

The College of the Florida Keys

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

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Date: **04.12.23**

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General Information and Applicable Laws for Reporting

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

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

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for 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:

<i>Review of Part I: Course Substitutions (Completed by Division of Florida Colleges)</i>			
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:** Yes If yes, provide the following applicable information for each updated contact.

Name/title: Dr. Jenee Marquis

Phone number: 305-809-3118

Address: 5901 College Road Key West, FL 33040

Email address: jenee.marquis@cfk.edu

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

Make a selection: Yes

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:

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

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?	No
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): [Click here to enter text.](#)

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.](#)

***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.		
If yes, applicable updates provided?	Select one.		

Requirement	Response	Comments	Action
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.

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	6.9	-	N/A	-	N/A	0.0%
Black Male	4.6	10.0	12.5	9.1	No	10%
Hispanic Female	18.8	10.0	12.5	9.1	No	10%
Hispanic Male	11.4	-	N/A	-	N/A	0.0%
Other Minorities Female	2.6	-	N/A	-	N/A	0.0%
Other Minorities Male	2.6	-	N/A	-	N/A	0.0%
White Female	29.9	20.0	25.0	36.4	Yes	36.4%
White Male	23.3	60.0	50.0	45.5	No	45.5%
Total Female	58.1	30.0	37.5	45.5	Yes	45.5%
Total Male	41.9	70.0	62.5	54.5	No	54.5%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The College continues to attempt to increase the number of traditionally underrepresented females and minorities within the EAM category. The College did meet the EAM goals set for white females and females, in general. The goals for 2023 represent the actual number of full-time EAM staff employed as of April 2023. Staffing changes to the EAM category will have a notable impact on the ratio, given the small number of employees captured in this demographic.

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	6.9	5.6	4.3	5.0	Yes	3.7%
Black Male	4.6	5.6	5.3	5.0	No	3.7%
Hispanic Female	18.8	-	N/A	-	N/A	0.0%
Hispanic Male	11.4	11.1	8.8	10.0	Yes	3.7%
Other Minorities Female	2.6	-	N/A	-	N/A	3.7%
Other Minorities Male	2.6	-	N/A	-	N/A	0.0%
White Female	29.9	50.0	39.2	50.0	Yes	40.7%
White Male	23.3	27.8	21.7	30.0	Yes	25.9%
Total Female	58.1	55.6	56.5	55.0	No	55.5%

	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
Total Male	41.9	44.4	43.5	45.0	Yes	44.4%

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 this category. As of April 2023, the College is currently recruiting for six (6) full-time faculty positions (Nursing, Marine Engineering, Biology, Exceptional Student Education, and Engineering Technology), representing an opportunity to impact representation. The goals for 2023 represent the actual number of full-time instructional staff employed as of April 2023. Presently, there five (5) employees in this category who have not officially declared their ethnicity and are categorized as “unknown.”

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	6.9	-	N/A	-	N/A	0.0%
Black Male	4.6	-	N/A	-	N/A	0.0%
Hispanic Female	18.8	-	N/A	-	N/A	0.0%
Hispanic Male	11.4	-	N/A	-	N/A	0.0%
Other Minorities Female	2.6	-	N/A	-	N/A	0.0%
Other Minorities Male	2.6	-	N/A	-	N/A	0.0%
White Female	29.9	100.0	100.0	66.7	No	40%
White Male	23.3	-	20.0	33.3	Yes	0.0%
Total Female	58.1	100.0	80.0	66.7	No	80%
Total Male	41.9	-	20.0	33.3	Yes	20%

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

Response: The College continues to target underrepresented populations when recruiting instructional staff. The College had five (5) Full-Time Instructional Staff with Continuing Contract for 2022. One (1) faculty member is eligible to pursue a continuing contract for the 2023 reporting year. Note: The

College’s policy requires five (5) years of continuous service to be considered for continuing contract. Therefore, the impact is not immediate when underrepresented populations are hired. There are two (2) females and one (1) male in this category who have not declared their background and are “unknown.” The ‘unknown’ category is not considered in the table above but is factored in the Total Male and Female instructor goals for Fall 2023. The College utilized Diversity and Inclusion outreach through a third-party recruiting site in advertising for a selection of full-time 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 recruitment and retention of females and minorities in any employment category. The low interest rates in recent years have contributed to a surge in home purchasing activity and home prices in Monroe County. The College continues to maintain a high level of concern about the availability of affordable rental units and single-family homes. In the 2021-2022 Equity Update, the College reported the median sale price of a single-family home in Monroe County at \$708,200. As of April 2023, the price of a single-family home in Monroe County is \$901,500, a 27% increase from the previous year, according to Sperlings Best Places (www.bestplaces.net/county/florida/monroe). According to the same source, the median sale price of a single-family home in Florida is currently \$362,400, a 22% increase over the year before. According to the U.S. Census Bureau (<https://www.census.gov/quickfacts/fact/table/monroecountyflorida/>), the median gross rent for 2017-2021 was \$1721.00. However, many other local rental sites list median rent for Monroe County, FL at anywhere from \$2500 for a 1 bed unit to upwards of \$5000 for three or more bedrooms. The lack of available housing and the unprecedented increases in the cost of housing continues to inhibit the College’s ability to recruit underrepresented populations.

