

**FLORIDA KEYS COMMUNITY COLLEGE
DISTRICT BOARD OF TRUSTEES
REGULAR MEETING
April 26, 2010
1:00 PM
Key West
A G E N D A**

- I. CALL TO ORDER**
 - II. PLEDGE TO THE FLAG**
 - III. ADOPTION AND ADDITION TO THE AGENDA**
 - IV. APPROVAL OF MINUTES of meetings held March 22, 2010.**
 - V. CONSENT AGENDA**
 - A. Continuing Workforce Ed. Fees **Attachment #1**
 - B. Grants Approval **Attachment #2**
 - D. Capital Budget 2009-10 **Attachment #3**
 - E. Testing Fees **Attachment #4**
 - VI. DISTRICT BOARD OF TRUSTEES**
 - PRESIDENT**
 - A. President's Report
 - B. Discuss BOT Meeting Day and Time
 - C. Faculty Report – E. J. Miller-Laino **Attachment #5**
 - D. SAC's Report Erika MacWilliams
 - E. Faculty Presentation – Georgianna Skinner
 - ATTORNEY**
 - A. Articles of Incorporation and By-Laws for Florida Keys College Campus Foundation **Handout**
 - VII. HUMAN RESOURCES**
 - A. Equity Report **Attachments #6**
 - B. Personnel Actions **Attachments #7**
 - C. 9-month Faculty and Continuing Contract Recommendations **Attachment #8**
 - VIII. ADMINISTRATIVE & BUSINESS SERVICES**
 - A. Financial Statements – Feb. 2010 **Attachments #9**
 - IX. INSTRUCTIONAL SERVICES**
 - A. Academic Calendar Revision 2010-11 **Attachment #10**
 - X. STUDENT SERVICES**
 - A. FTE Update – Lydia Estenoz
 - XI. GOOD OF THE ORDER**
 - A. Public Input
 - B. Graduation Reminder
- Next Meeting May 24, 2010, Key West, FL

PROPOSED BOARD ACTION

To approve the course fees for upcoming Continuing Education course offerings.

AUTHORITY FOR ACTION

Recommend approval from the Florida Keys Community College Board for the attached course fees for upcoming courses.

BACKGROUND INFORMATION

The office of Workforce Development and Community Outreach promotes life-long learning by extending the resources of Florida Keys Community College. Self-supporting programs will build on the strengths and expertise of Florida Keys Community College faculty, adjunct staff and community subject matter specialists. The office of Workforce Development and Community Outreach develops and offer non-credit continuing education offerings that are responsive to the professional/career development and personal enrichment needs of individuals as well as business and industry.

Continuing Education Price Summary

BoardPriceSummary		
Course Name	Course #	Tuition
A Deadly Misunderstanding	LLC0101	\$60.00
Access 2007 Fundamentals	MSO0940	\$125.00
Access 2007 Intermediate	MSO0941	\$125.00
Acrylic Painting For Joy	APJ0100	\$35.00
Advanced Summer Conversation Part 1	EAS0260	\$146.00
Applied Voice, Individual Lessons	APV0201	\$300.00
Beginners Conversation Part 1	EAS0264	\$146.00
Beginning Voice, Individual Lessons	BGV0200	\$300.00
Bravo! Survival Italian and the Culture	BSI0100	\$155.00
Bravo! Survival Italian and the Culture Part 2	BSI0101	\$155.00
Bravo! Survival Italian and the Culture Part 3	BSI0102	\$155.00
Bravo! Survival Italian and the Culture Part 4	BSI0103	\$155.00
Custom: MCAS Training	MCA0900	\$1,211.80
Custom: Access 2007 Advanced	MSO0944	\$125.00
Custom: Access 2007 Fundamentals	MSO0942	\$125.00
Custom: Access 2007 Intermediate	MSO0943	\$125.00
Digital Photography 1 & 2 All Inclusive	IDP0105	\$100.00
Digital Photography: Beyond the Camera	IDP0102	\$100.00
Dreamweaver 8 Advanced	DWB0901	\$139.00
Dreamweaver 8 Fundamentals	DWB0902	\$139.00
ESL: Basics Level 3 Part 1	EAS0205	\$155.00
ESL: Basics Level 3 Part 2	EAS0206	\$155.00
ESL: Reading, Writing & Grammar Review Part 2	EAS0255	\$155.00
ESL: Reading, Writing & Grammer Review Part 1	EAS0254	\$155.00
ESL: Summer Intermediate Level 1 Part 1	EIM0203	\$146.00
Excel 2007 Fundamentals	MSO0930	\$125.00
Excel 2007 Intermediate	MSO0931	\$125.00
Financial Workshop Part 1	FWS0200	\$65.00
Fire and Water	CER0004	\$400.00
Florida Family Development Credential	FDC0400	\$1,059.25
French Conversation	FFF0103	\$140.00
Hospitality Skills: Front Desk Representative	HOS0900	\$154.84
Hotter Stuff The Key West Fire Fest Blown Glass and Japanese Wood Fire	CER0014	\$400.00
Introduction to Ceramics	CER0010	\$160.00
Introduction to Ceramics I	CER0011	\$130.00
Introduction to Internet Investigations	III0700	\$0.00
Introduction to Personal Computers	IPC0900	\$66.28
Learning to Read Music-The Basics	LRM0200	\$103.34
Life Drawing Workshop for Beginners to Advanced	LDW0100	\$25.00
Massage Basics	MSG0107	\$150.00
Mixed Community Chorus	MCC0201	\$105.00
Money and Investments	MIC0200	\$65.00
National EMT Basic Refresher	EMT0901	\$480.00
Natural History of the Florida Keys	LLC0104	\$60.00
Ocean Operator's License Prep Course	OOC0201	\$663.70

Continuing Education Price Summary

BoardPriceSummary		
Course Name	Course #	Tuition
One Hundred Ton Gross Master	OHT0100	\$400.00
Pharmacy Technician Cert Prgm	PTC0300	\$999.00
Photoshop for Beginners: Edit Digital Photos	PSH0100	\$175.00
Piano Dreams for Beginners, Beginning Piano/Keyboard	PDC0212	\$200.00
Piano Dreams Intermediate, Part 1	PDC0220	\$200.00
Power Point 2007 Fundamentals	MSO0920	\$125.00
Preparing for the TOEFL Summer Part 1	TPC0204	\$146.00
Quickbooks 2009	QKB0902	\$150.00
Reading, Writing & Grammar Summer Review Pt 1	EAS0262	\$146.00
Reading, Writing and Grammar Review, Summer Part 1	EAS0262	\$146.00
Sanctuary Science Lecture Series	FKN0203	\$19.00
Specialized Creative Welding	WLD0903	\$425.00
Studies in Vocal Performance and Literature	SVP0100	\$120.57
Survival Spanish	SPB0102	\$155.00
Survival Spanish III	SPB0113	\$155.00
Tasting the Sun: Wines From Around the World	WSS0201	\$109.99
Vocal Mastery-Advanced Technique and Performance	VMA0100	\$184.35
W&L Eng: Absolute Beginners Part 1	EAB0203	\$155.00
W&L Eng: Absolute Beginners Part 2	EAB0204	\$155.00
W&L Eng: Advanced Conversation Part 1	EAS0256	\$155.00
W&L Eng: Advanced Conversation Part 2	EAS0257	\$155.00
W&L Eng: Advanced Level 1 Part 1	EAS0221	\$155.00
W&L Eng: Advanced Level 1 Part 2	EAS0222	\$155.00
W&L Eng: Basics Level 1 Part 1	EAS0201	\$155.00
W&L Eng: Basics Level 1 Part 2	EAS0202	\$155.00
W&L Eng: Basics Level 2 Part 1	EAS0231	\$155.00
W&L Eng: Basics Level 2 Part 2	EAS0232	\$155.00
W&L Eng: Basics Level 3 Part 1	EAS0241	\$155.00
W&L Eng: Basics Level 3 Part 2	EAS0242	\$155.00
W&L Eng: Intermediate Level 1 Part 1	EAS0211	\$155.00
W&L Eng: Intermediate Level 1 Part 2	EAS0212	\$155.00
Working & Living in English: Summer Basics Level 1 Part 1	WBT0201	\$146.00
Working & Living in English: Summer English for Absolute Beginners Part 1	WEM0201	\$146.00
Working and Living in English: Summer Basics Level 2 Part 1	WBT0221	\$146.00
Working and Living in English: Summer Intermediate Level 1 Part 1	WIL0201	\$146.00
Working and Living in English: Summer Intermediate Level 2 Part 1	WIM0203	\$146.00
Yoga for Employees	YOG0101	\$0.00

Catherine Torres

Submitted by Catherine Torres

Director of Workforce Development and Community Outreach

PROPOSED BOARD ACTION

Recommend approval from the Florida Keys Community College Board for the attached submitted grant proposals and acceptance of awarded grants. To provide information on proposal development activity.

AUTHORITY FOR ACTION

Authority for Board of Trustees approval Florida Statute 1001.64(4)(b).

BACKGROUND INFORMATION

The office of Sponsored Research identifies external funding opportunities through the federal government, the state of Florida, and local agencies and develops proposals in support of the College's mission. The office of Sponsored Research also provides administrative oversight for all grants awarded to Florida Keys Community College.

FKCC Office of Sponsored Research
Report of Activity for the Board of Trustees
March, 2010

Awarded Grants

Lincoln: A Traveling Exhibit to Libraries NEH	\$2,500	Careaga/Farrell
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Pending Grants Submitted

No change from February Report

Grants Proposals in Development

No change from February Report

Declined Grants

None

Approved,

Date: April 26, 2010

Spencer Slate
Chair,
FKCC Board of Trustees

Awarded Grants

National Endowment for the Humanities – Small Grants to Libraries Program

“We the People” Project – Lincoln: The Constitution and the Civil War

“Lincoln: The Constitution and the Civil War” is a collaboration between the National Endowment of the Humanities, the National Constitution Center and the American Library Association. The exhibition is based upon an original National Constitution Center-developed interactive exhibition of the same name reformatted into a traveling exhibit for libraries.

The exhibition uses the Constitution as the cohesive thread and offers a perspective on Abraham Lincoln that focuses on his struggle to meet the political and constitutional challenges of the Civil War. Organized thematically, the 1,000 square-foot panel exhibition explores how Lincoln used the Constitution to confront three intertwined crisis of the war – the secession of the Southern states, slavery, and wartime civil liberties.

Grant Award: \$2,500 for exhibition related expenses and exhibition programming

Collaborators: Monroe County Library (Key West and Key Largo), Monroe County Public Schools, Key West Literary Seminar, Florida Keys Council of the Arts, Gerald Adams School, Cornish Memorial A. M. E. Zion Church, Harry S. Truman Little White House, Monroe County Historian, and myriad Humanities Scholars.

Project Director: Juana Careaga

Project Period: 4/01/2010 – 12/31/2014

Pending Grants Submitted

No Change

Grant Proposals in Development

No Change

PROPOSED BOARD ACTION

Florida Keys Community College respectfully requests that the Florida Keys Community College District Board of Trustees to approve the Capital Budget for 2009-10.

AUTHORITY FOR ACTION

Florida State Board of Education: Rule 6A-14.0716 (Community College Budgets)

BACKGROUND INFORMATION

Part of our procedures is to request the Florida Keys Community College Board of Trustees for approval of the Capital Budget.

CAPITAL BUDGET 2009-10

PECO Request (From 2008 CIP)

NEW CONSTRUCTION

	Requested	Funded
Marine Propulsion	\$3,569,766	\$1,394,013
Property Acquisition	\$5,000,000	\$0
Classroom Building	\$300,000	\$0
Phys Ed & Applied Arts Bldg	\$300,000	\$0

RENOVATION

General Renovation	\$4,000,000	\$245,608
Sum of the digits		\$101,099
Safety & ADA issues	\$650,000	\$0
TOTAL	\$13,819,766	\$1,740,720

PECO AND CAP. IMPROVEMENT EXPENSES (INCLUDING CARRY-OVER)

2009-10	PECO	Capital Improvement
Beginning Balance 7-09	\$3,428,222	\$204,719
2009-10 Appropriation	\$1,740,720	\$223,838
Beginning Fund balance	\$5,168,942	\$428,557

NEW CONSTRUCTION

Marine Propulsion (RESERVED)	\$3,448,522
Budget Less Marine Propulsion	\$1,720,420

OTHER

Enrollment Module (Sunguard)	\$43,739
Classroom furniture (Lecture Hall)	\$2,935
Classroom furniture	\$10,425
Banner Server backup	\$4,600
Microscopes	\$21,979
Diving Wet suits (upper Keys)	\$6,598
Isle Sign	\$153
Student lobby workstation	\$802
MS Office for Student Licenses	\$9,267
Virus software for PCs and MACs	\$13,298
Student email archive server	\$18,078
Other	\$17,647

RENOVATION

Lagoon Dredging (committed)	\$676,000
Courtyard Renovation	\$49,000

Public Safety Air Handler	\$144,000	
Welding Laboratory renovations	\$30,000	
Automatic light switches		\$14,262
IT Infrastructure	\$45,000	
Security Cameras	\$1,700	
Security Shack Door	\$600	
Library Circulation Desk		\$7,800
Maintenance Salaries	\$145,000	
Flooring	\$20,000	
TWFAC Fire Curtain (Net)	\$50,000	
Roof Replacements	\$100,000	
Safety Railings	\$9,000	
Dock Safety repairs	\$3,500	
Repair & Maint	\$375,620	
Parking & Lights	\$70,000	
REMODELING		
HR Office (Paint)	\$1,000	
Library Carpeting/painting		\$45,634
Total Expenses	\$1,720,420	\$217,216
Ending Balance	\$0	\$211,341

PROPOSED BOARD ACTION

To approve the increase and creation of testing fees for Workforce Development and Community Outreach.

AUTHORITY FOR ACTION

Recommend approval from the Florida Keys Community College Board for the testing fees.

BACKGROUND INFORMATION

The office of Workforce Development and Community Outreach promotes life-long learning by extending the resources of Florida Keys Community College. Self-supporting programs will build on the strengths and expertise of Florida Keys Community College faculty, adjunct staff and community subject matter specialists. The office of Workforce Development and Community Outreach develops and offer non-credit continuing education offerings that are responsive to the professional/career development and personal enrichment needs of individuals as well as business and industry.



FLORIDA KEYS COMMUNITY COLLEGE

5901 College Road, Key West, FL 33040

(305) 296-9081, fkcc.edu

MEMORANDUM

From: Catherine Torres
Director of Workforce Development & Community Outreach

Date: April 20, 2010

Subject: Testing Fees

I would like to request to the Board of Directors to increase the TEAS test to \$60. We have lost many examinees in the Upper Keys who had to go to Kaiser College in Kendall for the exam because of lack of computer availability.

Kaiser College charges \$60 per exam and Gulf Coast charges \$75 so I do not believe we would be "exceeding" the amount to be charged.

Also, could you add a new test fee for Microsoft Certification Application Specialist (MCAS) fee of \$100 per certification (Word, Excel, etc.). FKCC is charged \$ 75.36 per exam with one retest.

If you need further information, please contact me.

Thank you.

*Catherine Torres
Director, Workforce Development & Community Outreach
Florida Keys Community College
5901 College Road
Key West, FL 33040
(305) 809-3250*



DATE: April 19, 2010
TO: Board of Trustees
FROM: Joanne M. Tinker Director, Human Resources
SUBJECT: Annual Equity Update, BOT meeting 4.26.10

PROPOSED BOARD ACTION

Approval of the 2009-2010 Annual Equity Update.

AUTHORITY FOR STATE BOARD ACTION

Florida Statute, Section 1012.86

BACKGROUND INFORMATION

The following Annual Equity Update Report was coordinated with the appropriate supervisors, approved by the President or the President's Designee and is recommended to the Board of Trustees for approval.

