



Educational Equity Act Report 2021-2022

SANTA FE COLLEGE

Santa Fe College

College Annual Equity Update

2021-2022

Template for Submission

Deadline: April 29, 2022

Submission Information

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General Information and Applicable Laws for Reporting

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

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

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

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **April 29, 2022**. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

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

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

For the 2021-22 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

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

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

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection:** Select one. If yes, provide the following applicable updates.

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

Response: Lisa Armour, Provost and Vice President for Academic Affairs
Naima Brown, Vice President for Student Affairs
Dan Rodkin, Associate Vice President for Student Affairs
Greg Mcvey, Athletic Director
Bea Awoniyi, Assistant Vice President for Student Affairs
Patti Locascio, General Counsel, Senior Vice President, Chief of Staff
Lela Frye, Director of Human Resources
Lara Zwilling, Equity Officer and Title IX Coordinator

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

Response: None

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

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

Part II. Policies and Procedures that Prohibit Discrimination

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

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

Response: Click here to enter text.

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

Name/title: Click here to enter text.

Phone number: Click here to enter text.

Address: Click here to enter text.

Email address: Click here to enter text.

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

Make a selection: Select one.

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

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

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

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

Response: Click here to enter text.

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

| | |
|--|-----------|
| Title IX? | No |
| Title II? | No |
| Section 504? | No |
| Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements? | No |

| | |
|---|----|
| Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease? | No |
| Other policies or procedures related to civil rights or nondiscrimination? | No |

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

Name of the policy and/or procedure(s): Click here to enter text.

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

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

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

| Requirement | Response | Comments | Action |
|---|-----------------|-----------------|---------------|
| Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? | Select one. | | |
| If yes, applicable updates provided? | Select one. | | |
| Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? | Select one. | | |
| If yes, applicable updates provided? | Select one. | | |
| Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? | Select one. | | |
| If yes, applicable updates provided? | Select one. | | |
| Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination? | Select one. | | |
| If yes, applicable updates provided? | Select one. | | |
| Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C. | - | - | - |
| Notifications of these procedures are placed in prominent and common information sources. | Select one. | | |
| Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from | Select one. | | |

| Requirement | Response | Comments | Action |
|---|-------------|----------|--------|
| seeking redress from other available sources. | | | |
| Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. | Select one. | | |
| If no, is a plan for compliance provided? | Select one. | | |

Part III. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

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

College Full-Time Executive/Administrative/Managerial Staff

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

| | 2020-21 Reporting Year College Student Population (%) | EAM Actuals (%) Fall 2020 | EAM Actuals (%) Fall 2021 | EAM Stated Goals (%) Fall 2021 | EAM Goal Met (Yes/No) | EAM Goals for Fall 2022 |
|----------------------------|---|------------------------------------|------------------------------------|---|-----------------------------|-------------------------------|
| Black Female | 8.8 | 13.8 | 12.5 | 13.0 | Yes | 13% |
| Black Male | 5.0 | 6.2 | 6.25 | 6.0 | Yes | 6% |
| Hispanic Female | 11.9 | 3.1 | 6.25 | 3.0 | Yes | 3% |
| Hispanic Male | 9.9 | 1.5 | 1.56 | 2.0 | Yes | 2% |
| Other Minorities Female | 4.9 | 4.6 | 6.25 | 4.0 | Yes | 4% |

| | 2020-21 Reporting Year College Student Population (%) | EAM Actuals (%) Fall 2020 | EAM Actuals (%) Fall 2021 | EAM Stated Goals (%) Fall 2021 | EAM Goal Met (Yes/No) | EAM Goals for Fall 2022 |
|-----------------------|---|------------------------------------|------------------------------------|---|-----------------------------|-------------------------------|
| Other Minorities Male | 3.8 | 0.0 | 0 | 1.0 | No | 1% |
| White Female | 30.2 | 35.8 | 37.5 | 35.0 | Yes | 35% |
| White Male | 25.5 | 32.3 | 29.69 | 30.0 | Yes | 30% |
| Total Female | 55.84 | 60 | 40 | 55.0 | Yes | 55% |
| Total Male | 44.2 | 40 | 64 | 40.0 | Yes | 40% |

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: All of our college goals remain focused on retention, as we are not expanding our administrative leadership at this time and do not anticipate vacancies. Therefore, our goal is to retain the diverse EAM's that we have and should an opportunity to fill a position arises, we will make every effort to recruit diverse candidates for consideration with an emphasis on underrepresented areas where we are not on par with our student or local community demographics. When there are vacancies, a diverse search committee is established, and they receive a charge from the appropriate member of the President's Executive Leadership team or their designee and complete an orientation with HR where diversity, as it applies to each specific search, is discussed. This reinforces the college's commitment and goals related to diversity. It also affords an opportunity to review what does diversity look like for the hiring department, college division and the college overall and how diversity can be enhanced through opportunities within that search. Our college practice is to look closely at the diversity of each pool of applicants and to extend application deadlines and complete additional recruiting when needed to secure diverse applicant pools. We will also continue to analyze local service district demographics in comparison to national census benchmarks. We use our student base as a benchmark but this is sometimes misleading as our local community demographics are affected by the large out of district student populations from South Florida that move to the Gainesville area to matriculate to the University of Florida. The college also recognizes the importance of retaining existing minorities and therefore will be trying to maximize available funding toward annual salary increases and raising base salaries as a retention strategy.

College Full-Time Instructional Staff

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

| | 2020-21 Reporting Year College Student Population (%) | INST Actuals (%) Fall 2020 | INST Actuals (%) Fall 2021 | INST Stated Goals (%) Fall 2021 | INST Goal Met (Yes/No) | INST Goals for Fall 2022 |
|--------------|---|-------------------------------------|-------------------------------------|--|------------------------------|--------------------------------|
| Black Female | 8.8 | 3.8 | 5.1 | 4.0 | Yes | 5% |

| | 2020-21 Reporting Year College Student Population (%) | INST Actuals (%) Fall 2020 | INST Actuals (%) Fall 2021 | INST Stated Goals (%) Fall 2021 | INST Goal Met (Yes/No) | INST Goals for Fall 2022 |
|-------------------------|---|----------------------------|----------------------------|---------------------------------|------------------------|--------------------------|
| Black Male | 5.0 | 2.9 | 3.06 | 3.0 | Yes | 4% |
| Hispanic Female | 11.9 | 4.2 | 5.1 | 3.0 | Yes | 4% |
| Hispanic Male | 9.9 | 2.1 | 4.08 | 1.7 | Yes | 3% |
| Other Minorities Female | 4.9 | 2.9 | 3.06 | 2.0 | Yes | 3% |
| Other Minorities Male | 3.8 | 2.5 | 1.02 | 2.0 | No | 2% |
| White Female | 30.2 | 45.8 | 36.73 | 45.0 | No | 35% |
| White Male | 25.5 | 35.8 | 35.7 | 35.0 | Yes | 35% |
| Total Female | 55.84 | 56.7 | 54.8 | 55.0 | No | 50% |
| Total Male | 44.2 | 43.3 | 45.9 | 40.0 | Yes | 45% |

