June 20, 2023

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

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

SUBJECT: 2022-2023 Equity Report Update

Item Description
Tallahassee Community College (TCC) submits an annual Equity Report Update to the Florida Department of Education (FLDOE) to 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 TCC is required to submit an annual Equity Report Update to the FLDOE. This report contains the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. The Division of Administrative Services coordinates the completion of the annual Equity Report Update but has the support of the Division of Academic Affairs, Students Affairs, Institutional Effectiveness, and the Athletics Department.

Funding/ Financial Implications
N/A

Past Actions by the Board
TCC's Equity Report Update for 2021-2022 was approved by this Board on April 18, 2022.

Recommended Action
Approve the 2022-2023 Equity Report Update as presented.

Tallahassee Community College
2022-2023 Equity Update
Executive Summary

Tallahassee Community College (TCC or the College) submits an equity update report to the State of Florida each year. The 2022-2023 Annual Equity Update will be presented to the Board of Trustees on June 20, 2023, and upon approval will be signed by the Board Chair and the College's President. This report provides updates on the College's efforts to comply with Florida Statues related to nondiscrimination and equal access to postsecondary education and employment. Updates, observations and planned strategies are addressed for the following equity categories: (1) Employment Equity, (2) Student Participation, and (3) Gender Equity in Athletics. The Florida Department of Education (FLDOE) provided three years of data (2019-2020, 2020 – 2021 and 2021-2022) for each area. All racial/ethnic category labels reported here are those supplied by FLDOE. This summary highlights findings and strategies from the report.

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

> *Goal Highlights:*
> **Executive/Administrative/Managerial (EAM) Staff -** The College met its employment goals within the EAM categories except for the representation of Hispanic employees. Over the last several reporting periods our Hispanic student population has grown. To meet this need, the College will focus on recruitment of Hispanic EAM employees. The College will continue to use the best resources available to attract Hispanic professionals. See full report for more details.
>
> **Instructional Staff -** The College met its employment goals within the Full-Time Instructional Staff categories except for the representation of Total Male employees. The College will continue to recruit nationally for candidates to join our team and provide comparable compensation as other higher education institutions within the State.
>
> **Instructional Staff with Continuing Contract -** The College met its employment goals within the Full-Time Instructional Staff with Continuing Contract categories except for the representation of Black Female faculty. Black Female faculty representation missed the College's goal by .2%. This was due in part to the focus on and success of increasing Black Female student population. The College's Black Female student population has continued to increase over the last three reporting periods. The College will maintain its current support for Annual Contract faculty seeking to become Continuing Contract faculty. This support includes, but is not limited to, the New Faculty Seminar Programs and training requirements presented through the College's Center for Professional Enrichment.

Student Participation – The following four areas of "student participation" are highlighted in the report: Enrollments, Completions, Success in Targeted Programs and Gender Equity in Athletics. Findings and strategies are listed below by area:

> *Goal Highlights:*
> **Enrollments –** The College met its enrollment goals for all Student Enrollment categories by increasing both Black FTIC and Black Total Enrollments.
>
> **Completions -** TCC achieved its goals for 2021-2022 in the percentage of Black Students earning A.A. and A.S. degrees. We did not meet the goals for Black students earning

Certificates, Hispanic students earning A.S. degrees, and Male students earning A.A. and A.S. degrees, or Certificate programs. The College will continue to invest resources in the Pathways to Persistence program, affinity groups (e.g., Black Male Achievers, Men of Color Collective, Sister2Sister, and the Hispanic Alliance for Talented Students) and embedded academic support.

The College continues to focus on strategies that will narrow equity gaps. Through the newly designed Office of Transfer Services, we continue to build out shared experiences between TCC and our local public universities that lead to persistence and completion. We also have plans to expand our mental health resources to help combat the increase in wellness and mental health concerns being experienced by college students post-pandemic. The College, through the Office of Academic Affairs, continues to expand its program review process to ensure viability and relevancy of offered degrees and certificate programs. Finally, the College continues to refine and enhance embedded learning supports in critical gateway courses to help improve success rates of our underrepresented student populations.