Supporting Documentation Included:

Summary Memo
Annual Equity Update Report

Facilitators/Presenters:

Joanne Tinker, Director, Human Resources

Summary: 2009-2010 ANNUAL EQUITY UPDATE

INTRODUCTION:

Annual Equity Update monitors Equity and Access progress in two broad areas:

1. Policy and Procedure Review
2. Student Access
 - a. Increasing the quantity and quality of education outcomes and coordinating efforts to improve student learning for racial/ethnic minorities.
3. Employment Equity Accountability Program
 - a. Equity Coordinator reports on efforts made to increase female and minority diversity in the following selected positions:
 - i. Senior Level Administration (EAMs)
 - ii. Full-time Faculty
 - iii. Faculty attaining Continuing Contracts
 - b. Evaluation of Employment Practices
 - c. Evaluation of Granting Continuing Contracts

The Annual Plan is submitted to the Division of Florida Colleges, Florida Department of Education.

The State Board of Education forwards the report to the President of the Senate and to the Speaker of the House of Representatives, each year, to provide a system-wide progress report on Equity and Access.

The 2009-2010 ANNUAL EQUITY UPDATE REPORT SUMMARY

- p.4 A. Description of the process used at the College for policy and procedure revision and/or creation.
B. Notification of Nondiscrimination policies and Equity Officer contact information.
- p.5 C. Grievance Policies
D. Revised policy regarding Harassment and Grievance procedures.
- pgs. 6-11 Student Enrollment Data. Overall enrollment increases in all minority areas with the exception of Other Minority Males. Goals, timelines, methods and strategies provided to increase minority enrollments.
- pgs. 11-16 Student Completion Data. Completers increased in AS degrees in the Black and Hispanic categories, but decreased in AA degree completers in almost every minority. Increase in certificate completers in most minority areas. Goals, timelines, methods and strategies provided to increase minority completers.
- pgs. 16-20 Student Retention Data. The data is somewhat misleading when reporting on percentages as a few number of students can majorly effect our percentages. According to the data in the report - our retention rates have held steady over the past year or so.
- pgs. 20-23 Gatekeeper Mathematics Courses Data. In some cases are numbers increased but our percentages or participation are sometimes skewed by the low number of students in the courses, therefore we do not meet the percentage comparison of white students to minority.
- pg 24. Substitution Waivers
- pg. 25 Gender Equity in Athletics – N/A
- pgs. 26-32 Accountability in Institutional Employment

EAMs: Met or exceeded census data percentages in the following categories: Females overall, Hispanics and White females. Under-represented in overall Black and Other Minority categories.

Instructional – Met or exceeded census data percentages in the following categories: Black Females, Hispanic Females and Males, and Other Minority Males. Under-represented in Black Females and Other Minority Females categories.

Continuing Contract – Met or exceeded census data percentage in the following categories: Hispanic Males, and Other Minority Males. Under-represented in Black Males, Hispanic Females, White Females, and Other Minority Females.

pg. 32	Barriers
pg. 33	Evaluations of President and Department Heads
pg. 34	Continuing Contract Processes and Funding
pg. 35	Certification of Report

2009-2010 *Annual Equity Update*



Florida Keys Community College is committed to providing equal access/equal opportunity. The College does not discriminate on the basis of color, race, sexual orientation, religion, gender, age, national origin, marital status or disability in admission to, or employment in, its education programs or activities. FKCC complies with the Florida Educational Equity Act and with Title IX of the Education Amendments of 1972. Inquiries concerning application and implementing regulations may be referred to the College's Equity Coordinator, Joanne Tinker, Office 1512, Human Resources, 5901 College Road, Key West Florida 33040, (305) 809-3248 or to the Office for Civil Rights of the U.S. Department of Education.



Dr. Lawrence W. Tyree, President

District Board of Trustees

Spencer Slate

Kim Bassett

Ed Scales

Dr. Antoinette Martin

Ann O'Bannon

**The Florida College System
Annual Equity Update Report 2009-10**

For
Florida Keys Community College

Submitted to

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

Under Section 1000.05, Florida Statutes (F.S.),
Florida Educational Equity Act and
Section 1012.86, F.S, Community College Employment
Equity Accountability Program

April 20, 2010

Ms. Lynda Earls, Director, Equity & Civil Rights Compliance
Florida Department of Education, Division of Florida Colleges
325 West Gaines Street, Suite 1532B
Tallahassee, Florida 32399-0400

Dear Ms. Earls:

Florida Keys Community College (FKCC) maintains a strong commitment to equity and access in the College's educational and work environment. The College is accountable to responding to the diverse and changing needs of Monroe County. FKCC recognizes female and minority populations as an integral part of our county's and our country's success. The College continuously develops and reviews equity strategies to attract and retain this diversity.

The College is making progress in attracting, retaining and graduating a diverse student population. This year, FKCC continues to increase overall enrollment in all minority areas with the exception of the "Other Male Minority" category, for which additional strategies have been developed. The ISLE supports students enrolled in preparatory courses with a variety of strategies, and the College Reach Out Program offers innovative approaches to supporting at-risk middle and high school students in pursuing post-secondary education. The College's community partnerships have opened up tremendous student opportunities in post-secondary education, and the College plans to foster and grow these partnerships.

In the area of employment, the Human Resources/Equity Office promotes diversity and ensures equity in recruitment, policy and procedure development, salary and benefit administration, professional development and the work environment. The College values and benefits greatly from employing faculty and staff from a wide range of backgrounds. With Monroe County's unique geography, demographics, and expensive housing market, which continues to drive one of the highest cost-of-living districts in Florida, the challenge is to recruit and retain a diverse employee population in a tourism economy that offers limited career opportunities. Additionally, budget constraints make it difficult to offer competitive and feasible salaries required to live in the Keys. The Human Resources Office is meeting this challenge by reviewing minority recruitment and retention strategies, and offering support and guidance to applicants considering relocation. FKCC recognizes that innovative programs and services, and effective, efficient use of resources will be necessary to meet these challenges.

Florida Keys Community College provides a student-centered atmosphere in an educational environment that is conducive to individual growth by recognizing individual differences as valuable resources to the success of the College. Success is fostered in an employee and student environment that encourages and ensures equality of access. Equity at FKCC is the foundation that supports our mission and enables us to provide exceptional educational experiences.

Sincerely,

Lawrence W. Tyree, Ed. D.
Interim President

**The Division of Florida Colleges
2009-10 Annual Equity Update Report
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- Part II.** Policies and Procedures Prohibiting Discrimination
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 2. Student Completions by Race, Gender, Disability (self-declared), and limited-English-language skills
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 4. Student Success Rates in Gatekeeper Mathematic Courses by Race
- Part IV.** Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities
- Part V.** Gender Equity in Athletics
1. Student Participation in Athletic Programs by Gender
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- Part VI.** College Employment Equity Accountability Program
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Signature Page

APPENDICES

- Appendix 1 Notice of Policy of Nondiscrimination and Designation of Equity Officer(s)
- Appendix 2 Complaint or Grievance Procedure(s)
- Appendix 3 Revised Policies and Procedures
- Appendix 4 Policies and Procedures for Program Admissions and/or Course Substitution Waivers for Eligible Students with Disabilities.
- Appendix 5 Equity in Athletics Disclosure Act Report for 2009
- Appendix 6 Fall Staff Reports

PART I Description of Plan Development

Annually, the Equity Coordinator meets several times with various division representatives of the college which have a direct impact on the outcomes described in this report. This year meetings were held with members of the Students Services division, the Dean, Arts and Sciences and several Faculty members.

The meetings consisted of reviewing the prior year's report, looking at the most recent data, deciding what does and does not work according to the data and revising and/or enhancing strategies and goals.

PART II Policies and Procedures Prohibiting Discrimination

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

Florida Keys Community College has revived the college's Policy Review Committee (PRC). This committee currently meets every week and is comprised of a cross-section of employees, including members of the Executive team. The PRC reviews Board Rules and internal College procedures, drafts revisions or creates a needed policy. The committee is responsible for ensuring the policy or procedure abides by all rules, state, federal and institutional, as well as meets the goals of the institution. After discussion amongst themselves and legal counsel if necessary, the PRC brings recommendations to the Executive Council and the President for final review. Once approved, Board Rule recommendations are brought to the Board attorney. (Internal college procedures do not require Board approval.) The Board attorney brings Board Rule revisions or creations before the Board of Trustees for approval at their monthly meeting.

B. Policy and Continuous Notice of Nondiscrimination and Notice of Equity Officer/Coordinator

Florida Keys Community College (FKCC) provides notification that discrimination on the basis of race, ethnicity, national origin, gender, age, disability, or marital status, against a student, applicant for admission, employee, or applicant for employment, will not be tolerated. FKCC also notifies and identifies the equity officer's information. The identity of the Equity Officer is included in the regular notification of FKCC's policy of nondiscrimination.

1. Please see Appendix 1 for a copy of FKCC's notice of nondiscrimination which includes the identity of the equity coordinator. The Equity Officer's information can be found on our employment application, position vacancy announcements, and website in several places; posted in the HR office, faculty lounge area and the general administrative building. New hires are also given packets containing this policy and the Equity Officer's information along with other pertinent policies. The notice is also posted at our Middle and Upper Keys centers.

2. Examples of publications which include FKCC's notice of nondiscrimination and notification of the designated coordinator or Equity Officer: Notification regarding the FKCC Equity Officer's contact information is posted in the mailrooms, on every campus and in the HR office. The following notification or a variation thereof appears in various places such as position

vacancy announcements, Course Schedules, Course Catalogues, Student Manual, Faculty Manual, Non-Discrimination Policy, FKCC website, FKCC HR pages on the website. The notice reads: "Florida Keys Community College is committed to providing equal access/equal opportunity. The College does not discriminate on the basis of color, race, sexual orientation, religion, gender, age, national origin, marital status or disability in admission to, or employment in, its education programs or activities. FKCC complies with the Florida Educational Equity Act and with Title IX of the Education Amendments of 1972. Inquiries concerning application and implementing regulations may be referred to the College's Equity Coordinator, Joanne Tinker, Office 1512, Human Resources, 5901 College Road, Key West Florida 33040, (305) 809-3248 or to the Office for Civil Rights of the U.S. Department of Education."

C. Complaint or Grievance Procedure

FKCC adopted and published grievance procedures for prompt and equitable resolution of student and employee complaints alleging discrimination. The procedure is made readily available and identifies an alternative point of contact to file a complaint, reasonable timelines for the reporting, investigation, and a hearing of findings of the investigation. The procedure also provides protection from retaliation and confidentiality to the extent possible.

Please see Appendix 2 for a copy of the College's employee and student grievance procedures. These procedures and Board Rule policies can be found on the college's internal network. If revisions to the policy and procedure are approved by the Board of Trustees an email notification is sent to all employees at the institution, with either the actual changes attached or a link to the actual policy.

D. Revised Policies and Procedures

Submit as APPENDIX 3 any policies and procedures related to civil rights for which revisions have been made since submission of the college's last Annual Equity Update Report. List the titles of any revised policies and/or procedures in this space. Policies and procedures covered in this section include:

- Non discrimination – *No Change*
- Student/employee Grievance procedures – *Please see Appendix 2*
- Student and/or Employee Harassment Policy – *Please see Appendix 3*
- AIDS/HIV Infectious Disease Policy/Procedures – *No Change*

PART III

Strategies to Overcome Underrepresented Students

Plan for Diversity in Student Participation

The Florida Educational Equity Act, Section 1000.05, F.S., states that discrimination against students and employees in the Florida K-20 public education system is prohibited and equality of access is required. Part (4) requires that, “Public schools and community colleges shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.”

1. Student Enrollments

Colleges will continue to examine trends in the representation of students by race and gender for First-Time-In-College (FTIC) and Overall Enrollment; however, this year’s report includes students who have self-reported a disability and national origin minority students with limited-English-Language skills. The reporting period is from 2006-07 through 2008-09. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments (i.e., percentage point differences in comparison to non-minority student enrollments or increases/decreases in enrollments from one year to the next) and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

A. Charts reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System												
College: Florida Keys												
Student Participation-Enrollments												
			FTIC					Total Enrollments				
RACE	GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%
Black	Female	2006-07	1	0	13	215	6.0%	5	0	88	2,050	4.3%
		2007-08	0	0	19	254	7.5%	0	3	87	2,041	4.3%
		2008-09	0	0	9	240	3.8%	2	3	96	2,101	4.6%
	Male	2006-07	0	0	5	215	2.3%	4	4	57	2,050	2.8%
		2007-08	1	1	15	254	5.9%	5	4	56	2,041	2.7%
		2008-09	0	1	11	240	4.6%	5	4	57	2,101	2.7%
	TOTAL	2006-07	1	0	18	215	8.4%	9	4	145	2,050	7.1%
		2007-08	1	1	34	254	13%	5	7	143	2,041	7.0%
		2008-09	0	1	20	240	8.3%	7	7	153	2,101	7.3%

CCTCMIS - CCEE0191 11/23/2009 11:30:30
 Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
 Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System												
College: Florida Keys												
Student Participation-Enrollments												
			FTIC					Total Enrollments				
RACE	GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%
Hispanic	Female	2006-07	7	0	28	215	13%	29	1	170	2,050	8.3%
		2007-08	3	0	26	254	10%	16	0	153	2,041	7.5%
		2008-09	1	1	18	240	7.5%	8	2	180	2,101	8.6%
	Male	2006-07	1	0	14	215	6.5%	8	0	118	2,050	5.8%
		2007-08	1	1	24	254	9.4%	3	1	126	2,041	6.2%
		2008-09	1	0	29	240	12%	7	0	174	2,101	8.3%
	TOTAL	2006-07	8	0	42	215	20%	37	1	288	2,050	14%
		2007-08	4	1	50	254	20%	19	1	279	2,041	14%
		2008-09	2	1	47	240	20%	15	2	354	2,101	17%

CCTCMIS - CCEE0191 11/23/2009 11:30:30

Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System												
College: Florida Keys												
Student Participation-Enrollments												
			FTIC					Total Enrollments				
RACE	GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%
Other	Female	2006-07	0	0	6	215	2.8%	3	1	32	2,050	1.6%
		2007-08	0	0	5	254	2.0%	0	0	20	2,041	.98%
		2008-09	1	0	5	240	2.1%	1	0	33	2,101	1.6%
	Male	2006-07	0	1	4	215	1.9%	1	1	21	2,050	1.0%
		2007-08	0	0	1	254	.39%	0	0	21	2,041	1.0%
		2008-09	0	0	4	240	1.7%	0	0	13	2,101	.62%
	TOTAL	2006-07	0	1	10	215	4.7%	4	2	53	2,050	2.6%
		2007-08	0	0	6	254	2.4%	0	0	41	2,041	2.0%
		2008-09	1	0	9	240	3.8%	1	0	46	2,101	2.2%

CCTCMIS - CCEE0191 11/23/2009 11:30:30

Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System												
College: Florida Keys												
Student Participation-Enrollments												
			FTIC					Total Enrollments				
RACE	GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%
White	Female	2006-07	1	1	71	215	33%	10	14	844	2,050	41%
		2007-08	0	2	77	254	30%	8	14	857	2,041	42%
		2008-09	0	2	67	240	28%	8	20	866	2,101	41%
	Male	2006-07	1	2	74	215	34%	4	13	720	2,050	35%
		2007-08	0	6	87	254	34%	3	14	721	2,041	35%
		2008-09	0	1	97	240	40%	3	17	682	2,101	32%
	TOTAL	2006-07	2	3	145	215	67%	14	27	1,564	2,050	76%
		2007-08	0	8	164	254	65%	11	28	1,578	2,041	77%
		2008-09	0	3	164	240	68%	11	37	1,548	2,101	74%

CCTCMIS - CCEE0191 11/23/2009 11:30:30
Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System												
College: Florida Keys												
Student Participation-Enrollments												
		FTIC					Total Enrollments					
GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%	
Female	2006-07	9	1	118	215	55%	47	16	1,134	2,050	55%	
	2007-08	3	2	127	254	50%	24	17	1,117	2,041	55%	
	2008-09	2	3	99	240	41%	19	25	1,175	2,101	56%	
Male	2006-07	2	3	97	215	45%	17	18	916	2,050	45%	
	2007-08	2	8	127	254	50%	11	19	924	2,041	45%	
	2008-09	1	2	141	240	59%	15	21	926	2,101	44%	
TOTAL	2006-07	11	4	215	215	100%	64	34	2,050	2,050	100%	
	2007-08	5	10	254	254	100%	35	36	2,041	2,041	100%	
	2008-09	3	5	240	240	100%	34	46	2,101	2,101	100%	

CCTCMIS - CCEE0191 11/23/2009 11:30:30
Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

B. Provide an analysis of the data and identify areas of disproportionate enrollment. Identify the method by which enrollment is considered disproportionate and identify any areas for improvement if the analysis indicates improvement is warranted.

