Santa Fe College

College Annual Equity Update

2022-2023

Template for Submission

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

Submission Information
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General Information and Applicable Laws for Reporting

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

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

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

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

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

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

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

Compliance with House Bill 7

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

Part I. Policies and Procedures that Prohibit Discrimination

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

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

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

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

Response: Click here to enter text.

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.001-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection:** No If yes, provide the following applicable information for each updated contact.

Name/title: Click here to enter text.
Phone number: Click here to enter text.
Address: Click here to enter text.
Email address: Click here to enter text.
Is this contact's information available in the regular notice of nondiscrimination?
Make a selection: Select one.

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

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

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

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

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

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

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

Response: Click here to enter text.

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

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

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

Name of the policy and/or procedure(s): Click here to enter text.
Date of revision: Click here to enter text.
Description of the revision: Click here to enter text.
Web link(s) to document the revision: Click here to enter text.

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

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

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

Part II. College Employment Equity Accountability Plan

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

A. Data, Analysis and Benchmarks

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

College Full-Time Executive/Administrative/Managerial Staff

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

	2021-22 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2022	EAM Actuals (%) Fall 2022	EAM Goal Met (Yes/No)	EAM Goals for Fall 2023
Black Female	8.8	12.5	13.0	12.5	No	12.5
Black Male	5	6.3	6.0	6.3	Yes	6.0
Hispanic Female	12.2	6.3	3.0	6.3	Yes	3.0
Hispanic Male	10.4	1.6	2.0	1.6	No	2.0
Other Minorities Female	4.7	6.3	4.0	3.1	No	3.0
Other Minorities Male	4.1	-	1.0	-	No	1.0
White Female	29.1	37.5	35.0	37.5	Yes	35.0
White Male	25.6	29.7	30.0	32.8	Yes	30.0
Total Female	54.8	62.5	55.0	59.4	Yes	55.0
Total Male	45.2	37.5	40.0	40.6	Yes	45.0

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The college continues to remain focused on retention of our diverse EAM's. Additionally, we have anticipated openings to be filled during the 2023-2024 contract year at the Provost and Chair level, which brings opportunity to effect change in the EAM category. 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 for these opportunities. A search committee representing a wide variety of individuals and departments will be established and charged by the appropriate member of the President's Executive Leadership team. Our college practice is to ensure we have a broad and qualified applicant pool. 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.

College Full-Time Instructional Staff

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

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Black Female	8.8	4.0	5.0	4.1	No	4.0
Black Male	5	3.2	4.0	3.7	No	4.0

	2021-22 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Hispanic Female	12.2	4.4	4.0	5.3	Yes	5.0
Hispanic Male	10.4	3.2	3.0	4.5	Yes	4.0
Other Minorities Female	4.7	2.8	3.0	3.7	Yes	3.0
Other Minorities Male	4.1	2.0	2.0	2.0	Yes	2.0
White Female	29.1	45.0	35.0	41.4	Yes	35.0
White Male	25.6	35.3	35.0	35.2	Yes	35.0
Total Female	54.8	56.2	50.0	54.5	Yes	50.0
Total Male	45.2	43.8	45.0	45.5	Yes	45.0

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

Response: All of our college goals are focused on retaining qualified personnel that reflect the greater community. Every effort will be made to recruit faculty with a sensitivity to underrepresented student populations. The college did meet our goals for last year, which were set with strictly a retention strategy during the uncertain times we have experienced following the pandemic where enrollments have not grown. We will continue to extend application deadlines and/or choose to hire temporary interim instructors when faculty searches are lacking an adequate number of qualified applications for the given field. A 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 to reinforce the college's commitment and goals. It also affords an opportunity to review what constitutes diversity within the parameters of a qualified applicant pool. The college has implemented a new compensation model with a market competitive starting salary and will be analyzing the impact of the new salaries on recruitment. Another significant retention and recruitment iniatative was formulated around the college's commitment to creating a sense of belonging and having active faculty members engage with underrepresented student populations.