Success in Targeted Programs - The College offers several programs that are geared towards increasing student participation in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S. The programs are as follows: Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP), National Science Foundation (NSF) S-STEM, National Institutes of Health (NIH) Bridges to Baccalaureate Degrees, HBCU Rise, Sister 2 Sister, and Black Male Achievers. Each program provides strategies to increase participation for underrepresented students and is outlined in detail in the 2022-2023 Equity Report.

Gender Equity in Athletics -The College continues its commitment to provide equal opportunities to its male and female student-athletes. Seven sports are currently offered: men's and women's basketball, baseball, softball, women's cross country, and men's and women's track (indoor and outdoor). Volleyball, competitive cheer and flag football are under consideration for addition to our athletic offerings.

Goal Highlights:
The College did not meet its goal for gender equity in athletics for this review period. Cross country continues to provide the best opportunity for growth in female participation. The potential to add volleyball, competitive cheer and flag football will also be an opportunity for female participation.

The College assisted in hosting the NJCAA Cross Country National Championships in the Fall '22, which gave the College national exposure for that sport. As the NJCAA sanctions additional sports, such as women's flag football and competitive cheer, the College will continue to research the feasibility of adding opportunities for female participants. All participants, regardless of gender, have access to comparable scholarships and like resources and facilities, in all aspects: housing, travel accommodations, coaches, support staff, and equipment and supplies. Academic support resources are also available to participants from all teams.

Tallahassee Community College

College Annual Equity Update

2022-2023

Template for Submission

Deadlines:
**Part II. College Employment Equity Accountability
Plan – May 1, 2023
Entire College Annual Equity Update – July 3, 2023**

Submission Information
Equity Officer: Renae Tolson
Email: renae.tolson@tcc.fl.edu
Phone: (850) 201-6074
Date: June 20, 2023

Contents

General Information and Applicable Laws for Reporting

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

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

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for inputting data, setting goals, and reflecting on goal achievement. Please use the data supplied by the DFC to complete the tables.

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

For the 2022-23 report, the factors DFC will review for completeness will be embedded after sections of the report and DFC will use these sections to notify colleges of any omitted required information. These will be marked "Completed by Division of Florida Colleges." Example:

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

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

Compliance with House Bill 7
During the 2022 legislative session, House Bill (HB) 7 amended multiple Florida Statutes related to non-discrimination in the Florida Civil Rights Act (FCRA) and Florida Education Code. At the time of the bill's passage, the Florida Department of Education advised colleges to take the necessary action to ensure compliance. When completing the 2022-2023 College Annual Equity Update, colleges are expected to include all updates to board and administrative policies and procedures to conform with the provisions of HB 7.

Part I. Policies and Procedures that Prohibit Discrimination

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

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

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

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

    Response: Click here to enter text.

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.001-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.
    Name/title: Click here to enter text.
    Phone number: Click here to enter text.
    Address: Click here to enter text.
    Email address: Click here to enter text.
    Is this contact's information available in the regular notice of nondiscrimination?
    Make a selection: Select one.

D) Has the college updated the grievance or complaint procedures for use by the aggrieved person(s)? **Make a selection: No** If yes, provide the following applicable updates.

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

E) Grievance procedures should address the following, at a minimum. Confirm if the college is meeting these requirements.

    1) Notifications of these procedures are placed in prominent and common information sources. **Make a selection: Yes**

    2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**

    3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

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

Response: Click here to enter text.

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

Title IX?	**No**
Title II?	**No**
Section 504?	**No**
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	**Yes**
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	**No**
Any additional policies or procedures pertaining to nondiscrimination practices?	**No**
Implementation of HB 7? (If not previously addressed)	**No**

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

Name of the policy and/or procedure(s): The Americans with Disabilities Act
Date of revision: March 20, 2023
Description of the revision: The Americans with Disabilities Act policy received minor updates to existing language.
Web link(s) to document the revision:
https://go.boarddocs.com/fl/tcc/Board.nsf/Private?open&login#

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.001-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		

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

Part II. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

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

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College Full-Time Executive/Administrative/Managerial Staff