***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 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” from four members of the board and one rating of “Insufficient Information for Judgement.” No additional comments were provided.

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

Response: April 2023

**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 members of the Office of Talent Acquisition, Development and Accountability (including the College’s Equity Officer), review the composition of each search committee to maintain gender equity and ethnic diversity. If necessary, changes are made. The College’s President also reviews recommendations for search committees and makes recommendations for changes, if needed.

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 contract 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.

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: 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 contract 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: Pursuant to §1012.86, F.S., resources are allocated each year to ensure progress toward attainment of equity goals through funding the departments of Marketing, Talent Acquisition, Development, and Accountability/Equity, Academic Advisors, and the College’s Staff & Program Development fund. Staff & Program Development funds are used to promote retention and professional development of all employees as well as the advancement of college-wide programs. Retention is encouraged through equitable employment conditions and policies.

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	Management Occupations	2	\$99,318.00 - \$127,000.00	8	\$85,400.00 - \$132,500.00

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 2	Instructional Staff	5	\$61,542.00 - \$72,000.00	22	\$59,904.00 - \$79,742.00
Row 3	Office & Administrative Support Positions	18	\$39,064.00 - \$64,712.00	38	\$39,064.00 - \$79,214.00
Row 4	Business and Financial Operations	1	\$60,490.10	0	N/A
Row 5	Natural Resources, Construction and Maintenance	2	\$36,520.00- \$60,490.00	2	\$36,250.50 - \$60,622.00
Row 6	Community Service, Legal, Arts and Media	1	\$49,066.00	0	N/A

**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 appraise eligible faculty of their progress towards attaining continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure	Select one.		

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

Part 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	12.00%	14.70%	Yes	15%	10.00%	11.40%	Yes	12%
Hispanic	35.00%	29.90%	No	30%	34.00%	30.10%	No	32%
Other Minorities	6.00%	5.20%	No	5%	5.00%	5.20%	Yes	5%
White	7.00%	50.20%	Yes	50%	51.00%	53.20%	Yes	51%
Female	50.00%	45.00%	No	50%	50.00%	58.10%	Yes	50%
Male	50.00%	55.00%	Yes	50%	50.00%	41.90%	No	50%
LEP	12	17	Yes	17	60	69	Yes	70
DIS	8	8	Yes	9	50	50	Yes	50

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

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

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

Response: The College of the Florida Keys (CFK) carefully monitors and reviews the enrollment and completion data reports from the Department of Education. 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 approximately 64% White, 26% Hispanic, 7% Black, and 3% Other. CFK's student population composition demonstrates greater diversity than our service area.

New methods and strategies, if applicable.

Response: The College will continue to reach out to students who did not report race/ethnicity. This process includes explaining the value of indicating race for data integrity and College eligibility for grant opportunities specific to minority populations. The College also continues participating in activities with social influence on underrepresented populations. 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 one to three years, to complete an individualized, occupational, 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, including individualized, person-centered, postsecondary opportunities to eligible students. The mission of Project ACCESS is to support students seeking to continue academic, career and technical, and independent living instruction at an institution of higher education 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 student's 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 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	10.00%	3.10%	No	5%
Hispanic	38.00%	30.80%	No	32%
Other Minorities	4.00%	13.80%	Yes	14%
White	48.00%	52.30%	Yes	49%
Female	50.00%	67.70%	Yes	50%
Male	50.00%	32.30%	No	50%
LEP	7	3	No	5
DIS	1	5	Yes	6
A.S./A.A.S. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	10.00%	6.10%	No	8%
Hispanic	22.00%	34.70%	Yes	36%
Other Minorities	5.00%	6.10%	Yes	6%
White	63.00%	53.10%	No	50%
Female	50.00%	76.50%	Yes	50%
Male	50.00%	23.50%	No	50%
LEP	5	3	No	5
DIS	4	12	Yes	12
Certificates	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	15.00%	14.00%	No	15%
Hispanic	45.00%	36.40%	No	40%
Other Minorities	4.00%	1.90%	No	2%
White	36.00%	47.70%	Yes	43%
Female	50.00%	40.20%	No	50%
Male	50.00%	59.80%	Yes	50%
LEP	5	5	Yes	6
DIS	8	10	Yes	10
Baccalaureate Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	22.00%	7.40%	No	12%
Hispanic	15.00%	11.10%	No	15%
Other Minorities	23.00%	18.50%	No	20%
White	40.00%	63.00%	Yes	53%
Female	50.00%	66.70%	Yes	50%
Male		33.30%	N/A	50%
LEP	1	3	Yes	4
DIS	2	0	No	2