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

Response: All of our college goals are focused on retention of the diversity that we have with expansion of underrepresented populations when possible. Every effort will be made to recruit diverse candidates for consideration with an emphasis on underrepresented areas where we are not on par with our student or local community demographics. The college did meet most of our goals for last year, which were set with strictly a retention strategy during the uncertain times we have experienced during the pandemic. This year's goals reflect an increase in each underrepresented category where our prior goal was met as we anticipate an opportunity for expanding faculty hires this year due to attrition and additional faculty lines being added. We will continue to extend application deadlines and/or choose to hire temporary interim instructors when faculty searches are lacking a sufficient pool of diverse applicants in fields where academically prepared diverse candidates should be available. A diverse search committee is established for each search, and they receive a charge from the Provost or a member of the Academic Affairs leadership team and complete an orientation with HR where diversity, as it applies to each specific search, is discussed. This reinforces the college's commitment and goals related to diversity. It also affords an opportunity to review what does diversity look like for the hiring department, college division and overall college and how it can be enhanced through opportunities within that search. The college has completed a faculty salary study and is implementing a new compensation model with a market competitive starting salary for 2022-2023 and existing faculty are also being adjusted according to a new market competitive step model, which should aid recruitment and retention of diverse faculty. Another significant retention and recruitment initiative was formulated around creating a sense of community for one of our targeted demographics and the college now has a very active Association of Black Faculty and Staff that regularly engages and helps promote a welcoming and inclusive environment. An Association for Hispanic Faculty and Staff is underway as well.

College Full-Time Instructional Staff with Continuing Contract

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

| | 2020-21 Reporting Year College Student Population (%) | INST-CONT Actuals (%) Fall 2020 | INST-CONT Actuals (%) Fall 2021 | INST-CONT Stated Goals (%) Fall 2021 | INST-CONT Goal Met (Yes/No) | INST-CONT Goals for Fall 2022 |
|-------------------------|---|--|--|---|-----------------------------------|-------------------------------------|
| Black Female | 8.8 | 3.1 | 3.125 | 3.0 | Yes | 3% |
| Black Male | 5.0 | 2.5 | 3.125 | 2.0 | Yes | 2% |
| Hispanic Female | 11.9 | 3.7* | 3.75 | 4.0 | Yes | 4% |
| Hispanic Male | 9.9 | 2.5 | 2.5 | 2.0 | Yes | 2% |
| Other Minorities Female | 4.9 | 3.1 | 2.5 | 3.0 | Yes | 3% |
| Other Minorities Male | 3.8 | 3.1 | 2.5 | 3.0 | Yes | 3% |
| White Female | 30.2 | 47.8 | 47.5 | 45.0 | Yes | 45% |
| White Male | 25.5 | 34.2 | 33.125 | 30.0 | Yes | 30% |
| Total Female | 55.84 | 57.8 | 57.5 | 55.0 | Yes | 55% |
| Total Male | 44.2 | 42.2 | 42.5 | 40.0 | Yes | 40% |

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

Response: The college has a rigorous annual evaluation process leading to consideration for continuing contract. Because the earning of continuing contract is a five year process, it is difficult to set accurate goals on a yearly basis as the earning of continuing contract should be tied to the retention and development of those hired 5-6 years previously. The college recognizes the importance of retaining existing minorities and therefore will be trying to maximize available funding toward annual salary increases and raising base salaries to further our recruitment efforts. Additionally, the College formed an Association of Black Faculty and Staff to create a greater sense of community and belonging and is working to form an Associate of Hispanic Faculty and Staff. The college completed a faculty salary market study to better understand how we compare to similar institutions and is implementing adjustments for current faculty as well as raising starting salaries. A new step compensation model is being implemented that will provide additional increase in salaries and step values for faculty upon achieving continuing contract and again at approximately the mid-point of their career when they become a full professor. These additional increases are intended be an inducement for retention.

New Barriers (Optional)

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

Response: The college continues to be working our way back toward a pre-pandemic normalcy but we are uncertain how long that will take. Limited external funding and low enrollment are anticipated challenges however, the significant growth of private education competitors is a new obstacle in terms of the competition for both students and qualified faculty. Additionally, the pandemic has brought additional barriers that include a greater desire from faculty for fully online instruction, which is not consistent with what our students are requesting nor how they seem to be best served but where opportunities with other private educational institutions exist. We also are experiencing **greater**

competition from lucrative industry employment opportunities that lure existing talent away and make it difficult to recruit.

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

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

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

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

Response: The annual evaluation for department chairs, deans, provosts and vice presidents is in paper format and includes an assessment regarding evidence of efforts taken to increase employee diversity in their areas. This may include such strategies as requesting advertising to reach diverse applicants, having diverse screening committee members, emphasizing diversity in the charge, reviewing applicant pools for adequate candidate diversity and ultimately considering the impact of hiring decisions. Should it be determined that a chair, dean, provost and/or vice president has not performed satisfactorily in this area, efforts would be made to provide additional training and resources, as would providing some additional supervisory oversight into all employment processes. Every faculty and EAM new hire decision is closely scrutinized to ensure that efforts are made toward meeting the college’s employment accountability goals. While it is our practice to document employment accountability in the evaluation process, we are currently limited in our ability to formally document that for each specific employee due to complications from our ongoing return to onsite work from the COVID-19 pandemic. We anticipate that this will not be a problem for our next reporting cycle.

2) Provide a summary of the college’s board of trustees’ annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

Response: The Santa Fe College District Board of Trustees collected information for the evaluation of the President prior to the June 2021 Board meeting. The Board Chair reported at the June 15, 2021, meeting, the official date of the President’s evaluation, that the President received an exceptionally favorable

evaluation. The evaluation indicated that the President adequately supervised progress toward achieving the annual and long-term goals and objectives related to the annual employment accountability plan. A summary of the results of the evaluation was provided to Kathy Hebda, Chancellor, Division of Florida Colleges, by letter dated June 16, 2021.