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

	2021-22 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2022	EAM Actuals (%) Fall 2022	EAM Goal Met (Yes/No)	EAM Goals for Fall 2023
Black Female	21.9%	20.0%	11.9%	20%	Yes	Within 10% of Student Population
Black Male	12.5%	13.3%	2.5%	13.3%	Yes	Within 10% of Student Population
Hispanic Female	11.4%	-	1.4%	-	No	Within 10% of Student Population
Hispanic Male	10.2%	-	0.2%	-	No	Within 10% of Student Population
Other Minorities Female	2.9%	3.3%	-	3.3%	Yes	Within 10% of Student Population
Other Minorities Male	2.1%	3.3%	-	3.3%	Yes	Within 10% of Student Population
White Female	19.7%	33.3%	9.7%	33.3%	Yes	Within 10% of Student Population
White Male	19.3%	26.7%	9.3%	26.7%	Yes	Within 10% of Student Population
Total Female	56%	56.7%	46%	56.7%	Yes	Within 10% of Student Population
Total Male	44%	43.3%	34%	43.3%	Yes	Within 10% of Student Population

Note: The goal for EAMs in the Fall of 2022 was to be within 10% of the student population.

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: Due to a significant growth in our Hispanic student population, the College did not meet its goal for the Hispanic EAM cohort. To meet the needs of this growing population of students, the College will focus on recruitment of Hispanic EAM employees. The College will continue to use the best resources available, including but not limited to Hispanic Outlook in Higher Education, Hispanic Outlook on Education Magazine, DiverseJobs.Net, Diverse Issues in Higher Education, etc., to attract Hispanic professionals to its campus.

College Full-Time Instructional Staff

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

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Black Female	21.9%	12.9%	11.9%	15.4%	Yes	Within 10% of Student Population
Black Male	12.5%	7.4%	2.5%	7.2%	Yes	Within 10% of Student Population
Hispanic Female	11.4%	4%	1.4%	3.4%	Yes	Within 10% of Student Population
Hispanic Male	10.2%	5.4%	0.2%	3.4%	Yes	Within 10% of Student Population
Other Minorities Female	2.9%	4%	-	3.8%	Yes	Within 10% of Student Population
Other Minorities Male	2.1%	0.5%	-	0.5%	Yes	Within 10% of Student Population
White Female	19.7%	43.6%	9.7%	44.7%	Yes	Within 10% of Student Population
White Male	19.3%	22.3%	9.3%	21.6%	Yes	Within 10% of Student Population
Total Female	56%	64.4%	46%	67.3%	Yes	Within 10% of Student Population
Total Male	44%	35.6%	34%	32.7%	No	Within 10% of Student Population

Note: The goal for Full-time Instructional Staff in the Fall of 2022 was to be within 10% of the student population.

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

Response: The College met its goal for the Full-time Instructional Staff category except for the Total Male cohort. The College will continue its steadfast process to recruit faculty nationally. This past fiscal year, the College hosted two job fairs that attracted highly qualified and talented candidates to join the College. Within the next year, the College will place an enhanced emphasis on recruiting and attracting more males for available faculty positions.

College Full-Time Instructional Staff with Continuing Contract
Informed by the CONT tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Black Female	21.9%	10.4%	11.9%	11.7%	No	Within 10% of Student population
Black Male	12.5%	8.7%	2.5%	8.1%	Yes	Within 10% of Student population
Hispanic Female	11.4%	5.2%	1.4%	5.4%	Yes	Within 10% of Student population
Hispanic Male	10.2%	7.0%	0.2%	5.4%	Yes	Within 10% of Student population
Other Minorities Female	2.9%	5.2%	-	5.4%	Yes	Within 10% of Student population
Other Minorities Male	2.1%	0.9%	-	0.9%	Yes	Within 10% of Student population
White Female	19.7%	40%	9.7%	41.4%	Yes	Within 10% of Student population
White Male	19.3%	22.6%	9.3%	21.6%	Yes	Within 10% of Student population
Total Female	56%	60.9%	46%	64%	Yes	Within 10% of Student population
Total Male	44%	39.1%	34%	36%	Yes	Within 10% of Student population

Note: The goal for Full-time Instructional Staff with Continuing Contract in the Fall of 2022 was to be within 10% of the student population.