College Full-Time Instructional Staff with Continuing Contract

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

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Black Female	8.8	3.2	3.0	2.0	No	2.0
Black Male	5	3.2	2.0	3.3	Yes	3.0
Hispanic Female	12.2	3.8	4.0	4.7	Yes	4.0

	2021-22 Reporting Year College Student Population (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Hispanic Male	10.4	2.5	2.0	2.7	Yes	3.0
Other Minorities Female	4.7	2.5	3.0	3.3	Yes	3.0
Other Minorities Male	4.1	2.5	3.0	3.3	Yes	3.0
White Female	29.1	48.4	45.0	42.7	No	35.0
White Male	25.6	33.8	30.0	38.0	Yes	35.0
Total Female	54.8	58.0	55.0	52.7	No	50.0
Total Male	45.2	42.0	40.0	47.3	Yes	45.0

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions with continuing 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 has expressed a commitment to creating a welcoming and open environment for students, faculty and staff, and encourages faculty to engage with students, especially those from underrepresented populations including, but not limited to, student veterans, first-generation college students and other non-traditional student populations. The college implemented Phase I and II of a new market competitive compensation model that recognized faculty years of services with salary steps. It futher creates additional increases for faculty moving from assistant professor to associate professor with the attainment of continuing contract and again after completion of seven years as a continuing contract faculty member. This practice provides an additional incentive for retaining faculty.

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

Response: **While the college typically does not consider itself in competition with the large public university with which we share the same geography, we are finding more and more that we are in competition for the local labor pool. When faced with competing against the University of Florida, we are woefully undermatched financially: both in salary and access to to the subsidized State of Florida dependent health care program. Additionally, with the continuation of remote work being preferrable to many, we find that our need for an in person workforce can be a detriment to our recruitment efforts.**

Review of Part II (A): Attainment of Annual Goals

(Completed by Division of Florida Colleges)

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

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

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

Response: Click here to enter text.

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

Response: Click here to enter text.

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

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

C. Additional Requirements

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

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

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

Response: 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 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 values 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 for specified populations.

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.

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: 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.

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

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

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Instruction	10	$46,500-$83,413	All employees are hired subject to the Salary Schedule with consistent values for steps for experience	
Row 2	Management	2	$55,235.24-$160,000	All employees are hired subject to the	

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
				Salary Schedule	
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, 2021, and October 31, 2022, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2022.*

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

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

Part III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

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

	FTIC				Total Enrollments			
Enrollments	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	333	318	No		2049	1994	No	1994
Hispanic	595	583	No		3226	3255	Yes	3255
Other Minorities	199	230	Yes		1274	1278	Yes	1278
White	1136	1146	Yes		8244	7895	No	7895
Female	1155	1118	No		8253	7906	No	7906
Male	1108	1159	Yes		6540	6516	No	6516
LEP	8	9	Yes		144	135	No	135
DIS	70	86	Yes		753	776	Yes	776

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 (level enrollment) for three of the eight categories. The fact that we showed improvement in five of the categories is evidence that new student enrollment began to rebound following the COVID-induced enrollment decline. Indeed, total FTIC enrollment in 2021-22 increased by 14 students, or +0.6%. Despite the minor growth in FTIC enrollment, total enrollment at SF fell in by 2.5% from 2020-21 to 2021-22. With the overall decline in enrollment, SF failed to meet the total enrollment goals in five of eight categories. The analysis here explores the targeted populations. As stated above, FTIC enrollment grew slightly from 2020-21 to 2021-22, bolstered by increases in other minority groups FTIC enrollment (up 31 students, or +15.6%) and to a lesser extent, White FTIC enrollment (up 13 students, or 1.1%). Male FTIC enrollment also enjoyed a large increase of 51