Florida Keys Community College has experienced growth in enrollment over the past year. The college has increased the overall enrollment in all minority areas with the exception of Other Minority Males which decreased slightly (8 students) from last year. According to the enrollment report provided, the percentage of Black Females has increased by .3% over last year (9 students) and the percentage of Black Males has held steady. Both Hispanic Females and Males have increased over last year, in total enrollment. Other Minorities reported an increase in Females by .62% and Other Minority Males are down .38% from last year. White Females increased in headcount and by percentage of overall enrollment by 1%. Because we are a small institution these percentages are largely effected by the slightest change in enrollment numbers.

C. Achievement of goals and timelines: Based on the data, modify goals for 2010-11 through 2012-13 as necessary. Report goals below.

Goals and Timelines:

Continue to increase the percentage of Black student enrollments by 1% of the overall enrollment over the next two years. Continue to increase the percentage of Hispanic student enrollments by 5% of the overall enrollment over the next two years. Continue to increase the percentage of other Minority student enrollments by 1% of the overall enrollment over the next two years. Continue to increase the percentage of Females student enrollments by 2% of the overall enrollment over the next two years.

Methods and Strategies:

- *The college will continue to promote diversity in the classroom as well as within the community. The Student Activities Coordinator continues to work on the timeline with the Student Government (student body) to create a schedule of events that celebrate differences.*
- *The Provost continues to promote and support faculty in incorporating diversity projects in the classroom and instructional division.*
- *A college-wide learning outcome has been established that directly addresses diversity and cultural awareness: Demonstrate sensitivity to socio-cultural diversity and the interdependence of groups in a global society. This outcome is assessed across disciplines in order to evaluate our institution's effectiveness in promoting diversity.*

Student Activities/SGA events :

- *Black History Month- Library Display in conjunction with an event involving the Bahama Village*
- *Hispanic Heritage Roasted Pig Event*
- *Holocaust survivors presentation*
- *All clubs and campus events do not discriminate in accordance with College policy*
- *New Student Orientation- Learn FKCC resources, interact with fellow new students, and meet club reps*
- *Survey of African Amer. History class presentation, students work together on a project which highlights African American accomplishments.*
- *Professor Alvarado-Vazquez's class on Queer Latina(o) Literature highlights writers and authors of Latino culture that identify themselves as "queer."*

- *Professor Alvarado-Vazquez's's Visions of El Dorado, highlights how the Spanish culture views and perceives America.*
- *At the request of the Provost, the Bahama Village Community is invited to FKCC on a continuous basis by CROP Coordinator, The Coordinator also visits various church and religious functions.*
- *FKCC is active in Bahama Village during events such as Juneteenth, Martin Luther King, Jr. Day March. Outreach to diverse communities is on-going and is directly being addressed, for example, emphasis is on boosting the number of minority students to enter FKCC; which includes giving students an opportunity to apply for minority specific scholarships.*
- *2010-2011- Cultural Diversity Day - a Tour Around the World food event where student cook foods from all different backgrounds*
- *2010-2011 focus on more monthly events (awareness's) including drunk driving, breast cancer, etc.*

D. Based on the analysis and goals, list the methods and strategies to be used by the college to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.

- *Go Higher Get Accepted Events- This is the third year we held this event and will continue in the future.*
- *Fall and Spring Open House*
- *Monroe County School district Fall College Fairs*
- *Monthly MCSD HS visits by recruiter*
- *Ft. Lauderdale, Philadelphia, New York, New Jersey NACAC Fairs*
- *Our World Underwater Dive Expo*
- *MCSD AVID Presentations*
- *Monthly Navy INDOC and TAP Class Presentations – Very beneficial to our community and new military families*
- *Advertising in Next Step Magazine across select markets*
- *MCSD Elementary School's College Nights*

Methods and Strategies:

- *FKCC has a diverse population of students. We offer and advise for a variety of programs. All advisors are trained and sensitive to minority concerns. Free tutoring both on and off campus, is made available. In addition Faculty Division Chairs encourage and practice cultural diversity activities in the classroom. Specific assignments bring the students together to learn about and celebrate various cultural heritages and activities. Most recently, our students celebrated African American Heritage and Black History Month by celebrating and promoting a program in Bahama Village which featured prominent African American community leaders as well as highlighted the talents of the students in the CROP program. Our CROP program also had an interactive display in the FKCC Learning Resources Center which depicted accomplishments made by African Americans.*
- *Disabled Student Services (DSS) is currently partnering with the high schools in the Monroe County School District to ensure smooth transitioning for enrollment into College. The DSS department also provides consistent letters of notification to prospective and current students regarding the services and assistance which is available to help students with disabilities be successful in attaining their educational goals.*
- *Program directors and advisors are available at on-campus student events. The marketing department features minorities in AS and Certificate occupations.*

- *College Reach Out Program- At-risk minority middle and high school students provided with academic and individual support, peer mentoring, which encourages enrollment at FKCC. High School workshops in Financial Aid and FKCC application process are available. Former CROP students pursuing Associates or Bachelor's degrees work in CROP program tutoring and mentoring students to pursue post secondary degrees.*
- *The advising department conducts an orientation program to help new students adjust quickly to the challenges and rewards of college life. Through this orientation program students learn about the campus and the various facilities and services. The orientation also provides important information regarding College policies, procedures, academic programs and registration procedures. Students are afforded the chance to meet other first time in college students, fostering new friendships within the College community. This information is vital and plays a significant role in the successful education experience of the student. For this reason the College has mandated first time in college students attend or participate in either an on-campus or on-line orientation.*

2. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2006-07 to 2008-09 by race, gender, disability, and minority limited-English-language skills of students achieving A.A. Degrees, A.S. Degrees, or Certificates of Completions (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2010/11 through 2012/13. Colleges will continue to assess progress, modify goals, and develop new methods and strategies for accomplishing the goals in areas where completions have not been in alignments with goals.

A. Charts reflecting Program Completions by AA and AS Degrees and by Certificates

Florida College System																
College: Florida Keys																
Student Participation/Completions																
		AA Degrees					AS Degrees					Certificates				
Class	Rpt Year	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
Black Female	2006-07	0	0	4	91	4.40	0	0	2	63	3.17	0	0	3	129	2.33
	2007-08	0	1	4	88	4.55	0	1	2	70	2.86	0	1	7	100	7.00
	2008-09	0	0	0	0	0	0	0	5	40	12.5	0	0	3	93	3.23
Black Male	2006-07	0	1	3	91	3.30	0	0	0	0	0	0	0	6	129	4.65
	2007-08	1	0	3	88	3.41	1	0	1	70	1.43	0	0	3	100	3.00
	2008-09	1	0	3	75	4.00	0	0	2	40	5.00	0	1	6	93	6.45
Black Total	2006-07	0	1	7	91	7.69	0	0	2	63	3.17	0	0	9	129	6.98
	2007-08	1	1	7	88	7.95	1	1	3	70	4.29	0	1	10	100	10.0
	2008-09	1	0	3	75	4.00	0	0	7	40	17.5	0	1	9	93	9.68

CCTCMIS - CCEE0192 11/23/2009 11:30:51 Source: AA1A2007, AA1A2008, AA1A2009
 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
 Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System																
College: Florida Keys																
Student Participation/Completions																
		AA Degrees					AS Degrees					Certificates				
Class	Rpt Year	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
Hisp. Female	2006-07	1	0	13	91	14.3	1	0	3	63	4.76	0	0	3	129	2.33
	2007-08	1	0	9	88	10.2	1	0	9	70	12.9	0	0	2	100	2.00
	2008-09	3	0	10	75	13.3	0	0	1	40	2.50	0	0	4	93	4.30
Hisp. Male	2006-07	0	0	3	91	3.30	0	0	4	63	6.35	2	0	18	129	14.0
	2007-08	0	0	8	88	9.09	0	0	3	70	4.29	0	0	16	100	16.0
	2008-09	1	0	1	75	1.33	1	0	4	40	10.0	1	0	17	93	18.3
Hisp. Total	2006-07	1	0	16	91	17.6	1	0	7	63	11.1	2	0	21	129	16.3
	2007-08	1	0	17	88	19.3	1	0	12	70	17.1	0	0	18	100	18.0
	2008-09	4	0	11	75	14.7	1	0	5	40	12.5	1	0	21	93	22.6

CCTCMIS - CCEE0192 11/23/2009 11:30:51 Source: AA1A2007, AA1A2008, AA1A2009
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System																
College: Florida Keys																
Student Participation/Completions																
		AA Degrees					AS Degrees					Certificates				
Class	Rpt Year	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
Other Female	2006-07	1	0	1	91	1.10	0	0	1	63	1.59	0	0	0	0	0
	2007-08	0	0	0	0	0	0	0	2	70	2.86	0	0	0	0	0
	2008-09	0	0	0	0	0	0	0	1	40	2.50	0	0	1	93	1.08
Other Total	2006-07	1	0	1	91	1.10	0	0	2	63	3.17	0	0	0	0	0
	2007-08	0	0	2	88	2.27	0	0	4	70	5.71	0	0	8	100	8.00
	2008-09	0	0	1	75	1.33	0	0	1	40	2.50	0	0	1	93	1.08
Other Male	2006-07	0	0	0	0	0	0	0	1	63	1.59	0	0	0	0	0
	2007-08	0	0	1	88	1.14	0	0	2	70	2.86	0	0	7	100	7.00
	2008-09	0	0	1	75	1.33	0	0	0	0	0	0	0	0	0	0

CCTCMIS - CCEE0192 11/23/2009 11:30:51 Source: AA1A2007, AA1A2008, AA1A2009
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System																
College: Florida Keys																
Student Participation/Completions																
		AA Degrees					AS Degrees					Certificates				
Class	Rpt Year	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
White Female	2006-07	1	3	43	91	47.3	0	2	38	63	60.3	0	2	38	129	29.5
	2007-08	2	3	46	88	52.3	1	0	37	70	52.9	0	2	19	100	19.0
	2008-09	0	2	40	75	53.3	0	0	20	40	50.0	0	0	21	93	22.6
White Male	2006-07	0	2	24	91	26.4	0	1	14	63	22.2	0	1	61	129	47.3
	2007-08	1	0	16	88	18.2	0	0	14	70	20.0	0	0	45	100	45.0
	2008-09	1	0	20	75	26.7	0	0	7	40	17.5	0	0	41	93	44.1
White Total	2006-07	1	5	67	91	73.6	0	3	52	63	82.5	0	3	99	129	76.7
	2007-08	3	3	62	88	70.5	1	0	51	70	72.9	0	2	64	100	64.0
	2008-09	1	2	60	75	80.0	0	0	27	40	67.5	0	0	62	93	66.7

CCTCMIS - CCEE0192 11/23/2009 11:30:51 Source: AA1A2007, AA1A2008, AA1A2009
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System																
College: Florida Keys																
Student Participation/Completions																
		AA Degrees					AS Degrees					Certificates				
Class	Rpt Year	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
Female	2006-07	3	3	61	91	67.0	1	2	44	63	69.8	0	2	44	129	34.1
	2007-08	3	4	60	88	68.2	2	1	50	70	71.4	0	4	29	100	29.0
	2008-09	3	2	50	75	66.7	0	0	27	40	67.5	0	0	29	93	31.2
Male	2006-07	0	3	30	91	33.0	0	1	19	63	30.2	2	1	85	129	65.9
	2007-08	2	0	28	88	31.8	1	0	20	70	28.6	0	0	71	100	71.0
	2008-09	3	0	25	75	33.3	1	0	13	40	32.5	1	2	64	93	68.8
Total	2006-07	3	6	91	91	100	1	3	63	63	100	2	3	129	129	100
	2007-08	5	4	88	88	100	3	1	70	70	100	0	4	100	100	100
	2008-09	6	2	75	75	100	1	0	40	40	100	1	2	93	93	100

CCTCMIS - CCEE0192 11/23/2009 11:30:51 Source: AA1A2007, AA1A2008, AA1A2009
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled

B. Provide an analysis of the data and identify areas of disproportionate completions. Identify the benchmark used by the college to determine disproportionate completions and identify any areas for improvement if the analysis indicates improvement is warranted. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.

The total Black AA degree completions decreased by 4%, increased in AS degree completions by 13% decrease in Certification completion by .3%. Hispanic Females AA degree completers increased by 3.1% while Hispanic Male AA degree completers decreased by 7.76%. Hispanic Female AS degree completers decreased by 10.4% and Hispanic Male AS degree completers increased 5.79%. Both Hispanic Male and Female certificate completers increased. The total Other Minority AA degree completions decreased by .94%, decreased in AS degree completions by 3.2% and decreased 6.9% in Certification completions. The percentage of overall Females Certification completers has increased while the AS and AA degree completers as decreased slightly.

C. Achievement of goals and timelines: Based on the data, modify goals for 2010-11 through 2012-13 as necessary. Report goals below.

Goals and Timelines:

Continue to increase the percentage of Black, AA degrees and Certificates completers by 4% over the next two years. Continue to increase the percentage of Hispanic AA and AS degree completers by 5% over the next two years. Continue to increase the percentage of Female completers in AS degrees by 3% over the next two years. Continue to increase the percentage of Other Minority AS and AA degree and certificate completions by 3% over the next two years.

Methods and Strategies:

- *We will be targeting all minority students with an emphasis on increasing the percentage of successful minority students.*
- *The College continues to promote diversity in the classroom as well as within the community. The Student Activities Coordinator continues to work with the Student Government Association to create a schedule of events that celebrate diversity.*
- *The Instructional Division continues to promote and support Faculty in incorporating diversity projects in the classroom.*
- *A college-wide learning outcome has been established which directly addresses diversity and cultural awareness:
 - *Demonstrate sensitivity to socio-cultural diversity and the interdependence of groups in a global society.**This outcome is assessed across disciplines in order to evaluate our institutional effectiveness in promoting diversity.**
- *We are working to expand the course sequence for each program of study, including AA/AAS/AS and certificate.*

D. Based on the analysis and goals, list the methods and strategies to be used by the college to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.

To increase the completion rate for FKCC students each program has a plan to ensure completions and the success of our students. A few examples are listed below.

- *Marine Technology Program has implemented experiential learning activities to better engage students with their subject material. For example, actual pieces of water vessels have been introduced into the curriculum for students to dismantle and rebuild. This type of activity assists in reinforcing academic theory with actual experience. Learning experiences such as this have encouraged students to obtain the skills and confidence necessary to complete the program.*
- *Diving Program offers certificates that allow students to complete specific trainings that are required for the workforce.*
 - *The Diving Medical Technician Certificate: This community college certificate prepares students with the fundamental knowledge required to enter the workforce as a Diving Medical Technician. Credits earned in this course are applicable to earning an A.S. in Diving and Technology.*
 - *Professional Research Diving Certificate: This community college certificate prepares students with the fundamental knowledge required to enter the workforce as a Professional Research Diver. Credits earned in this course are applicable to earning an A.S. in Diving and Technology.*
- *Course sequence sheets in place for each AA program of study to assist students to stay on track and complete their degree in a timely manner.*
- *To ensure completion in a timely manner we have established a retention method for students enrolled in preparatory coursework. Because students often postpone enrollment in college preparatory courses, the college now requires advisors to connect college preparatory students to a computer-generated enrollment tracking and monitoring process. The tracking process requires that college preparatory students meet with an advisor to select courses; thereby ensuring the completion of all remedial coursework within earning 12 college credit hours. This strategy is designed to make certain that students are in the best condition for learning and for successfully completing their college-level coursework.*

Rule 6A-10.0315(14) states that students enrolled in college preparatory courses may be permitted to take courses concurrently in other curriculum areas for which they are qualified. Students who test into college prep instruction must successfully complete the required college preparatory studies by the time they have accumulated 12 hours of college credit course work OR students must maintain continuous enrollment in college preparatory course work each semester until the requirements are completed while performing satisfactorily in the degree earning course work. College preparatory students who are deficient in all three areas (reading, English and math) may enroll in college-level courses such as college success courses or courses that are not dependent on college-level computation and communication skills.

