, and succeed in their academic and professional careers. Students learn from experts in their fields, hear what other students have to say about college life, and get practical tips to help make the most of their college experience.
4. Continue outreach programs in Gadsden County, Wakulla and Jefferson Counties that target students in grades kindergarten through 12, with the goal of increasing the number of at-risk youth that complete high school and a postsecondary education.
  - o 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) provides afterschool programs for students in grades K-8. The 21<sup>st</sup> CCLC initiative is designed to: a) provide opportunities for academic enrichment, including providing tutorial services (reading, math and science) to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects; b) offer students a broad array of additional enrichment services, programs, and activities, to include youth development activities, drug and violence prevention programs, counseling, art, music, and recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and c) offer opportunities for literacy and related educational development to families of students served by community learning centers. There were 360 Gadsden county students served during the academic year with an additional 120 during both the academic year and summer. Of these students, 92 maintained an A in math or increased their math grade by a half grade or more and 86 maintained an A in reading/language arts or increased their reading/language arts grade by a half grade or more. This program has expanded to Jefferson and Wakulla counties to include an additional 320 students served during the academic year and 160 during both the academic year and summer. Each summer the 21<sup>st</sup> CCLC Program hosts an eight week summer enrichment camp in both Gadsden and Jefferson Counties. Over 180 students in Gadsden and 140 students in Jefferson County participated in Summer Camp 2013. Students enjoy ½ day academics (reading, math, writing, science, and performing arts)

and ½ day health and fitness activities that include team sports. Educational and fun field trips are planned throughout the summer to places such as the Florida Museum of Science and History, The Florida Caverns, Historical Wakulla Springs, Challenger Learning Center, Riley House Museum, Gadsden Arts Center, Wild Adventures theme park and more. Average daily attendance for summer camp 2013 was 160 students in Gadsden and 125 students in Jefferson County.

- Educational Talent Search (ETS) is a federal TRIO program that identifies and assists sixth through twelfth grade students in Gadsden County from disadvantaged backgrounds who have the potential to succeed in higher education. The goal of ETS is to increase the number of youth in Gadsden County who complete high school and enroll in and complete their postsecondary education. ETS provides academic, career, and financial counseling to students and encourages them to graduate from high school and continue on to complete a postsecondary education. ETS publicizes the availability of financial aid and assists students with the postsecondary application process. For the 2012-13 academic year, ETS served 504 students in Gadsden County. During the 2012-2013 academic year, ETS partnered with TCC's Science and Math Department and STEM Center to provide several Biotechnology Workshops that introduced the students to the basic and fundamental concepts of DNA, emphasizing its molecular structure, role in inheritance, isolation techniques and application to solve crimes. These workshops made the subject matter interesting and accessible to these students with hands-on activities—giving them an opportunity to learn about one of biology's most important areas of study.
  - Take Stock in Children (TSIC) provides unique opportunities for deserving low-income students, many from minority families, to escape the cycle of poverty through education. TSIC offers students comprehensive academic/tutoring services, college scholarships, and caring volunteer mentors. TSIC connects with students as early as middle school and continues to strengthen the connection in high school and during their transition to college. During the 2013-2014 academic year, students participated in a series of Saturday workshops which focused on academic and test preparation, film production, urban gardening and self-development. Guest speakers of all ages, genders and career fields have engaged the students and shared tips on how to become more successful inside and outside the classroom. The Saturday Academies will culminate with an end of the year banquet where students will showcase the films they created in a film festival style environment whilst dining on appetizers, many of which were grown by the students themselves in their own garden. TSIC staff works in collaboration with numerous organizations throughout the community including the City of Tallahassee, Big Brothers Big Sisters, the Tallahassee Sustainability Garden, Pivot Point Enterprises and many others to provide academically enriching programs and real world opportunities to every student. TSIC has partnered with the TCC Foundation to purchase over 600 prepaid tuition scholarships. Currently TSIC has over 300 scholarship students attending colleges and universities throughout the state with over 100 students on scholarship throughout the Big Bend area.
5. The Black Male Achievers (BMA) Program regained momentum in 2012-2013 under new leadership. BMA is designed to empower and educate students on the importance of the successful completion of their postsecondary aspirations through the practices of academic, social, and occupational excellence. BMA offers an array of seminars and activities to include: specialized academic advising, early academic alerts, tutoring in designated subject

areas, community service, work and responsibility, personal finance, understanding the value of a college education, career and job preparation, and communication skills. Retention strategies, particularly those that focus on Black males, should impact the percentage of Black males found in the overall population (total enrollment). There are approximately 60 active students in the program, a 100% increase over 2011-2012.

6. Continue efforts to secure grants to provide supplemental and enrichment activities for students in grades 6 through 12, and monitor impact of those programs on TCC enrollments.
7. A Strategic Enrollment Management (SEM) Plan is in the final stages of development. The SEM Plan will guide our enrollment strategies and provide data for tracking their effectiveness. The SEM plan includes strategies to increase access for all students as well as strategies that target special populations of students including veterans, honors, online, dual enrolled, international, and returning adults. The plan also focuses on improving services in the areas of admissions, orientation and advising, and implementing strategies to support access, student success, and retention.

#### **B. Student Completions (college degree and certificate programs)**

This year's report evaluates degree and certificate completions from 2010/2011 to 2012/2013 by race, gender, DIS, and LEP skills of students achieving Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completions (Career Technology, Postsecondary Adult Vocational {PSAV}). Associate of Applied Science (AAS) Degrees are included in the data for AS Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2013/2014 through 2014/15.

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	419	2,320	18.06	53	224	23.66	82	409	20.05
	2011-12	539	2,888	18.66	74	272	27.21	65	466	13.95
	2012-13	362	2,268	15.96	57	288	19.79	74	462	16.02
Male	2010-11	220	2,320	9.48	14	224	6.25	55	409	13.45
	2011-12	287	2,888	9.94	14	272	5.15	66	466	14.16
	2012-13	225	2,268	9.92	19	288	6.60	47	462	10.17
Total	2010-11	639	2,320	27.54	67	224	29.91	137	409	33.50
	2011-12	826	2,888	28.60	88	272	32.35	131	466	28.11
	2012-13	587	2,268	25.88	76	288	26.39	121	462	26.19

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DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	114	2,320	4.91	4	224	1.79	5	409	1.22
	2011-12	101	2,888	3.50	14	272	5.15	8	466	1.72
	2012-13	127	2,268	5.60	14	288	4.86	6	462	1.30
Male	2010-11	73	2,320	3.15	8	224	3.57	13	409	3.18
	2011-12	135	2,888	4.67	7	272	2.57	22	466	4.72
	2012-13	133	2,268	5.86	5	288	1.74	21	462	4.55
Total	2010-11	187	2,320	8.06	12	224	5.36	18	409	4.40
	2011-12	236	2,888	8.17	21	272	7.72	30	466	6.44
	2012-13	260	2,268	11.46	19	288	6.60	27	462	5.84

CCTCMIS = CCEE0192 01/02/2014 14:28:52 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	50	2,320	2.16	6	224	2.68	10	409	2.44
	2011-12	53	2,888	1.84	3	272	1.10	5	466	1.07
	2012-13	57	2,268	2.51	7	288	2.43	6	462	1.30
Male	2010-11	46	2,320	1.98	5	224	2.23	7	409	1.71
	2011-12	43	2,888	1.49	0	272	0.00	6	466	1.29
	2012-13	40	2,268	1.76	3	288	1.04	11	462	2.38
Total	2010-11	96	2,320	4.14	11	224	4.91	17	409	4.16
	2011-12	96	2,888	3.32	3	272	1.10	11	466	2.36
	2012-13	97	2,268	4.28	10	288	3.47	17	462	3.68

CCTCMIS = CCEE0192 01/02/2014 14:28:52 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	687	2,320	29.61	106	224	47.32	75	409	18.34
	2011-12	846	2,888	29.29	123	272	45.22	70	466	15.02
	2012-13	642	2,268	28.31	150	288	52.08	79	462	17.10
Male	2010-11	711	2,320	30.65	28	224	12.50	162	409	39.61
	2011-12	884	2,888	30.61	37	272	13.60	224	466	48.07
	2012-13	682	2,268	30.07	33	288	11.46	218	462	47.19
Total	2010-11	1,398	2,320	60.26	134	224	59.82	237	409	57.95
	2011-12	1,730	2,888	59.90	160	272	58.82	294	466	63.09
	2012-13	1,324	2,268	58.38	183	288	63.54	297	462	64.29

CCTCMIS = CCEE0192 01/02/2014 14:28:52 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	1,270	2,320	54.74	169	224	75.45	172	409	42.05
	2011-12	1,539	2,888	53.29	214	272	78.68	148	466	31.76
	2012-13	1,188	2,268	52.38	228	288	79.17	165	462	35.71
Male	2010-11	1,050	2,320	45.26	55	224	24.55	237	409	57.95
	2011-12	1,349	2,888	46.71	58	272	21.32	318	466	68.24
	2012-13	1,080	2,268	47.62	60	288	20.83	297	462	64.29
Total	2010-11	2,320	2,320	100.00	224	224	100.00	409	409	100.00
	2011-12	2,888	2,888	100.00	272	272	100.00	466	466	100.00
	2012-13	2,268	2,268	100.00	288	288	100.00	462	462	100.00

CCTCMS = CCEE0192 01/02/2014 14:28:52 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: Tallahassee**  
**Student Participation/Completions**

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
Female	2010-11	7	86	4	27	3	10
	2011-12	11	102	1	34	1	8
	2012-13	7	92	2	20	2	14
Male	2010-11	4	72	1	8	1	10
	2011-12	5	98	0	8	4	12
	2012-13	8	78	3	6	1	20
Total (ALL)	Rpt Year						
	2010-11	11	158	5	35	4	20
	2011-12	16	200	1	42	5	20
	2012-13	15	170	5	26	3	34

CCTCMS = CCEE0192 01/02/2014 14:28:52 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

## 1. Program Analysis

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

### Minority and Non-Minority Completion Trends and Comparisons:

Table 9: Completion Percentages by Racial Category

Year	White AA Degrees	Black AA Degrees	Hispanic AA Degrees
2008-2009	68.52%	21.17%	8.15%
2009-2010	62.08%	28.26%	7.51%
2010-2011	60.26%	27.54%	8.06%
2011-2012	59.90%	28.60%	8.17%
2012-2013	58.38%	25.88%	11.46%
Year	White AS Degrees	Black AS Degrees	Hispanic AS Degrees
2008-2009	60.47%	34.30%	2.33%
2009-2010	57.26%	36.75%	3.85%
2010-2011	59.82%	29.91%	5.36%
2011-2012	58.82%	32.35%	7.72%
2012-2013	63.54%	26.39%	6.60%
Year	White Certificates	Black Certificates	Hispanic Certificates
2008-2009	56.52%	39.37%	2.66%
2009-2010	66.83%	27.43%	4.74%
2010-2011	57.95%	33.50%	4.40%
2011-2012	63.09%	28.11%	6.44%
2012-2013	64.29%	26.19%	5.84%

According to the data in Table 9, completion percentages for White and Black students across the three award types (A.A, A.S., certificates) have been fairly consistent. Completion percentages for Hispanic students for A.S. degrees and certificates are consistent with last year's rate; however, the completion percentages for Hispanic students in A.A. degrees increased 3% over the previous year.

Disproportionate completion rates for Black students compared to White students can be attributed to the fact that less than 10% of A.A. completers are Black males and only 15-16% are Black females. Further, Black males account for less than 7% of A.S. completers and Black females account for 19-20%. Similar patterns exist for the certificate programs.

### Gender Comparisons:

Table 10: Completion Rates by Gender

Year	Female AA Degrees	Male AA Degrees
2008-2009	50.59%	49.41%
2009-2010	52.66%	47.34%
2010-2011	54.74%	45.26%
2011-2012	53.29%	46.71%
2012-2013	52.38%	47.62%
Year	Female AS Degrees	Male AS Degrees
2008-2009	79.07%	20.93%
2009-2010	75.21%	24.79%
2010-2011	75.45%	24.55%
2011-2012	78.68%	21.32%
2012-2013	79.17%	20.83%

Year	Female Certificates	Male Certificates
2008-2009	39.61%	60.39%
2009-2010	26.18%	73.82%
2010-2011	42.05%	57.95%
2011-2012	31.76%	68.24%
2012-2013	35.71%	64.29%

Completion percentages for females and males across the A.A. and the A.S. were consistent from 2008-09 through 2012-13. The percentage of males earning A.S. degrees is much lower than that of females, but males have earned certificates at higher rates than females consistently from 2008-09 through 2012-13.