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

Response: The College met its goal for the Full-time Instructional Staff with Continuing Contract category except for the Black Female faculty cohort. Although the College did not meet its goal for the Black Female faculty cohort by 0.2%, it is exciting to report an increase in the population of Black Female students. Strategies to reach the missed goal include conducting exit interviews with departing staff and revisiting the College's current recruitment efforts to target and attract an increased number of Black Females for available faculty positions.

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

Response: There are no new barriers affecting the successful recruitment and/or retention of minorities as Continuing Contract instructors.

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

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
EAM positions?	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		

B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents
2) Provide a summary of the college's board of trustees' annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

Response: The President is supported by a diverse executive leadership team, which has been applauded for its work by the community. As cited in his annual evaluation, the District Board of Trustees praised the President's leadership and confidence in applying for the Aspen Prize for Community College Excellence. Tallahassee Community College was selected among the top 10 finalists for this national recognition. The award honors institutions with outstanding achievement in four areas: teaching and learning, certificate and degree completion, workforce success and equitable outcomes for

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students of color and low-income students. The President demonstrates leadership and commitment in meeting the goals and objectives of the College's employment accountability plan.

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

Response: May 16, 2022

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

Requirement	Response	Comments	Action
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

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

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

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

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

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

Response: Faculty members must serve at the College in a probationary status in accordance with the provisions and intent of 6A-14.0411(1)(a)(b)(c)(d) FAC for five full years in the capacity of a full-time faculty member. Continuing Contract is recommended to the Board of Trustees by the President for

faculty members who have received satisfactory ratings on the evaluation of the performance of their duties and responsibilities during the probationary period.

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

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

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

Response: The College allocates funds for advertising in national publications and web sites, with direct marketing strategies for targeted audiences. In addition, the College may allocate travel funds to invite applicants to campus for interviews.

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

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Faculty Hires	6	$42,906 - $49,274	37	$47,317 - $89,258
Row 2	Classified Staff	34	$25,554 - $70,000	51	$32,303 - $63,024
Row 3	Classified Staff Prof	37	$32,892 - $75,000	55	$33,552 - $78,873
Row 4	Managerial Prof	8	$65,000 - $78,000	4	$63,000 -$116,139
Row 5	Administrative	2	$76,500 – 85,000	3	$78,759 - $106,918
Row 6	Executive	1	$136,500	2	$109,197 - $306,744

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IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2021, and October 31, 2022, 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, 2022.

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

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

Part III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENTS tab, in the representation of students by race, ethnicity, sex, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2022-2023 reporting year.

Enrollments	FTIC				Total Enrollments			
	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	31.1%	31.2%	Yes	33%	33.9%	34.4%	Yes	35%
Hispanic	N/A	996	N/A		N/A	2936	N/A	
Other Minorities	N/A	141	N/A		N/A	680	N/A	
White	N/A	1200	N/A		N/A	5285	N/A	
Female	N/A	1650	N/A		N/A	7592	N/A	
Male	N/A	1747	N/A		N/A	5975	N/A	
LEP	N/A	1	N/A		N/A	1	N/A	
DIS	N/A	52	N/A		N/A	473	N/A	

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

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

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

Response:

New methods and strategies, if applicable.

Response:

Student Completions

This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETIONS tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2021-22. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

A.A. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	24.7%	27.6%	Yes	28.6%
Hispanic	N/A	19.9%	N/A	20.9%
Other Minorities	N/A	5.4%	N/A	
White	N/A	47.1%	N/A	
Female	N/A	54.5%	N/A	
Male	46.7%	45.5%	No	
LEP	N/A	0.0%	N/A	
DIS	N/A	5%	N/A	
A.S./A.A.S. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	27.5%	29.3%	Yes	30.3%
Hispanic	11.3%	9.3%	No	10.3%
Other Minorities	N/A	7.5%	N/A	
White	N/A	53.9%	N/A	
Female	N/A	78.7%	N/A	
Male	25.9%	21.3%	No	
LEP	N/A	0.0%	N/A	
DIS	N/A	6%	N/A	
Certificates	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	35.3%	33.8%	No	34.8%
Hispanic	N/A	13.3%	N/A	14.3%
Other Minorities	N/A	4.4%	N/A	
White	N/A	48.5%	N/A	
Female	N/A	33.6%	N/A	
Male	N/A	66.4%	N/A	
LEP	N/A	0.0%	N/A	
DIS	N/A	1.8%	N/A	