students (+4.6%). FTIC enrollment by students with limited English-language proficiency (LEP) skills grew by 1 (+12.5%), and FTIC enrollment by students with disabilities jumped by 16 (+22.9%). The FTIC populations that did not make the goal include Black FTIC students (down 15 students, or -4.5%), Hispanic FTIC students (down 12 students, or -2.0%), and Female FTIC students (down 37 students, or -3.2%). While FTIC enrollment was up in 2021-22 for the first time since the pandemic, it is important to note that FTIC enrollment remains down close to 30% from its peak in 2016-17, and down 14% from just before the start of COVID. Since 2016-17, overall enrollment at SF has declined each year, with rate of decline falling into the 2020-21, when the pandemic led to a paid decrease in enrollment. While total enrollment fell again in 2021-22, the decline "only" 2.5%, much less than previous year's 8.7% plummet in total enrollment. The smaller decline in total enrollment and the slight increase in FTIC enrollment is an indication that enrollment may have bottomed out and will begin increasing next year. Three of the tracking categories did see an increase in total enrollment in 2021-22. Despite a small decline in FTIC enrollment, total enrollment for Hispanic students grew by 29 students (+0.9%). Thanks in part to the increase in FTIC enrollment, total enrollment by students from other minority groups increased by 4 students (+0.3%). Total enrollment by students with disabilities grew by 23 students (+3.1%). Total enrollment fell for Black students (down 55 students, or -2.7%), White students (down 349 students, or -4.2%) and both female students (down 347 students, or -4.2%) and male students (down 24 students, or -0.4%). Total enrollment also fell by students with LEP (down 9 students, or -6.3%). 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, and the Displaced Homemakers Program 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. Prior to the start of the 2021-22 academic year, the Preparing for Academic and Student Success (PASS) program, which historically 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), was replaced by the new SF Achieve program. 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 all public high schools in Alachua and Bradford counties to provide college coaching and to encourage students to graduate high school and to attend college. The Specialists work with students in their high schools on a general college readiness curriculum with content tailored to for each student's grade. 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 Book Stipend. Eligible students will also receive the scholarship. The first class of SF Achieve Scholars was 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 next year's Equity Report. Recruitment efforts designed to raise awareness of the economic value of a SF education continue to be 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 County[1]. 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. A primary focus of recruitment is hosting several hundred campus 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. The Office of Admissions houses the already-mentioned SF Achieve plus several events hosted at the College, including College Night and the SF Open House, that are open to all prospective students without regard for race or gender. The biggest recruitment/conversion event Admissions has each year is the SF Open House. Over 1,000 visitors came to campus on a Saturday in March to learn about SF's academic programs and support services. Over 90% of Open House's student attendees have applied for admission, and over 75% of the attendees enroll the following fall. The Office of Admissions also partners with My Brother's Keeper (a recruitment and retention program for African American males) to host the Black Male Enrichment Conference (BMEC). This one-day event brings 150 middle school and high school black males to SF to learn about the programs and services the college offers, about the college admissions process, and about steps the youth can take to increase their college readiness long before they graduate high school. This event features college SF students who serve as role models for the conference attendees so they can see themselves at high school. 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, but have not been able to conduct international recruitment travel since fall 2019 due to the pandemic and then staff turnover. International recruitment travel is expected to resume this fall. While total international student enrollment was lower during the 21-22 academic year as compared to the previous year, FTIC enrollment for international students grew by a whopping 62.2% as compared 2020-21. 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

[1]UNDERSTANDING RACIAL INEQUITY IN ALACHUA COUNTY Pages 25-26.
https://www.bebr.ufl.edu/sites/default/files/Research%20Reports/ri1_baseline_report.pdf

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. SF'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. 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.

New methods and strategies, if applicable.

Response: 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, which started 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 are 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. In effort to better serve the growing Hispanic population in Alachua County, the Office of Admissions launched a series of Spanish-language recruitment events. Called Segue Soñando (Keep Dreaming), these events pulled together Spanish-speaking faculty and staff to welcome prospective students and their families, to make sure they know that they were welcome at SF and to help them see their path towards enrollment. These events began in spring 2022 and have continued to help held each semester. In summer 2022, the Office of Admissions partnered with the Alachua County Public Schools to host a three-day College Readiness Boot Camp. 120 rising seniors came to SF to be inspired, to learn about the college admissions process and to work on scholarship essays. This event was successful and will be expanded in 2023 to include rising juniors, too. Upward Bound, a comprehensive program designed to assist potential first-generation college-going high school students be ready for college, expanded in fall 2022 by adding Math and Science-focused programs at Newberry High School and Gainesville High School. Newberry High School serves a mostly rural population in western Alachua County and Gainesville High School serves a largely urban population in central Gainesville. The new Upward Bound programs will help their participants through academic support, summer enrichment, career exploration, experiential field trips, college visits, and general college readiness activities. With the first group of high schools beginning this past school year, we expect to see the impact their work in a future Equity Report. Building on the success of the main SF Open House held in March at the Northwest Campus, the Office

of Admissions is partnership with the Educational Centers to offer localized Open House events at each Center during the summer. Advertised to their immediate communities, the Centers' Open Houses are designed to serve residents of the rural communities on the outskirts of Alachua and Bradford counties, and to the urban population in central and east Gainesville.