Table 11: Completion Numbers for LEP and DIS Students

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Year						
Female	2008-2009	7	85	0	21	1	2
	2009-2010	11	113	1	19	1	2
	2010-2011	7	86	4	27	3	10
	2011-2012	11	102	1	34	1	8
	2012-2013	7	92	2	20	2	14
Male	2008-2009	6	88	0	3	0	12
	2009-2010	9	105	0	9	6	7
	2010-2011	4	72	1	8	1	10
	2011-2012	5	98	0	8	4	12
	2012-2013	8	78	3	6	1	20
Total (ALL)	Year						
	2008-2009	13	173	0	24	1	14
	2009-2010	20	218	1	28	7	9
	2010-2011	11	158	5	35	4	20
	2011-2012	16	200	1	42	5	20
	2012-2013	15	170	5	26	3	34

### Number of Students Pursuing Each Degree Type:

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

Year	AA Degree	AS Degree	Certificate	Total (ALL)	Total (AS + Certificate Only)
2008-2009	2,036	172	414	2,622	586
2009-2010	2,516	234	401	3,151	635
2010-2011	2,320	224	409	2,953	633
2011-2012	2,888	272	466	3,626	738
2012-2013	2,268	288	462	3,018	750

**2. Achievement of goals:**

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

Group	AA Degrees	2012/13 Goal	Achieved Y/N	Goals for 2013/14
Black				
Hispanic				
Other				
White				
Male				
Female				
LEP				
DIS		Of the total DIS population, 3% will complete their degree.	Y	Of the total DIS population, 5% will complete their degree by 2014-2015.

Group	AS Degrees	2012/13 Goal	Achieved Y/N	Goals for 2013/14
Black				
Hispanic				
Other				
White				
Male		To increase the percentage of male students who complete A.S. programs over the previous year.	N	Continue working to increase the percentage of male students who complete A.S. programs over the previous year.
Female		To increase the percentage of female students who complete A.S. programs the previous year.	Y	To increase the percentage of female students who complete A.S. programs the previous year.
LEP				
Disability		Of the total DIS population, 3% will complete their degree.	N	Of the total DIS population, 3% will complete their degree.

Group	Certificates	2012/13 Goal	Achieved Y/N	Goals for 2013/14
Black				
Hispanic				
Other				
White				
Male		To increase the percentage of students who complete certificate programs over the previous year.	N	Continue working to increase the percentage of students who complete certificate programs, using 2011-2012 as benchmark.
Female		To increase the percentage of students who complete certificate programs over the previous year.	Y	By 2014-15, increase the percentage of students who complete certificate programs, using 2012-2013 data as a benchmark.
LEP				
Disability		Of the total DIS population, 3% will complete their degree.	Y	Of the total DIS population, 3% will complete their degree.

### 3. Methods and Strategies:

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

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

#### Connect2Complete

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

#### Fostering Achievement Fellowship

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

#### Statway

Since Fall 2010, TCC has partnered with the Carnegie Foundation for the Advancement of Teaching to develop an innovative new method to improve student success. As a part of a collaborative three-year program with seventeen other community colleges across the United States, TCC will help design a new mathematics course structure called Statway for students needing developmental math classes. Statway will help students prepare for and move through transferable college statistics in one year. A five-member TCC team has been formed to work

together to draft, test, implement, and measure the success of the new Statway curriculum. The goal of the program is to improve the retention and success rates of students who are placed in developmental mathematics classes. Since a majority of our students require developmental mathematics courses, this program has the potential to positively impact many TCC students.

#### STEM Center

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

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

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

#### Walmart PRESS

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

- B. Continue to offer degrees and certificates that provide program graduates with access to jobs. For 2012-2013, the TCC District Board of Trustees approved two new A.S. degree programs and twelve certificate programs. The A.S. degree programs include Health Sciences-Surgical Technology Specialist and Environmental Science Technology degree. Certificate programs include: Critical Care Transport for Nursing, Critical Care Transport for Respiratory Care, Critical Transport for Emergency Medical Services, Applied Welding Technologies, Nursing Assistant, Engineering Technologies Support Specialist, Fire Sprinkler Design Technology, Medical Coding and Billing Specialist, Building Construction Specialist, CAD Foundations, Surgical Technology Specialist, and Water Quality Technician. In 2013-14, the District Board of Trustees approved two additional A.S. degree programs, to include Engineering technology and Transition to Registered Nursing.
- C. Continue expanding pathways to expedite transition from developmental education to college credit courses. The Division of Developmental Mathematics offers a fast track developmental course option that allows students to complete two developmental math courses in one semester. This option provides students with the opportunity to satisfy their college preparatory requirements and begin enrolling in college credit courses faster. Students with a Florida

Postsecondary Education Readiness Test (FPERT) math score that falls below college level but, between 108 and 112, may enroll in a bridge course (MAT0055). MAT0055 is an intensive 2-week course during which students take an initial diagnostic to identify their specific area(s) of need, work on modules for the area(s), and take the MAT0028 exit exam to demonstrate mastery of upper-level developmental competencies. Successful completion of the course requires that students pass the exam with a score of 80% or greater. Upon successful completion, students are given exemption credit, which allows them to register for the express session MAT1033. In Fall 2014, the Division of Developmental Mathematics will offer developmental math courses in 4-week mini sessions to expedite the remediation process, thus increasing the number of students that can transition from remediation to college credit courses at a faster pace. Plans are underway to include developmental English and reading courses.

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

#### Academic Advising

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

#### Career and Professional Development

The Career Center continues to assist students, including A.S. and certificate students, with developing professional skills (social networking, work etiquette, and appropriate dress, etc.) and job search skills (resume writing, mock interviews, etc.) to become quality employees. Internship opportunities aligned to the student's stated career goals are also available through the Career Center. Internships allow the student to view their intended career field from the inside, thus helping them determine if this is the right field for them. From initial contact to graduation, Career Center staff reinforces program completion and informs the student the further they progress the more the staff can assist them.

#### Disability Support Services

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

#### Early Alerts and Intervention

TCC has had a home grown early alert system in place since 2004. Faculty report on student attendance and performance for students who have earned less than 18 credit hours and advising

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

#### Institutional Effectiveness

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

#### New Student Orientation (Career Planning and Advising)

In Summer 2013, the New Student Orientation program was deemed mandatory for all new students and redesigned to create targeted orientations for first-time-in-college, developmental education, and transfer student populations. By creating three student-specific groups, the College is able to provide clear and consistent communications, which included tailoring presentations, resources, and materials to each specific group and designating academic advisors to work with each student population. In Fall 2013, the College purchased SIGI<sup>3</sup>, a comprehensive, interactive, computer-assisted career guidance program designed to assist students in making career choices. SIGI<sup>3</sup> combines personal and occupational characteristics to identify career options and has tools students need to help them identify a future major and career path. Beginning Summer 2014, new students will complete the SIGI<sup>3</sup> FastStart prior to orientation and bring their results to orientation where an advisor will discuss the results and encourage the students to take the full assessment and continue their career exploration.

#### Recruitment

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

#### TCC2FSU Golden Guarantee Program

Florida A&M University (FAMU) and Florida State University (FSU) established a presence on the TCC campus with the opening of the Rattler Room and the Seminole Room respectively. TCC students interested in transferring to one of these institutions now have immediate access to the college representatives, without leaving campus, to discuss the admission process and other transfer related topics such as limited access programs and specific prerequisite courses. In Spring 2014, the College partnered with Florida State University to establish the TCC2FSU Golden Guarantee Program to offer guaranteed admission to FSU for students that stay on track and meet all transfer requirements as they complete the Associated in Arts degree at TCC. TCC2FSU prepares students for bachelor's degree programs at FSU with a smooth transition, an easier admission process, small class sizes and personalized advising. To date, 381 students have completed a TCC2FSU Golden Guarantee Program Interest Form. Of those 381 students, 244 have completed admissions applications to TCC. Additional efforts are underway to establish TCC2FAMU and TCC2UWF (University of West Florida) programs.

#### Veterans Center

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

**C. Student Retention by Race and Gender**

The Annual College Equity Update Report for 2013/2014 should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data are provided for full-time and part-time students by race and gender for two years' comparisons: Fall 2011/2012 FTIC students returning Fall 2012/2013 and Fall 2012/2013 FTIC students returning Fall 2013/2014.

Florida College System

College: Tallahassee

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

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

CCTCMIS - Retention 01/16/2014 13:02:14

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

Florida College System

College: Tallahassee

Full-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
<b>FTIC</b>	12	10	469	497	0	3	10	5	140	101	552	512	74	63	1,257	1,191	2,448
<b>Num. Retained</b>	10	7	200	254	0	1	7	4	64	56	371	345	46	35	698	702	1,400
<b>% Retained</b>	83	70	43	51	0	33	70	80	46	55	67	67	62	56	56	59	57

CCTCMIS - Retention 01/16/2014 13:02:14

Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Tallahassee

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

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

CCTCMS - Retention 01/16/2014 13:02:14

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

Florida College System

College: Tallahassee

Part-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	1	2	205	244	0	0	3	4	22	30	176	142	30	30	437	452	889
Num. Retained	0	2	66	113	0	0	1	2	9	14	69	73	9	14	154	218	372
% Retained	0	100	32	46	0	0	33	50	41	47	39	51	30	47	35	48	42

CCTCMS - Retention 01/16/2014 13:02:14

Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

### C. Student Retention by Race and Gender

1. Identify areas by race and gender where the retention rates have not improved from the previous year. Use space as needed.
  - a. Full-time students:  
White males decreased by 4%  
White females decreased by 6%
  - b. Part-time students:  
N/A
2. Identify methods and strategies the college will implement in efforts to increase the retention rates. If methods and strategies differ between full-time and part-time students, please provide information accordingly. Use space as needed.

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

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

### D. Student Success in Targeted Programs

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

Beginning with the 2014/2015 College Equity Update Report, colleges will examine success measures, beginning with student retention in programs and courses identified in this part of §1000.05, F.S.

**Note:** If your college does not collect data related to marital status, please note this in your report.

In preparation of this analysis, colleges should provide current and/or planned methods and strategies developed to increase the participation of any underrepresented students in these courses and programs. Please provide an overview of such methods and strategies. Use space as needed.

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

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

- Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP): This program consists of a coalition of 12 institutions in Florida and one in Georgia. The primary focus of FGLSAMP program is to increase the number of baccalaureate, masters, and doctorate degrees granted to underrepresented students in the science, technology, engineering, and math (STEM) disciplines. TCC has approximately 25 students in the program annually. Internships at Brookhaven National Laboratory are offered each summer to select students in the program. The program provides academic and financial support to students.
- Walmart PRESS: A grant from the Walmart Foundation to bolster broad and substantive faculty and staff engagement strategies and increase the number of faculty and staff involved in the Achieving the Dream reform effort on their respective campuses. Achieving the Dream focuses on students of color and low-income students.
- Black Male Achievers: The program is designed to empower and educate its students on the importance of the successful completion of post-secondary aspirations through academic, social, and social excellence. The program offers academic and occupational support to students such as tutoring sessions.
- Black Student Union: This program strives to create an environment that provides intellectual, educational and academic excellence while also serving our community through opportunities designed to increase the understanding and appreciation of the African American Culture.

TCC/FAMU Bridges to Baccalaureate in Biomedical Sciences: A grant program in partnership with FAMU that provides academic and financial support to underrepresented students who decide to choose majors in the Biomedical Sciences such as Food Science, Agriculture Sciences, Chemistry, Biology, Pharmaceutical Sciences, etc. The program also provides paid summer internships to participate in research opportunities at FAMU.

### E. Student Success Rates in Gatekeeper Courses

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

#### Notes regarding the Disparity reports:

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

#### 1. Program Analysis

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

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

Course	SSR White	SSR Black	SSR Hispanic	Gap: Black-White	Gap: Hispanic-White
MAT1033	Increasing	Increasing	Decreasing	Decreasing (1 year trend)	Increasing
ENC1101	Increasing	Increasing	Increasing	Increasing	Decreasing (Hispanic is exceeding White)
MAC1105	Increasing	Decreasing	Increasing	Increasing	Decreasing (Hispanic is exceeding White)
MGF1106	Decreasing	Decreasing	Decreasing	Increasing	Increasing
STA2023	Decreasing (only 2 years of data)	Decreasing (only 2 years of data)	Decreasing (only 2 years of data)	Increasing (only 2 years of data)	Decreasing (only 2 years of data)

## 2. Continuous Improvement Process:

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

### Florida College System

#### Part III Student Participation

#### Gatekeeper Courses: Disparity Gaps

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

White	2010-11			2011-12			2012-13		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT1033	427	730	58.49	436	747	58.37	428	714	59.94
ENC1101	821	1,166	70.41	927	1,235	75.06	814	1,098	74.13
MAC1105	495	807	61.34	538	833	64.59	500	777	64.35
MGF1106	278	367	75.75	233	297	78.45	222	298	74.50
STA2023	0	0	0.00	241	364	66.21	254	401	63.34

CCTCMIS - Disparity Gap 01/02/2014 14:42:19

Source: SDB2011 - SDB2013 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

### Florida College System

#### Part III Student Participation

#### Gatekeeper Courses: Disparity Gaps

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

Black	2010-11			2011-12			2012-13		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT1033	257	575	44.70	267	715	37.34	296	646	45.82
ENC1101	478	824	58.01	582	957	60.82	439	731	60.05
MAC1105	138	359	38.44	155	354	43.79	111	272	40.81
MGF1106	118	207	57.00	149	235	63.40	95	205	46.34
STA2023	0	0	0.00	85	144	59.03	68	161	42.24

CCTCMIS - Disparity Gap 01/02/2014 14:42:19

Source: SDB2011 - SDB2013 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

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

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

Hispanic	2010-11			2011-12			2012-13		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
<b>Course</b>									
<b>MAT1033</b>	104	154	67.53	96	168	57.14	93	177	52.54
<b>ENC1101</b>	185	249	74.30	196	263	74.52	206	266	77.44
<b>MAC1105</b>	103	152	67.76	108	160	67.50	94	136	69.12
<b>MGF1106</b>	29	46	63.04	30	45	66.67	25	47	53.19
<b>STA2023</b>	0	0	0.00	47	73	64.38	54	83	65.06

CCTCMIS - Disparity Gap 01/02/2014 14:42:19

Source: SDB2011 - SDB2013 Community College Office of Evaluation  
 DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

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

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

Course	2010-11		2011-12		2012-13	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
<b>MAT1033</b>	-13.79	9.04	-21.03	-1.23	-14.12	-7.40
<b>ENC1101</b>	-12.40	3.89	-14.24	-0.54	-14.08	3.31
<b>MAC1105</b>	-22.90	6.42	-20.80	2.91	-23.54	4.77
<b>MGF1106</b>	-18.75	-12.71	-15.05	-11.78	-28.16	-21.31
<b>STA2023</b>	0.00	0.00	-7.18	-1.83	-21.10	1.72

CCTCMIS - Disparity Gap 01/02/2014 14:42:19

Source: SDB2011 - SDB2013 Community College Office of Evaluation  
 DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

Mathematics Strategies

- Faculty from the Science and Mathematics Division and the Developmental Mathematics Division are participating in the STATWAY project which was initiated at the Carnegie Foundation for the Advancement of Teaching at Stanford University. The preliminary results indicate that this approach greatly enhances success in all groups in transitioning from developmental math to

college level statistics. We are continuing to monitor and collect data on the success of the project.