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

Response: [June 15, 2021](#)

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

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

C. Additional Requirements

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

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection:** [Yes](#)
Include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Response: Santa Fe College has a defined screening, search and hiring process for all full-time administrative, professional, technical and faculty positions. The procedures provide assurances for a fair and equitable selection process that advocate the college's commitment to enhance diversity and to support achievement of the goals as defined in the employment accountability plan. Committee membership for the screening and search process for each full-time faculty, administrative, professional and technical vacancy reflects the gender and ethnic minority demographics of the college and the community. The administrative leadership of the departments, i.e. Chairs, Directors, Coordinators, AVPs, VPs or President, select the members of the screening committees. Screening committees receive training on the established Search, Screening and Hiring Procedures and are given a charge from the administrative leadership that emphasizes the institution's value of diversity and employee accountability goals.

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

Response: Each year, continuing contract eligible faculty participate in a rigorous self-evaluation process wherein the faculty are responsible for describing, charting, and evaluating their own professional development for the previous year. The evaluation includes the results of the fall and spring terms student evaluations. Once completed, the faculty member presents the evaluation packet to the appropriate academic chair or director for review and voting by "tenured" faculty within their discipline. Faculty members are provided meaningful written feedback from their Academic Chair/Director regarding the self-evaluation along with areas for growth, development, and improvement in the next evaluation period. Results of the administrative review and the "tenured" faculty vote is forwarded to the Provost/Vice President who makes a recommendation to the President. The President submits his recommendation to the Board of Trustees for approval for issuance of continuing contract status. The faculty evaluation package and all related information is made available for inspection upon request of any member of the Board of Trustees.

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

Response: : Each year annual contract faculty who are eligible for continuing contract consideration in the future participate in a rigorous self-evaluation process wherein the faculty are responsible for describing, charting, and evaluating their own professional development for the previous year. The evaluation includes the results of the fall and spring terms student evaluations. Once completed, the faculty member presents the evaluation packet to the appropriate academic chair or director for review and voting by "tenured" faculty within their discipline. Faculty members are provided meaningful written feedback from their Academic Chair/Director regarding the self-evaluation along with areas for growth, development, and improvement in the next evaluation period. Results of the administrative review and the faculty vote is forwarded to the Provost/Vice President who makes a recommendation to the President. The President makes determinations of annual contract renewal.

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

Response: The College supports quality teaching and learning and provides professional development opportunities for faculty, staff and administration. The College has established the Professional Development Scholarship Fund that provides extended educational opportunities for staff to obtain skills and knowledge that may promote an avenue for career advancement, while enhancing the quality of education for our students. The College also works with institutions of higher learning to provide educational discounts to college employees and has established an employee exchange program that provides fee waivers for most class offerings at the University of Florida. A budget has been established through the Human Resources Office to support recruitment activities that include advertising in a variety of mediums, participation in job fairs, onsite recruitment visits to predominately minority populated graduate schools, and a minority fellowship program in conjunction with the University of Florida.

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

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

| | Job Classification | # of New Hires* | New Hires* Salary Range | # of Existing Employee(s) with Comparable Experience | Existing Employee* Salary Range |
|-------|--------------------|-----------------|-------------------------|--|---------------------------------|
| Row 1 | Instruction | 6 | \$37,870 - \$81,018 | All employees are hired subject to the Salary Schedule with consistent values for steps for experience | |
| Row 2 | Management | 5 | \$54,735.24 - \$160,000 | All employees are hired subject to the Salary Schedule with consistent | |

| | Job Classification | # of New Hires* | New Hires* Salary Range | # of Existing Employee(s) with Comparable Experience | Existing Employee* Salary Range |
|-------|--------------------|-----------------|-------------------------|--|---------------------------------|
| | | | | values for steps for experience | |
| Row 3 | | | | | |
| Row 4 | | | | | |
| Row 5 | | | | | |
| Row 6 | | | | | |
| Row 7 | | | | | |

*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2020, and October 31, 2021, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2020.

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

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

| Requirement | Response | Comments | Action |
|---|-----------------|-----------------|---------------|
| comparable experience and qualifications? | | | |

Part IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2021-22 reporting year.

| Enrollments | FTIC | | | Overall Enrollments | | |
|------------------|---------------|---------------------------------|---------------|---------------------|---------------------------------|---------------|
| | 2020-21 Goals | 2020-21 Goals Achieved (Yes/No) | 2021-22 Goals | 2020-21 Goals | 2020-21 Goals Achieved (Yes/No) | 2021-22 Goals |
| Black | 512 | No | 333 | 2506 | No | 2049 |
| Hispanic | 642 | No | 595 | 3445 | No | 3226 |
| Other Minorities | 237 | No | 199 | 1408 | No | 1274 |
| White | 1339 | No | 1136 | 9332 | No | 8244 |
| Female | 1392 | No | 1155 | 9238 | No | 8253 |
| Male | 1338 | No | 1108 | 7453 | No | 6540 |
| LEP | 23 | No | 8 | 180 | No | 144 |
| DIS | 88 | No | 70 | 845 | No | 753 |

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

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

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

Response: SF failed to meet its FTIC enrollment goals (3% increase for all targeted categories) across the board. As a direct result of the world-wide pandemic, total enrollment at SF dropped by 8.7% from 2019-20 to 2020-21, and FTIC enrollment fell by 14.6%. With these significant declines in FTIC enrollment and overall enrollment, the analysis here explores the impact of race and gender on enrollment declines. While overall FTIC enrollment fell by 14.6%, certain populations fared much worse. Black student FTIC enrollment fell by 164 students (-33.0%) from 2019-20 to 2020-21, with Black males dropping more than Black females (-36.3% vs. -30.5%). While Hispanic student FTIC enrollment also fell, the decline was much smaller: only 28 students (-4.5%). As with Black FTIC students, the Hispanic male FTIC enrollment declined more than Hispanic female FTIC enrollment (-5.6% vs. -3.4%). FTIC enrollment for the other minority group fell by 31 students (-13.5%), with the decline in male FTIC enrollment far exceeding the decline in FTIC female enrollment (-21.4% vs. -5.3%). White student FTIC fell by 164 students – the same number as the drop in Black FTIC enrollment, by the percentage decline is smaller (-12.6%).