Upon successful completion of remediation, students then qualify to enroll in college-level courses. At that time the tracking and monitoring hold will be removed by the Testing Coordinator.

- *The college has developed a strategy to improve retention for Hispanic students and other minority students who are enrolled as degree-seeking. For example, all degree-seeking Hispanic and minority students are required to meet with an Advisor before withdrawing. Advisors provide an intervention that includes guidance on alternative selections, tutoring, and lab availability. Students are also informed as to transferability to state institutions. The information regarding the opportunities at state institutions is current due to the Advisors maintaining articulation agreements with 4-year universities and hosting visits from state universities and other 4-year colleges. In addition, Advisors*

and CROP personnel direct students to on-campus career resources and financial aid for increased access to university and career information.

- *Academic advising encourages dual enrollment participation by visiting the high schools on a monthly basis and promoting this wonderful educational opportunity to students and guidance counselors. Dual enrollment assists in AA completion because it reduces the amount of time required to complete the degree and also offers students the experience of successfully completing college-level work while in high school; consequently improving their academic confidence and encouraging them to pursue post secondary education. The Advising department also encourages CROP students to participate in AA courses over the summer months, which maintains the educational momentum of the fall and spring semesters and also assists in degree completion within a 2-year time frame.*
- *Program Directors and Advisors are available at on-campus student events. Marketing features minorities in AS and Certificate occupations. Summer CROP students participate in Certificate and AS courses.*
- *Another strategy the college implemented to increase the number of completers is to communicate with students who have completed forty-five credits or more in the AA program. Letters and emails are sent to these students to ensure that they are aware of their status in their degree program and to encourage them to complete graduation applications and promote attendance at commencement.*

3. Student Retention by Race and Gender

The College 2009-10 Update Report should include analysis of methods and strategies used by the college to increase persistence and retention of FTIC students returning for a second year. Data is provided for full-time and part-time students by race and gender for two years comparisons; Fall 2007-08 FTIC students returning Fall 2008-09 and Fall 2008-09 FTIC students returning Fall 2009-10.

A. FULL-TIME STUDENTS

Florida College System																	
College: Florida Keys																	
Full-Time Student Retention (FTIC) 2007-08 Fall Beginning-of-Term to 2008-09 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	2	1	3	2	0	1	0	0	3	13	27	26	3	0	38	43	81
Num. Retained	2	1	2	1	0	1	0	0	1	9	16	16	3	0	24	28	52
% Retained	100	100	67	50	0	100	0	0	33	69	59	62	100	0	63	65	64
CCTCMIS - Retention 11/23/2009 11:30:58 Preliminary Student Data Base 2007-08 Fall Beginning-of-Term - IPEDS Fall 2007 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall Enrollment																	

Florida College System																	
College: Florida Keys																	
Full-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	1	0	3	2	0	0	2	1	6	8	23	22	5	2	40	35	75
Num. Retained	1	0	2	2	0	0	1	1	4	5	11	13	1	1	20	22	42
% Retained	100	0	67	100	0	0	50	100	67	63	48	59	20	50	50	63	56

CCTCMIS - Retention 11/23/2009 11:31:03
Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment

B. Provide an analysis by race and by gender of the progress made in increasing retention rates of full-time FTIC students in 2007-08 returning to college 2008-09 compared to FTIC students in 2008-09 returning to college 2009-10.

The number of students these percentages are based on are few, therefore the reduction of only one student causes major percentage shifts. With that in mind it is fair to say our numbers have not differentiated much over the past couple of years. The retention rate for Black Males held even, but rose for Black Females. Hispanic Male retention percentages also rose and Hispanic Females dropped slightly. FKCC was successful in recruiting and retaining Asian or Pacific Islander students and retaining 100% of the Females and 50% of the Males an increase in both sexes. The retention rates for White Females and Males is down slightly.

C. Identify methods and strategies the college will implement in efforts to increase the retention rates of 2009-10 full-time FTIC students returning 2010-11:

- *Advisors will continue review student records before withdrawals are signed: grade point average, Academic Amnesty, Grade Forgiveness, Withdraw/Repeat policy, academic /educational goals, possible workshops to attend, scholarship and financial aid responsibilities.*
- *Encourage use of ISLE- Interactive Student Learning Environment tutor center is available to all students.*
- *Promote use of online tutoring service at SmartThinking.com available to FKCC students 24/7*
- *Continue to work with the Instructional Division on a student centric schedule.*
- *Academic Advisors are sensitive to minority concerns and offer free tutoring, both off and on-campus.*
- *Course sequence sheets are in place for each AA program of study to assist students to stay on track and complete their degree in a timely manner.*
- *As a retention effort we established a process for students enrolled in Preparatory Coursework. We created a tracking and monitoring system that ensures students complete all remedial coursework within earning 12 college credit hours. The tracking process allows for a hold to be placed on the student by the Testing Coordinator which mandates the student to see an advisor for selection of courses. Moreover, these students cannot register on-line without an advisor's recommendation.*
- *Students who place in two or more remedial courses are highly encouraged to enroll in SLS College Survival Course during their first semester.*
- *Mid-term progress reports are used as intrusive advising tool. Often our first time in college students show academic difficulties and do not complete college courses. With the information we collect using*

this report, we hope to intervene with additional advising as well as work with the instructor to retain our students. Each student is notified by the director of advising of progress they are making in the course, as indicated by their instructors. The letter recommends the student meet with the instructor and advisor to discuss various educational options to students. These options include:

- Remaining in the course with academic support*
- Withdrawing from the course*
- Referrals for tutoring*
- Scheduling time at the math lab and writing lab*

D. PART-TIME STUDENTS

Florida Keys Community College has a larger number of part-time students than full-time. We make every effort to treat and prepare all students for student success.

- All new students are required to meet with an academic advisor to discuss academic plans, register in classes*
- All degree-seeking students are required to meet with an Advisor before withdrawing. Advisors provide guidance on alternative selections, tutoring and lab availability. The college has just implemented a new software Degree Works advising software to ensure students are on the right track to complete their degree*
- Advisors continue to facilitate articulating with 4-year College and University. Many colleges visit our campus to provide information for our students to transfer to other schools.*
- Advisors review student records before withdrawals are signed: grade point average, Academic Amnesty, Grade Forgiveness, Withdraw/Repeat policy, academic /educational goals, possible workshops to attend, scholarship and financial aid responsibilities.*
- The letter recommends the student meets with the instructor and advisors. The advisors offer various educational options to students during this meeting. These options include:*
 - Remaining in the course with academic support*
 - Withdrawing from the course*
 - Referrals for tutoring*
 - Scheduling time at the math lab and writing lab*
- Students who place in two or more remedial courses are highly recommended to enroll in SLS College Survival Course during their first semester.*
- ISLE- Interactive Student Learning Environment tutor center.*
- Smart Thinking online tutor is available to FKCC students 24 hours.*
- First Time In College new student orientation mandatory.*
- Wide distribution of Student handbook.*
- New Student Club –This year in NSC we had over 125 members sign up; in the end we had 40 active members. We participated this year mainly in campus events (BBQ, Horrorthon, Holocaust, etc.) and held some of our own fundraisers (Yard Sale, Bake Sale, Christmas Ornaments, Candy grams, etc.). The advisors work volunteer hours and Key West historical programs. Thirty four of our active students are eligible for the free Dry Tortugas trip this year and are walking in Relay for Life as part of the FKCC team. Since this is the club's first year we did not get to do as much as we would have liked, but we have gained an incredible amount of ideas for next year and have increased the amount of funding in our budget. Several members have either left or added being a member to another club while being in NSC. We work closely with other clubs so that these students do become more involved. The greatest benefit from this club is that students have become more involved, attend more events/meetings and that they know they can rely on club advisors and other members for school advice.*

Florida College System																	
College: Florida Keys																	
Part-Time Student Retention (FTIC) 2007-08 Fall Beginning-of-Term to 2008-09 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	0	1	11	12	0	0	1	3	14	8	18	24	0	3	44	51	95
Num. Retained	0	0	4	3	0	0	0	0	11	2	6	12	0	2	21	19	40
% Retained	0	0	36	25	0	0	0	0	79	25	33	50	0	67	48	37	42

CCTCMIS - Retention 11/23/2009 11:31:17
Preliminary Student Data Base 2007-08 Fall Beginning-of-Term - IPEDS Fall 2007 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System																	
College: Florida Keys																	
Part-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	0	2	8	4	0	0	2	2	12	11	34	30	4	9	60	58	118
Num. Retained	0	2	2	1	0	0	1	0	8	8	12	14	0	1	23	26	49
% Retained	0	100	25	25	0	0	50	0	67	73	35	47	0	11	38	45	42

CCTCMIS - Retention 11/23/2009 11:31:10
Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment

E. Provide an analysis by race and by gender of the progress made in increasing retention rates of part-time FTIC students in 2007-08 returning to college 2008-09 compared to FTIC students in 2008-09 returning to college 2009-10.

Our overall retention rate of Part-time students has remained flat. However, we increased the retention rate of Non-Resident Alien Females by 50%. Black Male retention dropped slightly and remained the same for Black Females. FKCC increased the percentage of Asian or Pacific Islander by 1 student. Part-time Hispanic Female percentages rose dramatically while Hispanic Males dropped. Overall the percentage of Part-time Females retained increased by 8%. The numbers of students these percentages are based on are few, therefore the reduction of only one student causes major percentage shifts. With that in mind it is fair to say our numbers have not differentiated much over the past couple of years.

F. Identify methods and strategies the college will implement in efforts to increase the retention rates of 2009-10 part-time FTIC students returning 2010-11:

- *Advisors will continue review student records before withdrawals are signed: grade point average, Academic Amnesty, Grade Forgiveness, Withdraw/Repeat policy, academic /educational goals, possible workshops to attend, scholarship and financial aid responsibilities.*
- *Encourage use of ISLE- Interactive Student Learning Environment tutor center is available to all students.*
- *Promote use of online tutoring service at SmartThinking.com available to FKCC students 24/7*
- *Continue to work with the Instructional Division on a student centric schedule.*
- *Academic Advisors are sensitive to minority concerns and offer free tutoring, both off and on-campus.*
- *Course sequence sheets have been created for each AA program of study to assist students to stay on track and complete their degree in a timely manner.*
- *As a retention effort we established a process for students enrolled in Preparatory Coursework. We created a tracking and monitoring system that ensures students complete all remedial coursework within earning 12 college credit hours. The tracking process allows for a hold to be placed on the student by the Testing Coordinator which mandates the student to see an advisor for selection of courses. Moreover, these students cannot register on-line without an advisor's recommendation.*
- *Students who place in two or more remedial courses are highly encouraged to enroll in SLS College Survival Course during their first semester.*
- *Mid-term progress reports are used as intrusive advising tool. Often our first time in college students show academic difficulties and do not complete college courses. With the information we collect using this report, we hope to intervene with additional advising as well as work with the instructor to retain our students. Each student is notified by the director of advising as to what their progress in the courses is, as indicated by their instructors. The letter recommends the student meet with the instructor and advisor to discuss various educational options to students. These options include:*
 - *Remaining in the course with academic support*
 - *Withdrawing from the course*
 - *Referrals for tutoring*
 - *Scheduling time at the math lab and writing lab*

4. Student Success Rates in Gatekeeper Mathematic Courses by Race

The College 2009-10 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, and MGF1106) from 2006-07 through 2008-09. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify where there have been increases and/or decreases in the gaps between success rates for white students compared to black students and white students compared to Hispanic students over this period. The college should develop strategies to increase the success rates and to close the gaps.

Notes regarding the Disparity reports:

1. Success is defined as grades of A, B, C, and S
2. Grades of X, P, PR, and Z are not included in the data chart.
3. Grades of WP and WF are considered the same as W.
4. In the Gap Comparison Table, a **negative gap** indicates that the percentage of black or Hispanic students successfully completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

Florida College System									
Part III Student Participation									
Mathematics Gatekeeper Courses: Disparity Gaps									
Success Rates for White Students at Florida Keys Fall End-of-Term									
	2006-07			2007-08			2008-09		
Course	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
MAT0024	36	47	76.6	17	26	65.38	31	42	73.81
MAT1033	26	33	78.79	25	38	65.79	14	26	53.85
MAC1105	36	38	94.74	26	32	81.25	46	59	77.97
MGF1106	10	13	76.92	29	36	80.56	10	13	76.92

Source: SDB2007 - SDB2009 Community College Office of Evaluation 11/23/09 11:31
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System									
Part III Student Participation									
Mathematics Gatekeeper Courses: Disparity Gaps									
Success Rates for Black Students at Florida Keys Fall End-of-Term									
	2006-07			2007-08			2008-09		
Course	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
MAT0024	7	11	63.64	2	6	33.33	6	11	54.55
MAT1033	3	5	60	1	1	100	7	9	77.78
MAC1105	3	4	75	1	2	50	5	8	62.5
MGF1106	2	2	100	0	3	0	0	2	0

Source: SDB2007 - SDB2009 Community College Office of Evaluation 11/23/09 11:31
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System									
Part III Student Participation									
Mathematics Gatekeeper Courses: Disparity Gaps									
Success Rates for Hispanic Students at Florida Keys Fall End-of-Term									
	2006-07			2007-08			2008-09		
Course	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
MAT0024	7	10	70	2	5	40	11	12	91.67
MAT1033	6	8	75	7	15	46.67	6	8	75
MAC1105	3	5	60	8	9	88.89	7	11	63.64
MGF1106	3	4	75	7	7	100	1	2	50

Source: SDB2007 - SDB2009 Community College Office of Evaluation 11/23/09 11:31
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System						
Part III Student Participation						
Mathematics Gatekeeper Courses: Disparity Gaps						
Gap Comparison in Percentage Successful at Florida Keys Fall End-of-Term						
	2006-07		2007-08		2008-09	
Course	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT0024	-12.96	0	0	0	-19.26	17.86
MAT1033	0	0	0	-19.12	0	0
MAC1105	0	0	0	0	0	-14.33
MGF1106	0	0	0	0	0	0

Source: SDB2007 - SDB2009 Community College Office of Evaluation 11/23/09 11:31
DOE collection years begin with the summer term.
(Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

A. For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2006-07 through 2008-09. In three of the gatekeeper courses there are consistently less than 10 students enrolled. MAT0024 is the only exception.

MAT0024: Black enrollment and the percentage of successful students increased although it does not meet the percentage of white successful students. Hispanic enrollment and the percentage of successful students increased and surpassed the percentage of white successful students.

MAT1033: Black enrollment increased and the percentage of successful students surpassed the percentage of white successful students. Hispanic enrollment decreased however the percentage of successful students surpassed the percentage of white successful students.

MAC1105: Black enrollment increased and yet the percentage of successful students did not meet the percentage of white successful students. Hispanic enrollment increased and yet the percentage of successful students did not meet the percentage of white successful students.

MGF1106: Black enrollment decreased by one student; data not available for the percentage of successful students to compare against successful white students. Hispanic enrollment decreased and the percentage of successful students did not meet the percentage of white successful students.

B. Continuous Improvement Process: Based on an analysis of the college's data for each course, identify methods and strategies the college will implement and monitor to improve success rates and/or close the black/white gaps and Hispanic/white gaps in the success rates of the mathematics gatekeeper courses.

The Mathematics Department at FKCC recently hired two new full-time instructors. In hopes of improving the success rate of all students required to take gatekeeper courses, the Mathematics Department recently adopted one text for MAT 0024C, MAT 1033 and MAC 1105 that includes MyMathLab. In addition to the monetary advantages of having a single textbook for students required to start of MAT 0024C, there is the additional benefit of having a streamlined approach to the material across MAT 0024C and MAT 1033. MyMathLab is a fantastic web-based instructional supplement that offers students 24-hour access to material and support. Testing is still done in the classroom, but all MAT 0024C, MAT 1033 and MAC 1105 instructors are required to assign homework using MyMathLab.

The Mathematics Department is hopeful that the additional support of MyMathLab will have a positive effect on student success in the gatekeeper courses.

Not as much time has been used examining the approach to MGF 1106, although the department recently noticed that the prerequisites at FKCC need to be synchronized with the statewide prerequisites. Limiting the number of students who may enroll in the course by requiring MAT 1033 as a prerequisite could have a positive effect on narrowing the disparity gap. The other matter at hand for the department is choosing a suitable textbook. This shall be completed before the beginning of Academic Year 2010-2011.