- Over the past year, the Mathematics Division has been researching and planning strategies to assist students with college level mathematics. Due to recent changes in developmental education, the faculty are planning to implement remedies to increase success rates for students in the college level math courses. One major change is to delete the MAT 1033 course pre-requisite for MGF 1106 and MGF 1107. Students will be taught the “just-in-time” algebraic skills that are necessary to be successful in the Liberal Arts Mathematics courses.
- Faculty promoted math class attendance by doing the following:
  - Adopt an “AW” policy which is clear and reasonable
  - Encourage students to share contact information with a classmate to promote a sense of community in the classroom
  - Provide immediate outreach to students when absent (email/phone call)
  - Give frequent in-class graded assignments
  - Data (share success rates tied to attendance)
  - Assign problems to students to present at the start of each class
  - Use “team” games as a method of test review
- Faculty provided strategies for students who receive an Early Alert Warning, earned a “C” in a prerequisite course, or repeating current math course:
  - Student/Instructor Conference to
    - inform students of their current status
    - refer to LC for 30 minute tutoring conference
    - refer students to Student Success Specialist for “life” related issues or assistance creating a Student Success Plan
  - Provide immediate outreach when absent
  - Require written assignment related to relationship/past experience with math
  - Provide student videos about being successful
  - Faculty awareness of multiple alerts
- Student success was promoted by the following:
  - Have in class discussions about math requirements beyond current course
  - Provide feedback on assignments/tests in a timely manner
  - Provide opportunities for group work/activities
  - Positive instructor attitudes/comments to help keep these students encouraged and motivated
  - Push involvement in extra-curricular activities
  - Send weekly emails/post online announcements about upcoming deadlines for assignments or tests
  - Remind about Financial Aid Requirements
- Inform students about data related to Learning Commons and student success (success rates based on visits to LC)
- Offer extra credit opportunities tied to Learning Commons attendance and use of resources
- Class tours of LC or classroom visits by the LC staff
- Make certain assignments available only in the Learning Commons
- Faculty referral slips to initiate student visits to LC for 30 minute conferences

- Offer opportunities to regain points on quizzes/tests when “*Smarthinking*” or 30 minute conferences used to assist with corrections
- Frequent in class reminders about resources available both visually (showing location of videos/”*Smarthinking*” in Blackboard) and verbally (announcing LC resources/workshops/C2C pods)
- Weekly newsletter to students about LC events and resources/post LC events in Blackboard
- Students encouraged to “like” LC on Facebook and follow LC on Twitter

### ENC 1101 Strategies

- The English faculty will continue to implement strategies to increase success rates. The faculty are currently piloting and evaluating two different software systems that students will be able to use to assist with mastery of skills.
- Faculty are developing a “home-grown” on-line support system to help students remediate targeted grammar errors.
- Faculty members have coordinated and improved access to a wide range of resources already available via the Learning Commons and on-line English Handbook.
- Many faculty require students to submit essays to *Smarthinking* for comprehensive feedback on writing and grammar concerns and use these responses as a drafting tool to assist students in creating coherent and cohesive essays.
- The English faculty continued training sessions for new adjunct faculty on learning outcome assessment.
- Faculty conduct campus-wide workshops on integrating in-text citations for MLA documentation and reference librarians provide course-specific library/research guides to support students in development of informational literacy skills.
- Reference librarians frequently collaborate with English faculty in research projects and will visit classrooms to assist in research activities.
- Faculty adopted a curriculum which features scaffolding approach whereby students are gradually presented more challenging and analytical tasks in which outside sources are required. All of the major essays now require at least one in-text citation
- Faculty offer one-on-one conferencing with students to address specific concerns.
- Faculty spent additional hours tutoring students in the Learning Commons.
- During the last year, faculty teaching college-credit English collaborated with faculty teaching developmental English to develop strategies to assist students in response to changes in developmental English and reading. One strategy to assist students is the linking of ENC 1101 and ENC 0027 where students can earn college credit English and still continue to receive direct classroom instruction on skill deficiencies that will be implemented in the upcoming semester.

## **Part IV**

### **Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities**

**This Part applies to all college academic programs.**

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

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

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by §1007.264 and §1007.265, Florida Statutes, Rule 6A-10.041, FAC.

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

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

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

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

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

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

- A. Rule 6A-10.041, FAC**, was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. Colleges should submit as Appendix 4, copies of the policies and procedures developed for compliance with Rule 6A-10.041, FAC.

**There is no Appendix 4, as noted in the statement that follows:**

**TCC has never required that students diagnosed with a math learning disability and eligible for a course substitution to complete the developmental coursework before being granted a course substitution. In programs of study where math pre-requisites exist for required courses (i.e. Chemistry or Anatomy and Physiology), students with a math disability diagnosis are permitted one attempt of the course without completing the pre-requisite.**

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

**Provide the following information for eligible students with disabilities, using Form CSR01.**

**Course Substitution Report, Form CSR01**

**List the number of students by disability who requested and received course substitutions. Include the required course for which a substitution was requested, the substituted course provided and the discipline area (i.e., mathematics) beginning with the fall semester of the preceding academic year.**

<b>Disability</b>	<b>Number of students</b>	<b>Required Course(s)</b>	<b>Substituted Course(s)</b>	<b>Discipline Area</b>
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disabilities	38	<b>MGF1106</b>	<b>EME2040 CGS1060 OCE1001 BSC1005 BSC1050 AST1002 ESC1000</b>	<b>Mathematics</b>
		<b>MGF1107</b>	<b>EME2040 CGS1060 OCE1001 BSC1005 BSC1050 AST1002 ESC1000</b>	<b>Mathematics</b>
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

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

<b>Semester</b>	<b>Number of substitutions requested</b>	<b>Number of substitutions granted</b>
<b>Fall</b>	<b>20</b>	<b>20</b>
<b>Spring</b>	<b>6</b>	<b>6</b>
<b>Summer</b>	<b>12</b>	<b>12</b>

### **PART V**

#### **GENDER EQUITY IN ATHLETICS**

**(Do not include Part V if the college does not offer intercollegiate athletics)**

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

This year’s Gender Equity in Athletics Update should include:

- A. an assessment of its athletic programs on each of the statutory areas listed below;
- B. a copy of the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2013 (submitted annually to the U.S. Department of Education Policy and Budget Development Staff and as required by section 485(g) of the Higher Education Act of 1965); and
- C. *Corrective Action Plan*, if applicable. The college may find it necessary to update an existing plan or create a new corrective action plan if it determines it is out of compliance with any of the following components of the Florida Educational Equity Act.

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

The following areas are required to be addressed in the assessment:

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

The assessment should be a narrative evaluation of the effectiveness of efforts within the athletic program to ensure equity according to the factors listed in this part and for efforts toward gender equity participation and coaching equity in the report year. Use space as needed.

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

**B. Data Assessment:** Colleges should also include data related to: employment of athletic directors and coaches; sports offerings for males and females; and student athletic participation rates by gender for 2011/2012 and 2012/2013.

- 1) In response to this requirement, the college should insert the most recent EADA Survey Federal Report as Appendix 5.
- 2) To determine if the student athletic participation rates are proportionately equal to the college's rates of male and female enrollment, the college should complete the following table based on data from the EADA Survey Federal Report:

**Athletic Participation by Gender Compared to Student Enrollments by Gender for 2012/2013 and 2013/2014**

	2012/2013			2013/2014			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	38	30	68	Total Number of Athletes	39	24	63
% of Athletes by Gender	55.9%	44.1%	100%	% of Athletes by Gender	61.9%	38.1%	100%
Total Number Enrollments	3,568	3,272	6,840	Total Number Enrollments	3,295	3,060	6,355
% of Enrollments by Gender	52.2%	47.8%	100%	% of Enrollments by Gender	51.8%	48.2%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	+3.9%	-3.9%		Record the difference between the percent of athletes and the percent of students enrolled:	+10.1%	-10.1%	

**Proportionality of Participation:**

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

**2012-2013: YES**

**2013-2014: NO**

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all colleges offering intercollegiate sports. Use Table B (above) to show the relationship between the rate at which females are enrolled full-time in the college and the rate at which females are participating in intercollegiate sports.

C. Following the college’s assessment outlined in parts A and B, the college should check at least one component below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:

- accommodation of interests and abilities
- substantial proportionality
- history and practice of expansion of sports

D. If there are any disparities in section A or B, or if the college has a disproportionate rate of female participates compared to female enrollments, a priority corrective action plan for compliance shall be included in this report.

**Corrective Action Plan for Non-Compliance Components in Athletics**

Specify modifications proposed for 2013/2014 and include a time line for completion of the plan.

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
<p>Athletic Participation by Gender Compared to Student Enrollments by Gender for 2012/2013 and 2013/2014</p>	<p>The disparity in participation numbers for 2013-14 is not a reflection of Tallahassee Community College’s commitment to gender equity, but rather circumstances applicable to the current year.</p> <p>Women’s basketball lost five participants who would have been counted otherwise – two student-athletes were ineligible for fall participation, one suffered a season-ending injury during preseason workouts and left the team, and two opted to sit out the entire season to improve their academics in order to be better prepared for the 2014-15 season and transfer to a four-year school.</p> <p>With the exception of the student who suffered the injury and left the team, the other four individuals remained part of the team – they attended practice, games, study hall, etc., and were held to the same standards as the young ladies on the floor. They remained on scholarship and continued to have access to the same services and resources as their teammates. Current OCR language did not allow me to count them as participants, however.</p> <p>Had I been able to count these five individuals, the difference between the percent of athletes and percent of students enrolled would have been 5.6%, just outside the target. At that point, the difference could’ve been largely attributed to the change in % of enrollment by</p>	<p>Rob Chaney, Director of Athletics</p> <p>(850) 201-6085 <a href="mailto:chaneyr@tcc.fl.edu">chaneyr@tcc.fl.edu</a></p>	<p>Feasibility study to be completed by Fall 2014</p>

	<p>gender from 2012-13 to 2013-14.</p> <p>Moving forward, Tallahassee Community College is in the process of developing a feasibility study for adding additional sports. Those under consideration are volleyball, men's and women's soccer and women's cross country. If and when a sport is added, it will be a female sport.</p>		
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**E. Presidential Evaluation:**

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

Yes  No  Month and Date of Evaluation: July 2013

If not, please ensure completion of the evaluation prior to submission of the 2014/2015 College Annual Equity Update Report.