Unlike other racial groups, for White FTIC students, females had the larger decline than males (-14.6% vs. -10.7%). Overall, due to pattern change in White FTIC enrollment, the overall decline in FTIC enrollment was very similar for females and males. Female FTIC enrollment fell by 196 students (-14.5%), while male FTIC enrollment fell by 191 students (-14.7%) FTIC enrollment for students with limited English-language proficiency (LEP) skills fell by 14 students (-63.6%), with an even split amongst female and male students. FTIC enrollment for students with disabilities fell by 15 (-17.6%), with the entire decline coming from female students (-32.7%). FTIC male enrollment for students with disabilities actually grew by 1 student (+2.8%). For FTIC and overall enrollment, this is the only targeted group that saw any increase. Since 2016-17, overall enrollment at SF has declined each year, from -5.3% in 2016-17 to only -1.0% in 2019-20. The diminishing decrease in the enrollment, coupled with an increase in FTIC enrolling in 2019-20 indicated that enrollment would begin increasing in 2020-21. The pandemic changed that trend, and we saw a one year drop in enrollment of 1,412 students (-8.7%). This is a significantly higher decline that we had in any previous year. The magnitude of the health crisis and its accompanying economic challenges impacted college-going behaviors on a much greater level than any interventions the college staff were able to employ. All targeted category groups experienced a decline in enrollment; by ethnicity, declines ranged from -3.6% (Hispanic students) to -15.8% (Black students). Adding in gender, Hispanic female students fared best, with enrollment declining by only 2.6%. On the other end of the spectrum, Black Males experienced the biggest drop in enrollment – down 19.1%. Moving beyond ethnicity, students with Limited English Proficiency saw enrollment drop by 17.7%, and students with disabilities experienced a drop of 8.2% - slightly better than the overall mean. As has been previously reported, SF enlists a variety of targeted recruitment and retention programs to provide access to the College and to provide a pipeline of support from initial contact through enrollment to graduation and beyond. Long-running pre-enrollment programs like the College Achievement Program, Upward Bound, Educational Talent Search, the Displaced Homemakers Program, and Preparing for Academic and Student Success (PASS) target specific underrepresented and at-risk populations to boost their level of college-readiness and to help them realize the potential impact that a SF education can have on their lives. Each of these programs has achieved outcomes that increase the number of underrepresented and at-risk populations who enroll at Santa Fe College. During 2020-21, the Preparing for Academic and Student Success (PASS) program targeted underrepresented students from underserved five high schools in the college's service district (Eastside High School, Hawthorne High School, Newberry High School, Bradford High School, and Santa Fe High School). Newberry High School and Santa Fe High School were added more recently (2019-20 and 2020-21, respectively) to increase outreach to the more rural parts of our Alachua County. Unfortunately, due to safety measures put in place by the local school boards, visitors were not allowed on the high school campuses all year. PASS moved its operations online to the Canvas Learning Management System in March 2020 and continued to offer the program remotely throughout the 2020-21 academic year. As related to the equity report, PASS had 78 high school senior participants during the 2019-2020 academic year. Of these, 28 (32%) enrolled at SF during the 2020-21 academic year – despite the pandemic. The data is similar to the previous class, which saw 31% of senior PASS attendees from at SF within one year of graduating high school. As explained below, in the section on new methods, PASS was phased out following the 2020-2021 school year. Recruitment efforts designed to raise awareness of the economic value of a SF education are implemented by East Gainesville Instruction and the Career & Technical Education (CTE) Perkins Program. East

Gainesville consists of a large percentage of minorities who experience poverty and barriers to education at greater rates than the rest of Alachua County¹. East Gainesville Instruction seeks to foster and support educational outreach efforts and programs that will empower the residents of East Gainesville and the surrounding communities and provide outreach and training opportunities that will directly or indirectly address poverty in Alachua and Bradford Counties. To raise the profile of CTE programs within Gainesville’s Hispanic/Latino population, the Perkins Program runs Spanish-language advertisements in a local Spanish newspaper. The Adult Education Department’s English as a Second Language program has long been a destination for immigrant and undocumented persons looking to improve their English skills. The Office of Admissions coordinates recruitment efforts throughout Alachua and Bradford counties. Their efforts include the already-mentioned PASS program plus several events hosted at the College, including College Night, Santa Fe Showcase, Just 4 Juniors, and Open House, that are open to all prospective students without regard for race or gender. The pandemic forced many of these traditionally in-person events to move a remote modality during spring 2020 and throughout the 2020-2021 academic year. The biggest recruitment/conversion event Admissions has each year is the Santa Fe Open House. In Spring 2019, over 600 prospective students and their families attended – over 1,000 people were on campus on a Saturday! – and 75% of the attendees enrolled during fall 2019. The spring 2020 Open House was scheduled to be on Saturday, March 21 – three days after we moved all operations remotely. The event did not happen, and the virtual event that replaced it in April did not have nearly the same impact on enrollment. The in-person Open House did return in 2021 and 2022. The Office of Admissions also partners with My Brother’s Keeper (a recruitment and retention program for African American males) to host two one-day programs that target minority students: The Black Male Enrichment Conference (BMEC) and Student for a Day. The BMEC was held in fall 2019; it brought 140 middle school and high school (9th – 11th grade) black males to SF to learn about the programs and services the college offers, about the admissions process, and about steps the youth can take to increase their college readiness long before they graduate high school. The event for seniors, Student for a Day, typically has 60-80 Black and Hispanic senior males spending a day on campus at Santa Fe, attending classes with SF mentors and participating in co-curricular learning experiences designed to make SF more accessible. It was supposed to be held early April 2020 but was cancelled due to the pandemic. We lost one of our best opportunities to help high school seniors on the cusp of graduation see themselves as college students – this certainly contributed to the decline in FTIC enrollment during the 2020-2021 academic year. The Office of Admissions hosts several hundred tours throughout the year to families, school groups and after-school programs. This initial introduction to college helps make higher education less of an abstract concept and more of a concrete possibility for those who might be the first in their family to attend College. Campus tours moved to virtual only in March 2020, and only returned to in-person in November 2020. Local high schools did not allow visits and other opportunities to connect with the community (community fairs and festivals) were cancelled during 2020-2021. The International Student Services office (ISS) provides outreach and support to international students, including those attending college with an F-1 student visa. ISS staff have traveled to several countries in South America to recruit international students. The last recruitment trip was in fall 2019. The international recruitment travel planned

¹UNDERSTANDING RACIAL INEQUITY IN ALACHUA COUNTY Pages 25-26.