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

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: and §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: Applies to any student with a disability, except those students who have been documented as having intellectual disabilities, and their eligibility for admission, graduation and/or admission into a program of study or upper division.

This section applies to all colleges offering any of the following programs:

- Associate in Science (A.S.)
- Associate in Applied Science (A.A.S.)
- Career Technical Education (CTE) Certificate
- College and Vocational Preparation

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by Section 1007.264, Florida Statute, Rule 6A-10.041 F.A.C., and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.

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

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

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

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

Provide the following information for eligible students with disabilities:

1. The number of student requests for substitutions from Fall 2008 – Fall 2009: 2
2. The number of course substitutions granted from Fall 2008 – Fall 2009: 0

Each public university, community college and postsecondary career center operated by a school district shall maintain records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. This information should be made available upon request by the DFC.

C. For the 2009/2010 Equity Update Report, colleges should submit copies of the policies and procedures developed for compliance with Section 1007.264, F.S., and Section 1007.265, F.S. and in accordance with Rules 6A-10.041(1)(2). Reference as APPENDIX 4.

Please see Appendix 4

**PART V
GENDER EQUITY IN ATHLETICS**

Florida Keys Community College does not offer intercollegiate athletics

PART VI ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

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

A. Employment Analysis

For this reporting year, the data used to evaluate employment trends for females and minorities in Executive/Administrative/Managerial (EAM), Faculty, and Continuing Contract positions will be from the Annual Personnel Report (APR) and includes the collection years of 2005-06 through 2009-10.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2008-09 with 2009-10. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

B. Benchmarks

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

Florida College System

College: Florida Keys

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

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

Employment

		Census				Employment											
		Bach. Deg. and Higher	Grad. Deg. and Higher	Stu Pop.	2005-06		2006-07		2007-08		2008-09		2009-10		# DIF 2008-09 2009-10	% DIF 2008-09 2009-10	
		#	%	#	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	83	0.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	85	0.8	51	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	168	1.5	51	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Hispanic	Female	428	3.9	136	2.4	0	0.0	0	0.0	0	0.0	1	14.3	2	13.3	1	100.0%
	Male	343	3.1	234	4.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	771	7.0	370	6.5	0	0.0	0	0.0	0	0.0	1	14.3	2	13.3	1	100.0%
Non-Res	Female	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	130	1.2	75	1.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	141	1.3	116	2.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	271	2.5	191	3.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
White	Female	4,522	41.0	1,994	35.0	7	58.3	6	66.7	8	80.0	4	57.1	7	46.7	3	75.0%
	Male	5,295	48.0	3,091	54.3	5	41.7	3	33.3	2	20.0	2	28.6	6	40.0	4	200.0%
	Total	9,817	89.0	5,085	89.3	12	100.0	9	100.0	10	100.0	6	85.7	13	86.7	7	116.7%
Total	Female	5,163	46.8	2,205	38.7	7	58.3	6	66.7	8	80.0	5	71.4	9	60.0	4	80.0%
	Male	5,864	53.2	3,492	61.3	5	41.7	3	33.3	2	20.0	2	28.6	6	40.0	4	200.0%
	Total	11,027	100.0	5,697	100.0	12	100.0	9	100.0	10	100.0	7	100.0	15	100.0	8	114.3%

CCTCMIS EQUITY 11/23/09 11:31:33 Source: APR2006 - APR2010 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

Executive/administrative/managerial Staff:

- **Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis:**

Using the census data for graduate degrees and higher, the overall percentage of Females decreased over the previous year however far exceed the census data. The two other areas which achieved census data percentage rates or higher in EAM positions are Hispanics and White Females. FKCC did not meet census data for overall Blacks and Other Minorities.

- **Did the college achieve its goals as stated in the 2008/2009 Equity Update Report?**

The College had one opening for an EAM position, for which we were able to hire a White female. We have retained one Hispanic Female. We did not meet our goals in Black and Other Minorities as we have not had the opportunity to hire any other EAM positions.

- **Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:**

Increase the number of Black and Other Minorities in EAM positions by Spring 2011, by hiring one candidate in each category, (contingent upon available openings in this area. Our numbers are so small that even one minority employee would be a 100% increase).

- **List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities:**

The HR / Equity Office use various recruitment methods, both in-state and nationally, including the use of our resume bank, our website, minority, internet and print publications. Will also recruit and hire minorities below EAM levels and professionally develop into EAM positions. With the College's newly designed public image, message and website, we have targeted and try to attract and encourage female and minority applicants.

Florida College System

College: Florida Keys

Historical Track Of College Full-Time Instructional Staff

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

Employment

		Census										Employment									
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.		2005-06		2006-07		2007-08		2008-09		2009-10					
		#	%	#	%	#	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2008-09 2009-10	% DIF 2008-09 2009-10
Black	Female	83	0.8	0	0.0	3.98%	0	0.0	0.0	0	0.0	0	0.0	0	0.0	2	10.0	2	10.0	2	100.0%
	Male	85	0.8	51	0.9	2.82%	0	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	168	1.5	51	0.9	6.80%	0	0.0	0.0	0	0.0	0	0.0	0	0.0	2	10.0	2	10.0	2	100.0%
Hispanic	Female	428	3.9	136	2.4	9.24%	0	0.0	0.0	0	0.0	1	4.5	1	5.3	1	5.0	0	0.0	0	0.0%
	Male	343	3.1	234	4.1	9.06%	2	10.0	4.2	1	4.2	1	4.5	1	5.3	2	10.0	2	10.0	1	100.0%
	Total	771	7.0	370	6.5	18.30%	2	10.0	4.2	1	4.2	2	9.1	2	10.5	3	15.0	3	15.0	1	50.0%
Non-Res	Female	0	0	0	0	0.79%	0	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0	0	0	1.01%	0	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0	0	0	1.80%	0	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	130	1.2	75	1.3	1.43%	0	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	141	1.3	116	2.0	0.98%	1	5.0	0.0	0	0.0	0	0.0	0	0.0	2	10.0	2	10.0	2	100.0%
	Total	271	2.5	191	3.4	2.41%	1	5.0	0.0	0	0.0	0	0.0	0	0.0	2	10.0	2	10.0	2	100.0%
White	Female	4,522	41.0	1,994	35.0	37.50%	7	35.0	41.7	10	45.5	9	47.4	6	30.0	-3	(33.3%)	-3	(33.3%)	-3	(33.3%)
	Male	5,295	48.0	3,091	54.3	33.18%	10	50.0	54.2	13	54.2	10	45.5	8	42.1	7	35.0	-1	(12.5%)	-1	(12.5%)
	Total	9,817	89.0	5,085	89.3	70.69%	17	85.0	95.8	23	95.8	20	90.9	17	89.5	13	65.0	-4	(23.5%)	-4	(23.5%)
Total	Female	5,163	46.8	2,205	38.7	52.95%	7	35.0	41.7	10	41.7	11	50.0	10	52.6	9	45.0	-1	(10.0%)	-1	(10.0%)
	Male	5,864	53.2	3,492	61.3	47.05%	13	65.0	58.3	14	58.3	11	50.0	9	47.4	11	55.0	2	22.2%	2	22.2%
	Total	11,027	100.0	5,697	100.0	100.00%	20	100.0	100.0	24	100.0	22	100.0	19	100.0	20	100.0	1	5.3%	1	5.3%

CCTCMIS EQUITY 11/23/09 11:31:39 Source: APR2006 - APR2010 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

Full-time Instructional Staff:

- **Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis:**

Using the census data for graduate degrees and higher, FKCC exceeded census data in Black Females, Hispanic Females and Males, and Other Minority Males. The College did not meet census percentage data for Black Females, Other Minority Females and White Females. However there has been an increase in the actual number of Black Females, Hispanic Males, and Other Minority Males in instructional positions.

- **Did the college achieve its goals as stated in the 2008/2009 Equity Update Report?**

FKCC reached its goal for Other Minorities and Black instructors. The College increased the percentage of Black Female instructors by two, hired in Fall 2009, by one Hispanic Male instructor, and one Other Minority Male instructors.

- **Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:**

Increase the percentage of Black Females, Other Minority Females and White Females in Faculty positions by Spring 2011 by hiring one candidate for each category (contingent upon available openings in this area. Our numbers are so small that even one minority employee would be a substantial increase).

- **List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities:**

For faculty position vacancies, the HR / Equity Office continue varying recruitment methods, both in-state and nationally using our resume file, the website, minority, internet and print publications. With the College's newly designed public image, message and website, we have targeted and try to attract and encourage female and minority applicants.

Florida College System

College: Florida Keys

Historical Track Of College Full-Time Continuing Contract Instructional Staff

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

Employment

		Census				Employment												
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2005-06		2006-07		2007-08		2008-09		2009-10		# DIF 2008-09 2009-10	% DIF 2008-09 2009-10
		#	%	#	%		#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	83	0.8	0	0.0	3.98%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	85	0.8	51	0.9	2.82%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	168	1.5	51	0.9	6.80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Hispanic	Female	428	3.9	136	2.4	9.24%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	343	3.1	234	4.1	9.06%	2	15.4	1	10.0	1	11.1	1	14.3	1	25.0	0	0.0%
	Total	771	7.0	370	6.5	18.30%	2	15.4	1	10.0	1	11.1	1	14.3	1	25.0	0	0.0%
Non-Res	Female	0	0	0	0	0.79%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0	0	0	1.01%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0	0	0	1.80%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	130	1.2	75	1.3	1.43%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	141	1.3	116	2.0	0.98%	1	7.7	0	0.0	0	0.0	0	0.0	1	25.0	1	100.0%
	Total	271	2.5	191	3.4	2.41%	1	7.7	0	0.0	0	0.0	0	0.0	1	25.0	1	100.0%
White	Female	4,522	41.0	1,994	35.0	37.50%	3	23.1	2	20.0	2	22.2	2	28.6	1	25.0	-1	(50.0%)
	Male	5,295	48.0	3,091	54.3	33.18%	7	53.8	7	70.0	6	66.7	4	57.1	1	25.0	-3	(75.0%)
	Total	9,817	89.0	5,085	89.3	70.69%	10	76.9	9	90.0	8	88.9	6	85.7	2	50.0	-4	(66.7%)
Total	Female	5,163	46.8	2,205	38.7	52.95%	3	23.1	2	20.0	2	22.2	2	28.6	1	25.0	-1	(50.0%)
	Male	5,864	53.2	3,492	61.3	47.05%	10	76.9	8	80.0	7	77.8	5	71.4	3	75.0	-2	(40.0%)
	Total	11,027	100.0	5,697	100.0	100.00%	13	100.0	10	100.0	9	100.0	7	100.0	4	100.0	-3	(42.9%)

CCTCMIS EQUITY 11/23/09 11:31:46 Source: APR2006 - APR2010 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

Full-time Continuing Contract Instructional Staff:

- **Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis:**

Using the census data for graduate degrees and higher, the overall percentage of Females holding continuing contracts decreased slightly over the previous year and does not meet the census data. The two areas which exceeded census data percentage in Instructional positions are Hispanics Males and Other Minority Males. FKCC did not meet census data percentages for Black Males, Hispanic Females, White Females and Other Minorities Females. However there was an increase in percentage for Hispanic and Other Minority Males over the past year.

- **Did the college achieve its goals as stated in the 2008/2009 Equity Update Report?**

The College partially met goals set last year, by exceeding census data in the Other Minority. The College did not meet its goal of increasing Black Continuing Contract holders. However, FKCC met its goal of hiring an Other Minority and exceeding census data in that category. FKCC also did not meet its goal of increasing the overall number of females holding Continuing Contracts however we will be awarding approximately 5 Females this spring.

- **Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:**

Increase the percentage of Hispanic females, Black males, and Other Minorities who hold Continuing Contracts by next year.

- **List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities:**

The College encourages internal professional advancement and promotes professional development of protected classes through scholarship aid and/or reimbursement through Staff & Program Development funds. The retention of minority and female faculty is supported by an equitable work environment.

4. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2008/09 Equity Update Report changed or resolved?

The College still faces the same challenges it has in the past. The following barriers affect successful recruitment and/or retention of all candidates in the EAM, Faculty and continuing contract Faculty, regardless if they are minorities.

- *Budget shortfalls; our budget has been cut numerous times over the past few years.*
- *Highest cost of living – hard to recruit/retain from out of district.*
- *Our geographic area – often difficult for people to come to our location to interview.*

B. College Evaluations of Key Personnel and Presidents

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

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

The President and the President's designees utilize the annual performance appraisal process to evaluate FKCC's Vice President, Provost, Deans and Department Directors in achieving equity goals. The results of this year's appraisals indicate that employees in these positions have met or exceeded the College's expectations in promoting employee and student equity and accessibility goals. Should a staff evaluation yield unsatisfactory progress toward meeting these goals, the supervisor reviews performance issues with the employee and they mutually agreed upon, in writing, strategies and actions needed to improve progress, along with a timeframe to meet specified goals. The Equity Coordinator reviews this agreement and meets with the employee to arrange an individualized training plan to support the strategies and actions. A copy of this signed agreement and the training plan is reviewed by the appropriate member(s) of the President's Executive Staff.

2. The college should provide a summary of results as requested in Section 1012.86(3)(b), Florida Statutes, which provides that:

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

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

Our President Dr. Jill Landesberg Boyle has been on sabbatical leave since Fall 2009. Our Interim President, Dr. Lawrence Tyree has been with FKCC since November of 2009. Neither of these Presidents have been evaluated by the Board of Trustees to date, due to the transitory nature of our Presidency. Typically Florida Keys Community College's five Board of Trustees members evaluate the President, in May. The evaluation includes a review of the President's progress toward meeting the goals and objectives of the current Annual Equity Update.. The President is also evaluated by the Board members in eight areas of leadership. The Annual Equity Update is provided to each Board member and presented in detail by the Equity Coordinator for Board approval at the Board of Trustees meeting in April.

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

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

Search committee selections are brought before the Equity Officer for review at the beginning of the hiring process. The Equity Officer checks for not only representation of various areas of the institution but also for minority representation on the committee that is balanced and indicative of the institution's population.

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

The following process has been used to award Continuing Contract status. The supervisor of the Faculty member completes an annual written performance appraisal in the Spring, which then goes to the Provost for final approval. Based on the appraisal results and contract recommendation section, a Faculty member with three (3) years of satisfactory service, may be recommended for continuing contract. The recommendation for approval proceeds to the Equity Coordinator, the Provost and to the President. Upon Presidential approval, the request for continuing contract is submitted to the Board of Trustees for final approval. The College will award six Continuing Contracts this year with the Board's approval.

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

Each academic year, by the end of Spring term, the Faculty member's supervisor completes a written performance appraisal to determine successful performance of duties and demonstration of professional competence. The performance appraisal includes a specific section that addresses progress toward attainment of continuing contract status. The Provost and the Equity Coordinator, review the appraisal. If appropriate, the President recommends approval of continuing contract to the Board of Trustees

- 4) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to Section 1012.86, F.S. Summarized below is a description of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner:

Each spring, the Budget Planning Committee meets to review the annual budget based on each department's strategic plan, which includes equity goals. The Budget Planning Committee is comprised of the President's Executive Staff, members of the Instructional Division, and other key administrators, including the Director, Human Resources /Equity Coordinator. The Committee's goal is to build consensus regarding departmental initiatives for the upcoming budget year. Resources are allocated each year to ensure progress toward attainment of equity goals by funding Marketing, Human Resources/Equity, Advisors and Staff & Program Development equity fund.

- 5) The following describes how funds are used to increase the number of females and minorities receiving continuing contracts:

Funds are used to attract minorities and females through advertising with emphasis on females and minorities 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 encourage sensitivity to diversity. However, over the past two years, we have had a change in leadership as well as devastating budget cuts and have not awarded continuing contracts.

**FLORIDA EDUCATIONAL EQUITY ACT
2009-10 ANNUAL EQUITY UPDATE REPORT**

FLORIDA KEYS COMMUNITY COLLEGE

The college ensures that Section 1000.05, F.S. and Section 1012.86, F.S. and implementing Rules 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, ethnicity, national origin, gender, disability, age, or marital status.