Baccalaureate Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	N/A	13%	N/A	
Hispanic	N/A	0.0%	N/A	
Other Minorities	N/A	8.7%	N/A	
White	N/A	78.3%	N/A	
Female	N/A	95.7%	N/A	
Male	N/A	4.3%	N/A	
LEP	N/A	0.0%	N/A	
DIS	N/A	8.7%	N/A	

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

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

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

Response: TCC achieved its goals for 2021-2022 in the percentage of Black students earning A.A. and A.S. degrees. We did not meet the goals for Black students earning Certificates, Hispanic students earning A.S. degrees, and Male students earning A.A. and A.S. degrees, or Certificate programs. The College will continue to invest resources in the Pathways to Persistence program, affinity groups (e.g., Black Male Achievers, Men of Color Collective, Sister2Sister, and the Hispanic Alliance for Talented Students) and embedded academic support.

New methods and strategies, if applicable.

Response: The College continues to focus on strategies that will narrow equity gaps. Through the newly designed Office of Transfer Services, we continue to build out shared experiences between TCC and our local public universities that lead to persistence and completion. We also have plans to expand our mental health resources to help combat the increase in wellness and mental health concerns being experienced by college students post-pandemic. The College, through the Office of Academic Affairs, continues to expand its program review process to ensure viability and relevancy of offered degrees and certificate programs. Finally, the College continues to refine and enhance embedded learning supports in critical gateway courses to help improve success rates of our underrepresented student populations.

Student Success in Targeted Programs
The college's plan for 2021-22 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

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

New methods and strategies, if applicable.

Strategy	Expected Outcomes	Assessment Method	Results
The College establishes partnerships with local universities and laboratories to provide internship opportunities for students enrolled in STEM related courses and disciplines. The College will engage and actively recruit students for full scholarships within STEM disciplines (defined by National Science Foundation) via outreach and engagement in the community and within the campus. The College will collaborate with STEM faculty to serve as mentors to students in	Number of underrepresented students participating in STEM internships will increase by 10%. Recruitment of qualified students for STEM scholarship placement will reach 100%.	Compare number of underrepresented students participating in internships during 2019-2020 to 2020-2021 to 2021-2022.	2019-2020: 3 students 2020-2021: 0 2021-2022: 1 The College did experience an increase in underrepresented students participating in STEM internships. While the number of students participating did increase during 2021-22, internships continued to be disrupted as a result of the pandemic. The College will continue to explore methods to further increase participation. 2022- 2023 data will not be available until June 2023.

STEM courses and disciplines. Provide workshops for academic and career preparedness post-graduation from TCC.			
The College offers scholarship opportunities for underrepresented students who are enrolled in STEM related programs (scholarships provided through FGLSAMP and NSF S-STEM). The College will provide better marketing to incoming high school students by visiting high school senior nights; participating in the scholarship fairs; contacting students who identify as being interested in STEM.	Number of qualified awardees will increase by 10%.	Compare number of underrepresented students awarded scholarships during 2019-2020 to 2020-2021 to 2021-2022.	2019-2020: 47 students 2020-2021: 18 2021-2022: 53 The College experienced a significant increase in the number of underrepresented students who were awarded scholarships. The College will continue to broaden its options to maintain and/or increase the number of students. 2022-2023 data will not be available until June 2023.
The College offers STEM Center tutoring for STEM Gateway Courses.	Number of underrepresented students successfully completing STEM Gateway Courses will increase by 10%.	Compare the success rates of underrepresented students participating in tutoring provided by the STEM Center to the underrepresented students who are not participating in tutoring during 2019-2020 to 2020-	2019-2020: 20 students 2020-2021: 12 2021-2022 : 13 The College did experience a slight increase in underrepresented students participating in STEM tutoring. The STEM Center is still recovering from the impact of the pandemic which shifted many students to utilize virtual tutoring services. The same declines are also evident within the