https://www.bebr.ufl.edu/sites/default/files/Research%20Reports/ri1_baseline_report.pdf

for April 2020 was canceled due to the pandemic. The pandemic had an out-sized impact on international student enrollment, as airline travel was suspended for a time and US embassies and consulates closed their offices for extended periods of time. Two years after the pandemic began, embassies are still operating with limited hours and staffing, creating additional challenges for students wish to come to the US to enroll in college. As a result, FTIC international student enrollment fell by (25%) from 2019-20 to 2020-21 – reflecting the enrollment declines among FTIC students with limited English proficiency (-63.6%). Overall international student enrollment fell by (18.0%) from 2019-20 to 2020-21 – more accurately reflecting the overall enrollment declines among students with limited English proficiency (-17.7%). In the fall of 2015, SF launched the Bradford County Initiative to confront a significant decline in the enrollment of African Americans from Bradford County. As a part of the initiative, college officials continue to work directly with African American community leaders and pastors to increase academic success among African American students at Bradford County High School and improve SF enrollment among African Americans. Upward Bound, a comprehensive program designed to assist potential first-generation college-going students and prepare for college, moved its primary office to Bradford County in fall 2019. We expect the federal-funded program’s presence in Bradford County to – over time – lead to increased enrollment by minority populations. Unfortunately, the pandemic effects negated any gains we hoped to see in the 2020-21 data. SF’s “Finish at the Top” program continues to identify former students who have been out of college for at least one year, but who were successful during their previous enrollment. Outreach is made to these former students to help them return to SF to finish their degree. This initiative, focused on both enrollment and completion, has helped several hundred students get back into college and earn their degree. SF continues to actively partner with Alachua and Bradford school districts to inform students about services and educational opportunities available to students with disabilities at the college. Disabilities Resource Center (DRC) Access Specialists attend IEP and Transition meetings at Alachua and Bradford County high schools, when invited, and they maintain an active role on the EXCEL Council, consisting of organizations assisting students with disabilities with the transition from high school to postsecondary education and training. In addition, the Center networks closely with the Division of Blind Services, Vocational Rehabilitation, Center for Independent Living, and the Center for Autism and Related Disorders for direct referral of students to our services. The DRC partners with Student Life to provide outreach to the general student population and increase awareness of disability services at the college. Santa Fe’s Office of Admissions conducts campus tours and arranges for meetings with academic advisors for groups in the Exceptional Student Education (ESE) program. DRC staff participated in Santa Fe’s virtual College Night and Open House events to inform prospective students about programs and services. DRC staff also participated in supplemental orientation sessions for veterans and international students to make sure they are aware of services for which they may qualify.

New methods and strategies, if applicable.

Response: In-person recruitment activities were suspended from March 2020 through the end of the 2020-2021 academic year. In response, the Office of Admissions launched a series of virtual engagement events to connect with prospective students and to continue to achieve their mission of making college accessible for all members of our community. Besides standard virtual campus tours and the virtual Open House, they began special events targeted specific populations, including First-

Generation students, Veterans and their dependents. While the popularity of these events waned over time, as prospective students resisted more Zoom-based interactions, they still served as a way of reaching out to prospective students who had no other way to meet with college employees. In 2021, SF was awarded an Educational Opportunity Center (EOC) grant as part of the federal TRIO program. The EOC funds staff who help adult learners get started in college. The EOC Specialists work in the community to let prospective students know about educational opportunities at SF, and help interested persons with the application process and the processes of applying for financial aid and other scholarships. Rooted in the goal of improving financial and economic literacy, EOC staff are there to ensure that college enrollment does not have a negative financial impact on the students. Ultimately, the goal of the EOC is to increase the number of adult learners who enroll in college. This program began in fall 2021, so it will be some time before the impact of the EOC is seen in this report. During summer 2021, as SF finalized plans for the new SF Achieve program, the decision was made to sunset the PASS program and focus more resources on SF Achieve. SF Achieve is creating a college-going culture in our community by creating connections with high school students and their parents in our service district, helping them understand the benefits of going to college, and removing the fear about the process of applying to and beginning college. SF Achieve Specialists are full-time staff who are embedded in high schools to provide college coaching and to encourage students to graduate high school and to attend college. Each high school graduate who attends SF within one year of graduating high school will be connected with a faculty or staff mentor and will be awarded the SF Achieve Scholarship. The first class of SF Achieve Scholars will be the high school graduating class of 2022. The initial impact of SF Achieve will be felt during the 2022-23 academic year and will be reported in the following year's Equity Report. In addition to the scholarships associated with SF Achieve, the SF Board of Trustees approved an additional \$500,000 in recurring dollars to support new student scholarships targeting non-traditional students to start in fall 2022. These include specific scholarships for student enrolled in baccalaureate programs and CTE/workforce programs, for students enrolled part-time, for student who are caretakers for elderly or disabled adult relatives, for returning students who stopped out of SF despite being close to completing a degree, for Associate of Arts graduates who still need to complete credits required for university transfer, and for international students experiencing financial hardship. As with SF Achieve, the impact of these scholarships on enrollment will be felt during the 2022-23 academic year and will be reported in the following year's Equity Report.

Student Completions

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

| A.A. Degrees | 2020-21 Goals | 2020-21 Goals Achieved (Yes/No) | 2021-22 Goals |
|------------------------------|----------------------|--|----------------------|
| Black | 198 | No | 181 |
| Hispanic | 497 | No | 496 |
| Other Minorities | 192 | Yes | 192 |
| White | 1241 | No | 1162 |
| Female | 1146 | No | 1123 |
| Male | 982 | No | 908 |
| LEP | 21 | No | 18 |
| DIS | 104 | No | 100 |
| A.S./A.A.S. Degrees | 2020-21 Goals | 2020-21 Goals Achieved (Yes/No) | 2021-22 Goals |
| Black | 42 | No | 43 |
| Hispanic | 67 | Yes | 86 |
| Other Minorities | 39 | Yes | 65 |
| White | 336 | Yes | 366 |
| Female | 313 | Yes | 339 |
| Male | 171 | No | 221 |
| LEP | 8 | No | 7 |
| DIS | 26 | Yes | 33 |
| Certificates | 2020-21 Goals | 2020-21 Goals Achieved (Yes/No) | 2021-22 Goals |
| Black | 44 | Yes | 53 |
| Hispanic | 57 | Yes | 76 |
| Other Minorities | 36 | Yes | 36 |
| White | 272 | No | 222 |
| Female | 196 | No | 151 |
| Male | 213 | Yes | 236 |
| LEP | 4 | No | 2 |
| DIS | 40 | No | 24 |
| Baccalaureate Degrees | 2020-21 Goals | 2020-21 Goals Achieved (Yes/No) | 2021-22 Goals |
| Black | 32 | Yes | 39 |
| Hispanic | 43 | Yes | 47 |
| Other Minorities | 27 | Yes | 28 |
| White | 184 | No | 181 |
| Female | 198 | No | 190 |
| Male | 89 | Yes | 105 |
| LEP | 1 | Yes | 4 |
| DIS | 14 | Yes | 14 |