Student Completions

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

A.A. Degrees	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	181	168	No	168
Hispanic	496	488	No	488
Other Minorities	192	177	No	177
White	1162	1087	No	1087
Female	1123	1046	No	1046
Male	908	874	No	874
LEP	18	18	Yes	18
DIS	100	113	Yes	113
A.S./A.A.S. Degrees	**2021-22 Goals**	**2021-22 Actuals**	**2021-22 Goals Achieved (Yes/No)**	**2022-23 Goals**
Black	43	40	No	40
Hispanic	86	71	No	71
Other Minorities	65	51	No	51
White	366	295	No	295
Female	339	292	No	292
Male	221	165	No	165
LEP	7	6	No	6
DIS	33	30	No	30
Certificates	**2021-22 Goals**	**2021-22 Actuals**	**2021-22 Goals Achieved (Yes/No)**	**2022-23 Goals**
Black	53	59	Yes	59
Hispanic	76	59	No	59
Other Minorities	36	23	No	23
White	222	227	Yes	227
Female	151	155	Yes	155
Male	236	213	No	213
LEP	2	6	Yes	6
DIS	24	18	No	18
Baccalaureate Degrees	**2021-22 Goals**	**2021-22 Actuals**	**2021-22 Goals Achieved (Yes/No)**	**2022-23 Goals**
Black	39	28	No	28
Hispanic	47	26	No	26
Other Minorities	28	16	No	16
White	181	138	No	138
Female	190	140	No	140
Male	105	68	No	68
LEP	4	3	No	3
DIS	14	10	No	10

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: One year after significant drop in total enrollment, overall student completions are down 9.8%, across all four types of credentials tracked in this report. When considering the various student populations that are tracked, SF has experienced a decline in student completions in 26 of the 32 categories. The AA degree completion had a small overall decline of 5.5% from 2020-21 to 2021-22. None of the racial or gender groups experienced an increase, with declines raging from -1.6% (Hispanic students) to --7.8% (students from other minority groups. Students with LEP had the same number of completions as the previous year. The only category that had an increase in AA completions is student with disabilities, which experienced a 13% increase in completions; this student category also experienced an increase in FTIC and total enrollment from the previous year. After experiencing a 19.1% increase from 2019-20 to 2020-21, AS degree completion gave up those gains, dropping 18.4% in 2021-22. All eight categories tracked experienced a decline in completions, ranging from -7.0% (Hispanic students) to -25.3% (male students). Unlike AS degree completion, completion goals for certificates were achieved in four of the eight categories, with significant gains realized by students with LEP (+200%) and Black students (+11.3%). White students and female students enjoyed more modest gains (+2.3% and 2.6%, respectively). For the four groups with did not meet the completion goal for certificate, male students had the smallest decline by percentage, down 9.7%. Large decreases in certificate completion were experienced by other minority students (-36.1%), student with disabilities (-25.0%), and Hispanic students (-22.4%). Overall, certificate completion declined by 4.9% in 2021-22. As with AS degrees, all eight categories of students failed to meet completion goals for bachelor's degree. Declines ranged from -23.8% (white students) to -44.7% (Hispanic students). Overall, bachelor's degree completion declined by 29.5% in 2021-22, the largest decline for all four credentials. The decline in completions for all credentials is a reflection of the lingering effects of COVID-19 pandemic. With an enrollment decline of about 1,800 students since the 2019-20 academic year, plus a sharp decline in new student enrollment beginning with summer 2020, there were less students enrolled at the college available to complete their credentials two years later. While the impact from the pandemic is beginning to wane – hence the slight increase in FTIC enrollment in 2021-22, it will take a few years before those new students complete their credentials and the number of completions rises one again. Among those measures likely having the greatest impact on improving completions overall, SF 's *Navigating the College Experience (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: 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. ongoing, personalized advising will assist students to take ownership of their own educational goals, stay on track, and persevere. 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. Since the pandemic forced these to be provided remotely (usually using Zoom), we have found that some students prefer the convenience of connected to their academic coaches and tutors remotely as opposed to coming to campus. As such, tutoring and academic success coaching remains accessible to all students in-person and online. The Learning Commons has reported that students who use their services multiple times per semester are more likely to earn higher grades and persist towards degree completion. During 2021-22, 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. 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, 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 to helps these students develop the skills they need to enter the workforce following graduation.

