

The College of the Florida Keys

College Annual Equity Update 2020-2021

Template for Submission

Deadline: April 30, 2021

Submission Information

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General Information and Applicable Laws for Reporting

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

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

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

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

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

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

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

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

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

Part I. Description of Plan Development

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

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

Response: Kathleen Daniel, Director, Human Resources, and Equity Officer; Naomi Walsh, Assistant to the Vice President, Advancement and Enrollment Management, and Title IX Coordinator; and Dr. Frank Wood, Vice President, Advancement and Enrollment Management

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

Response: None

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

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

Part II. Policies and Procedures that Prohibit Discrimination

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

A) Has the governing board updated the college's approved and adopted policy of nondiscrimination?
Make a selection: Yes If yes, provide the following applicable updates.

Date of revision: 9/29/2020

Description of the revision: College Board Rules 5.690 – Non-Discrimination toward Employees and Applicants for Employment and 7.440 – Non-Discrimination toward Students and Applicants for Admission were revised to better align with the equal employment opportunity and equal access/opportunity in education statements recommended by the Equal Employment Opportunity Commission and the Florida Educational Equity Act, with the purpose of ensuring consistency of the College's equal access/equal opportunity messaging across all board rules, procedures, and other publications. .

Web link(s) to document the revision: <https://www.cfk.edu/discover/board-of-trustees/>

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

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

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

Name/title: [Click here to enter text.](#)

Phone number: [Click here to enter text.](#)

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

Email address: [Click here to enter text.](#)

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

Make a selection: [Select one.](#)

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

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

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

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

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

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

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

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

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

Title IX?	Yes
Title II?	No
Section 504?	No

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

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

Name of the policy and/or procedure(s): (1) College Procedure 75.57 Sex/Gender Harassment, Discrimination, and Misconduct – Title IX; (2) Board Rule 4.310 Sex/Gender Harassment, Discrimination, and Misconduct – Title IX; and (3) Board Rule 5.690 Non-Discrimination

Date of revision: 11/19/2020; 11/17/2020; and 9/29/2020, respectively.

Description of the revision: College Procedure 75.57 and Board Rule 4.310 were updated to better match the new Title IX processes. Board Rule 5.690 was updated to match the language on the EEO website.

Web link(s) to document the revision: <https://www.cfk.edu/forms/StudentHandbook/2021.pdf> and <https://www.cfk.edu/discover/board-of-trustees/>

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

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-

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

Part III. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

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

College Full-Time Executive/Administrative/Managerial Staff

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

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	EAM Goals for Fall 2021
Black Female	4.2%	0.0%	0.0%	0.0%	Yes	0.0%
Black Male	5.1%	9.1%	9.1%	9.1%	Yes	9.1%
Hispanic Female	16.1%	9.1%	9.1%	9.1%	Yes	9.1%
Hispanic Male	19.1%	0.0%	0.0%	0.0%	Yes	0.0%
Other Minorities Female	1.7%	0.0%	0.0%	0.0%	Yes	0.0%
Other Minorities Male	1.7%	0.0%	0.0%	0.0%	Yes	0.0%
White Female	24.6%	36.4%	36.4%	36.4%	Yes	36.4%
White Male	27.5%	45.5%	45.5%	45.5%	Yes	45.5%
Total Female	46.6%	45.5%	45.5%	45.5%	Yes	45.5%
Total Male	53.4%	54.5%	54.5%	54.5%	Yes	54.5%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: While the College continues to seek opportunities to increase the number of traditionally underrepresented minorities within the EAM category, as of this writing, the College anticipates there will be only one personnel change that will impact the makeup of its Executive/Administrative/Managerial (EAM) staff in the coming year. The goals for 2021 represent the actual number of EAM staff employed as of March 2021. It is important to note that the number of EAM staff employed by the college is very small, and just one hire or departure can have a dramatic impact on the relative percentage of minorities in leadership positions. Additionally, EAM positions have not turned over at the same rate as other positions.