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

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

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

Response: Despite the significant drop in enrollment, SF achieved the established goal of a 3% increase in completions for 16 of 32 categories across all four credential types. Overall completions in 2020-21 were up slightly (+1.9%) as compared to 2019-20. The AA degree completion had a small overall decline of 1.7% from 2019-20 to 2020-21. Only one of the targeted categories (other minority students) met the goal of a 3.0% increase. The other minority students' improvement (3.2% increase) was led by other minority females, which saw an astounding 15.3%(!) increase in completion rates. Unfortunately, the 10% decline in other minority males' completion rate balanced the overall improvement. Completion goals for the AA degrees were achieved in only one of eight categories: other minority students. The two categories with an increase in AA degree completion but fell short of the goal of +3.0% were Hispanic students (+2.7%) and female students (+0.9%). The remaining five categories all experienced a decline in AA degree completion: students with LEP (-10.0%), Black students (-5.7%), male students (-4.7%), White students (-3.6%), and students with disabilities (-1.0%). Overall, AA degree completion declined by 1.7%. After experiencing a 13% decline from 2018-19 to 2019-20, AS degree completion bounced back in 2020-21, jumping 19.1% over last year and 3.7% ahead of the number of AS degree completions from 2018-19. Seven of the eight tracked categories for AS degree completion exceeded the goal of a 3% increase, led by other minority students (+71.1%), male students (+33.1%), Hispanic students (+32.3%), and students with disabilities (+32.0%). The other categories with an increase in AS degree completion were White students (+12.3%), female students (+11.5%), and Black students (+4.9%). The only tracked group that saw a decline in AS degree completion was students with LEP, which saw completion drop by 12.5% (which only represents one completion!). Completion goals for certificates were achieved in three of eight categories, with significant gains realized by Hispanic (+38.2%) and Black (+23.3%) students. Male students (+14.0%) also exceeded the goal of increasing certificate completion by 3%. Other minority students experienced a small increase in certificate completion (+2.9%) but failed to meet the goal of a 3% increase. Tracked categories that experienced a decline in certificate completion were students with LEP (-50%), students with disabilities (-38.5%), and female students (-20.5%), and White students (-15.9%). Overall, certificate completion declined by 2.5%. Completion goals for bachelor's degrees were achieved in five of eight categories, led by an 300% increase in completion by students with LEP. Other gender/racial categories that saw an increase in baccalaureate completion of at least 3% were Black students (+25.8%), male students (+22.1%), Hispanic students (+11.9%), and other minority students (+7.7%). White students experienced a small increase in baccalaureate completion (+1.1%) but failed to meet the goal of a 3% increase. The only tracked category that saw a decline in Baccalaureate degree completion was female students, who saw completion decline by 1.0% (two less completions). There was no change in the number of baccalaureate completions by students with disabilities. Overall, baccalaureate completion improved by 6.1%. The decline in completions for AA degrees and certificates in 2020-21 may be explained in part due to ongoing effects of COVID-19 pandemic, which impacted the way classes were taught throughout the academic year. While the initial shock of the pandemic may have subsided by the time classes began in fall 2020, the shift to mostly online classes may have caused some students to delay their enrollment – and thus their degree completion. The sizable increase in AS degree completion likely stemmed from students not being able to complete their AS degrees in spring

2020 after the pandemic began. The completions we celebrate in this report were a combination of those who graduated “on time” and those who should have graduated the previous year but were held over for an additional semester or two. The baccalaureate degrees programs were developed first as online programs, so the shift to remote work and study had minimal impact on those students and so their completion has continued to grow steadily in spite of the pandemic. All throughout the pandemic, SF staff engaged in a variety of measures to help students complete their credentials. Among those measures likely having the greatest impact on improving completions overall were SF’s Navigating the College Experience (NCE). The NCE initiative embodies an ongoing institutional commitment to strengthening advisement processes, academic and student support systems, and communication between students, faculty, and advisors. Although not specifically targeted to underrepresented students, this plan was designed to improve completions for all students. The NCE initiatives routes incoming students towards success and helps students stay on course as they proceed, fostering learning that will equip students to be engaged, proactive, and responsible for their own academic goals and achievements. These initiatives include: 1. An academic early warning system that provides for early intervention with students showing signs of being academically at risk and allows all students to better chart their own progress and connect to the resources they need. 2. Ongoing, personalized advising will assist students to take ownership of their own educational goals, stay on track, and persevere. 3. Academic success coaching and tutoring support delivered through a comprehensive and interdisciplinary Learning Commons. The goal of NCE is to enhance SF’s learning environment to cultivate students’ educational persistence and academic perseverance by implementing an integrated system of intentional intervention and progressive advisement. Implementation of project initiatives are creating an environment that better supports student learning through improved communication designed to promote academic achievement, more personalized feedback to and support for participating students, advisement and intervention interactions designed to elicit learning related to perseverance, and increased student engagement. The early alert system is especially valuable to the AA degree-seeking population, who lack the cohort-based learning community which supports AS and Certificate degree-seeking students. 100% of SF classes are included in the early alert system. Retention efforts are decentralized across the College, with a variety of programs working to support minority students through counseling, advising, and mentoring resources. My Brother’s Keeper (MBK), Student Support Services, Saints Athletics, International Student Services, International Student Support & Advising, the College Achievement Program, Veteran and Military Success Services, the Disabilities Resource Center (DRC), and Finish at the Top each target a specific group of students and helps them persist towards degree completion. The newest such location is the LGBTQIA Center, which opened in spring 2021. Tutoring resources have been centralized and are provided by the Learning Commons. To support learning across the curriculum and to encourage persistence towards completion, the college has completed implementation of an interdisciplinary Learning Commons - an academic resource center that encourages and supports academic success for all students. The Learning Commons offers tutoring for all subjects and success coaching to help students develop effective skills and strategies to meet their academic and personal objectives. By centralizing these academic supports in one location, the college is able to broaden their scope and serve all students. During the 2020-21 academic, these academic supports were provided largely using remote service: Zoom-based tutoring and coaching, although in-person delivery returned late in the year. While tutoring and academic success coaching is now available both in-person and online, students are still opting to access these services remotely.