## **PART VI EMPLOYMENT EQUITY ACCOUNTABILITY PLAN**

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

### **A. Data, Analysis and Benchmarks of Underrepresented Groups:**

#### **Employment Analysis**

Data to evaluate employment trends for females and minorities in senior-level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff and continuing contract instructional positions are from the Annual Personnel Report (APR) and includes the collection years for 2009/2010 through 2013/2014.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2012/2013 with 2013/2014. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

#### **Benchmarks**

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

**Senior-Level Administrators (Executive/Administrative/Managerial Staff)**

**Florida College System**

**College: Tallahassee**

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

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

Census							Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2009-10		2010-11		2011-12		2012-13		2013-14		# DIF 2012-13 2013-14	% DIF 2012-13 2013-14
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	3,672	9.7	2,326	8.5	22.4%	1	3.6	1	4.5	2	8.0	2	8.3	3	13.6	1	50.0%
	Male	2,381	6.3	1,837	6.7	12.1%	0	0.0	0	0.0	0	0.0	0	0.0	2	9.1	2	100.0%
	Total	6,053	16.0	4,163	15.2	34.5%	1	3.6	1	4.5	2	8.0	2	8.3	5	22.7	3	150.0%
Hispanic	Female	482	1.3	328	1.2	7.57%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	367	1.0	397	1.5	3.59%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	849	2.2	725	2.6	11.2%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.48%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.32%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	0.80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	821	2.2	764	2.8	5.34%	0	0.0	0	0.0	0	0.0	1	4.2	1	4.5	0	0.0%
	Male	609	1.6	1,058	3.9	3.46%	1	3.6	1	4.5	1	4.0	0	0.0	0	0.0	0	0.0%
	Total	1,430	3.8	1,822	6.7	8.80%	1	3.6	1	4.5	1	4.0	1	4.2	1	4.5	0	0.0%
White	Female	14,744	39.1	9,364	34.2	22.1%	13	46.4	10	45.5	11	44.0	11	45.8	8	36.4	-3	( 27.3%)
	Male	14,666	38.9	11,291	41.3	22.7%	13	46.4	10	45.5	11	44.0	10	41.7	8	36.4	-2	( 20.0%)
	Total	29,410	77.9	20,655	75.5	44.8%	26	92.9	20	90.9	22	88.0	21	87.5	16	72.7	-5	( 23.8%)
Total	Female	19,719	52.2	12,782	46.7	57.9%	14	50.0	11	50.0	13	52.0	14	58.3	12	54.5	-2	( 14.3%)
	Male	18,023	47.8	14,583	53.3	42.1%	14	50.0	11	50.0	12	48.0	10	41.7	10	45.5	0	0.0%
	Total	37,742	100.0	27,365	100.0	100%	28	100.0	22	100.0	25	100.0	24	100.0	22	100.0	-2	( 8.3%)

CCTCMIS EQUITY 01/02/14 14:46:53 Source: APR2010 - APR2014, 2009 American FactFinder Educational Attainment Census Data, SDB2013

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

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

**1. Senior-Level Administrators (Executive/Administrative/Managerial Staff):**

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

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

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

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (select benchmark)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014/2015
Black	11.1%	22.7	15.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	11.1%	13.6	8.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	0.0%	9.1	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Hispanic	0.0%	0.0%	2.6%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	0.0%	0.0%	1.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	0.0%	0.0%	1.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
White	83.3%	72.7	75.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	38.9	36.4	34.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	44.4	36.4	41.3%	Within 10% of the US Census	Yes	Within 10% of the US Census
Other Minority	5.6%	4.5	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	5.6%	4.5	2.8%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	0.0%	0.0%	2.9%	Within 10% of the US Census	Yes	Within 10% of the US Census
by Gender	100%	100.0	100%	Within 10% of the US Census	Yes	Within 10% of the US Census
Female (total)	55.6%	54.5	46.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Male (total)	44.4%	45.5	53.3%	Within 10% of the US Census	Yes	Within 10% of the US Census

Employment of EAM compared to Census Population with a Graduate Degree or higher

The College has met its goal for female and minority representation to come within ten percentage points of the census population for female and minorities that have earned a graduate degree or higher. The goal of the College is to continue its efforts of having the percentage of EAM employees, in each national census category, fall within ten percentage points of the census population with graduate degrees or higher. As it has been in prior Equity Reports, the College

has continued its efforts to close the gap for African American representation as compared to the national census, and in 2013 the College's efforts have come to fruition. The gap for African American representation in EAMs at TCC, as compared to the national census has closed. In fact, the College now exceeds the national census by 5.1% for African American female and 2.4% for African American males. The total representation of African American exceeds the national census by 7.5% for 2013.

Female representation in EAMs continues to be stable, with a slight decrease of .7% since 2012, decreasing from 55.6% to 54.5%. The College continues to achieve its goal for female EAM representation, surpassing the national census representation by 7.8%. While the increase in female representation has produced a decrease in male representation, male representation saw an increase of 1.1% for 2013.

The College continues to be within ten percentage points of EAM employment for Hispanics with graduate degrees or higher. The College continues to meet its goal for *other minorities*, although there was a 1.15 drop in representation from 5.6% to 4.5% in 2013. The College is within 2.2% meeting the national representation for *other minorities*.

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

The College continues to make inroads into increasing female and minority representation in the EAM category. In 2013 the College promoted an African American Female, two African American Males and one White Male to the position of Associate Dean. The College also promoted an African American Female from Associate Dean to full Dean. The College will continue to strive to add Hispanics to the ranks of its EAM employees. Accidentally, it is the goal of the College to have the percentage of EAM employees in each category fall within ten percentage points of the census population having graduate degrees or higher.

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

Over the past year, the economy has continued to improved, which has allowed the College's past budget barriers to be somewhat eradicated. However, the College continues to compete with other colleges in the city of Tallahassee, as well as the state of Florida, and colleges located throughout the southeastern part of the U.S. for executive team members.

**Full-time Instructional Staff**

**Florida College System**

**College: Tallahassee**

**Historical Track Of College Full-Time Instructional Staff**

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

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2009-10		2010-11		2011-12		2012-13		2013-14			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14
Black	Female	3,672	9.7	2,326	8.5	22.4%	19	10.3	16	9.1	17	9.1	19	9.8	22	11.5	3	15.8%
	Male	2,381	6.3	1,837	6.7	12.1%	16	8.7	16	9.1	17	9.1	17	8.8	16	8.3	-1	( 5.9%)
	Total	6,053	16.0	4,163	15.2	34.5%	35	19.0	32	18.3	34	18.3	36	18.6	38	19.8	2	5.6%
Hispanic	Female	482	1.3	328	1.2	7.57%	5	2.7	7	4.0	7	3.8	8	4.1	8	4.2	0	0.0%
	Male	367	1.0	397	1.5	3.59%	4	2.2	6	3.4	7	3.8	8	4.1	8	4.2	0	0.0%
	Total	849	2.2	725	2.6	11.2%	9	4.9	13	7.4	14	7.5	16	8.2	16	8.3	0	0.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.48%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.32%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	0.80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	821	2.2	764	2.8	5.34%	2	1.1	2	1.1	2	1.1	3	1.5	3	1.6	0	0.0%
	Male	609	1.6	1,058	3.9	3.46%	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5	1	100.0%
	Total	1,430	3.8	1,822	6.7	8.80%	2	1.1	2	1.1	2	1.1	3	1.5	4	2.1	1	33.3%
White	Female	14,744	39.1	9,364	34.2	22.1%	79	42.9	74	42.3	80	43.0	83	42.8	83	43.2	0	0.0%
	Male	14,666	38.9	11,291	41.3	22.7%	59	32.1	54	30.9	56	30.1	56	28.9	51	26.6	-5	( 8.9%)
	Total	29,410	77.9	20,655	75.5	44.8%	138	75.0	128	73.1	136	73.1	139	71.6	134	69.8	-5	( 3.6%)
Total	Female	19,719	52.2	12,782	46.7	57.9%	105	57.1	99	56.6	106	57.0	113	58.2	116	60.4	3	2.7%
	Male	18,023	47.8	14,583	53.3	42.1%	79	42.9	76	43.4	80	43.0	81	41.8	76	39.6	-5	( 6.2%)
	Total	37,742	100.0	27,365	100.0	100%	184	100.0	175	100.0	186	100.0	194	100.0	192	100.0	-2	( 1.0%)

CCTCMIS EQUITY 01/02/14 14:54:17 Source: APR2010 - APR2014, 2009 American FactFinder Educational Attainment Census Data, SDB2013

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

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

## 2. Full-time Instructional Staff:

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

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

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

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (select Benchmark)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014/2015
Black	18.6%	19.8	15.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	9.8%	11.5	8.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	8.8%	8.3	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Hispanic	8.2%	8.3	2.6%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	4.1%	4.2	1.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	4.1%	4.2	1.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
White	71.6%	69.8	75.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	42.8%	43.2	34.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	28.9%	26.6	41.3%	Within 10% of the US Census	No	Within 10% of the US Census
Other Minority	1.5%	2.1	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	1.5%	1.6	2.8%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	0.0%	0.5	2.9%	Within 10% of the US Census	Yes	Within 10% of the US Census
by Gender	100%	100%	100%	Within 10% of the US Census	Yes	Within 10% of the US Census
Female (total)	58.2%	60.4	46.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Male (total)	41.8%	39.6	53.3%	Within 10% of the US Census	No	Within 10% of the US Census

Employment of EAM compared to Census Population with a Graduate Degree or higher

Not only has the College met its goals of female and minority faculty coming within ten percentage points of the census population having earned a graduate degree or higher, but the College has actually exceeded its minority and female representation goals. African Americans

have exceeded census representation by 4.6%, Hispanics have exceeded the census by 5.7% and females have exceeded the census by more than 10.5%.

Unfortunately, faculty representation for males has fallen below the census by 13.7%, thereby preventing the College of reaching its goal of having no representation gaps of 10% or greater.

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

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

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

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

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

## Full-time Continuing Contract Instructional Staff

### Florida College System

#### College: Tallahassee

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

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2009-10		2010-11		2011-12		2012-13		2013-14			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14
Black	Female	3,672	9.7	2,326	8.5	22.4%	14	9.0	11	7.6	10	6.7	12	8.2	12	8.0	0	0.0%
	Male	2,381	6.3	1,837	6.7	12.1%	13	8.4	15	10.4	15	10.0	14	9.5	13	8.7	-1	( 7.1%)
	Total	6,053	16.0	4,163	15.2	34.5%	27	17.4	26	18.1	25	16.7	26	17.7	25	16.7	-1	( 3.8%)
Hispanic	Female	482	1.3	328	1.2	7.57%	3	1.9	6	4.2	7	4.7	7	4.8	7	4.7	0	0.0%
	Male	367	1.0	397	1.5	3.59%	4	2.6	4	2.8	4	2.7	4	2.7	6	4.0	2	50.0%
	Total	849	2.2	725	2.6	11.2%	7	4.5	10	6.9	11	7.3	11	7.5	13	8.7	2	18.2%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.48%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.32%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	0.80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	821	2.2	764	2.8	5.34%	0	0.0	0	0.0	1	0.7	2	1.4	2	1.3	0	0.0%
	Male	609	1.6	1,058	3.9	3.46%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	1,430	3.8	1,822	6.7	8.80%	0	0.0	0	0.0	1	0.7	2	1.4	2	1.3	0	0.0%
White	Female	14,744	39.1	9,364	34.2	22.1%	71	45.8	63	43.8	63	42.0	62	42.2	65	43.3	3	4.8%
	Male	14,666	38.9	11,291	41.3	22.7%	50	32.3	45	31.3	50	33.3	46	31.3	45	30.0	-1	( 2.2%)
	Total	29,410	77.9	20,655	75.5	44.8%	121	78.1	108	75.0	113	75.3	108	73.5	110	73.3	2	1.9%
Total	Female	19,719	52.2	12,782	46.7	57.9%	88	56.8	80	55.6	81	54.0	83	56.5	86	57.3	3	3.6%
	Male	18,023	47.8	14,583	53.3	42.1%	67	43.2	64	44.4	69	46.0	64	43.5	64	42.7	0	0.0%
	Total	37,742	100.0	27,365	100.0	100%	155	100.0	144	100.0	150	100.0	147	100.0	150	100.0	3	2.0%

CCTCMIS EQUITY 01/02/14 14:59:47 Source: APR2010 - APR2014, 2009 American FactFinder Educational Attainment Census Data, SDB2013

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

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

### 3. Full-time Continuing Contract Instructional Staff:

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

The College has continued to experience an increase during this academic period in female and all minority faculty representation for full-time Continuing Contract Instructional Staff. The College also continues to meet its goal of falling within ten percentage points of the census population with graduate degrees or higher for faculty representation in this category.