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

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

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, 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)

 JOANNE M. TINKER
Name (Equity Officer) Date

 DR. LAWRENCE TYREE
Name (College President) Date

 SPENCER SLATE
Name (Chair, College Board of Trustees) Date

This concludes the Annual Equity Update Report for 2009/2010.

APPENDIX 1
Notice of Non-Discrimination
Policy & Equity Officer

FLORIDA KEYS COMMUNITY COLLEGE

Human Resources Office



NOTICE OF POLICIES

Non-Discrimination Harassment Grievance Resolution

Florida Keys Community College is dedicated to equal access/ equal opportunity. The College will not tolerate any form of discrimination or harassment on the basis of race, color, religion, gender, age, national origin, marital status, sexual orientation or disability in its employment practices or in the admission or treatment of students. FKCC complies with the Florida Educational Equity Act. **Joanne Tinker** is the College's Equity Coordinator and may be reached at **(305) 809-3248** or in the Human Resources Office, Office 1512.

Further information and copies of these policies are available in Human Resources, Office 1512, Student Center, in the Student Handbook available in the Admissions/Information area, and on the internal network j:drive.

APPENDIX 2
Employee & Student Grievance
Procedures



FLORIDA KEYS COMMUNITY COLLEGE BOARD RULE

Subject	Student Disciplinary/Grievance Procedure (Students and Student Admissions)	Number: 7.520
Authority	F.S. 1001.64(8), 1006.60, 1006.61, 1006.62	Approved Date: 03/25/03
Amended	05/27/1997, 06/22/99, 03/27/2001, 02/26/02, 05/27/02, 03/25/03	

Florida Keys Community College assumes that students are mature, responsible individuals who have voluntarily entered the institution for educational advancement. While helping students reach their goals, the College attempts to develop responsible student conduct. Upon occasion, however, there is need for disciplinary action or a student finds cause to grieve against the College. All students are assured safeguard to their rights through the elements of due process.

At Florida Keys Community College the Student Disciplinary/Grievance Committee is responsible for hearing student cases involving disciplinary actions or student grievances. This committee is composed of an administrator appointed by the President; two faculty members, appointed by the Vice President of Instructional Division; and two student representatives, appointed by the Vice President of Student Affairs. The Vice President of Student Affairs serves as an ex-official, non-voting member for organizational and informational purposes.

The committee provides due process for students charged with engaging in misconduct of a serious nature, where such cases may involve violation of board rules or state laws likely to result in suspension or expulsion of the student from the academic community. The committee also provides due process for differences and disputes between students and faculty or staff members about college policies and learning activities. This may include grading; instructional procedures; discrimination on the basis of race, sexual orientation, religion, gender, age, marital status, national origin or disability; the award or administration of financial aid; lesser disciplinary actions; and other situations where the student believes he/she is being treated unfairly or arbitrarily.

STUDENT DISCIPLINARY PROCEDURES

In disciplinary matters, the following procedures will be used:

1. Disciplinary cases shall be referred to the Vice President of Student Affairs. The Vice President of Student Affairs may carry out lesser disciplinary actions on the basis of evidence presented. If the violation has been in relation to an act that could lead to expulsion, or the student indicates a preference for hearing, the Vice President of Student Affairs will call a meeting of the Student Disciplinary/Grievance Committee. The Vice President of Student Affairs shall collect evidence in the case, contact any witnesses, and ascertain the following steps are carried out.
2. The student shall be notified in writing of the alleged act or violation for which he/she is to be disciplined. The Vice President of Student Affairs shall serve notice of the act and the related hearing upon the student by one of the following means:
 - a. Handing a copy to the student in person if they can be found on the College campus; or

- b. Mailing, via certified mail, a copy to the student's last known residence as noted in his/her official records at the institution.

The College will make every effort to serve notice of the hearing or duly note if the student has made an effort to hide him or herself, refuse or fail to notify the institution of a current address.

The student may continue to attend classes and College activities until the hearing is held and pending appeal at the discretion of the President.

3. The notice to the student being disciplined will include at least the following:
 - a. A statement of the policy, rule or regulation which he or she is alleged to have violated;
 - b. A statement of the facts and evidence to be presented in support of the charges made, including the time and place of the occurrence of the actions or behavior complained of;
 - c. A statement that the hearing would be held approximately one week after the delivery of the notice giving the date, time and place of the hearing;
 - d. Advance inspection of the College's affidavits or exhibits against him or her, and names of the witnesses against him or her.

The Student Disciplinary/Grievance Committee may provide further amplification of the above requirements.

4. The hearing shall be held at the date, time and place specified in the notice, approximately one week from mailing of the notice, and provide the student with a reasonable amount of time to rebut the charges, present his or her own defense, produce testimony or written affidavits of witnesses to testify for him or her and question any witnesses testifying against him or her.
5. The student will receive both a complete and accurate written record of the hearing and a written report on the results and findings of the hearing within two weeks of the date of his hearing.
6. No recommendation by the Student Disciplinary/Grievance Committee to the President of Florida Keys Community College for the imposition of sanctions may be based solely upon the failure of the accused student to answer charges or appear at the hearing. In such cases, the evidence and support of the charges shall be presented, and shall be based upon proof of violation of policies, rules, and regulations by the student as charged by a preponderance of the evidence in the case as a whole.
7. After the hearing, the Student Disciplinary/Grievance Committee shall make findings of facts and recommendations for the disposition of the case and sanctions to be imposed, if any, and forward them to the President. The President shall take such action in relation to the disciplinary matters as he/she finds appropriate under the circumstances. His/her final decision to accept or reject the committee's recommendation will be forwarded to the student within two weeks of the hearing.
8. The student may appeal the decision of the President to the Chairman of the Florida Keys Community College Board of Trustees.

STUDENT GRIEVANCE PROCEDURES

The term “student” refers to an individual involved in the admissions process as well as to an individual enrolled in coursework at the College. The College will protect the confidentiality of information as it pertains to the issues, the grievant and other individuals involved in the grievance procedure to the fullest extent possible and appropriate under the circumstances. Retaliation against a student bringing forth a grievance, or against an individual participating in the grievance procedure is prohibited. Retaliation is a serious violation, which will subject the offender to appropriate disciplinary action.

STUDENT GRIEVANCE OTHER THAN DISCIPLINARY ACTIONS

The student with a grievance, including an admissions related grievance, must first discuss the grievance with the administrator, staff or faculty member involved. Should this initial point of contact be inappropriate or unacceptable to the student, the Vice President of Student Affairs may be approached. Every reasonable effort should be made by both parties to resolve the matter at this level. The initial conference must occur within sixty (60) calendar days of the action in question, or, if a grade is appealed, within ten (10) calendar days of receipt of grade being appealed. If the student continues to be dissatisfied with the results of the initial contact, the Student Disciplinary/Grievance Committee may be called upon to hear the grievance (see Formal Action below).

FORMAL ACTION

If the student continues to be dissatisfied with the results of informal action, he/she may within five (5) calendar days after the conference with the administrator or staff member file a written appeal to the Vice President of Student Affairs. The written grievance must include specific charges or allegations and the student’s proposed remedy or remedies, and the Student Disciplinary/Grievance Committee shall limit the hearing to said charges, allegations, and remedies. Both the student and the faculty and staff who attend the Student Disciplinary/Grievance Committee hearing are encouraged to present corroborating evidence to support their position regarding the stated issues.

For purposes of preparation, the student will be allowed access to public documents and the student’s relevant records which are in the possession of the faculty/staff member(s) grieved against and/or other faculty/staff members.

When the grievance involves an administrative policy of college procedure, and not an individual, the administrator directly responsible for the policy or procedure may represent the college. All faculty/staff mentioned by the student in the grievance letter, the chairperson to whom those faculty/staff report, and any additional faculty/staff that the Vice President or above mentioned administrator may identify as having a relevant interest in the grievance, will be given a copy of the written student grievance at least five (5) calendar days prior to the hearing and will be invited to attend the hearing. The Vice President of Student Affairs will set a date for a meeting of all the parties and the Student Disciplinary/Grievance Committee within ten (10) calendar days of the date of submission of the appeal. The make-up of the Student Disciplinary/Grievance Committee is described in the previous section.

The Student Disciplinary/Grievance Committee shall meet under the following guidelines:

1. The meeting shall proceed as follows: The student will present his/her grievance followed by the staff or faculty member's response. Each party will then have the opportunity for rebuttal. Members of the Committee may question both parties, but neither of the parties may "cross-examine" the other.
2. Both the student and the staff or faculty member may present witnesses or relevant materials.
3. All involved parties may remain present for the evidentiary portion of the meeting.
4. The meeting shall be tape recorded or recorded by a stenographer; and
5. The committee shall be closed.

The committee shall form its recommendation within five (5) days of its final session. The recommendation of the Committee shall be forwarded to the Vice President of Student Affairs or, when the grievance involves a Student Affairs issue, to the Vice President of Financial and Administrative Services.

The Vice President shall, within seven (7) days after the meeting, prepare a statement of decision on the matter with copies to the student, the faculty or staff member(s), the chairperson to whom the faculty/staff member(s) report, and the President.

Finally, if any of these parties are not satisfied with the decision of the Vice President, the party may, within a period of ten (10) days, appeal the case to the President. The President will notify the student of his decision, in writing, within ten (10) days after receiving the petitioning party's appeal.



FLORIDA KEYS COMMUNITY COLLEGE BOARD RULE

Subject	Grievance Resolution	Number:	5.510
Authority	F.S. 1001.64(1)(b), 1001.64(18) FKCC Procedures 53.0	Approved Date:	10/24/94
Amended	10/24/94, 12/16/97, 2/26/02, 3/25/03, 8/24/04, 6/28/05, 3/22/10		

The President is authorized to establish procedures for due process to ensure a sincere effort is made to resolve grievances and all persons receive fair and equitable treatment. All parties to a grievance share the responsibility of actively seeking a satisfactory resolution of the grievance.

Definition

A grievance is an allegation by an employee based on specific facts, that there has been a violation, misinterpretation or misapplication of the College's Board policies or Administrative procedures.

An employee may grieve a termination for cause and may not grieve contract non-renewal; otherwise this Grievance Resolution policy is reserved for current employees.

Confidentiality

Individuals involved in the grievance process will uphold standards of professional ethics in maintaining confidentiality to the extent possible in reaching a resolution of the grievance.

**FLORIDA KEYS COMMUNITY COLLEGE
Procedure Manual**

Title: Grievance Procedure (Employee)	Procedure Number 53.0
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Definition

A grievance is an allegation or complaint by an employee based on specific facts, that there has been a violation, misinterpretation or misapplication of the College’s administrative policies or procedures. An employee with a grievance is referred to in this procedure as the complainant/grievant. Complaints must be made within 20 days of the incident or within 20 days of when the employee first became aware or should have been aware of the issue.

Time Limits

Time limits are defined in terms of administrative work days and therefore, will not include Saturdays, Sundays, holidays or other days that the College may be closed. Failure by the complainant to follow the specified time limits will render the grievance null and void under this procedure. However, the final level of the grievance cannot be waived by the College. Failure by the College to follow specified time limits will advance the grievance to the next level; however, a response in writing must be provided to the Grievant at level 4.

External Review

The College reserves the right to suspend or close the internal grievance procedure should the employee simultaneously seek legal redress on employment issues in an external forum.

Retaliation

Retaliation against an individual for bringing forth a grievance or against an individual participating in a grievance procedure is prohibited. Disciplinary action will result as applicable.

Confidentiality

Individuals involved in the grievance process will uphold standards of professional ethics in maintaining confidentiality to the extent possible in reaching a resolution to the grievance.

Initial Complaint – Informal Resolution An employee having a complaint as defined above under ‘Definition’ should first confer with their immediate supervisor and endeavor to resolve the problem. If there is a conflict of interest with this person, the complainant shall be directed to the Director, Human Resources. All complaints/grievances will be afforded the strictest confidentiality to the extent possible, without fear of reprisal or retaliation.

Level 1 If the problem is not satisfactorily resolved informally with the immediate supervisor, the employee may submit within (10) work days, a formal written grievance to the immediate supervisor, using the College’s written grievance form. The grievance form shall be completed in triplicate. The original shall be presented to the immediate supervisor, the second copy to the Director of Human Resources, and the third copy is retained by the employee. The immediate supervisor shall provide a written disposition within (10) work days. All written grievances must contain the following information:

1. The specific policy or procedure alleged to be violated and the specific section or subsection(s) involved.
2. A statement of the basis for the grievance including the facts, dates and times of events.

3. The remedy sought by the employee.
4. Signature of the employee.

Level 2 If the matter is not satisfactorily resolved with the immediate supervisor, the employee may submit the grievance to the appropriate member of the Executive team that oversees their department. The grievance must be submitted in writing with all supporting documents to the Executive team member, with a copy to the Director, Human Resources within (10) work days from the date of the last action concerning the grievance. The Executive team member will meet with the grieving employee after receipt of the written grievance, and will provide a written response to the employee within (10) work days. The original written response shall be presented to the employee, with a copy to the Director, Human Resources, and a copy retained by the Executive team member.

Level 3 If the matter is not satisfactorily resolved with the Executive team member, the employee may submit the grievance to the Director, Human Resources within ten (10) work days from the last action concerning the grievance, indicating that the employee wishes for the grievance to go before the Grievance Committee. Human Resources will notify the Grievance Committee of the first meeting. (Please refer to Appendix D – Grievance Committee) When the Grievance Committee first convenes to process a grievance, Committee members will elect a Chair from the three Committee Members. The Chair will organize and schedule Committee meetings and will serve as Hearing Officer, should the grievance proceed to a hearing. Human Resources will provide guidelines for the Grievance Committee Hearing Procedure, (see Appendix B). The Committee shall arrange for any hearing or investigation deemed necessary as soon as possible after being notified of the grievance. The Committee has fifteen (15) work days to review the Grievance and complete the hearing process. Procedural guidelines for holding a Grievance Committee Hearing are in Appendix B. Within five (5) workdays following the hearing, the Committee, through the Chair, will forward Committee written findings and recommendations to the President. The President will render a final determination of the grievance within ten (10) workdays following receipt of the Committee’s recommendations. The President will send a copy of the Committee’s recommendations and findings and his/her final determination to the Grievant, Director, Human Resources and the Board Attorney.

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum and every effort should be made to expedite the process. Any disposition which is not appealed by the employee within ten (10) work days after the date of receipt will be considered settled. If a supervisor receiving a written grievance does not act within ten (10) work days, the Director of Human Resources will take the grievance to the appropriate Executive team member. The Director of Human Resources will record and monitor the official record of progress of a grievance. In all cases, action taken will be recorded and copies kept in official Human Resources records.

Level 4 If the Grievant is not satisfied with the President’s determination, he/she may appeal to the District Board of Trustees, by submitting all related and supported documentation to the Board of Trustees. The Board of Trustees will address the submission at the next regularly scheduled meeting or may opt to hold a special meeting. All Board of Trustee meetings are open to the public. A written decision will be rendered to the grievant by the following regularly scheduled Board of Trustees meeting. The decision of the Board of Trustees, regarding the possible violation of FKCC policies and/or procedures is binding and is the final step of the internal procedure and process, and cannot be appealed to any court or administrative body.

Attachments: [Grievance Form, Appendix A](#) , [Guidelines for Grievance Committee Hearing Procedure, Appendix B](#)
[Grievance Policy Flowchart, Appendix C](#), [Grievance Committee Composition, Appendix D](#)

Date reviewed and approved: 3/22/2010

APPENDIX 3
Revisions to Policies and
Procedures



FLORIDA KEYS COMMUNITY COLLEGE BOARD RULE

Subject	Harassment	Number:	5.540
Authority	F.S. 1001.64(18), 1000.05, Chapter 760	Approved Date:	02/26/02
Amended	10/24/1994, 04/25/2000, 02/26/02, 9/30/09		

INTRODUCTION

Florida Keys Community College is committed to providing an educational and work environment in which employees and students are treated fairly and with dignity, free from harassment in any form. Consistent with applicable federal and state laws, the College will not tolerate opposite or same sex harassment of its employees or students by co-workers, fellow students or third parties who are involved with the College. Harassment is prohibited while on campus and during business travel, off-campus meetings or events held under the auspices of the College. Consistent with the law, some forms of harassment are prohibited even when the parties are off duty.

DEFINITION

The two types of harassment are defined below with the two conditions essential to the definition of each type.