During single month in spring 2022, students choose to have their tutoring and coaching appointments online 60% of the time. For students with disabilities, the DRC goes above and beyond ADA requirements to ensure students with learning disabilities receive updated learning disability assessment in order to access accommodations and services at the college. DRC provides students with disabilities orientation to adaptive software, equipment, and devices to maximize their access at the college and enhance their self-sufficiency, and a large inventory of adaptive equipment is available to loan to students free of charge. Students on the autism spectrum participate in the Spectrum of Success program. This is a DRC-hosted program that enables these students to interact and counsel each other through difficulties many other students and faculty at the college may not be able to understand, and helps these students to develop the skills they need to enter the workforce following graduation.

New methods and strategies, if applicable.

Response: This past year, the Learning Commons launched personalized digital learning plans (DLPs) to guide the co-requisite instruction and to provide students with resources and activities to develop: 1. Skills associated with successfully navigating college; 2. Discipline-specific foundational skills; 3. Career and educational planning activities; and 4. Recommended Learning Commons activities to help students achieve learning outcomes. Personalized content loaded into DLPs includes: 1. Mindset work; 2. Curated digital resources to help students address academic and other challenges identified in a personal inventory completed as part of the intake process; 3. Diagnostics and associated developmental work; and 4. Progress on set goals. Students earn digital badges as they work in different areas and will be recognized for their accomplishments. Additionally, students demonstrating academic success (highest cohort GPAs) and those attending at least one advisement session during each semester are being provided with financial incentives to encourage their participation and success. Students are able to confer with faculty or an academic coach to adjust the plan as needed. In 2020, SF was awarded two new Student Support Services grants as part of the federal TRIO program – one focused on student veterans and one focus on encouraging first generation students to consider enrolling in STEM programs. Both populations serve a large number of students of color, and so these programs are expected to have a positive impact on student retention and completion. As with all Student Support Services programs, these new programs support degree completion by providing participants with access to computer resources, one-on-one academic support and coaching, early registration, in-depth academic advising and career exploration. The participants will be given opportunities for grant aid and soft skill development through life skills and academic success workshops, plus transfer school preparation to them take their next steps towards achieving their academic and career goals. These new Student Support Services grants started serving students in summer 2021, and so it will be 1-2 years before we see their impact. In preparation for SF's decennial re-accreditation, a Quality Enhancement Plan has been selected that will help the college achieve the strategic goal of improving student success and increasing equitable outcomes for all students. The Center for Teaching and Learning provide enhanced professional development supporting a culture of excellence in teaching and learning to support student success. The broad focus on professional development opportunities for faculty members as teachers, scholars, and practitioners will be grounded in the end goals of improving student success. This new Center for Teaching and Learning will be developed and implemented over the next few years.

Student Success in Targeted Programs

The college's plan for 2020-21 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

Response: The federal TRIO programs at SF are an important tool in increasing student completions among underrepresented groups. During the 2020-2021 academic year, SF's Classic Student Support Services grant served 203 eligible students. 75% of the students served are first generation and low income and/or disabled including disabled who are also low-income. 81% of the participating students persisted to the next fall semester, 86% of the students maintained good academic standing, 47% of the students earned an associate degree or certificate and 33% transferred to a 4-year institution. To ensure access to support services, the Learning Commons provided robust in-person as well as virtual tutoring and academic coaching. In 2020-2021, there were 8754 tutoring sessions and 1278 academic coaching sessions provided to students through the Learning Commons. SF partnered with the Association of College and University Educators (ACUE) to offer Santa Fe College faculty a nationally recognized credential in research-based, high impact teaching practices. A cohort of 30 faculty were provided with 25 training modules including Ensuring Equitable Access to Learning, Helping Students Persist in Their Studies, Embracing Diversity in Your Learning Environment, Using Groups to Ensure Active Learning, and Using Student Achievement and Feedback to Improve Your Teaching. High impact teaching practices have a disproportionate positive impact on learners from underrepresented groups. The SF2UF Bridge to the Baccalaureate Program is a partnership between Santa Fe College and the University of Florida. The SF2UF Bridge Program seeks to increase the number of minority and underrepresented SF students in the biomedical and behavioral sciences who go on to transfer to UF and graduate with bachelor's degrees in biomedical and behavioral science-related disciplines. This program is funded by the National Institutes of Health (NIH)/ National Institute of General Medical Sciences (NIGMS) NIH Grant # R25GM115298. The goal of the program is to support the education, research experience, and professional development of students from underrepresented groups. Selected students conduct scientific research in the laboratory of a University of Florida professor as undergraduates while enrolled at Santa Fe College. In addition, SF2UF Bridge supports and enhances the educational experience of Santa Fe College students by providing chemistry and biology tutoring and a seminar course that alternates between learning activities and presentations from University of Florida scientists. The learning activities focus on understanding the process and culture of scientific research in the biomedical and behavioral sciences fields. Guitars, Rocketry, and Robotics Advanced Technological Education (GRRATE) is an ongoing project funded by the National Science Foundation. Through innovative project-based learning, GRRATE helps students gain the competencies and self-efficacy needed to

succeed in STEM fields. This project introduces students who are often underrepresented in STEM to the possibility of high-paying, rewarding careers in STEM. GRRATE offers ISC1006 Wide World of Science, a project-based course with three experiential learning project options: guitar building, robotics and rocketry. Students gain knowledge in the areas of Science, Technology, Research, Engineering, Arts and Mathematics while building a guitar, robot or rocket. During 2020-2021, the program served 37 participants at the College's educational centers, which are geographically situated to serve students from rural areas or underrepresented groups. Santa Fe College continues to serve as a lead institution in research into best practices that support the recruitment and retention of minorities into STEM programs through the FL-C LSAMP RCE, a researcher-practitioner partnership lead by SF College whereby community college and HBCU faculty liaisons work with social science researchers to develop, test, and disseminate mind-set interventions that improve underrepresented minority student success in STEM courses. The grant supports SF as a center for science, technology, engineering and math (STEM) education, focusing on increasing minority involvement in STEM fields. Through the Center, faculty from many Florida colleges participated in a virtual conference in the summer of 2021 to learn strategies for supporting minority students' success and mitigating psychosocial threats and barriers to success in STEM programs. During 2020-2021, approximately 400 students enrolled in STEM classes in the network participated in activities intended to enhance their performance in STEM courses. Results of these interventions are widely disseminated in the network and beyond. The Gainesville Black Professionals organization is a non-profit organization focused on showcasing the talents, expertise, contributions and impact of Black Professionals in the Gainesville area. Their annual leadership conference was again sponsored by Santa Fe College this year and held in the SF Fine Arts Hall. SF faculty, staff and students were able to make contact with employers and collaborators in the business community. Through the conference, African-American students and staff interact with professionals in a wide variety of positions. The event continues to serve as an important source of educational motivation and social networking.

New methods and strategies, if applicable.