College Full-Time Instructional Staff

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

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	INST Goals for Fall 2021
Black Female	4.2%	0.0%	4.3%	4.3%	Yes	4.3%
Black Male	5.1%	4.3%	4.3%	5.3%	No	5.3%
Hispanic Female	16.1%	4.3%	8.7%	8.7%	Yes	8.7%
Hispanic Male	19.1%	8.7%	8.7%	8.7%	Yes	8.7%
Other Minorities Female	1.7%	0.0%	0.0%	4.3%	No	4.3%

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	INST Goals for Fall 2021
Other Minorities Male	1.7%	0.0%	0.0%	4.3%	No	4.3%
White Female	24.6%	56.5%	47.8%	42.7%	Yes	42.7%
White Male	27.5%	26.1%	26.1%	21.7%	Yes	21.7%
Total Female	46.6%	60.9%	60.9%	60.9%	Yes	60.9%
Total Male	53.4%	39.1%	39.1%	39.1%	Yes	39.1%

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

Response: The College continues to seek opportunities to increase the number of traditionally underrepresented minorities within the Full-Time Instructional Staff category to achieve proportional representation of the student population. Full-Time Instructional Staff positions do not turnover at a very high rate, however, as of this writing, the College is currently recruiting for five vacant positions (two in Mathematics and three in Nursing), which presents an opportunity to impact representation. The College will continue to utilize direct marketing techniques to attract candidates in under-represented categories

College Full-Time Instructional Staff with Continuing Contract [KD1]

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

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST-CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021
Black Female	4.2%	0.0%	0.0%	0.00%	Yes	0.0%
Black Male	5.1%	0.0%	0.0%	0.00%	Yes	0.0%
Hispanic Female	16.1%	16.7%	16.7%	14.3%	Yes	16.7%
Hispanic Male	19.1%	0.0%	0.0%	0.00%	Yes	0.0%
Other Minorities Female	1.7%	0.0%	0.0%	0.00%	Yes	0.0%
Other Minorities Male	1.7%	0.0%	0.0%	0.00%	Yes	0.0%
White Female	24.6%	66.7%	66.7%	62.5%	Yes	66.7%
White Male	27.5%	16.7%	16.7%	14.3%	Yes	16.7%
Total Female	46.6%	83.3%	83.3%	85.8%	Yes	83.3%
Total Male	53.4%	16.7%	16.7%	14.3%	Yes	16.7%

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

Response: The College had a total of 6 instructional employees on continuing contract for this reporting year. There are no faculty who will be eligible to pursue continuing contract in the next reporting year. The College will continue to target underrepresented minorities when recruiting instructional staff so as to compare more favorably to the student population over time. It is important to note that the College's policy regarding eligibility for continuing contract requires the completion of five years of continuous service. Thus, the impact upon this area is not immediate and even when underrepresented minorities are recruited, selected and hire, it may take several years before there is any measurable change in the percentage of individuals with continuing contract. .

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 retention of females and minorities in any employment category. The cost and availability of housing and the overall cost of living in the Florida Keys compared with the College's ability to offer more competitive compensation packages remain significant challenges. It is also remains unclear, as of this writing, how the COVID-19 pandemic will affect the College's recruitment efforts. A significant portion of College personnel households depend upon dual incomes generated from the primarily tourism-driven economy of the Florida Keys. Many of the businesses in this sector are small and may not recover fully from the economic impact of the pandemic. This could lead to greater levels of turnover among under-represented groups. According to Sperling's Best Places (www.bestplaces.net), the median sale price of a single-family home in Monroe County decreased from \$599,500 in 2019 to \$565,100 in 2020 as of this writing. These prices remain significantly higher than the median sale price of a single-family home in the State of Florida, which is currently \$237,100, according to Sperling's, which is down from \$250,000 in 2019. Data obtained from Towncharts.com indicates Monroe County's median gross rent increased from \$1616 per month in 2019 to \$1627 per month in 2020, which is 38.5% higher than the average rent in the State of Florida, which was reported by Towncharts.com to be \$1175 in 2020.

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

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

Requirement	Response	Comments	Action
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Select one.		

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

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

Response: All evaluations for key personnel related to employment accountability goals were conducted according to the College’s annual evaluation process. Within this process, supervisors are required to specifically rate key personnel on their adherence to the College’s policies and procedures regarding affirmative action and equal employment opportunity and their contributions toward the achievement of these objectives. Within the past annual reporting period, key personnel either met or exceeded expectations in this category. College Procedure 56.33 describes the College’s procedure for addressing unsatisfactory performance. All newly hired, transferred, or promoted personnel are placed on a probationary status during their first 6 months of employment, or first academic term for instructional staff. Upon completion of the probationary period, supervisors may recommend the staff member be removed from probationary status; that the probationary period be extended up to three additional months; that the staff member be transferred to a more suitable position (if available) or terminated from employment. The process is similar for annual evaluations when supervisors indicate unsatisfactory performance, they may recommend the staff member be placed in a probationary status for up to three months, or the next academic term for instructional personnel; that the staff member be transferred to a more suitable position (if available); or termination of employment/non-renewal of contract.