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

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (select benchmark)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014/2015
Black	16.7%	16.7	15.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	6.7%	8.0	8.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	10.0%	8.7	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Hispanic	7.3%	8.7	2.6%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	4.7%	4.7	1.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	2.7%	4.0	1.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
White	75.3%	73.3	75.5%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	42.0%	42.2	34.2%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	33.3%	31.3	41.3%	Within 10% of the US Census	Yes	Within 10% of the US Census
Other Minority	0.7%	1.3	6.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
-female	0.7%	1.3	2.8%	Within 10% of the US Census	Yes	Within 10% of the US Census
-male	0.0%	0.0	2.9%	Within 10% of the US Census	Yes	Within 10% of the US Census
by Gender	100%	100%	100%	Within 10% of the US Census	Yes	Within 10% of the US Census
Female (total)	54.0%	57.3	46.7%	Within 10% of the US Census	Yes	Within 10% of the US Census
Male (total)	46.0%	42.7	53.3%	Within 10% of the US Census	Yes	Within 10% of the US Census

Employment of Full-Time Continuing Contract Instructors compared to Census Population with a Graduate Degree or higher

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

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

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

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

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

- 1) The college should provide a summary of results as requested in §1012.86(3)(a), F.S., which provides that:**

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

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

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

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

- 2) The college should provide a summary of results as requested in §1012.86(3)(b), F.S., which provides that:**

Florida College System institution boards of trustees shall annually evaluate the performance of the Florida College System institution presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of Education as part of the Florida College System institution's annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

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

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

**C. Additional Requirements:**

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

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

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

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

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

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

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

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

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

- 5) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

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

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	# of New Hires*	Salary Range	# of Existing Employee(s) with Comparable Experience	Salary Range
Library/Student & Academic Affairs/Other Ed Service Occ	1 (B)	\$24,255.08 - \$49,439.90	35	\$25,186.00 – \$94,186.00
Comm/Social Srv/Legal / Arts /Design/Entertain/Sports/Media	14 (6-B) (8-W)	\$23,271.00 - \$42,243.40	41	\$24,201.72 - \$66,414.40
Business & Financial Operation	10 (3-B) (1-A) (6-W)	\$26,057.00 - \$50,756.00	146	\$26,057.00 - \$67,931.20
Computer Engineering & Sci	2 (W)	\$38,168.30 - \$49,677.15	37	\$21,950.79 - \$77,574.76
Instructional Staff	15 (1-A) (6-B) (7-W) (1-U)	\$43,575.00 - \$56,925.00	194	\$41,177.00- \$94,186.00
Executive/Managers/Directors	8 (5-B) (3-W)	\$55,081.60 - \$132,500.00	38	\$49,181.00 - +190,000.00

\* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2013 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, 2013.”

**FLORIDA EDUCATIONAL EQUITY ACT**  
**2013/2014 ANNUAL EQUITY UPDATE REPORT**  
*Signature Page*

Tallahassee Community College  
(name of institution)

The college ensures that §1000.05, F.S. and §1012.86, F.S., and implementing Rules 6A-19.001, FAC, through 6A-19.010, FAC, 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, ethnicity, national origin, gender, disability, age or marital status.

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

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

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

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Name (Equity Officer)	Date
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Name (College President)	Date
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Name (Chair, College Board of Trustees)	Date
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This concludes the Annual Equity Update Report for 2013/2014.

# **APPENDIX 1**

## **Policy of Nondiscrimination**

## TALLAHASSEE COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES POLICY

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

### A. EQUAL OPPORTUNITY

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

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

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

### B. POLICY STATEMENT

1. The College is committed to having a learning and working environment that is free of discrimination, sexual misconduct, and unlawful harassment. Discrimination, sexual misconduct, or harassment of students or employees in the learning and/or working

environment will not be tolerated. Accordingly, members of the college community, including students, faculty, administrators, staff, vendors and the public can expect professional and courteous treatment at all times.

2. It shall be a violation of this policy for a student, faculty member, administrator, or staff member of the College to discriminate against, participate in sexual misconduct, or harass another student, faculty member, administrator, staff member, or vendor.
3. The College will not tolerate retaliation against employees or witnesses for filing complaints, or protesting practices which are prohibited under this policy.
4. Terms and conditions of employment based on a bona fide occupational requirement or distinction (i.e. gender specific restrooms, athletic activities, or other areas) is not a violation of this policy.
5. Discrimination, sexual misconduct, and unlawful harassment on the part of vendors toward any member of the College community will not be tolerated. Vendors will be required to promptly investigate claims of discrimination, sexual misconduct, or harassment reported against their employees or subcontractors.

## C. DEFINITIONS

1. Discrimination is defined as treating any member of the College community differently than others on the basis of race, color, ethnicity, genetic information, national origin, religion, gender, marital status, disability, age or other legally protected classifications.

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

- a. Disparate treatment in employment, job placement, promotions, demotions, salaries or wages, benefits, terms and conditions of employment, on the basis of one of the protected categories outlined above in III(A).
  - b. Limiting a person's access to athletic, social, cultural or other activities of the college on the basis of one of the protected categories outlined above in III(A).
2. Sexual Misconduct is defined as a range of behaviors including rape, sexual assault (which includes any kind of nonconsensual sexual contact), sexual harassment, intimate partner violence, stalking, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing.
    - a. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or communication of a sexual nature when:
      1. Submission to or rejection of such conduct is used explicitly or implicitly as a basis for any decision affecting terms or conditions of an individual's employment, academic status, participation in any program or activity, receipt of College services; or

2. Such conduct has the purpose or effect of interfering with an individual's work performance or academic experience by creating an intimidating, hostile, or offensive environment for work or learning.

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

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

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

## D. REPORTING, INVESTIGATION, AND RESOLUTION

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

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

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

## 2. Investigation

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

## 3. Resolution

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

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

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

## E. RETALIATION

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

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

## F. CONFIDENTIALITY/PUBLIC RECORDS

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

## G. FALSE COMPLAINTS

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

## H. DISCIPLINE

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

# **APPENDIX 2**

## **The College's Grievance or Complaint Procedures**

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

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

The College assures prompt and impartial consideration of grievances.

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

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

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

## A. Initiating the Procedure

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

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

### Step One: Filing a Grievance

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

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

### Step Two: Review by Next Level Supervisor

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

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

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

### Step Three: Review by Vice President for Administrative Services

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

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

#### Step Four: Appeal to the President

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

### **B. Review by Grievance Committee**

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

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

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

#### Step Five: Appeal to the Board

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

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

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

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

## TALLAHASSEE COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES POLICY

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

### I. EQUAL OPPORTUNITY

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

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

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### J. POLICY STATEMENT

6. The College is committed to having a learning and working environment that is free of discrimination, sexual misconduct, and unlawful harassment. Discrimination, sexual misconduct, or

harassment of students or employees in the learning and/or working environment will not be tolerated. Accordingly, members of the college community, including students, faculty, administrators, staff, vendors and the public can expect professional and courteous treatment at all times.

7. It shall be a violation of this policy for a student, faculty member, administrator, or staff member of the College to discriminate against, participate in sexual misconduct, or harass another student, faculty member, administrator, staff member, or vendor.
8. The College will not tolerate retaliation against employees or witnesses for filing complaints, or protesting practices which are prohibited under this policy.
9. Terms and conditions of employment based on a bona fide occupational requirement or distinction (i.e. gender specific restrooms, athletic activities, or other areas) is not a violation of this policy.
10. Discrimination, sexual misconduct, and unlawful harassment on the part of vendors toward any member of the College community will not be tolerated. Vendors will be required to promptly investigate claims of discrimination, sexual misconduct, or harassment reported against their employees or subcontractors.

## K. DEFINITIONS

2. Discrimination is defined as treating any member of the College community differently than others on the basis of race, color, ethnicity, genetic information, national origin, religion, gender, marital status, disability, age or other legally protected classifications.  
  
Conduct which falls under the definition of discrimination and which is prohibited by this policy includes, but is not limited to:
  - a. Disparate treatment in employment, job placement, promotions, demotions, salaries or wages, benefits, terms and conditions of employment, on the basis of one of the protected categories outlined above in III(A).
  - b. Limiting a person's access to athletic, social, cultural or other activities of the college on the basis of one of the protected categories outlined above in III(A).
2. Sexual Misconduct is defined as a range of behaviors including rape, sexual assault (which includes any kind of nonconsensual sexual contact), sexual harassment, intimate partner violence, stalking, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing.
  - b. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or communication of a sexual nature when:
    3. Submission to or rejection of such conduct is used explicitly or implicitly as a basis for any decision affecting terms or conditions of an individual's employment, academic status, participation in any program or activity, receipt of College services; or

4. Such conduct has the purpose or effect of interfering with an individual's work performance or academic experience by creating an intimidating, hostile, or offensive environment for work or learning.

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

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

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

## L. REPORTING, INVESTIGATION, AND RESOLUTION

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

### 1. Duty to Report

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

sexual misconduct, unlawful harassment, or retaliation must immediately report this information to the appropriate intake person named above.

- h. All complaints of discrimination and unlawful harassment received by the Student Judicial Officer or College Equity Officer will be logged. The log will include the complainant's name, person whom the complaint is filed against, incident date(s), brief summary, and the resolution. The College Equity Officer is the official custodian of the log.
- i. The Student Judicial Advisor will submit all student complaints, including resolution, to the College Equity Officer for review and inclusion in the log on a monthly basis.
- j. The Student Judicial Advisor and College Equity Officer shall meet each quarter to review the complaint log.

## 2. Investigation

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

## 3. Resolution

- e. For matters involving employees, once the recommendation of the College Equity Officer is approved by the appropriate VP, the complainant will be advised of the results of the investigation.
- f. For matters involving students, once the recommendation of the Student Judicial Officer is reviewed by the College Equity Officer and approved by the Vice President of Student Affairs, the complainant will be advised of the results of the investigation.
- g. If the decision regarding the complaint is not satisfactory for the complainant, it may be appealed to the President. The complainant must file a written appeal to the President within ten days after the decision is rendered. The President may adjudicate the complaint based on the records or may call witnesses or examine other documents as deemed necessary.

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

## M. RETALIATION

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

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

## N. CONFIDENTIALITY/PUBLIC RECORDS

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

## O. FALSE COMPLAINTS

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

## P. DISCIPLINE

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

# **APPENDIX 3**

**New or Revised Policies and Procedures for this  
Period**

**The College has no new or revised  
policies to report**

# APPENDIX 4

## Fall Staff Report

### Policies and Procedures Developed for Compliance with Rule 6A-10.041, FAC.

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

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

<b>TITLE:</b> Substitute Admission and Graduation Requirements	<b>NUMBER:</b> 08-13
<b>AUTHORITY:</b> Florida Statute: 1001.64; 1001.65; 1007.02(2); 1007.264; 1007.265 Florida Administrative Code: 6A-10.041	<b>SEE ALSO:</b>
<b>DATE ADOPTED:</b> 03/19/01; Revised 07/01/08; 05/17/10; 08/20/12	

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

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



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

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

The definitions provided in State Board of Education Rule 6A-10.041, Substitution for Requirements for Eligible Disabled Students at State Universities, Community Colleges, and Postsecondary Vocational Institutions informed and extended by definitions contained in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 for persons with disabilities shall be applied for determining student

eligibility to submit a request for substitution, modification, or waiver of any college requirements for admission or graduation.

While the College is guided by the definitions that follow, the legal authority of the provision of services clearly requires that the institution be concerned with the functional limitations that inhibit student performance.

Disabilities may include but are not limited to physical disability, hearing impairment, visual impairment, and specific learning disabilities including reading or writing disorders, speech or language disorders, mathematics disorders, or other cognitive processing or attention disorders (e.g. Non-Verbal Learning Disability, Attention Deficit Hyperactivity Disorder). Learning disabilities may be developmental (i.e., inherited or congenital), secondary to a neurological disorder, or acquired through trauma (e.g. head injury).

**1. Hearing Impairment:** A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone-hearing loss of deafness, and acoustic trauma hearing loss or deafness.

**2. Visual Impairment:** Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision that may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

**3. Specific Learning Disability:** A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

**4. Orthopedic Impairment:** A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

**5. Speech/Language Impairment:** Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

**6. Emotional or Behavioral Disability:** Any mental or psychological disorder including but not limited to organic brain syndrome, emotional or mental illness, or attention deficit disorders.

**7. Autism Spectrum Disorder:** Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

**8. Traumatic Brain Injury:** An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.

**9. Other Health Impairment:** Any disability not identified in paragraphs (1)(a) through (h) of this rule, except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

## SUBSTITUTIONS

A student seeking a course substitution must meet with a counselor in the DSS office. If a student is determined to be eligible to pursue a course substitution based on disability, the student's academic information will go to a committee consisting of the ADA Coordinator, a DSS representative, a faculty member from the department that a substitution is being requested in, and an enrollment services representative. The committee will review the student's degree goal, academic history, and documentation before making recommendations.

The DSS Coordinator will serve as the primary contact point for persons who may qualify under the terms of statutes. Students with disabilities are asked to self-identify as they register for classes. Students may also be referred by faculty or may make direct contact with the campus DSSs, where they will complete a form, which indicates their disability, as required by the State Auxiliary Learning Aids regulations. In addition, the student will be asked to supply appropriate documentation to verify the disability.

Depending on the disability, the college requires that documentation be sent from a licensed or certified professional such as a medical doctor, neurologist, audiologist, psychologist, education specialist, or other health care specialist and the documentation must include a written statement of the disability (identifying the instruments used), and professional interpretation of testing results. Such documentation of a disability may include, but is not limited to, a physician's statement, vocational rehabilitation records, or public school records.

Students seeking a course substitution and who have learning disabilities should have a psycho-educational or neuropsychological evaluation utilizing an adult evaluation tool which includes a battery of generally accepted, current, and well-standardized assessment tests including IQ, comprehensive academic achievement, and cognitive processing tests.

The College may seek the advice of a qualified outside consultant regarding review of documentation, to validate a disability and the need for accommodation, whenever appropriate.

At the College's option, the student may be required to obtain a second opinion if the documentation does not support the "disability" claim of the student. In addition, the College reserves the right to refer the student to a designated professional for a new evaluation at the College's expense.