New methods and strategies, if applicable.

Response: At the beginning of the 2021-22 academic year, SF began offering 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. 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 QEP directors will be chosen this summer, and the program's roll-out will begin this fall. As a companion project, the Center for Teaching and Learning provides professional development opportunities for faculty members as teachers, scholars, and practitioners and is grounded in the end goals of improving student success. The first set of learning programs were initiated during the spring 2023 semester. SF Achieve, mentioned above as part of the college's efforts to create a college-going culture in our community, will provide financial and mentoring support SF Achieve Scholars from initial enrollment through graduation. The first cohort of SF Achieve Scholars graduated from high school as the class of '22, and enrolled at SF during the 2022-23 academic year. They will begin earning credentials next year and the impact of their enrollment and completion will be seen in future reports. Even more, the college expanded the food pantry to create Saints Food Share, a system of food pantries across the college. The goal of Saints Food Share is to remove hunger and food insecurity as a barrier to student success on the Northwest campus and at the Centers. By partnering with local food banks and organizing local food drives, Saints Food Share provides students with free, customizable bags of non-perishable groceries and baked goods. Saints Food share also connects students to other college and community resources. Next year's Equity Report will more clearly document the impact of the food pantry. Finally, the college expanded the Laptop Loan program to help close the digital divide and remove access to a computer as a barrier to student success. Students from the Northwest campus and the Centers can borrow a computer from the college. During the 2021-2022 academic year, 690 students borrowed a computer. While 19% of the borrowers withdrew during the semester, a whopping 81% completed the semester. And the persistence rate of the borrowers was 84%.

Student Success in Targeted Programs
The college's plan for 2021-22 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(5), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

Response: All three of the SSS TRIO programs play a significant role in the completion rates of students from underrepresented groups. The results of the SSS Classic indicate that 81% of the students persisted to the next fall, 86% were in good academic standing, 47% received an associate's degree or certificate and 33% graduated and transferred to a 4-year institution. Data for the much newer SSS STEM program indicate that 75% of the students persisted (and 66% were in good academic standing. The results of the SSS STEM Annual Performance Report indicate that 75% of the students persisted (enrolled in the fall term of the next academic year) and 66% were in good academic standing. And data from the new SSS Veterans Program indicate that 80% of the participating veterans persisted and that 78% were in good standing. Our current Title III grant built out the Learning Commons and expanded staffing to support students through tutoring, academic coaching, and integrating learning support with instruction in collaboration with faculty. It offers in-person and online tutoring in English, science, mathematics, and other disciplines. Learning Commons usage from 2019 to 2023 has grown dramatically. For math, sciences, and business, it has grown from 5361 visits in 2019-2020 to 12,061 visits in 2022-2023. For writing and languages, it has grown from 1114 visits in 2019-2020 to 3704 visits in 2022-2023. Academic success coaching has expanded from 971 sessions in 2019-2020 to 2760 sessions in 2022-2023. Classes visits and workshops offerered by the Learning Commons served 1775 students in 2021-2022 and 3732 students in 2022-2023. Student tutoring use correlates to higher GPA. Grades for students not using tutoring at all are significantly lower than those for students who use tutoring, even once in an academic year. Students who did not use tutoring had an average All-College GPA of 2.6, while students with 4 or more tutor visits in the academic year had an average of 3.2. Students who did not use tutoring had an average Intermediate Algebra GPA of 1.5, while students with 4 or more tutor visits in the academic year had an average of 2.5. Students who did not use tutoring had an average English Composition I GPA of 2.2, while students with 4 or more tutor visits in the academic year had an average of 3.1. The Learning Commons integrates learning supports with instruction. For example, in support of anatomy and physiology students, Learning Commons-sponsored interventions included mock assessments, anatomical models for study, subject tutoring, and the workshop *Study Smarter, Not Harder*. From 2019 to 2022, African American or Black students' success rate in anatomy and physiology courses increased from 47.02% to 52.85%. Over the same period, Hispanic students' success rate in anatomy and physiology courses increased from 60.10% to 72.2%, while white students' success rate increased from 61.24% to 75.00%.