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 using technology (CRM-Advise) to facilitate efficient evaluation and intervention. One effort that benefits significantly from “Advise” is the Early Alert Program. This program is a successful strategy employed several 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. The Early Alert Program is a collaboration between faculty and staff on intervention strategies for students who demonstrate challenges early in the semester. In the fall of 2021, 389 alerts were initiated through the Early Alerts process. An additional 369 alerts were submitted in the spring of 2022. 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. In addition to utilizing CRM Advise for Early Alerts, the College conducted Canvas grade pulls four times each term to capture student progress at various points throughout the semester. Grades were exported from the College’s learning management system, Canvas. Student data included in each Canvas grade pull were either 100% online and/or a course that falls into the category of High WDF. High WDF courses are courses with a high rate of student withdrawals or letter grades of D (60%-69%) or F (60% or below). Once student progress was exported from Canvas, students with a 70% or below were contacted within one week and encouraged to seek the applicable College resources to improve their grades. 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 providing additional tutors, which increased the open walk-in hours. CFK continued its highly-successful “Game Changer” program for financially underserved Monroe County High School graduates this 2021-22 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. A success coach was available for the Game Changer students, and they met weekly with the students. In addition, students were enrolled in a 1.25 credit course that met bi-weekly in the fall of 2021. Midterm conferences were facilitated by the success coach 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 Game Changer cohort's retention rate from fall 2021 to spring 2022 is 100% percent. The average GPA of the Game Changer students for fall 2021 was 2.68, and overall for all semesters was 3.03 as of the fall of 2021.

New methods and strategies, if applicable.

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

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(5), 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 to the College’s Math Center and its Writing Center. In the 2021-22 academic year, the College continued to track student use of its Math and Writing Center. The College has maintained 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 Upper Keys Centers. The College continues to see growth in students using virtual tutoring as well. The College continues expanding its use of Pearson’s Smarthinking and has provided web-based tutoring with local tutors using Microsoft Teams or other online platform technology.

New methods and strategies, if applicable.

Response: Click here to enter text.

***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.		

Requirement	Response	Comments	Action
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	1	MGF 1106, Math for Liberal Arts	PEN 2137c, Advanced Diving Theory and Practice	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Orthopedic Impairment				
Speech/Language Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2021	1	1

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Spring 2022	0	0
Summer 2022	0	0
Total	1	1

***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: **Yes** If no, move to the next section. If yes, complete this section.

Assessment of Athletic Programs

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

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

Data Assessment

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

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

Compliance with Title IX

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

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 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	1	4	5	Total Number of Athletes	2	3	5
Percent of Athletes by Gender	20%	80%	100%	Percent of Athletes by Gender	40%	60%	100%
Total Number of Enrollments	469	648	1,117	Total Number of Enrollments	839	973	1,812
Percent of Enrollments by Gender	42%	58%	100%	Percent of Enrollments by Gender	46%	54%	100%
Percentage difference between athletes and students enrolled	22%	22%	N/A	Percentage difference between athletes and students enrolled	6%	6%	N/A

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: Yes 2021-22: Yes**

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 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.		

Part VI. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
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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, 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.

EQUITY OFFICER

DATE

COLLEGE PRESIDENT

DATE

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.**

Part VI. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
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Signature Page

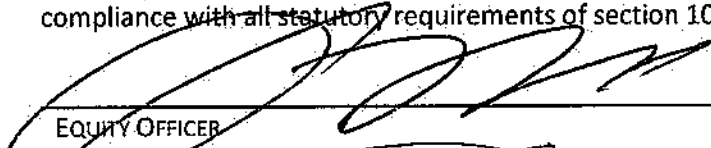
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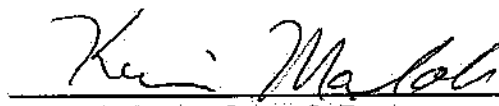
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The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of section 1012.86, F.S.


EQUITY OFFICER 6/12/2023
DATE


COLLEGE PRESIDENT 6/27/2023
DATE


CHAIR OF DISTRICT BOARD OF TRUSTEES 6/27/23
DATE