As provided in State Board Rule 6A-10.0315, F.A.C., students who qualify for a course substitution may be exempted from the College's preparatory requirements in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

With an "open door" admissions policy, TCC provides equal educational opportunity for every individual. The academic and technical standards required for acceptance to a particular program or for participation in a specific activity shall be carefully studied and documented to provide reasonable access for all students with disabilities.

The College will provide reasonable instructional support services as well as substitution, modification, or waiver of any requirement for admission or graduation for any student with a documented disability which substantially impairs that person's visual, auditory, manual or speaking abilities, or who has a learning disability as recognized by the State Board of Education Rules or ADA (a) where documentation can be provided that the student's failure to meet the requirement is related to the disability, and (b) where the failure to meet the requirement does not constitute a fundamental alteration of the nature of the program of study. A student need not be admitted to a program (a) where the College can demonstrate undue hardship in the provision of the modifications, or (b) where the student, even if modifications are made, poses a direct threat to the health or safety of students, staff or others.

If an Associate of Science Degree has no mathematics requirements except that students are required to show either through Postsecondary Education Readiness Test (PERT) scores or course completion that they have met the requirement that they are college-ready in mathematics. In these cases, the DSS office will work with the department to allow a student to attempt the program without PERT scores or course completion.

The campus DSS Coordinator, working in conjunction with the Deans and Directors will be responsible for maintaining, reviewing, and updating the recommended course substitutions list on a regular basis.

The availability of course substitutions and program admission waivers to qualified students with disabilities will be included in various college-wide publications with sufficient information to assure that the student will know what steps he or she needs to take to initiate the process.

Any student may submit an appeal to the next level of the review process regarding the denial of a course substitution or program admission modification. The findings of the Student Support Services Director may be appealed directly to the Vice President of Student Affairs.

# **APPENDIX 5**

## **Equity in Athletics Disclosure Act**

## Equity in Athletics 2013

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

### Screening Questions

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

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

By Team
  Per Participant

---

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

Men's Teams  
 Women's Teams  
 Coed Teams

---

**3. Do any of your teams have assistant coaches?**

Yes
 
 Men's Teams  
 Women's Teams  
 Coed Teams
 
  
 No

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

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

### 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 type="checkbox"/>	<input type="checkbox"/> Basketball	<input type="checkbox"/>	<input 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"/>	<input type="checkbox"/> Football	<input type="checkbox"/>	<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"/>
Skating	<input type="checkbox"/>	<input type="checkbox"/> Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input 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"/>	<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 type="checkbox"/>	<input 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	<input type="checkbox"/>	<input type="checkbox"/> Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

CAVEAT

\* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please also specify in the caveat box that your institution has a letter from the Office for Civil Rights confirming that the OCR has determined that Dancing and/or Cheerleading are varsity sports at your institution.  
 \* If you save the data on this screen, then return to the screen to make changes, note the following:  
 \* 1) If you select an additional team remember to include associated data for that sport on subsequent screens;  
 \* 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

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

### 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	12	13
Softball		17
<b>Total Participants Men's and Women's Teams</b>	<b>38</b>	<b>30</b>
Unduplicated Count of Participants (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	38	30

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

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

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

### Head Coaches - Men's Teams

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

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

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

### Head Coaches - Women's Teams

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

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

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

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

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

	Men's Team	Women's Team
Average Annual Institutional Salary per Head Coach (for coaching duties only)	63,487	54,519
Number of Head Coaches Used to Calculate the Average	2	2
Number of Volunteer Head Coaches (Do not include these coaches in your salary or FTE calculations)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	63,487	54,519
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	2.00	2.00
CAVEAT		

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

### Assistant Coaches - Men's Teams

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

Varsity Teams	Male Assistant Coaches			Female Assistant Coaches			Total Assistant Coaches	
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis		Full-Time Institution Employee
Baseball	3	0	3					3
Basketball	3	0	3					3
Coaching Position Totals	0	6	0	6	0	0	0	6
CAVEAT								

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

### Assistant Coaches - Women's Teams

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

Varsity Teams	Male Assistant Coaches			Female Assistant Coaches			Total Assistant Coaches	
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis		Full-Time Institution Employee
Basketball	1	0	1	0	1	0	1	2
Softball	0	0	0	0	3	0	3	3
Coaching Position Totals	0	1	0	1	0	4	0	4
CAVEAT								

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

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

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

	Men's Team:	Women's Team:
Average Annual Institutional Salary per Assistant Coach (for coaching duties only)	11,667	7,500
Number of Assistant Coaches Used to Calculate the Average	3	4
Number of Volunteer Assistant Coaches. (Do not include these coaches in your salary or FTE calculations.)	3	1
Average Annual Institutional Salary per Full-time equivalent (FTE)	28,001	20,000
Sum of Full-time Equivalent (FTE) Positions Used to Calculate the Average	1.25	1.50
CAVEAT		

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

### 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	1401,552	529,125	930,677
Ratio (percent)	43	57	100%
CAVEAT			

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

### 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 Team:	Women's Team:	Total
Total	8,000	9,000	17,000
CAVEAT			

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

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

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

Varsity Teams	Participants	Men's Teams Operating Expenses per Participant	By Team	Participants	Women's Teams Operating Expenses per Participant	By Team	Total Operating Expenses
Basketball	12	3,194	38,326	13	2,844	36,971	75,297
Baseball	26	2,451	63,727				63,727
Softball				17	2,322	39,474	39,474
Total Operating Expenses Men's and Women's Teams	38		102,053	30		76,445	178,498
CAVEAT							

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

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

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

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

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	352,448	369,237	721,685
Baseball	342,731		342,731
Softball		413,780	413,780
Total Expenses of all Sports, Except Football and Basketball, Combined	342,731	413,780	756,511
Total Expenses Men's and Women's Teams	695,179	783,017	1,478,196
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			252,284
Grand Total Expenses			1,730,480
CAVEAT			

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

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

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

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	352,448	369,237	721,685
Baseball	342,731		342,731
Softball		413,780	413,780
Total Revenues of all Sports, Except Football and Basketball, Combined	342,731	413,780	756,511
Total Revenues Men's and Women's Teams	695,179	783,017	1,478,196
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			252,284
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,730,480
CAVEAT			

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

### Summary - Men's and Women's Teams

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

	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	126,974	109,038	236,012
2 Total of Assistant Coaches' Salaries	35,001	30,000	65,001
3 Total Salaries (Lines 1+2)	161,975	139,038	301,013
4 Athletically Related Student Aid	401,552	629,125	930,677
5 Recruiting Expenses	8,000	9,000	17,000
6 Operating (Game-Day) Expenses	102,053	76,445	178,498
7 Summary of Subset Expenses (Lines 3+4+5+6)	673,580	753,608	1,427,188
8 Total Expenses for Teams	695,179	783,017	1,478,196
9 Total Expenses for Teams Minus Subset Expenses (Line 8 - Line 7)	21,599	29,409	51,008
10 Not Allocated Expenses			252,284
11 Grand Total Expenses (Lines 8+10)			1,730,480
12 Total Revenues for Teams	695,179	783,017	1,478,196
13 Not Allocated Revenues			252,284
14 Grand Total Revenues (Lines 12+13)			1,730,480
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	0	0	0
16 Grand Total Revenues Minus Grand Total Expenses (Line 14-Line 11)			0

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

### Supplemental Information

- 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 on 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.



# **APPENDIX 6**

## **Staffing Report**

## Human Resources 2013-14

### Human Resources Overview

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

#### Recent changes

There are no changes in reporting for 2013-14. However, clarifications have been made to screens and instructions, to address respondent questions. Also, check out the new FAQs.

Several Occupational Categories have been renamed, to better describe who should be reported in them:

- **New:** Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations (21-0000 + 23-0000 + 27-0000)
- **Old:** Community Service, Legal, Arts, and Media Occupations
  
- **New:** Student and Academic Affairs and Other Education Services Occupations (25-2000 + 25-3000 + 25-9000)
- **Old:** Other Teaching and Instructional Support Occupations

One contract type category has been expanded:

- **New:** Multi-year or continuing or at-will contract
- **Old:** Multi-year contract

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

#### Resources:

- To download the survey materials for this component: Survey Materials
- The IPEDS HR/SOC Information Center can be found at the following website:  
<http://nces.ed.gov/ipeds/resource/soc.asp>. (The resource center includes the IPEDS/SOC crosswalk, SOC information, the IPEDS HR/SOC Browse Tool, and web tutorials.

#### Data reporting reminders:

- Enter data on each displayed screen. If a screen is not applicable, enter at least one zero in a field on the screen.
- Report staff members difficult to categorize in the "Human Resources Survey Evaluation" box at the end of the survey.

To access your prior year data submission for this component: Reported Data

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

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

### Human Resources Screening Questions

Does your institution have any **part-time** staff?

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

Yes

No

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

Yes

No

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

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

No

Yes

Are ALL of the instructional staff military personnel?

No

Yes

Do ALL of the instructional staff contribute their services (e.g., members of a religious order)?

No

Yes

Do ALL of the instructional staff teach pre-clinical or clinical medicine?

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

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

### Human Resources Screening Questions

Does your institution have a tenure system?

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

Yes

No

Does your institution have graduate assistants?

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

Yes

No

Did your institution hire any full-time permanent staff who were included on the payroll of the institution between July 1 and October 31, 2013 either for the *first time* (new to the institution) or *after a break in service* AND who were still on the payroll of the institution as of November 1, 2013? (Exclude persons who have returned from sabbatical leave and full-time instructional staff who are working less-than-9-month contracts.)

If you answer **Yes** to this question and your institution has 15 or more full-time staff, you will be provided the screens to report **full-time permanent new hires** in Part H.

Yes

No

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

**Part A1 - Full-time Instructional Staff**

**Number of Full-time Instructional Staff  
 With Faculty Status  
 Tenured**

As of November 1, 2013

\*Report Hispanic/Latino individuals of any race as Hispanic/Latino

\*Report race for non-Hispanic/Latino individuals only

\*Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<b>Men</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	3	2	1	0	0	0	6
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	3	1	8	1	0	0	13
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	17	3	24	1	0	0	45
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>Total men</b>	23	6	33	2	0	0	64
<b>Women</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	2	0	4	1	0	0	7
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	2	0	0	0	2
Black or African American	1	2	8	0	0	1	12
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	12	7	42	4	0	0	65
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>Total women</b>	15	9	56	5	0	1	86
<b>Total (men+women)</b>	38	15	89	7	0	1	150
Total from prior year							147

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

**Part A1 - Full-time Instructional Staff**

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

As of November 1, 2013

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

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<b>Men</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	2	0	0	0	2
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	1	0	0	0	1
Black or African American	0	0	3	0	0	0	3
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	5	0	0	0	5
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	2	0	0	0	2
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>
<b>Women</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	1	0	0	0	1
Asian	0	0	0	0	0	0	0
Black or African American	0	0	7	1	0	0	8
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	16	1	0	0	17
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	1	0	0	0	1
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>27</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>40</b>
Total from prior year							45

**Part A1 - Full-time Instructional Staff**

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

As of November 1, 2013

Report: Hispanic/Latino Individuals of any race as Hispanic/Latino

Report: race for non-Hispanic/Latino Individuals only

Include: both Primarily Instruction and Instruction Combined with Research and/or Public Service

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<b>Men</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Women</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total from prior year							

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

**Part A1 - Full-time Instructional Staff**

Number of Full-time Instructional Staff  
 With Faculty Status  
 Not on Tenure Track - Annual Contract

As of November 1, 2013

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

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<b>Men</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	1	0	0	0	0	0	1
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>Total men</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Women</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	1	0	0	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Total (men+women)</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
Total from prior year							

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

**Part A1 - Full-time Instructional Staff**

Number of Full-time Instructional Staff  
 With Faculty Status  
 Not on Tenure Track - Less Than Annual Contract

As of November 1, 2013

Report: Hispanic/Latino Individuals of any race as Hispanic/Latino

Report: race for non-Hispanic/Latino Individuals only

Include: both Primarily Instruction and Instruction Combined with Research and/or Public Service

Gender and race/ethnicity	Academic Rank					No academic (A0)	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<b>Men</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Women</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	1	1
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	0	0	0	0	1	1
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
Total from prior year							2

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

**Part A1 - Full-time Instructional Staff**

Number of Full-time Instructional Staff  
 Without Faculty Status  
 As of November 1, 2013

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

Gender and race/ethnicity	Without Faculty Status
<b>Men</b>	
<u>Nonresident alien</u>	0
<u>Hispanic/Latino</u>	0
<u>American Indian or Alaska Native</u>	0
<u>Asian</u>	0
<u>Black or African American</u>	0
<u>Native Hawaiian or Other Pacific Islander</u>	0
<u>White</u>	0
Two or more races	0
<u>Race and ethnicity unknown</u>	0
<b>Total men</b>	0
<b>Women</b>	
<u>Nonresident alien</u>	0
<u>Hispanic/Latino</u>	0
<u>American Indian or Alaska Native</u>	0
<u>Asian</u>	0
<u>Black or African American</u>	0
<u>Native Hawaiian or Other Pacific Islander</u>	0
<u>White</u>	0
Two or more races	0
<u>Race and ethnicity unknown</u>	0
<b>Total women</b>	0
<b>Total (men+women)</b>	0
<b>Total from prior year</b>	