Response: During its inaugural academic year in 2020-2021, SF's new Student Support Services STEM grant served 103 eligible students pursuing a STEM-related program of study. Seventy-five % of the participating students persisted to the next fall semester and 66% of the students maintained good academic standing. Similarly, during its inaugural academic year in 2020-2021, SF's Veterans Student Support Services grant served 107 eligible veteran students. 72% of the students served are first generation and low income and/or disabled including disabled who are also low-income. 78% of the participating students persisted to the next fall semester, 86% of the students maintained good academic standing, 47% of the students earned an associate degree or certificate and 33% transferred to a 4-year institution. In 2020, the global pandemic's disproportionate toll on Black Americans called attention to longstanding inequities in healthcare outcomes. The deadly use of force by police officers during interactions with Black Americans called attention to longstanding inequities in law enforcement outcomes. North Central Florida, Santa Fe College's service region, was a community already struggling to take productive steps to address persistent racial disparities. Both crises had a major impact on students (and staff) in general and students (and staff) of color specifically. The ability of the arts to inspire social change was on full display when Santa Fe College students expressed their

responses to racial injustice through performances in *Rise: Santa Fe Students Respond to Racial Injustice*. To create *Rise*, students worked with mentors throughout the college to refine and express their thoughts and feelings through music, dance, visual art, poetry/spoken word and digital media, including animation. Two free video recordings were made available online in fall of 2020.

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

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

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

Course Substitution Report, Form CSR01

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

| Disability Type | Number of Students | Required Course(s) (prefix, number and title) | Substituted Course(s) (prefix, number and title) | Discipline Area |
|------------------------------|---------------------------|--|---|------------------------|
| Deaf/Hard of Hearing | 0 | | | |
| | | | | |
| | | | | |
| Visual Impairment | 1 | MGF1107 Contemporary Math | MGF1033 Intermediate Algebra | Math |
| | | | | |
| | | | | |
| Specific Learning Disability | 4 | MGF1107 Contemporary Math | EVR1001 Intro to Environmental Science | Math |
| | | MGF1106 Topics in Math | PHI1100 Informal Logic | Math |
| | | MGF1106 Topics in Math | BSC1001 Intro to Biology | Math |
| | | MGF1106 Topics in Math | MGF1033 Intermediate Algebra | Math |
| | | MGF1121 Formal Logic | ZOO1503C Animal Behavior | Math |
| Orthopedic Impairment | 0 | | | |
| | 0 | | | |

| Disability Type | Number of Students | Required Course(s) (prefix, number and title) | Substituted Course(s) (prefix, number and title) | Discipline Area |
|------------------------------------|--------------------|--|---|------------------|
| Speech/Language Impairment | | | | |
| Emotional or Behavioral Disability | 1 | SPN1120 Spanish I | HUM2420 African Humanities | Foreign Language |
| | | SPN1121 Spanich 2 | GEO2420 Cultural Geography | Foreign Language |
| | | | | |
| Autism Spectrum Disorder | 0 | | | |
| | | | | |
| | | | | |
| Traumatic Brain Injury | 0 | | | |
| | | | | |
| | | | | |
| Other Health Impairment | 0 | | | |
| | | | | |
| | | | | |

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

| Semester | Number of Substitutions Requested | Number of Substitutions Granted |
|--------------|-----------------------------------|---------------------------------|
| Fall 2020 | 2 | 2 |
| Spring 2021 | 4 | 4 |
| Summer 2021 | 1 | 0 |
| Total | 7 | 6 |

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

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

Part VI. Gender Equity in Athletics

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

Assessment of Athletic Programs

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

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

Data Assessment

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

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

Compliance with Title IX

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

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2019, through June 30, 2020, and July 1, 2020, through June 30, 2021

| | 2019-20 | | | 2020-21 | | | |
|---|---------|---------|-------|---|-------|---------|-------|
| | Males | Females | Total | | Males | Females | Total |
| Total Number of Athletes | 43 | 52 | 95 | Total Number of Athletes | 42 | 48 | 90 |
| Percent of Athletes by Gender | 45% | 55% | 100% | Percent of Athletes by Gender | 47% | 53% | 100% |
| Total Number of Enrollments | 2803 | 2824 | 5645 | Total Number of Enrollments | 2366 | 2486 | 4852 |
| Percent of Enrollments by Gender | 49% | 51% | 100% | Percent of Enrollments by Gender | 49% | 51% | % |
| Difference between the percent of athletes and the percent of students enrolled | +4% | -4% | 100% | Difference between the percent of athletes and the percent of students enrolled | -2% | +2% | 100% |

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2019-20:** Select one. **2020-21:** Select one.

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

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

Corrective Action Plan

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

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

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

| Requirement | Response | Comments | Action |
|--|-------------|----------|--------|
| Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2021? | Select one. | | |
| Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity? | Select one. | | |
| Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled? | Select one. | | |
| Does the report include any of the following to ensure compliance with Title IX? | Select one. | | |
| Accommodation of interests and abilities | Select one. | | |
| Substantial proportionality | Select one. | | |
| History and practice of expansion of sports | Select one. | | |
| If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan? | Select one. | | |

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2021-22 Annual EQUITY UPDATE REPORT
Signature Page


Santa Fe College

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

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

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

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



EQUITY OFFICER

4/19/2022


DATE



COLLEGE PRESIDENT

4/19/22

DATE



CHAIR OF DISTRICT BOARD OF TRUSTEES

4/19/22

DATE

This concludes the **2021-22 Annual Equity Update Report**, which must be submitted, as a Word document, to FCSInfo@fldoe.org by **April 29, 2022**. Colleges may attach additional files (PDF or Word) as appendices.

Commitment to Equal Access and Equal Opportunity

Santa Fe College (SF) is committed to maintaining a work and educational environment that embraces diversity and where no member of the college community is excluded from participation in, denied the benefits of, or subject to discrimination in any college program or activity based on: their race, ethnicity, national origin, color, religion, age, disability, sex, pregnancy status, gender identity, sexual orientation, marital status, genetic information, political opinions or affiliations, or veteran status. This commitment applies to employees, volunteers, students, and, to the extent possible, to third parties, applicants for admission, applicants for employment, and the general public.

Inquiries regarding non-discrimination policies or concerns about discrimination or harassment, including concerns about sexual harassment or sexual violence under Title IX, should be directed to SF's Equity Officer and Title IX Coordinator, 3000 NW 83rd Street, R-Annex, Room 113, Gainesville, Florida 32606, 352-395-5950, equity.officer@sfccollege.edu.

Educational Equity Act Report 2021-2022

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