- A. Protected Class Harassment is defined as any unwelcome remarks, behaviors or communications based on race, color, religion, gender, age, sexual orientation, marital status, veteran status, citizenship status, national origin or disability which causes offense and humiliation to any person.
- B. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature.

INFORMAL AND FORMAL COMPLAINT PROCEDURES

- A. Anyone who is subjected to harassment is encouraged to report the offensive behavior immediately and before it becomes severe or pervasive. The College will investigate all complaints. If appropriate, an individual may advise the harasser directly that their behavior is objectionable and request that the behavior immediately cease. Florida Keys Community College emphasizes that employees and students are not required to complain to a supervisor, faculty member or administrator if that person is the individual allegedly harassing the employee or student.
- B. College employees or students who receive complaints or observe harassing behavior should immediately contact the Director of Human Resources/Equity Coordinator. As an alternate point of contact, the Provost may be contacted.
- C. Informal complaint procedures allow for complaints to be resolved by mutual agreement between the complainant and the person accused of the harassment. Informal complaints, whether oral or

in writing, should be directed to the Director of Human Resources/Equity Coordinator or the Provost, as an alternate point of contact. The accused will be informed about the nature of the informal complaint and will have an opportunity to respond.

- D. If informal resolution fails to resolve the matter to the complainant's satisfaction, the complainant may file a formal complaint, with the Director of Human Resources/Equity Coordinator with the Provost as an alternate point of contact. Formal complaint must be documented in writing within twenty (20) calendar days of the incident or event giving rise to the complaint.
- E. The Director of Human Resources/Equity Coordinator will conduct a prompt, thorough and impartial investigation within twenty (20) business days of receiving the complaint. Accounts from witnesses and other parties, as well as other relevant information, may be investigated. The Director of Human Resources/Equity Coordinator has the discretion to determine whether the situation warrants a meeting, either with the complainant and the alleged offender both present or with the parties separately.
- F. An investigation results in three possible scenarios: 1) the allegations are substantiated, 2) the allegations are not substantiated or 3) the investigation was inconclusive. Every claim of harassment will be considered on an individual basis. If the allegations are substantiated, the College will take immediate and corrective action and appropriate to the severity of the offense. Disciplinary measures applied include the full range of the College's disciplinary measures, up to and including termination.

The Investigator will make a final report of findings to both the accuser and the accused within 15 business days of the formal complaint. If the process requires further investigation, a written notice will be sent to the accuser and accused within fifteen (15) business days of the complaint notifying both parties of an extension of up to five (5) additional business days.

CONFIDENTIALITY

The College will protect the confidentiality of information as it pertains to the complainant, respondent and potential witnesses to the fullest extent possible and appropriate under the law. Only those individuals necessary for the investigation and resolution of the complaint will be privy to information.

RETALIATION/FRIVOLOUS CLAIMS

Retaliation against an individual for reporting harassment or for participating in an investigation is prohibited. Retaliation is a serious violation, which can subject the offender to discipline independent of the merits of the harassment allegation.

It is a violation of this Policy for anyone to knowingly make false accusations of harassment. Failure to prove a claim of harassment is not equivalent to a false allegation. Discipline will be imposed for making false accusations of harassment.

APPENDIX 4
Substitution Policy for
Students with Disabilities



FLORIDA KEYS COMMUNITY COLLEGE BOARD RULE

Subject	Reasonable Substitution for Admission and Graduation	NUMBER: 7.430
Authority	F.S. 1007.264, 1007.265	Approved Date: 4/25/00
Amended	7/19/1989, 4/25/2000	

This rule establishes mechanisms to initiate evaluate and facilitate reasonable substitutions for eligible students in the areas of admission to the College, admission to a program of study and graduation.

I. Eligibility

Students who are hearing impaired, visually impaired, dyslexic or who have another specific learning disability are eligible for reasonable substitution for any requirement. These disabilities are defined as follows:

A. Hearing Impairment

A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensor neural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.

B. Visual Impairment

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

C. Dyslexia

A reading disability resulting from a defect in the ability to process graphic symbols.

D. Other Specific Learning Disability

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

Reasonable Substitution (continued)

II. Student Notification

Students are notified of course substitution and other services via an informational pamphlet for Students with Disabilities in the Admission and Registration areas and notices in the Student Handbook and College Catalog. The Coordinator for Students with Disabilities will advise students concerning the guidelines and requirements necessary for course substitution.

III. Substitution Requests and Documentation

Students may request a substitution in writing to the Coordinator for Students with Disabilities. Written requests must include a Request for Services Form, disability documentation, substitution requested and future educational/career plans. Students must provide documentation to substantiate that their failure to meet academic requirements is related to an eligible disability. Documentation must be on letterhead signed and dated by a professional diagnostician. The diagnostician must provide a clearly explained, definitive diagnosis of the disability with current functional limitations and the degree of effect on academic pursuits.

IV. Identification of Reasonable Substitutions

- A. Decisions on reasonable substitutions will be made on an individual basis in order to protect students' rights.
- B. After the Coordinator of Students for Disabilities receives the student's request, he/she will convene a substitution review committee, consisting of the Coordinator of the Office for Students with Disabilities, the Testing Coordinator, the Director of Admissions and Records, the Equity Coordinator and a Faculty member instructing in the area of the requested substitution. This Committee will meet within fifteen (15) working days of receipt of the student's request in the Office for Students with Disabilities.
- C. The student will be notified of the Committee's decision in writing within five (5) working days of the Committee's decision. This notification will include information regarding the availability of an appeal process.
- D. The student may appeal the Committee's denial of substitution or negative determination of eligibility by submission of a written appeal to the Executive Dean within fifteen (15) working days of receipt of the Committee's decision.

V. Recognition by Other Institutions of Substitutions

The Coordinator of the Office for Students with Disabilities will determine whether substitutions provided to students will be accepted by the receiving institution and will facilitate the acceptance of substitutions by the receiving institution. The Coordinator will notify the student accordingly.

VI. Substitutions Provided by Other Institutions

The College will accept all substitutions previously granted by a state post secondary institution following receipt of an official transcript from the granting institution.

VII. Record keeping

The Coordinator of the Office for Students with Disabilities will maintain records on the number of students granted substitutions by type of disability, the substitutions provided, including course title and numbers, the substitutions available for each documented disability and the number of requests for substitutions which were denied.

APPENDIX 5
Athletics Program Disclosure
N/A

APPENDIX 6

Fall Staff Reports

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY A. FULL-TIME FACULTY
 SALARY RANGES BY TERMS EMPLOYED, ETHNICITY AND GENDER
 FALL ENDING TERM 2009 - 2010
 FLORIDA KEYS

CCNUM=FLORIDA KEYS UNITID=133960

TERMS EMPLOYED	WHITE NON-HISPANIC		BLACK NON-HISPANIC		HISPANIC		AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		ETHNIC UNKNOWN		NON RESIDENT ALIENS		TOTAL FEMALE	TOTAL MALE
	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
LESS/9MONTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-10 MONTH	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$40,000-49,999	2	1	0	1	0	0	0	0	0	0	0	0	0	0	2	2
\$50,000-64,999	4	2	1	1	2	0	0	1	0	1	0	1	0	0	7	5
\$65,000-79,999	0	2	0	0	0	0	0	0	0	0	1	0	0	0	1	2
\$80,000-99,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11-12 MONTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$50,000-64,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$65,000-79,999	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1
\$80,000-99,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	6	7	1	2	2	0	0	1	0	1	0	1	2	0	11	11

SOURCE: APR2010
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES
 SALARY RANGES BY ETHNICITY AND GENDER
 FALL ENDING TERM 2009 - 2010
 FLORIDA KEYS

CCNUM=FLORIDA KEYS UNITID=133960

OCCUPATION ACTIVITY	WHITE NON- HISPANIC		HISPANIC		NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		ETHNIC UNKNOWN		BLACK NON- HISPANIC		ASIAN OR PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE
	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
EXEC/ADMIN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$40,000-49,999	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
\$50,000-64,999	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0
\$65,000-79,999	2	2	1	0	0	0	0	0	1	0	0	0	0	0	4	2
\$80,000-99,999	2	2	0	0	0	0	0	0	0	0	0	0	0	0	2	2
\$100,000-UP	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
SUBTOTAL	7	6	2	0	0	0	0	0	1	0	0	0	0	0	10	6
OTHER PROF	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
BELOW \$30,000	6	0	0	0	0	0	0	0	0	0	1	0	0	0	7	0
\$30,000-39,999	7	3	3	0	0	0	0	0	0	0	0	0	0	0	10	3
\$40,000-49,999	5	2	0	1	0	0	0	0	0	0	0	0	0	0	5	3
\$50,000-64,999	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3
\$65,000-79,999	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
\$80,000-99,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$100,000-UP	20	8	3	1	0	0	0	0	0	0	1	0	0	0	24	9
SUBTOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TEC./PARAPROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

SALARY RANGE	W	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL FEMALE	TOTAL MALE
\$20,000- 29,999	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
\$30,000- 39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$40,000- 49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$50,000 AND UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES
 SALARY RANGES BY ETHNICITY AND GENDER
 FALL ENDING TERM 2009 - 2010
 FLORIDA KEYS

CCNUM=FLORIDA KEYS UNITID=133960

OCCUPATION ACTIVITY	WHITE NON-HISPANIC		HISPANIC		NON RESIDENT ALIENS		AMERICAN INDIAN OR ALASKAN NATIVE		ETHNIC UNKNOWN		BLACK NON-HISPANIC		ASIAN OR PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE
	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
SUBTOTAL	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
CLERICAL/SEC.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$20,000- 29,999	1	0	2	0	0	0	0	0	0	0	0	0	1	0	4	0
\$30,000- 39,999	9	1	0	0	0	0	0	0	0	0	0	0	0	0	9	1
\$40,000- 49,999	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
\$50,000 AND UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	11	1	2	0	0	0	0	0	0	0	0	0	1	0	14	1
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$20,000- 29,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$30,000- 39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$40,000- 49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
\$50,000 AND UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

CCTCMIS - RFALLIPS 10/15/2009 21:48:47
 SOURCE: APR2010
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM
 IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY
 TENURE STATUS BY RANK, ETHNICITY AND GENDER
 FLORIDA KEYS

CCNUM=FLORIDA KEYS UNITID=133960

TENURE STATUS	RANK	AMERICAN INDIAN OR ALASKAN NATIVE		WHITE NON-HISPANIC		ETHNIC UNKNOWN		NON RESIDENT ALIENS		ASIAN OR PACIFIC ISLANDER		BLACK NON-HISPANIC		TOTAL MALE	TOTAL FEMALE
		F	M	F	M	F	M	F	M	F	M	F	M		
TENURED	PROFESSORS	0	1	1	1	1	1	0	0	0	0	0	0	2	3
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL		0	1	1	1	1	1	0	0	0	0	0	0	2	3
ON TRACK	PROFESSORS	0	0	0	0	1	0	0	0	0	0	0	0	1	0
	ASSOC. PROF	0	0	0	2	1	0	0	0	0	0	0	0	2	1
	ASSIS. PROF	0	0	0	3	0	0	0	0	0	0	0	0	3	0
	INSTRUCTOR	0	0	1	0	1	0	0	0	0	0	0	0	1	1
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL		0	0	1	0	5	2	1	0	0	0	0	0	7	2
NOT ON TRACK	PROFESSORS	0	0	1	0	1	0	0	0	0	0	0	0	0	2
	ASSOC. PROF	0	0	0	0	1	0	0	0	0	0	0	0	0	1
	ASSIS. PROF	0	0	0	0	1	0	0	0	0	0	1	2	2	2
	INSTRUCTOR	0	0	0	0	1	0	0	0	0	0	0	0	0	1



DATE: April 19, 2010
TO: Board of Trustees
FROM: Joanne M. Tinker Director, Human Resources
SUBJECT: Personnel Actions / Contract Recommendations, BOT meeting 4.26.10

PROPOSED BOARD ACTION

Approval of the Personnel Actions / Contract Recommendations.

AUTHORITY FOR STATE BOARD ACTION

Florida Statute, Section 1001.64

BACKGROUND INFORMATION

The following personnel actions were coordinated with the appropriate supervisors, are budgeted, approved by the President or the President's Designee and is recommended to the Board of Trustees for approval.

Supporting Documentation Included:

Personnel Actions
Adjunct Instructors Spread Sheet
Contract Recommendation Memo

Facilitators/Presenters:

Joanne Tinker, Director, Human Resources

DATE: April 16, 2010
TO: Dr. Lawrence W. Tyree, President
FROM: Joanne M. Tinker, Director, Human Resources
SUBJECT: Human Resources – BOARD AGENDA 4/26/2010

Personnel Actions – Recommendations to the Board of Trustees

NEW EMPLOYEES

Full-time	Effective Date	Description
Kromer, Sally	April 12, 2010	Financial Aid Specialist, Career, Grade 4, \$12.87/hr.

Part-time – Name

Gabriel, Wendi	March 22, 2010	Temporary Artist's Model, \$15.00/hr.
Harcar, Larry	April 8, 2010	Temporary Artist's Model, \$15.00/hr.
Mescher, Michaela	March 16, 2010	Temporary Lifeguard, \$11.91/hr.
Rahming, Alea	February 15, 2010	Temporary Lifeguard, \$10.82/hr.
Wells, Sharon	February 1, 2010	Temporary, Tutor, \$15.00/hr.

PROMOTIONS / RECLASSIFICATIONS / ADJUSTMENTS:

Snyder, Brittany	March 22, 2010	From Faculty, Business to Interim Dean, Arts & Sciences (Professional, Level H) \$75,165 annualized.
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ADDITIONAL EMPLOYMENT: Current or returning employees filling temporary, part-time jobs

Groomes-Davis, Carrie	March 14, 2010	Professional Duties \$17.50/hr.
Harfield, Susan	February 8, 2010	Professional Duties, \$33.67/hr.
Harfield, Susan	March 1, 2010	Temporary Lab Assistant, \$13.90/hr
Rosenblatt, Victoria	January 4, 2010	Accompanist, \$25/hr.
Ruberg, Erin	March 29, 2010	Professional Duties, \$20/hr.

TERMINATIONS:

Name	Position	Effective Date	Reason
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None to report at this time.

ADJUNCT / PART TIME INSTRUCTORS

Attachment

Board Materials

Adjunct Instructors

April 2010

Name	Lvl	Pay Rate	Hrs / Credits	Total Pay	Course Description	Cntr	Dates
Continuing Education							
Bachelor, Peter		\$28.00	32	\$896	Digital Photography 1 & 2 All Inclusive	KW	2/9/10 - 4/8/10
Baxter, Anne		\$18.00	10	\$180	Natural History of the Florida Keys	KW	2/25/10 - 3/25/10
Brammertz, Irene		\$35.00	30	\$1,050	Fla Family Dev Credential	KW	1/22/10 - 4/9/10
Bush, Brenda		\$28.00	27	\$756	Introduction to Ceramics	KW	1/20/10 - 3/24/10
Canizares, Genevieve		\$35.00	22	\$770	Photoshop fpr Beginners: Edit Dig Photo	KW	1/11/10 - 4/12/10
Canizares, Genevieve		\$28.00	20	\$560	French Conversation	KW	1/13/10 - 3/24/10
Casanova, Mary		\$20.00	3	\$60	Acrylic Painting for Joy	KW	3/18/2010
Contreras, Jeffrey		\$28.00	18	\$504	Survival Spanish	KW	2/1/10 - 4/5/10
Cooper, Melody		\$224.00	4	\$896	Beginning Voice, Individual Lessons	KW	1/6/10 - 3/27/10
Dekeyrel, James		\$30.00	6.5	\$195	Excel 2007 Intermediate	KW	3/19/2010
Dekeyrel, James		\$35.00	6.5	\$228	Quickbooks 2009	KW	4/7/2010
Giordano, Annamarie		\$28.00	6	\$168	Life Drawing Workshop	KW	3/16/10 - 3/23/10
Giordano, Annamarie		\$25.00	6	\$150	Life Drawing Workshop	KW	4/6/10 - 4/13/10
Silijander, Mark		\$18.00	10	\$180	A Deadly Misunderstanding	KW	2/22/10 - 3/22/10
Tillman, Jimmy		\$28.00	32	\$896	National EMT Basic Refresher	KW	2/22/10 - 3/1/10
Vanucci-Kelly, Dona		\$25.00	36	\$900	Survival Spanish/ SurvItalian & Cult Pt 4	KW	3/1/10 - 4/15/10
Vanucci-Kelly, Dona		\$28.00	36	\$1,008	Surv Spanish II/ Surv Italian & Cult Pt 2	KW	3/1/10 - 4/14/10
Criminal Justice							
Grove, Edwin		\$28.00	32	\$896	CMS Firearms	KW	1/25/10 - 1/28/10
Lipinski, Diane		\$25.00	4	\$100	Crossover LE Intro & Legal	KW	2/23/2010
Sims, Carter		\$28.00	10.5	\$294	Defensive Tactics Instructor Course	KW	12/16/2009
Thomas, Eric		\$28.00	66.5	\$1,862	CMS Firearms/ Vehicle Ops/Def Tactics	KW	12/16/09 - 2/8/10
Weber, Chris		\$25.00	4	\$100	XVR Communications	KW	3/15/10 - 3/22/10
AS + AA Programs							
Delaune, Susie	III	\$505	8	\$4,040	Pediatrics	KW	1/6/10 - 5/3/10
Kilpatrick, Diana	III	\$33.67	11	\$370.37	English Composition I & II	KW	1/6/10 - 1/18/10
Powell, Steven	V	\$435	5	\$2,175	Adv Fbgls Boat/Intro Fbgls Boat Mauf	KW	2/10/10 - 5/3/10
Witmer, Thomas	V	\$435	1	\$435	Ocean Operator's License	KW	3/6/10 - 3/20/10

Independent Studies

No Independent Studies at this time.