Institution: Tallahassee Community College (137759)  
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**Part A2 - Full-time Instructional Staff**

Number of Full-time Instructional Staff							
As of November 1, 2013							
Report Primarily Instruction and Instruction Combined with Research and/or Public Service separately, as indicated below							
	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure Track	Multi-year, continuing, or at-will contract	Not on Tenure Track Annual contract	Less-than-annual contract		
Total carried forward from previous screens	150	40	0	2	2		0,194
Primarily Instruction	150	40	0	2	2		0,194
<input checked="" type="radio"/> Exclusively credit	146	35	0	1	0	0	182
<input checked="" type="radio"/> Exclusively not-for-credit	0	5	0	1	2	0	8
Combined credit/not-for-credit	4	0	0	0	0	0	4
Instruction/research/public service staff	0	0	0	0	0	0	0

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

**Part A3 - Full-time Instructional Staff - Totals**

Total number of Full-time Instructional Staff			
As of November 1, 2013			
Race/ethnicity	Total men	Total women	Total (men+women)
Nonresident alien	0	0	0
Hispanic/Latino	8	8	16
American Indian or Alaska Native	0	1	1
Asian	1	2	3
Black or African American	16	21	37
Native Hawaiian or Other Pacific Islander	0	0	0
White	51	83	134
Two or more races	0	0	0
Race and ethnicity unknown	2	1	3
<b>Total</b>	<b>78</b>	<b>116</b>	<b>194</b>

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

**Part B1 - Full-time Non-instructional staff**

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

As of November 1, 2013

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

Report race for non-Hispanic/Latino individuals only

Gender and race/ethnicity	Instructional Staff (carried forward from Part A)	Research staff	Public Service staff
<b>Men</b>			
Nonresident alien	0	0	0
Hispanic/Latino	8	0	0
American Indian or Alaska Native	0	0	0
Asian	1	0	0
Black or African American	16	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	51	0	0
Two or more races	0	0	0
Race and ethnicity unknown	2	0	0
<b>Total men</b>	<b>78</b>	<b>0</b>	<b>0</b>
<b>Women</b>			
Nonresident alien	0	0	0
Hispanic/Latino	8	0	0
American Indian or Alaska Native	1	0	0
Asian	2	0	0
Black or African American	21	0	1
Native Hawaiian or Other Pacific Islander	0	0	0
White	63	0	0
Two or more races	0	0	0

Race and ethnicity unknown

Total women

116

0

Total (men+women)

194

0

Total from prior year

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

**Part B1 - Full-time Non-instructional staff**

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

As of November 1, 2013

-Report Hispanic/Latino Individuals of any race as Hispanic/Latino

-Report race for non-Hispanic/Latino Individuals only

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

	0	0	0	0
Black or African American	0	1	3	2
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	7	2	9
Two or more races	0	0	0	0
Race and ethnicity unknown	0	0	1	0
<b>Total women</b>		0	8	7
<b>Total (men+women)</b>		0	10	10
<b>Total from prior year</b>			10	14
				15

Institution: Tallahassee Community College (137759)  
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**Part B1 - Full-time Non-instructional staff**

**Number of Full-time Non-Instructional Staff  
 by Occupational Category**

As of November 1, 2013

-Report Hispanic/Latino Individuals of any race as Hispanic/Latino

-Report race for non-Hispanic/Latino Individuals only

Gender and race/ethnicity	Management Occupations 11-0000	Business and Financial Operations Occupations 13-0000	Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19- 0000	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27- 0000	Healthcare Practitioners and Technical Occupations 29-0000
<b>Men</b>					
Nonresident alien	0	0	0	0	0
Hispanic/Latino	0	2	1	0	0
American Indian or Alaska Native	0	1	0	0	0
Asian	0	1	0	0	0
Black or African American	2	13	1	7	1
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	8	23	24	11	1
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	1	0
<b>Total men</b>	<b>10</b>	<b>40</b>	<b>26</b>	<b>19</b>	<b>2</b>
<b>Women</b>					
Nonresident alien	0	0	0	1	0
Hispanic/Latino	0	2	2	2	1
American Indian or Alaska Native	0	0	0	0	0
Asian					

	1	2	1	0	0
Black or African American	3	46	1	3	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	8	56	6	16	2
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	1	0	0
Total women	12	106	11	22	3
Total (men+women)	22	146	37	41	5
Total from prior year	24	167	56	31	4

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

**Part B1 - Full-time Non-instructional staff**

**Number of Full-time Non-Instructional Staff  
 by Occupational Category**

As of November 1, 2013

\*Report Hispanic/Latino Individuals of any race as Hispanic/Latino  
 \*Report race for non-Hispanic/Latino Individuals only

Gender and race/ethnicity	Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	Sales and Related Occupations 41-0000	Office and Administrative Support Occupations 43-0000	Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000	Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000	Grand Total (All full-time staff)
<b>Men</b>						
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	1	0	3	0	0	15
American Indian or Alaska Native	0	0	0	0	0	1
Asian	1	0	2	0	0	5
Black or African American	42	0	8	0	0	92
American Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	36	0	20	4	0	183
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	1	0	1	0	0	5
<b>Total men</b>	<b>81</b>	<b>0</b>	<b>34</b>	<b>4</b>	<b>0</b>	<b>301</b>
<b>Women</b>						
Nonresident alien	0	0	0	0	0	1
Hispanic/Latino	1	0	4	0	0	21
American Indian or Alaska Native	1	0	0	0	0	4
Asian	0	0	0	0	0	6
Black or African American	23	0	37	0	0	141
American Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	6	2	55	1	0	253
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	3	0	0	6
<b>Total women</b>	<b>31</b>	<b>2</b>	<b>99</b>	<b>1</b>	<b>0</b>	<b>432</b>
<b>Total (men+women)</b>	<b>112</b>	<b>2</b>	<b>133</b>	<b>5</b>	<b>0</b>	<b>733</b>
<b>Total from prior year</b>	<b>104</b>	<b>2</b>	<b>141</b>	<b>6</b>	<b>0</b>	<b>769</b>

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

**Part B2 - Full-time non-instructional staff**

Number of Full-time Non-Instructional Staff

As of November 1, 2013

Occupational category	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure Track	Not on Tenure Track				
			Multi-year, continuing, or at-will contract	Annual contract	Less-than-annual contract		
Research staff	0	0	0	0	0	0	0
Public Service staff	0	0	0	0	1	0	1
Archivists, Curators, and Museum Technicians 25-4010	0	0	0	0	0	0	0
Librarians 25-4020	0	6	0	0	0	4	10
Library Technicians 25-4030	0	0	0	0	0	10	10
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000	0	0	0	0	0	15	15
Management Occupations 11-0000	6	0	0	0	0	16	22
Business and Financial Operations Occupations 13-0000	0	0	0	0	0	146	146
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	0	0	0	0	0	37	37
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	2	0	0	0	0	39	41
Healthcare Practitioners and Technical Occupations 29-0000	0	0	0	0	0	5	5
<b>Total</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>272</b>	<b>283</b>

Total from prior year                      **7**                     

**314 322**



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

**Part G - Salary Worksheet**

**Number of Full-time Non-medical Instructional Staff  
 For Calculation of Total Number of Months**

Annual Salary, 2013-14

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

Gender and academic rank	Months worked				Total Staff for Salary	Total Number of Months	Total full-time, non-medical, instructional staff from Part A	Balance (All other full-time instructional staff)
	12 months	11 months	10 months	9 months				
<b>Men</b>								
Professors	16	0	0	8	24	264		
Associate professors	2	0	0	4	6	60		
Assistant professors	27	0	0	19	46	495		
Instructors	1	0	0	1	2	21		
Lecturers	0	0	0	0	0	0		
No academic rank	0	0	0	0	0	0		
<b>Total men</b>	<b>46</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>78</b>	<b>840</b>	<b>78</b>	<b>0</b>
<b>Women</b>								
Professors	9	0	0	6	15	162		
Associate professors	7	0	0	2	9	102		
Assistant professors	50	0	0	32	82	888		
Instructors	6	0	0	1	7	81		
Lecturers	0	0	0	0	0	0		
No academic rank	2	0	0	1	3	33		
<b>Total women</b>	<b>74</b>	<b>0</b>	<b>0</b>	<b>42</b>	<b>116</b>	<b>1,266</b>	<b>116</b>	<b>0</b>
<b>Total (men+ women)</b>	<b>120</b>	<b>0</b>	<b>0</b>	<b>74</b>	<b>194</b>	<b>2,106</b>	<b>194</b>	<b>0</b>

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

**Part G - Salary outlays for instructional staff**

**Salary Outlays  
 for Full-time Non-medical Instructional Staff**

**Annual Salary Outlays, 2013-14**

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

Gender and academic rank	Total Staff for Salary reporting (from Part G, screen 1)	Total Number of Months (from Part G, screen 1)	Salary Outlays	Weighted Average Monthly Salaries
<b>Men</b>				
Professors	24	264	1,643,844	6,227
Associate professors	6	60	277,312	4,622
Assistant professors	46	495	2,664,609	5,383
Instructors	2	21	107,042	5,097
Lecturers	0	0	0	
No academic rank	0	0	0	
<b>Total men</b>	<b>78</b>	<b>840</b>	<b>4,692,807</b>	<b>5,587</b>
<b>Women</b>				
Professors	15	162	1,025,589	6,331
Associate professors	9	102	405,398	3,974
Assistant professors	82	888	4,679,994	5,270
Instructors	7	81	357,172	4,410
Lecturers	0	0	0	
No academic rank	3	33	130,613	3,958
<b>Total women</b>	<b>116</b>	<b>1,266</b>	<b>6,598,766</b>	<b>5,212</b>
<b>Total (men + women)</b>	<b>194</b>	<b>2,106</b>	<b>11,291,573</b>	<b>5,362</b>

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

**Part G - Salary outlays for non-instructional staff**

Salary Outlays		
For Full-time Non-medical Non-Instructional Staff		
Annual Salary Outlays, 2013-14		
Occupational category	Number of full-time staff (carried forward from previous screens)	Total salary outlays
<u>Research staff</u>	0	0
<u>Public Service staff</u>	1	52,786
<u>Library and Student and Academic Affairs and Other Education Services Occupations</u> 25-4000 + 25-2000 + 25-3000 + 25-9000	35	1,280,101
<u>Management Occupations</u> 11-0000	22	2,932,680
<u>Business and Financial Operations Occupations</u> 13-0000	146	7,800,249
<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	37	2,057,702
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	41	1,899,562
<u>Healthcare Practitioners and Technical Occupations</u> 29-0000	5	223,495
<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	112	3,545,468
<u>Sales and Related Occupations</u> 41-0000	2	50,094
<u>Office and Administrative Support Occupations</u> 43-0000	133	4,704,906
<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	5	240,656
<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	0	0

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

**Part D - Part-time staff**

Number of Part-time Staff

As of November 1, 2013

-Report: Hispanic/Latino Individuals of any race as Hispanic/Latino

-Report: race for non-Hispanic/Latino Individuals only

Gender and race/ethnicity	Primarily Instruction and Instruction/Research/Public Service Staff	Research staff	Public Service staff
<b>Men</b>			
Nonresident alien	0	0	0
Hispanic/Latino	7	0	0
American Indian or Alaska Native	3	0	0
Asian	9	0	0
Black or African American	35	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	172	0	0
Two or more races	1	0	0
Race and ethnicity unknown	0	0	0
<b>Total men</b>	<b>227</b>	<b>0</b>	<b>0</b>
<b>Women</b>			
Nonresident alien	0	0	0
Hispanic/Latino	9	0	0
American Indian or Alaska Native	0	0	0
Asian	4	0	0
Black or African American	49	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	129	0	0
Two or more races	0	0	0

Race and ethnicity unknown	1	0	0
Total women	192	0	0
Total (men + women)	-P 419	0	0
Total from prior year	580		

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

**Part D - Part-time staff**

Number of Part-time Staff

As of November 1, 2013

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

Report race for non-Hispanic/Latino individuals only

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

	0	0	0	0	
Black or African American	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total women	0	0	0	0	0
Total (men-women)	0	0	0	0	0
Total from prior year					

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

**Part D - Part-time staff**

**Number of Part-time Staff**

As of November 1, 2013

-Report: Hispanic/Latino Individuals of any race as Hispanic/Latino

-Report: race for non-Hispanic/Latino Individuals only

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

	0	0	0	0	
Black or African American	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Total women	0	0	0	0	0
Total (men+women)	0	0	0	0	0
Total from prior year					

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

**Part D - Part-time staff**

**Number of Part-time Staff**

As of November 1, 2013

-Report: Hispanic/Latino Individuals of any race as Hispanic/Latino  
 -Report: race for non-Hispanic/Latino Individuals only