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 Board of Trustees evaluates the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan. Dr. Jonathan Gueverra received a rating of “Exceeds Expectations” in this category on his most recent evaluation and an overall score of 100%.

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

Response: April 27, 2021

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

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

C. Additional Requirements

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

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

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

Response: The Human Resource Director, who also serves as the College's Equity Officer, reviews each search committee and makes changes, when necessary, in order to maintain diversity and balance of gender and ethnic composition. The College's President also reviews recommendations for search committees and makes changes, when necessary, to ensure diversity and balance of gender and ethnic composition.

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

Response: The process used by the College to grant continuing contracts to instructional staff is defined by Florida Administrative Code, §6A-14.0411. In particular, instructional staff who are eligible for continuing contracts are evaluated annually and, during this evaluation process, their performance is examined and a recommendation concerning the extension of a continuing contract is made. The

criteria used to evaluate performance includes, without limitation: (1) Quantifiable measured effectiveness in the performance of faculty duties; (2) Continuing professional development; (3) Currency and scope of subject matter knowledge; (4) Relevant feedback from students, faculty and employers of students; (5) Service to the department, college, and community; (6) Criteria determined by the board including (a) demonstrated or documented learning gains; (b) course completion rates; (c) graduation and/or certification rates; (d) continued success in subsequent and additional courses or educational pursuits; (e) job placements in the appropriate field; and (f) other criteria as may be included in the policy approved by the board; (7) Educational qualifications, efficiency, compatibility, student learning outcomes, character; (8) Capacity to meet the educational needs of the community; (9) The length of time the duties and responsibility of this position are expected to be needed; and (10) Such other criteria as shall be included by the board. Prior to initial appointment to continuing contract, faculty are carefully evaluated by the Peer Review Committee (PRC). The faculty member will provide to the PRC a professional portfolio containing a factual description of the faculty member's teaching, curriculum, service and professional development, strengths, and accomplishments. Recommendations for continuing contract will be made by the PRC to the appropriate Dean for recommendation to the Vice President, Academic Affairs and President. Faculty on continuing contract are reviewed annually by the immediate supervisor and must submit a post-award professional portfolio every five (5) years to be evaluated by PRC and the Dean for the purpose of demonstrating continued achievement of standards set at the initial award of continuing contract and for demonstrating continual growth and development.

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

Response: In accordance with the process used by the College to grant continuing contracts, defined by Florida Administrative Code, §6A-14.0411, faculty members eligible for continuing contracts are evaluated annually and, during this evaluation process, their performance is examined and a recommendation concerning the extension of an annual contract is made. Please refer to the specific evaluation criteria detailed above.

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 has a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to §1012.86, F.S. Resources are allocated each year to ensure progress toward attainment of equity goals by funding Marketing, Human Resources/Equity, Advisors and Staff & Program Development. Within the past reporting period, funds were used to attract minorities and females through advertising with emphasis on minorities and females in College publications and online. Funds are used to promote retention and professional development of minorities and women so that they may attain continuing contract status. Specifically, funds are used for staff development, through training, coursework, and paid professional leave. Retention is encouraged through equitable employment conditions and policies, as well as staff training that encourages sensitivity to diversity.

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

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Office & Administrative Support Positions	3	\$40,236 - \$49,066	23	\$39,064 - \$75,979
Row 2	Business & Financial Operations Occupations	3	\$41,408 - \$42,189	4	\$41,852 - \$75,979
Row 3	Executive & Administrative Staff	1	\$95,394	12	\$75,314 - \$196,672
Row 4	Instructional Staff	5	\$58,159 - \$71,632	23	\$56,817 - \$73,782

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2019, and October 31, 2020, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2019.*

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

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

Requirement	Response	Comments	Action
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 IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

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

Enrollments	FTIC			Overall Enrollments		
	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	10%	N/9.3%	10%	10%	Y/10.1%	10%
Hispanic	35%	Y/35.2%	35%	31%	N/30%	33%
Other Minorities	3%	Y/3.4%	3%	6%	N/5.3%	5%
White	52%	Y/52.1%	2%	53%	Y/54.6%	52%
Female	50%	N/46.6%	50%	50%	Y/53.4%	50%
Male	50%	53.4%	50%	50%	N/46.6%	50%
LEP	4	Y/19	20	25	Y/53	55
DIS	12	N/8	10	55	Y/56	60

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: CFK carefully monitors and reviews the enrollment and completer data reports from the DOE. However, the College remains aware that its smaller percentages of minority students can exaggerate variances in the data far beyond the perceived significance.

