

# 2010-2011 BOARD OF TRUSTEES BUDGET WORKSHOP

May 18, 2010

# BUDGET DEVELOPMENT PRIORITIES

- Mission Focus: Fund growth and Strategic Goals/Initiatives
- Ensure neutral impact of stimulus funds loss
- Account for potential future reductions
- Address textbook affordability
- Maintain a conservative fiscal policy

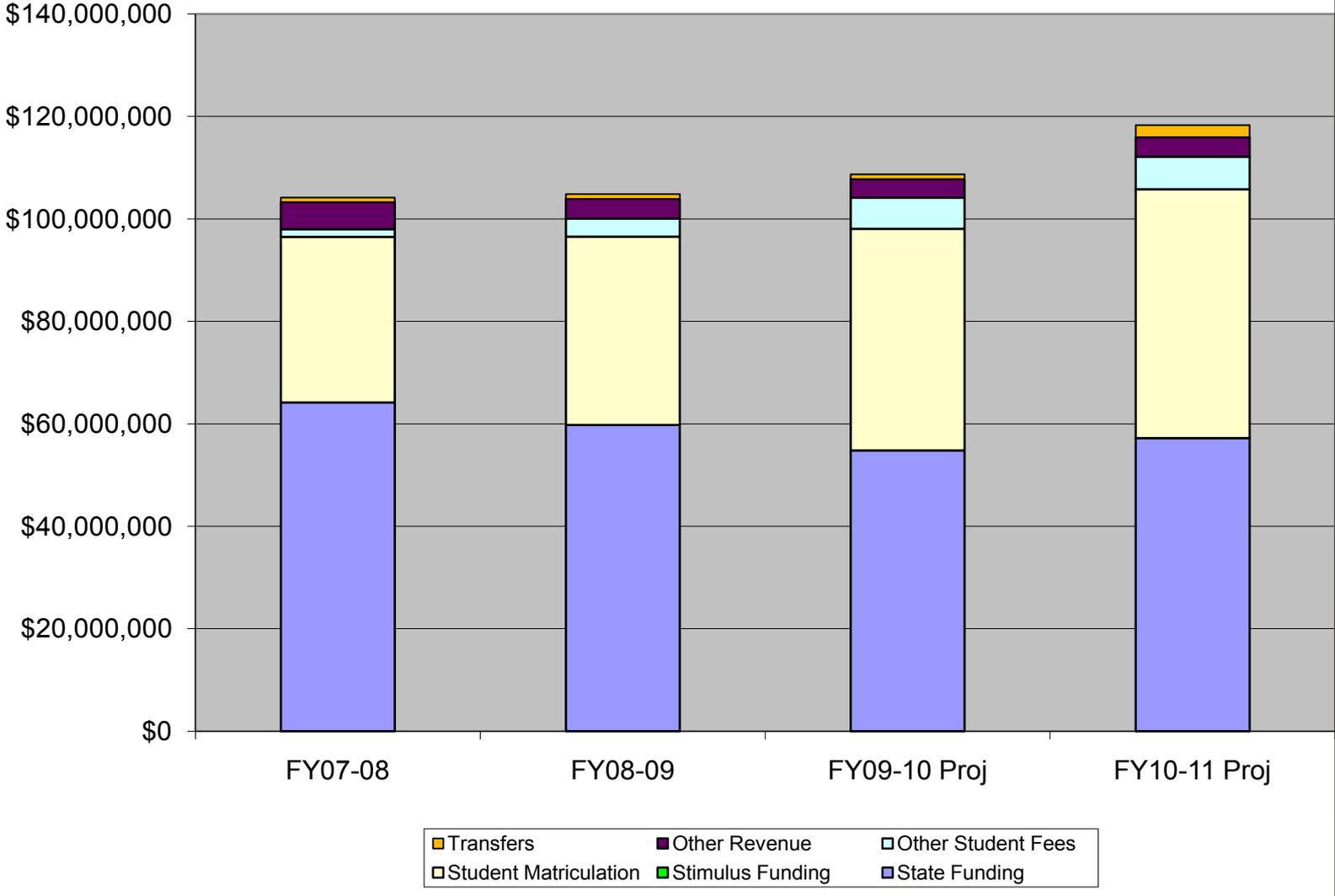


# FINANCIAL STATUS

## CONTRIBUTING FACTORS

- Prior budget cut initiatives
- Enrollment growth beyond projections
- Zero based reallocation of budget (09-10)
- Efficient management of classroom productivity
- New revenue streams (auxiliary, technology and distance)
- No recurring pay increases last three years
- College wide contribution to reduced spending

# Historical Revenue Source Trends



# 2010-11 BUDGET DETAILS



# FY10-11 Lower and Upper Division Operating Budget

<b>Lower Division</b>	<b>FY10-11 Budget</b>
Revenue	\$124,660,551
Expense	\$124,651,723
Total Remaining Funds	\$8,828
<b>Upper Division</b>	
Revenue	\$15,517,832
Expense	\$15,514,562
Total Remaining Funds	\$3,270