Gender and race/ethnicity	Management Occupations 11-0000	Business and Financial Operations Occupations 13-0000	Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19- 0000	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27- 0000	Healthcare Practitioners and Technical Occupations 29-0000
<b>Men</b>					
Nonresident alien	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	3	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
<b>Total men</b>	0	3	0	0	0
<b>Women</b>					
Nonresident alien	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0

Black or African American	0	2	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	3	0	1	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
<b>Total women</b>		0	5	0	1
<b>Total (men+women)</b>		0	8	0	1
<b>Total from prior year</b>			9		

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

**Part D - Part-time staff**

**Number of Part-time Staff**

As of November 1, 2013

\*Report: Hispanic/Latino Individuals of any race as Hispanic/Latino

\*Report: race for non-Hispanic/Latino Individuals only

Gender and race/ethnicity	Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	Sales and Related Occupations 41-0000	Office and Administrative Support Occupations 43-0000	Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000	Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000	Grand Total (All part-time staff)
<b>Men</b>						
Nonresident alien	0	0	1	0	0	1
Hispanic/Latino	0	0	6	0	0	13
American Indian or Alaska Native	0	0	1	0	0	4
Asian	0	0	2	0	0	11
Black or African American	0	0	77	0	0	115
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	46	0	0	218
Two or more races	0	0	0	0	0	1
Race and ethnicity unknown	0	0	0	0	0	0
<b>Total men</b>	0	0	133	0	0	363
<b>Women</b>						
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	9	0	0	18
American Indian or Alaska Native	0	0	2	0	0	2
Asian	0	0	7	0	0	11
Black or African American	0	0	110	0	0	161
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	0	0	96	0	0	229
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	1
<b>Total women</b>	0	0	224	0	0	422
<b>Total (men+women)</b>	0	0	357	0	0	785
<b>Total from prior year</b>			504			1,033

**Part E - Part-time staff**

Number of Part-time Staff

As of November 1, 2013

Occupational category	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure Track	Not on Tenure Track				
			Multi-year, continuing, or at-will contract	Annual contract			
				Less-than-annual contract			
Primarily Instruction	3	0	0	3	413	0	419
Exclusively credit	2	0	0	3	253	0	258
Exclusively not-for-credit	1	0	0	0	159	0	160
Combined credit/not-for-credit	0	0	0	0	1	0	1
Instruction/research/public service staff	0	0	0	0	0	0	0
Research staff	0	0	0	0	0	0	0
Public Service staff	0	0	0	0	0	0	0
Archivists, Curators, and Museum Technicians 25-4010	0	0	0	0	0	0	0
Librarians 25-4020	0	0	0	0	0	0	0
Library Technicians 25-4030	0	0	0	0	0	0	0
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000	0	0	0	0	0	0	0
Management Occupations 11-0000	0	0	0	0	0	0	0
Business and Financial Operations Occupations 13-0000	0	0	0	0	0	8	8
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	0	0	0	0	0	0	0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	0	0	0	0	0	1	1
Healthcare Practitioners and Technical Occupations 29-0000	0	0	0	0	0	0	0

Total	3	0	0	3	413	9	428
Total from prior year	6	0		5	569	9	589

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

**Part F - Part-time summary non-medical**

Summary of Part-time staff

As of November 1, 2013

Occupational category	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure Track	Not on Tenure Track				
			Multi-year, continuing, or at-will contract	Annual contract	Less-than-annual contract		
Primarily Instruction	0	0	0	0	413	0	419
Exclusively credit	0	0	0	0	253	0	258
Exclusively not-for-credit	0	0	0	0	155	0	160
Combined credit/not-for-credit	0	0	0	0	1	0	1
Instruction/research/public service staff	0	0	0	0	0	0	0
Research staff	0	0	0	0	0	0	0
Public Service staff	0	0	0	0	0	0	0
Archivists, Curators, and Museum Technicians 25-4010	0	0	0	0	0	0	0
Librarians 25-4020	0	0	0	0	0	0	0
Library Technicians 25-4030	0	0	0	0	0	0	0
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000	0	0	0	0	0	0	0
Management Occupations 11-0000	0	0	0	0	0	0	0
Business and Financial Operations Occupations 13-0000	0	0	0	0	0	0	0
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	0	0	0	0	0	0	0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	0	0	0	0	0	0	0
Healthcare Practitioners and Technical Occupations 29-0000	0	0	0	0	0	0	0
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	0	0	0	0	0	0	0
Sales and Related Occupations 41-0000	0	0	0	0	0	0	0
Office and Administrative Support Occupations 43-0000	0	0	0	0	0	0	357
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000	0	0	0	0	0	0	0
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	785	0	785

**Part H - New Hires - Full-time instructional staff**

Number of Newly Hired Full-time Permanent Instructional staff

(Hired full time between July 1 and October 31, 2013 and still on payroll of the institution as of November 1, 2013)

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

Report race for non-Hispanic/Latino individuals only

Include Primarily Instruction and Instruction Combined with Research and Public Service

Gender and race/ethnicity	With Faculty status					Without Faculty status	Total
	Tenured	On Tenure Track	Not on Tenure Track				
			Multi-year, continuing, or at-will contract	Annual contract	Less-than-annual contract		
<b>Men</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	1	0	0	0	0	1
Black or African American	0	2	0	0	0	0	2
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	0	1	0	0	0	0	1
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	1	0	0	0	0	1
<b>Total men</b>		0	5	0	0	0	5
<b>Women</b>							
Nonresident alien	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	0	3	0	1	0	0	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	1	4	0	0	1	0	6
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>Total women</b>	1	7	0	1	1	0	10
<b>Total (men+women)</b>	1	12	0	1	1	0	15

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

**Part H - New Hires - Full-time staff**

Number of Newly Hired Full-time staff

(Hired full time between July 1 and October 31, 2013 and still on payroll of the institution as of November 1, 2013)

-Report Hispanic/Latino individuals of any race as Hispanic/Latino  
 -Report race for non-Hispanic/Latino individuals only

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

Black or African  
 American  
 Native Hawaiian  
 or Other Pacific  
 Islander  
 White  
 Two or more  
 races  
 Race and  
 ethnicity  
 unknown  
 Total women  
 Total  
 (men+women)

	11		11	
0	11	11	11	
6			13	
0	11	11		
0	11	11	11	
	11	11	11	
10	0			4
15	0			5

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

**Part H - New Hires - Full-time non-instructional staff**

Number of Newly Hired Full-time Non-instructional Staff

(Hired full time between July 1 and October 31, 2013 and still on payroll of the institution as of November 1, 2013)

\*Report Hispanic/Latino individuals of any race as Hispanic/Latino

\*Report race for non-Hispanic/Latino individuals only

Gender and race/ethnicity	Management Occupations 11-0000	Business and Financial Operations Occupations 13-0000	Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19- 0000	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27- 0000	Healthcare Practitioners and Technical Occupations 29-0000
<b>Men</b>					
Nonresident alien	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	1	0	5	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	0	1	2	4	0
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
<b>Total men</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>0</b>
<b>Women</b>					
Nonresident alien	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0

American Indian or Alaska Native	0	1	0	0	0	
Asian						
Black or African American	0	2	0	1	0	
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	
White	0	5	0	4	0	
Two or more races	0	0	0	0	0	
Race and ethnicity unknown	0	0	0	0	0	
<b>Total women</b>		0	8	0	5	0
<b>Total (men+women)</b>		0	10	2	14	0

**Part H - New Hires - Full-time non-instructional staff and Total New Hires**

Number of Newly Hired Full-time Non-Instructional Staff and Total New Hires

(Hired full time between July 1 and October 31, 2013 and still on payroll of the Institution as of November 1, 2013)

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

Report race for non-Hispanic/Latino individuals only

Gender and race/ethnicity	Service Occupations 91-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	Sales and Related Occupations 41-0000	Office and Administrative Support Occupations 43-0000	Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000	Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000	Grand Total (All full-time new hires)
<b>Men</b>						
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	1	0	1	0	0	3
Black or African American	3	0	3	0	0	15
American Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	4	0	1	0	0	13
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	1
<b>Total men</b>	<b>8</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>32</b>
<b>Women</b>						
Nonresident alien	0	0	0	0	0	0
Hispanic/Latino	1	0	1	0	0	2
American Indian or Alaska Native	0	0	0	0	0	0
Asian	(a)	(a)	(a)	(a)	(a)	16
Black or African American	1	(a)	0	(a)	(a)	0
American Native Hawaiian or Other Pacific Islander	(a)	(a)	(a)	(a)	(a)	30
White	(b)	1	(b)	(a)	(a)	0
Two or more races	(a)	(a)	(a)	(a)	(a)	0
Race and ethnicity unknown	(a)	(a)	1	(a)	(a)	5
<b>Total women</b>	<b>5</b>	<b>1</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>50</b>
<b>Total (men+women)</b>	<b>13</b>	<b>1</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>82</b>

**Summary**

**Human Resources Component Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregate in various Department of Education reports. Additionally, some of the reported data appear specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator updated approximately three months after the data collection period closes and Data Fee Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2014.

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

Number of staff by employment status and occupational category: Fall 2013			
Occupational category	Reported values		FTE staff
	Number of full-time staff	Number of part-time staff	
<b>Total number of staff</b>	733	785	995
<b>Instructional Staff</b>	194	419	334
Primary Instruction	194	419	334
Exclusively credit	182	258	268
Exclusively not-for-credit	8	160	61
Combined credit/not-for-credit	4	1	4
Instruction/research/public service	0	0	0
<b>Research Staff</b>	0	0	0
Public Service Staff	1	0	1
Library and Student and Academic Affairs and Other Education Services Occupations SOC	35	0	35
Librarians, Curators, and Archivists SOC 25-4000	20	0	20
Archivists, Curators, and Museum Technicians SOC 25-4010	0	0	0
Librarians SOC 25-4020	10	0	10
Library Technicians SOC 25-4030	10	0	10
Student and Academic Affairs and Other Education Services Occupations SOC 25-2000 + 25-3000 + 25-9000	15	0	15
Management Occupations SOC 11-0000	22	0	22

Number of staff by employment status and occupational category: Fall 2013			
Business and Financial Operations Occupations SOC 13-0000	146	8	148
Computer, Engineering, and Science Occupations SOC 15-0000 + 17-0000 + 19-0000	37	0	37
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations SOC 21-0000 + 23-0000 + 27-0000	41	1	41
Healthcare Practitioners and Technical Occupations SOC 29-0000	5	0	5
Service Occupations SOC 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	112	0	112
Sales and Related Occupations SOC 41-0000	2	0	2
Office and Administrative Support Occupations SOC 43-0000	133	357	252
Natural Resources, Construction, and Maintenance Occupations SOC 45-0000 + 47-0000 + 49-0000	5	0	5
Production, Transportation, and Material Moving Occupations SOC 51-0000 + 53-0000	0	0	0

NOTE: Full-time-equivalent (FTE) staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included in the above figures. Many of the FTE figures may be included in the DFR.

Salaries of full-time instructional staff by contract length and academic rank: Academic year 2013-14								
Academic rank	Months Covered by Annual Salary				Total Staff for Salary reporting	Total Number of Months	Salary Outlays	Weighted Average Monthly Salaries
	12 months	11 months	10 months	9 months				
All Ranks	120			74	194	2,106	\$11,291,573	\$5,362
Professor	25			14	39	426	\$2,669,433	\$6,266
Associate professor	9			6	15	162	\$682,710	\$4,214
Assistant professor	77			51	128	1,383	\$7,344,603	\$5,311
Instructor	7			2	9	102	\$464,214	\$4,551
Lecturer								
No academic rank	2			1	3	33	\$130,613	\$3,958

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

Human Resources

Tallahassee Community College (137759)

Source	Description	Severity	Resolved	Options
<b>Screen: PT staff by Occupation and R/E/G - 1</b>				
Upload File	This number is outside the expected range of between 435 and 725 based on the prior year value. Please correct your data or explain. (Error #1387)	Explanation	Yes	
Reason:	Decreases in student enrollment led to decreases in part-time instructors.			
<b>Screen: PT staff by Occupation and R/E/G - 4</b>				
Upload File	This number is outside the expected range of between 378 and 630 based on the prior year value. Please correct your data or explain. (Error #1387)	Explanation	Yes	
Reason:	Decreases in student enrollment led to decreases in part-time office support.			
Perform Edits	The total number of part-time staff (men + women) reported (785) is outside the expected range of between 820 and 1,366 based on the prior year value. Please correct your data or explain. (Error #1575)	Explanation	Yes	
Reason:	Decreases in student enrollment led to decreases in part-time instructors and office support.			
Related Screens:	PT staff by Occupation and R/E/G - 4			
<b>Screen: PT staff by Tenure status and Occupation - 1</b>				
Upload File	This number is outside the expected range of between 427 and 711 based on the prior year value. Please correct your data or explain. (Error #1387)	Explanation	Yes	
Reason:	Decreases in student enrollment led to decreases in part-time instructors and office support.			
Upload File	This number is outside the expected range of between 442 and 736 based on the prior year value. Please correct your data or explain. (Error #1387)	Explanation	Yes	
Reason:	Decreases in student enrollment led to decreases in part-time instructors and office support.			