Note: The College's service area population is comprised of 66% White, 24.5% Hispanic, 6.9% Black, and 2.6% Other. CFK's student population composition demonstrates greater diversity than that of our service area.

New methods and strategies, if applicable.

Response: The College will continue the strategy of outreach to students who did not report race/ethnicity. This process includes explaining the value of indicating race, for both data integrity and College eligibility for grant opportunities specific to race/ethnic populations. The College also continues

to participate in activities with social influence on underrepresented populations.

As a reminder, the College developed a comprehensive transition and postsecondary program (CTP) for students with intellectual disabilities (ID), learning disabilities (LD) and autism entitled Project ACCESS (Accessing Community College Educational experiences, Social experiences, and Skills for careers). The demand for this program continues to increase. Project ACCESS prepares students with the noted disabilities, over a 1 to 3-year period, to complete an individualized, vocational and technical-based curriculum that results in a Certificate of Completion. This program is designed to meet the growing need to provide postsecondary educational opportunities to students with these disabilities and to prepare them for gainful employment. Project ACCESS provides on-campus transition services that include individualized, person-centered, postsecondary opportunities to eligible students. CFK currently serves 14 students in Project ACCESS.

The mission of Project ACCESS is to support students who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment. Project ACCESS will accomplish this mission through comprehensive and structured curricula that include academics, social activities, employment experience and independent living skills that are instrumental for the students' selected field of study

Student Completions

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

A.A. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	22%	N/4.9%	16%
Hispanic	33%	N/32.8%	33%
Other Minorities	2%	Y/3.3%	3%
White	43%	Y/59%	48%
Female	50%	N/55.7%	50%
Male	50%	N/44.3%	50%
LEP	3	N/2	3
DIS	7	N/4	5
A.S./A.A.S. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	7%	Y/7.4%	8%
Hispanic	24%	Y/27.2%	28%
Other Minorities	7%	Y/11.1%	12%
White	62%	N/54.3%	52%
Female	50%	Y/63%	50%
Male	50%	N/37%	50%
LEP	2	N/0	2
DIS	10	N/8	9
Certificates	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	8%	Y/15.3%	15%
Hispanic	40%	N/32.8%	34%
Other Minorities	4%	N/3.6%	4%
White	45%	Y/48.2%	47%
Female	50%	N/38.7%	50%
Male	50%	Y/61.3%	50%
LEP	8	4	5
DIS	7	10	11
Baccalaureate Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	22%	Y/28.6%	27%
Hispanic	30%	N/28.6%	28%
Other Minorities	5%	N/0	2%
White	43%	N/42.9%	43%
Female	50%	N/42.9%	50%
Male	50%	Y/57.1%	50%
LEP	2	0	2
DIS	0	1	1

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

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

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

Response: The College continues its use of technology (Advise) to facilitate efficient evaluation and intervention. One effort that benefits greatly from “Advise” is the Early Alert Program. This program is a successful strategy that was employed four years ago to increase student completion. Students from underrepresented groups are typically those who benefit from this program, as the majority are first generation in college and require additional assistance with educational procedures. Early Alerts is a collaboration between faculty and staff on intervention strategies for students who demonstrate challenges early in the semester. In the first two semesters of 2019-20, an average of 1,002 alerts each semester were initiated through the Early Alerts process.

The College continues to educate its faculty and staff on the value of the Early Alerts process and consequently experienced a continued significant number of students contacted and assisted. Success with the Early Alert program and the early intervention with students who fall behind in their courses led to the implementation of an additional intervention for students in specific courses at CFK. Beginning in fall 2019, Student Success Services and Advising Services collaborated to complete interventions for students who were enrolled in either a 100% online or a course classified as High WDF and had a current course score of 70% or less. High WDF courses are courses with a high rate of student withdrawals or letter grades of D (60%-69%) or F (60% or below). The grade pulls were completed four times per semester. Student Success and Advising Services staff would reach out via telephone or email to the students on the grade pull list to provide resources and encourage students to seek the applicable College resource to improve their grade. In fall 2019 and spring 2020, 37% of the students included in the grade pull interventions passed their respective courses with a C or higher.