New methods and strategies, if applicable.

Response: In the upcoming year, the college will launch a comprehensive telehealth care system to increase student access to medical doctors and licensed mental health practitioners. Because physical and mental health problems often form a barrier to student success, through this program the college is addressing the cost, time and availability issues that students often face when in need of health care. The goal is to increase persistence and retention. Next year, the college will also expand its Life Happens Emergency Aid program. This program will use dollars from donors to assist currently enrolled Santa Fe College students who have a sudden, unforeseen financial emergency. The grant is funded by the SF College Foundation to help students overcome temporary financial crises so that they may remain enrolled at Santa Fe College. The Learning Commons is committed to continuous improvement to improve the success of all students. Next year, the College will submit its application to the College Reading and Learning Association (CRLA) to advance from Level 1 of the International TUTOR Training Program Certification to Level 2. CRLA Certification sets standards for learning support staff interactions with students and shapes their professional development as facilitators for improved student success. The College recognizes the impact of hands-on learning on student success. It has recently acquired new Anatomage tables for students to use for exploration of virtual cadavers. The tables' impact on student success in anatomy and physiology will be tracked over the coming year. Santa Fe College's 2023-2028 Quality Enhancement Plan is Equity-Minded Education: Uniting for Student Success. It will feature action research projects by academic departments, where faculty will implement shared projects to increase course success rates of all groups of students.

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

Requirement	Response	Comments	Action
Is the college achieving all its goals in terms of student enrollments by race, sex, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving all its goals in terms of student completions by race, sex, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally	Select one.		

Requirement	Response	Comments	Action
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?			
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

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

Course Substitution Report, Form CSR01

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

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	**1**	**MGF1106**	**EVR1001**	**Math**
		MGF1107	**MGF1100**	**Math**
Visual Impairment	**0**			
Specific Learning Disability	**3**	**STA2023**	**MGF1100**	**Math**
		SPN1121	**ISS2270**	**Foreign Language**
		MGF1106	**AST1002**	**Math**

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Specific Learning Disability				
		MGF1107	**EVR1001**	**Math**
Speech/Language Impairment	**0**			
Emotional or Behavioral Disability	**0**			
Autism Spectrum Disorder	**1**	**MGF21**	**EVR1001**	**Math**
Traumatic Brain Injury	**4**	**SPN1121**	**EUH2000**	**Foreign Language**
		STA2023	**PHI1100**	**Math**
		SPN1120 **SPN1121** **MGF1107**	**ANT2410** **ISS2270** **ZOO1530C**	**Foreign Language** **Foreign Language** **Math**
Other Health Impairment	**1**	**MAC1105**	**MGF1100**	**Math**
		MGF1106	**MAT1033**	**Math**

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

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2021	5	5
Spring 2022	1	1
Summer 2022	4	3
Total	10	9

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

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

Part V. Gender Equity in Athletics

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

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

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

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

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

Compliance with Title IX

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

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

	2020-21			2021-22			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	42	48	90	Total Number of Athletes	41	50	91
Percent of Athletes by Gender	47%	63%	100%	Percent of Athletes by Gender	45.1%	54.9%	100%
Total Number of Enrollments	2366	2486	4852	Total Number of Enrollments	2446	2360	4806
Percent of Enrollments by Gender	49%	51%	100%	Percent of Enrollments by Gender	50.9	49.1	100
Percentage difference between athletes and students enrolled	-2%	+2%	100%	Percentage difference between athletes and students enrolled	-5.8	+5.8	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? **2020-21**: **Yes** **2021-22**: **Yes**

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

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

Corrective Action Plan

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

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

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

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

Part VI. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2022-23 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, sex, pregnancy, disability, age, or marital status.

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

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

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

EQUITY OFFICER	DATE 6-20-23
COLLEGE PRESIDENT	DATE 6-20-23
CHAIR OF DISTRICT BOARD OF TRUSTEES	DATE 6-20-23

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