* R. Williams didn't get paperwork into HR until now.

Continuing Education Payroll Summary

BoardPayrollSummary							
Instructor Last	Instructor First	Hours	Pay Rate	Course Name	Start Date	End Date	CRN #
Canizares	Genevieve	20	\$28.00	French Conversation	1/13/2010	3/24/2010	21366
Kratish	Dan	10	\$35.00	Money and Investments	1/28/2010	2/25/2010	21365
Haegelin	Diana	22.5	\$40.00	W&L Eng: Basics Level 3 Part 1	1/6/2010	3/8/2010	21345
Haegelin	Diana	22.5	\$40.00	W&L Eng: Basics Level 1 Part 1	1/7/2010	2/25/2010	21349
Haegelin	Diana	22.5	\$40.00	W&L Eng: Advanced Level 1 Part 1	1/7/2010	2/25/2010	21341
Haegelin	Diana	22.5	\$40.00	ESL: Basics Level 3 Part 1	1/12/2010	2/23/2010	21353

Catherine Torres

Submitted by Catherine Torres

Director of Workforce Development and Community Outreach

DATE: April 16, 2010

TO: Dr. Larry Tyree, President

FROM: Joanne M. Tinker, Director, Human Resources

SUBJ: 9-month Faculty and Continuing Contract Recommendations
for Employment for 2010/2011
Board Agenda 04/26/10

Based on current annual evaluations and recommendations of the Deans and the Provost, following are instructional continuing contract recommendations and one short-term recommendation for academic year 2010/2011. Human Resources request that these recommendations be brought to the Board of Trustees for approval and will subsequently prepare the appropriate contracts.

Further, Human Resources request that the Board of Trustees approve the salaries for these contractual positions at current levels.

Thank you.

Name/Discipline	Contract Length	Recommended Contract Status
Wil Miner, Welding	5-month	Fall Term Contract
Debra Allish, Nursing	9-month	Continuing Contract - New
Ed. Alvarado-Vazquez, Language	9-month	Continuing Contract - Continued
Bruce Gragg, Science	9-month	Continuing Contract - Continued
EJ Miller-Laino, English	10-month	Continuing Contract - Continued
Jay Gogin, Ceramics	10-month	Continuing Contract - New
Penni Wise, Nursing	10-month	Continuing Contract - New
Melissa Nicholas, Coll. Prep. Read.	10-month	Continuing Contract - New
Sharon Farrell, History	10-month	Continuing Contract - New
Julie Sagan, Nursing	11-month	Continuing Contract - New
Roland Fisch, Anthropology	11-month	Continuing Contract - Continued

PROPOSED BOARD ACTION

Florida Keys Community College respectfully requests that the Florida Keys Community College District Board of Trustees approve the Financials for February 2010.

AUTHORITY FOR ACTION

Florida State Board of Education: Rule 6A-14.0716 (Community College Budgets)

BACKGROUND INFORMATION

Part of our monthly procedures is to review the financials from the previous month for Florida Keys Community College District Board of Trustees approval.

MEMO

Date: April 15, 2010

To: Kim Bassett, Antoinette Martin, Anne O'Bannon, Edwin Scales and Spencer Slate

Cc: Larry Tyree

From: John J. Kehoe, Ph.D.

Re: Board of Trustees Monthly Financial Report for February 2010

The two monthly statements presented herein include the:

- **Revenue and Expense Statement** – A comparison of budgeted and actual year-to-date amounts for the current and prior fiscal year.
- **Balance Sheet** – A comparison of actual year-to date asset, liability and fund balance accounts for the current and prior fiscal year.

The following highlights should be noted:

- **REVENUE**
 - Student Fee revenues are 30.7% higher than the same time last year. We have realized 98.5% of the budgeted Student Fee revenue year-to-date based on the Board Approved budget. This is due to increases in enrollment as well as Fiscal Year 10 tuition increases.
 - Revenues have been adjusted and are reflected in the Adjusted Budget column of the Revenue and Expenses Statement Current Fund Unrestricted Only sheet. The adjustments are based on year to date data and projected growth through June 30, 2010.
- **EXPENSES**
 - Expenses are 19.6% higher than last year at this time. This is due to the increase in expenditures related to the increase in enrollment.
 - Expenses have been adjusted and are reflected in the Adjusted Budget column of the Revenue and Expenses Statement Current Fund Unrestricted Only sheet. The adjustments are based on year to date data and projection through June 30, 2010.

**FLORIDA KEYS COMMUNITY COLLEGE
REVENUE AND EXPENSE STATEMENT
CURRENT FUND UNRESTRICTED(CFU) AND AUXILIARY FUND
Board of Trustees Report
FEBRUARY 2010**

	<u>ANNUAL BUDGET</u>		<u>ACTUAL YEAR-TO-DATE</u>		<u>ACTUAL YEAR-TO-DATE</u>
	<u>FY 2009-2010</u>	<u>FY 2008-2009</u>	<u>FY 2009-2010</u>	<u>FY 2008-2009</u>	<u>FY10 COMPARED TO FY09</u>
REVENUE:					
STUDENT FEES*	\$2,989,510	\$2,559,428	\$2,946,075	\$2,253,384	30.7%
STATE FUNDING:					
COMMUNITY COLLEGE PROGRAM FUND	4,810,835	5,482,319	3,211,634	3,514,230	-8.6%
LOTTERY	678,715	706,976	184,573	181,770	N/A
ARRA	483,134		399,938		
SUB-TOTAL	5,972,684	6,189,295	3,796,145	3,696,000	2.7%
MISCELLANEOUS	-	-	111	-	N/A
TOTAL STATE FUNDING	5,972,684	6,189,295	3,796,256	3,696,000	2.7%
TRANSFERS	21,000	17,200	225	120	87.5%
OTHER	235,103	242,600	146,600	123,901	18.3%
SUB-TOTAL CURRENT FUND	<u>9,218,297</u>	<u>9,008,523</u>	<u>6,889,156</u>	<u>6,073,405</u>	<u>13.4%</u>
AUXILIARY	20,000	20,000	33,513	8,159	310.8%
TOTAL REVENUE	<u>9,238,297</u>	<u>9,028,523</u>	<u>6,922,669</u>	<u>6,081,564</u>	<u>13.8%</u>
FUND BALANCE (AS OF JULY 1)	517,228	491,118	585,535	491,118	19.2%
TOTAL FUNDS AVAILABLE	<u>\$ 9,755,525</u>	<u>\$ 9,519,641</u>	<u>\$ 7,508,204</u>	<u>\$ 6,572,682</u>	<u>14.2%</u>
EXPENSES:					
PERSONNEL	6,684,760	6,330,182	4,513,829	3,789,108	19.1%
CURRENT	2,434,423	2,559,956	1,830,627	1,615,249	11.8%
CAPITAL	99,114	78,385	138,619	18,439	N/A
SUB-TOTAL CURRENT FUND	<u>9,218,297</u>	<u>9,008,523</u>	<u>6,483,074</u>	<u>5,422,796</u>	<u>19.6%</u>
AUXILIARY	20,000	20,000	-	186	
TOTAL EXPENSE	<u>\$ 9,238,297</u>	<u>\$ 9,028,523</u>	<u>\$ 6,483,074</u>	<u>\$ 5,422,982</u>	<u>19.5%</u>
INCREASE/(DECREASE) IN NET ASSETS	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 439,595</u>	<u>\$ 658,582</u>	

**FLORIDA KEYS COMMUNITY COLLEGE
REVENUE AND EXPENSE STATEMENT
CURRENT FUND UNRESTRICTED(CFU) AND AUXILIARY FUND
Board of Trustees Report
FEBRUARY 2010**

**FLORIDA KEYS COMMUNITY COLLEGE
REVENUE AND EXPENSE STATEMENT
CURRENT FUND UNRESTRICTED ONLY
Board of Trustees Report
FEBRUARY 2010**

	BOARD APPROVED APPROVED BUDGET <u>FY 2009-2010</u>	ADJUSTED BUDGET <u>FY 2009-2010</u>	YEAR-TO-DATE ACTUAL <u>FY 2009-2010</u>	ACTUAL YEAR-TO-DATE COMPARED TO <u>ADJUSTED BUDGET</u>
REVENUE:				
STUDENT FEES*	\$2,989,510	\$3,406,463	\$2,946,075	86.5%
STATE FUNDING:				
COMMUNITY COLLEGE PROGRAM FUND	4,810,835	4,810,835	3,211,634	66.8%
LOTTERY	678,715	678,715	184,573	N/A
ARRA	483,134	483,134	399,938	
SUB-TOTAL	5,972,684	5,972,684	3,796,145	63.6%
MISCELLANEOUS	-	-	111	N/A
TOTAL STATE FUNDING	5,972,684	5,972,684	3,796,256	63.6%
TRANSFERS	21,000	21,000	225	1.1%
OTHER	235,103	162,495	146,600	90.2%
TOTAL REVENUE	<u>9,218,297</u>	<u>9,562,642</u>	<u>6,889,156</u>	<u>72.0%</u>
FUND BALANCE (AS OF JULY 1)	517,228	517,228	585,535	
TOTAL FUNDS AVAILABLE	<u>\$ 9,735,525</u>	<u>\$ 10,079,870</u>	<u>\$ 7,474,691</u>	<u>74.2%</u>
EXPENSES:				
PERSONNEL	6,684,760	6,952,101	3,885,041	55.9%
CURRENT	2,434,423	2,434,423	1,467,648	60.3%
CAPITAL	99,114	152,500	53,760	35.3%
TRANSFERS			-	N/A
TOTAL EXPENSE	<u>\$ 9,218,297</u>	<u>\$ 9,539,024</u>	<u>\$ 5,406,449</u>	<u>56.7%</u>
INCREASE/(DECREASE) IN NET ASSETS	<u>\$ -</u>	<u>\$ 23,618</u>	<u>\$ 1,482,707</u>	
FUND BALANCE %	5.31%	5.13%	5.81%	
FUND BALANCE	\$ 517,228	\$ 517,228	\$ 585,535	

**FLORIDA KEYS COMMUNITY COLLEGE
BALANCE SHEET
CURRENT FUND UNRESTRICTED (CFU)
Board of Trustees Report
FEBRUARY 2010**

	February 28, 2010	February 28, 2009
<u>ASSETS:</u>		
CASH ON HAND AND IN BANK	\$312,615	\$43,253
INVESTMENTS	384,898	390,361
GENERAL APPROPRIATIONS RECEIVABLE	1,599,201	1,968,089
LOTTERY APPROPRIATION RECEIVABLE	494,142	525,206
TOTAL DUE FROM STATE OF FLORIDA	<u>2,093,343</u>	<u>2,493,295</u>
ACCOUNTS RECEIVABLE/PREPAID EXPENSES	471,630	754,733
TOTAL ASSETS	<u><u>\$3,262,485</u></u>	<u><u>\$3,681,642</u></u>
<u>LIABILITIES & FUND BALANCES</u>		
<u>LIABILITIES:</u>		
ACCOUNTS PAYABLE	\$71,599	\$46,037
ACCRUED COMPENSATED LEAVE	520,515	432,804
TOTAL LIABILITIES	<u>592,114</u>	<u>478,841</u>
<u>FUND BALANCES:</u>		
ENCUMBERED FUNDS	3,011,259	2,608,529
UNENCUMBERED FUNDS	179,628	1,027,076
SUB-TOTAL FUND BALANCES	<u>3,190,886</u>	<u>3,635,605</u>
AMOUNT EXPECTED TO FINANCED IN FUTURE	<u>(520,515)</u>	<u>(432,804)</u>
TOTAL FUND BALANCES	2,670,371	3,202,801
TOTAL LIABILITIES & FUND BALANCES	<u><u>\$3,262,485</u></u>	<u><u>\$3,681,642</u></u>

PROPOSED BOARD ACTION

Florida Keys Community College respectfully requests that the Florida Keys Community College District Board of Trustees approve the Voided Check Register for February 2010.

AUTHORITY FOR ACTION

Florida State Board of Education: Rule 6A-14.0716 (Community College Budgets)

BACKGROUND INFORMATION

Part of our monthly procedures is to review the voided check register from the previous month for Florida Keys Community College District Board of Trustees approval.

SUMMARY OF DISBURSEMENTS
BOARD OF TRUSTEES REPORT
January 2010

Total Check's for February 2010

	Amount	Check #'s
Operating Account	\$929,061.49	91547-92278
Payroll Account	\$422,499.85	213112 - 213221
Grand Total	\$1,351,561.34	

Voided Check's for February 2010

Vendor	Amount	Voided Check #'s	Reason for Void
Bellsouth Systems	2,863.00	91641	Processed incorrectly
Mary E. Navarrete	30.00	90410	Processed incorrectly
Bank of America	26,886.11	91631	Processed incorrectly
Bellsouth Communications	1,217.91	91640	Processed incorrectly
Federal Express	143.46	91719	Processed incorrectly
FL Keys Aqueduct Authority	3,183.31	91727	Processed incorrectly
Keys Energy Services	35,276.90	91814	Processed incorrectly
Keys Energy Services	85.08	91815	Processed incorrectly
GMAC	385.12	91747	Processed incorrectly
EasyPermit Postage	4,072.44	91927	Processed incorrectly
Postage By Phone	1,895.00	91933	Processed incorrectly
United Parcel Service	352.59	92030	Processed incorrectly
AT&T Long Distance Services	546.69	91624	Processed incorrectly
Brigida Moreno	292.00	90112	Processed incorrectly
Cecily A. Talbott	30.00	92016	Processed incorrectly
Total	\$77,259.61		

PROPOSED BOARD ACTION

Florida Keys Community College respectfully requests that the Florida Keys Community College District Board of Trustees approve the 2010-2011 Academic Calendar with spring break revision.

AUTHORITY FOR ACTION

Florida Statute: 1001.64 (Community college boards of trustees; powers and duties)

BACKGROUND INFORMATION

This revised 2010-2011 Academic Calendar changes spring break from the week of March 28 to the week of March 14. This change would align our spring break with Monroe County School District's, which would benefit our students who have children in school and most importantly prevent issues with dual enrollment students.

FLORIDA KEYS COMMUNITY COLLEGE 2010-2011 ACADEMIC CALENDAR

August 2010	September 2010	October 2010	2010-2011 Academic Calendar																																																																																																																																																									
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SUMMARY CALENDAR

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Spring Semester:	Jan 7 - May 2
Full Summer Semester ("3A"):	May 9 - Jun 30
1st Compressed Summer Semester ("3B"):	May 9 - Jun 18
2nd Compressed Summer Semester ("3C"):	Jun 20 - Jul 30