CFK once again continued its enhanced “Study Group” offerings this year, which are designed to promote student completion. Efforts also include strategies to promote student success and completion by increasing accessibility to the Math and Writing Centers. The College continued to provide additional tutors, which enabled the open, walk-in hours to increase .

CFK continued its highly-successful Associate in Arts Game Changer Scholar Program for financially underserved Monroe County High School graduates this 2019-20 year. This program is designed to ensure student degree completion through structured student cohorts and scheduling, financial aid assistance, institutional scholarships, and success coaching for academics and life skills. Three success coaches were available for the Game Changer students and they met weekly with the students. Because this success-focused program has provided support for students enrolled in the Associate in Arts program, the College expanded the Game Changer Scholar Program to its Associate in Science, Culinary Management and its Associate in

Science, Hospitality and Ecotourism degree programs. In addition to the weekly meetings with a success coach and monthly meetings with their advisor, participants in this program were required to meet monthly with their internship mentor. Students will additionally complete an internship throughout their time enrolled in the Game Changer Programs.

Midterm conferences were facilitated with the success coaches and allowed students to gauge their progress and address any academic issues. In addition, advising staff met individually with each student to register each one for future semesters. The retention rate from fall 2019 to spring 2020 for all three of the Game Changer cohorts is 76 percent. The average GPA of the Game Changer students for fall 2019 was 2.7. This is compared to an average GPA of all students in all programs of 2.5 and a retention rate of 80.4%.

New methods and strategies, if applicable.

Response: NA

Student Success in Targeted Programs

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

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

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

Response: The College continues to expand on the previous years' "methods" with increased access to academic support services, including expanded access in the College's Math Center and its Writing Center. In the 2019-20 academic year, the College continued to reinforce work with TutorTrac services in order to better track student use of its Math and Writing Center. The College has been able to maintain a strong team of tutors to aid students with additional course work, expanded access hours, and an increase in the number of students provided support. Tutors are located throughout the College's Key West Campus and Middle and Upper Keys Centers. The College continues to see growth in students using virtual tutoring as well. The College continues expanded use of the Pearson's Smarthinking and has provided web-based tutoring with local tutors through use of Skype technology.

New methods and strategies, if applicable.

Response: NA

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

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

Course Substitution Report, Form CSR01

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

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	0			
Visual Impairment	0			
Specific Learning Disability	0			
Orthopedic Impairment	0			
Speech/Language Impairment	0			
Emotional or Behavioral Disability	0			
Autism Spectrum Disorder	0			
Traumatic Brain Injury	0			

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Other Health Impairment	0			

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2019	0	
Spring 2020	0	
Summer 2020	0	
Total	0	

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

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

Part VI. Gender Equity in Athletics

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

Assessment of Athletic Programs

Section 1006.71, F.S., Gender equity in intercollegiate athletics, is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs shall develop a gender equity plan pursuant to section 1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings and funds allocated for administration, recruitment, comparable coaching, publicity and promotion and other

support costs. An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished.

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

Data Assessment

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

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

Compliance with Title IX

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

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

	2018-19			2019-20			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes				Total Number of Athletes			
Percent of Athletes by Gender				Percent of Athletes by Gender			
Total Number of Enrollments				Total Number of Enrollments			
Percent of Enrollments by Gender				Percent of Enrollments by Gender			
Difference between the percent of athletes and the percent of students enrolled				Difference between the percent of athletes and the percent of students enrolled			

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2018-19:** Select one. **2019-20:** Select one.

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

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

Corrective Action Plan

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

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

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

Part VII. Signature Page

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


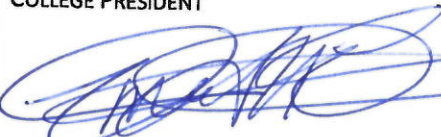

The College of the Florida Keys

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

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

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

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

EQUITY OFFICER 	DATE 4/19/21
COLLEGE PRESIDENT  4/27/2021	DATE 04/27/2021
CHAIR OF DISTRICT BOARD OF TRUSTEES  4.27.2021	DATE

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