College Annual Equity Update
2022-23 Template

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		2021 to 2021-2022.	college's primary learning center. The College will continue to explore methods to further increase participation. 2022- 2023 data will not be available until June 2023.
The College offers extracurricular Workshops to increase STEM awareness: Robotics Workshop; Drone Workshop; 3D Printing Workshop; Auto-Cad Workshop. Increase marketing for the workshops as well as increase the number of available workshops.	Number of underrepresented students participating in extracurricular workshops will increase by 10%.	Compare number of underrepresented students participating in the activities during 2019-2020 to 2020-2021 to 2021-2022.	2019-2020: 83 students 2020-2021: 23 2021-2022: 39 The College experienced a significant increase in underrepresented students participating in extracurricular workshops and STEM internships. The continuation of the pandemic did not allow for these practical workshops to occur as often as many students were enrolled in remote courses. The College will continue to explore methods to further increase participation and return to pre-pandemic levels. 2021-2022- 2023 data will not be available until June 2023.
The College offers Career Awareness Workshops for underrepresented students: Increase the offerings of STEM Career Workshops and invite underrepresented professionals to discuss their career pathway.	Increase the number of Career Awareness Workshops for underrepresented students.	Compare the number of workshops offered each year.	2019-2020: 0 2020-2021: 6 2021-2022: 6 The College saw no increase of career awareness workshops in 2021-2022 for underrepresented students. The College continues to examine how more STEM focused career workshops can be presented.

			2022- 2023 data will not be available until June 2023.

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

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

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

Course Substitution Report, Form CSR01

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

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	14	•MGF1106- Mathematics I for Liberal Arts •MGF1107- Mathematics II for Liberal Arts	• **MAT 1033 Intermediate Algebra** • **CGS 1060 Computer and Internet Literacy** • **OCE 1001 Introductory Oceanography** • **EME 2040 Introduction to Technology for Educators** • **ESC 1000 Earth Science** • **LIS 2004 Research Strategies for College Students**	General Education Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		Two (2) Semesters of Foreign Language	**MET 1010 Meteorology** **AST 1002 Introduction to Astronomy** **BSC 1020 - Introduction to Human Biological Sciences** **EVR 1001 - Introduction to Environmental Sciences** **ANT2418 Introduction to Cultural Anthropology** **AML2600 African American Literature** **LIT 2323 Multicultural Methodology** **ARH 2500** **Art of the World**	**Foreign Language**
Orthopedic Impairment				
Speech/Language Impairment				

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Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Emotional or Behavioral Disability	1	• **MGF1106-Mathematics I for Liberal Arts** • **MGF1107-Mathematics II for Liberal Arts**	• **BSC 1020 - Introduction to Human Biological Sciences** • **EVR 1001 - Introduction to Environmental Sciences**	**General Education Mathematics**
		Two (2) Semesters of Foreign Language	• **ANT 2418 Introduction to Cultural Anthropology** • **AML 2600 African American Literature** • **LIT 2323 Multicultural Methodology** • **ARH 2500 Art of the World**	**Foreign Language**
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

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

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2021	10	6
Spring 2022	8	6
Summer 2022	4	3
Total	22	15

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

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

Part V. Gender Equity in Athletics

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

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

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

Data Assessment

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

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

Compliance with Title IX

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

**Athletic Participation by Gender Compared to Student Enrollments by
Gender for July 1, 2020, through June 30, 2021, and July 1, 2021, through June 30, 2022**

	2020-21				2021-22		
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	55	40	95	Total Number of Athletes	48	36	84
Percent of Athletes by Gender	57.9%	42.1%	100%	Percent of Athletes by Gender	57.1%	42.9%	100%
Total Number of Enrollments	5633	7264	12,897	Total Number of Enrollments	5,975	7,592	13,567
Percent of Enrollments by Gender	43.7%	56.3%	100	Percent of Enrollments by Gender	44%	56%	100
Percentage difference between athletes and students enrolled	14.2%	-14.2%		Percentage difference between athletes and students enrolled	13.1%	-13.1%	

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2020-21**: Select one. **2021-22**: **No**

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

☒ Accommodation of interests and abilities
☐ Substantial proportionality
☒ History and practice of expansion of sports

Corrective Action Plan

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

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
Athletic Participation by Gender Compared to Student Enrollments	Only offering Women's Cross Country Pursuing offering more women only sports. Ex. Beach Volleyball, Flag Football, competitive cheer	Chuck Moore Chuck.moore@tcc.fl.edu 850-201-6085	**2 years**

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

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2022?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

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Tallahassee Community College

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

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission, and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.265, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

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

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

_____   _____
RENAE TOLSON, EQUITY OFFICER   DATE

_____   _____
JIM MURDAUGH, PH.D., PRESIDENT   DATE

_____   _____
EUGENE LAMB, JR., CHAIR OF DISTRICT BOARD OF TRUSTEES   DATE

This concludes the 2022-23 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by May 1, 2023. Colleges may attach additional files (PDF or Word) as appendices.

Appendix 1

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

Tallahassee Community College
October 14, 2022

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

Total Institutional Undergraduate Population by Gender

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

	Number	Percentage
Male	3,740	45%
Female	4,525	55%
TOTAL	8,265	100%

Sports Teams and Participation by Gender

Sport	Male	Female
Baseball	26	
Basketball	15	13
Softball		16
Track and Field (Outdoor)	9	7
Cross Country	3	2
TOTAL	53	38
Total Unduplicated Participants	48	36
Percentage	57.1%	42.8%
NOTES: Four males and five females who participated in cross country also participated in track and field (outdoor).		

Total Amount of Athletically Related Student Aid Awarded

	Male	Female	Total
	$437,111	$396,282	$833,393
Percentage	52%	48%	100%

Total Expenses Incurred

	Male	Female	Total
	$733,076	$655,545	$1,388,621
Percentage	53%	47%	100%

Total Revenues

	Male	Female	Total
	$733,076	$655,545	$1,388,621
Percentage	53%	47%	100%

Total Expenses By Team

	Male	Female	Total
Baseball	$345,992		
Basketball	$372,009	$301,803	
Cross Country and Track & Field	$15,075	$15,075	
Softball		$338,667	
TOTAL	$733,076	$655,545	$1,388,621
Percentage	53%	47%	100%

Total Revenues By Team

	Male	Female	Total
Baseball	$345,992		
Basketball	$372,009	$301,803	
Cross Country and Track & Field	$15,075	$15,075	
Softball		$338,667	
TOTAL	$733,076	$655,545	$1,388,621
Percentage	53%	47%	100%

Head Coaches - Men's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Baseball	1		1					
Basketball	1		1					
Cross Country and Track & Field		1*		1*				
TOTAL	2	1	2	1				
*- the same individual coached both the cross country and track and field teams								

Head Coaches - Women's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Basketball	1		1					
Cross Country and Track & Field		1*		1*				
Softball					1		1	
TOTAL	1	1	1	1	1		1	
*- the same individual coached both the cross country and track and field teams								

Head Coaches Salaries

	Men's Teams	Women's Teams
Average salary	$42,839	$37,521
No. of coaches included	3	3
Average salary per FTE	$60,621	$53,096
No. of FTE included	2.12	2.12

Assistant Coaches - Men's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Baseball		2		2				
Basketball		2		2				
Cross Country & Track and Field								
TOTAL		4		4				

Assistant Coaches - Women's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Basketball		1		1		1		1
Cross Country & Track and Field								
Softball						2		2
TOTAL		1		1		3		3

Assistant Coaches Salaries

	Men's Teams	Women's Teams
Average salary	$13,750	$16,667
No. of coaches used to calculate the average salary	4	4
No. of volunteer coaches	0	0
Average salary per FTE	$26,190	$42,195
No. of FTE included	2.10	1.58