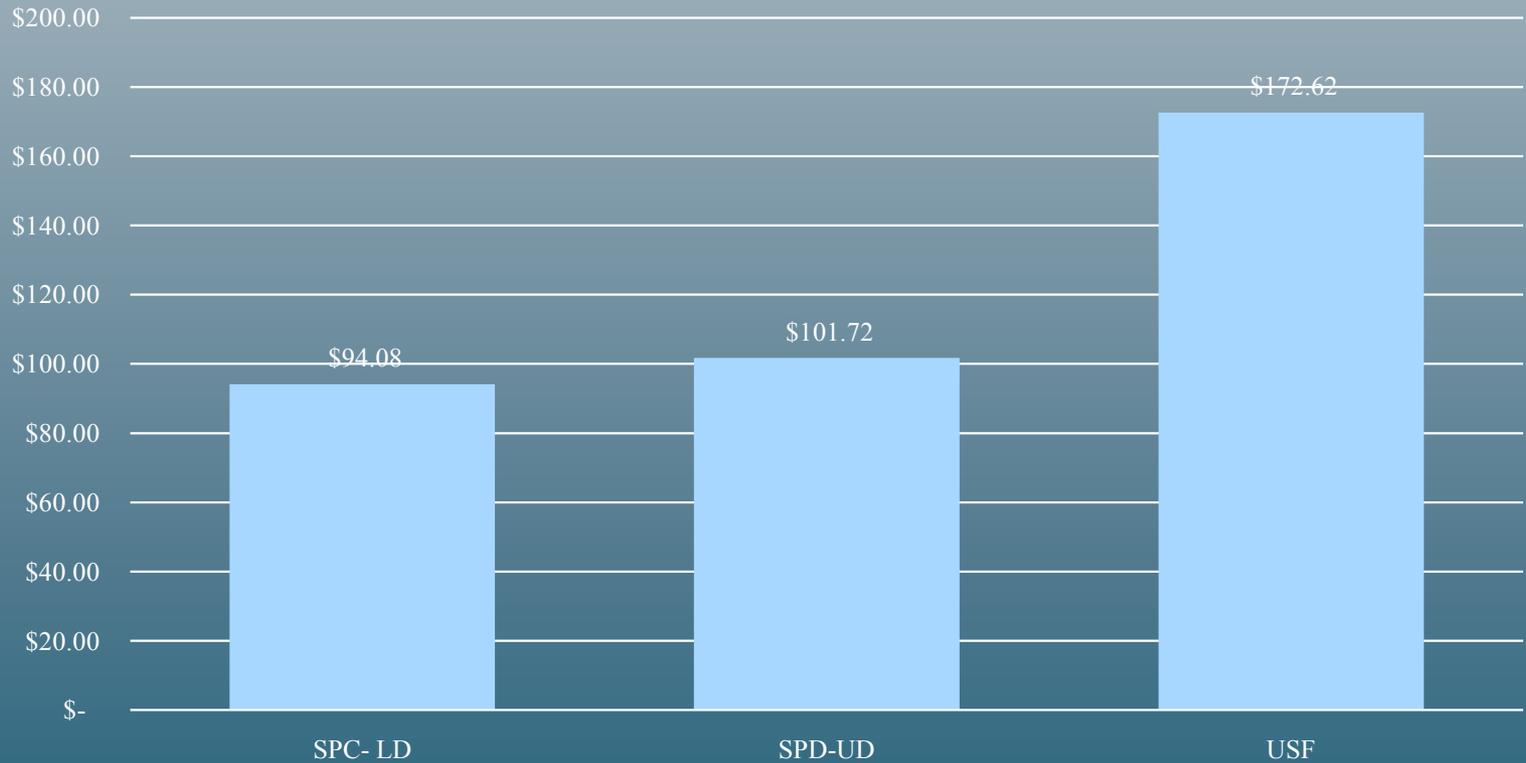


# BUDGET OVERVIEW

- 4% enrollment growth Lower Division
- 12% enrollment growth Upper Division
- \$1.4M recurring revenue from auxiliary
- \$6.97LD/\$7.60UD per credit hour increase in tuition and fees
- 4.3% increase in state revenue



**Tuition (SPC @ 8%- USF @ 15%)**  
**Lower Division Per Credit Hour Increase \$6.97**  
**Upper Division Per Credit Hour Increase \$7.60**



■ Tuition (SPC @ 8%-  
USF @ 15%)



# BUDGET OVERVIEW (CONTINUED)

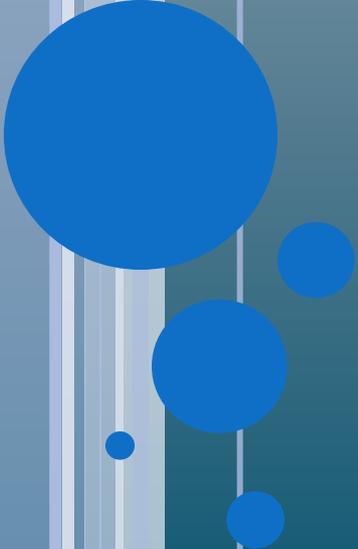
- \$3M for academic and student services support personnel and expense
- \$4.4M contingency for unexpected expense or reductions
- \$990,000 contingency to fund strategic plan
- \$1M additional reallocation of college-wide technology expense to technology and distance learning fee revenue
- \$955,000 retirement fund contingency
- \$400,000 utility expense contingency
- \$4.5M construction debt obligation



# STUDENT SUPPORT EXPENSE ALLOCATED TO AUXILIARY REVENUE

- \$500K Student Textbook Rental/Purchase Vouchers
- \$20K Additional ebooks/hardcopies on reserve
- \$203K Library Books and Periodicals
- \$49K Assistive Technology Specialist
- \$29K Ethics Bowl and related activities
- \$300K Student Assistants
- \$113K Senior Citizen Tuition Waivers





# OTHER BUDGET DETAILS

# AUXILIARY BUDGET

- \$2M Budgeted Revenues for FY10-11
- \$2.8M Budgeted Expenses for FY10-11
- \$900k Budgeted Decrease in Fund Balance from Non-Recurring Items
  - \$500k Student Vouchers
  - \$400k Palladium Support



# STAFF AND PROGRAM DEVELOPMENT LOWER AND UPPER DIVISION

- \$1.1M Budgeted Revenues for FY10-11
- \$143k Budgeted Personnel Costs
  - SPD Coordinator
  - Curriculum Director
- \$970k Budgeted Expenses to be allocated across College Business Units



# STUDENT ACTIVITIES

## Lower Division

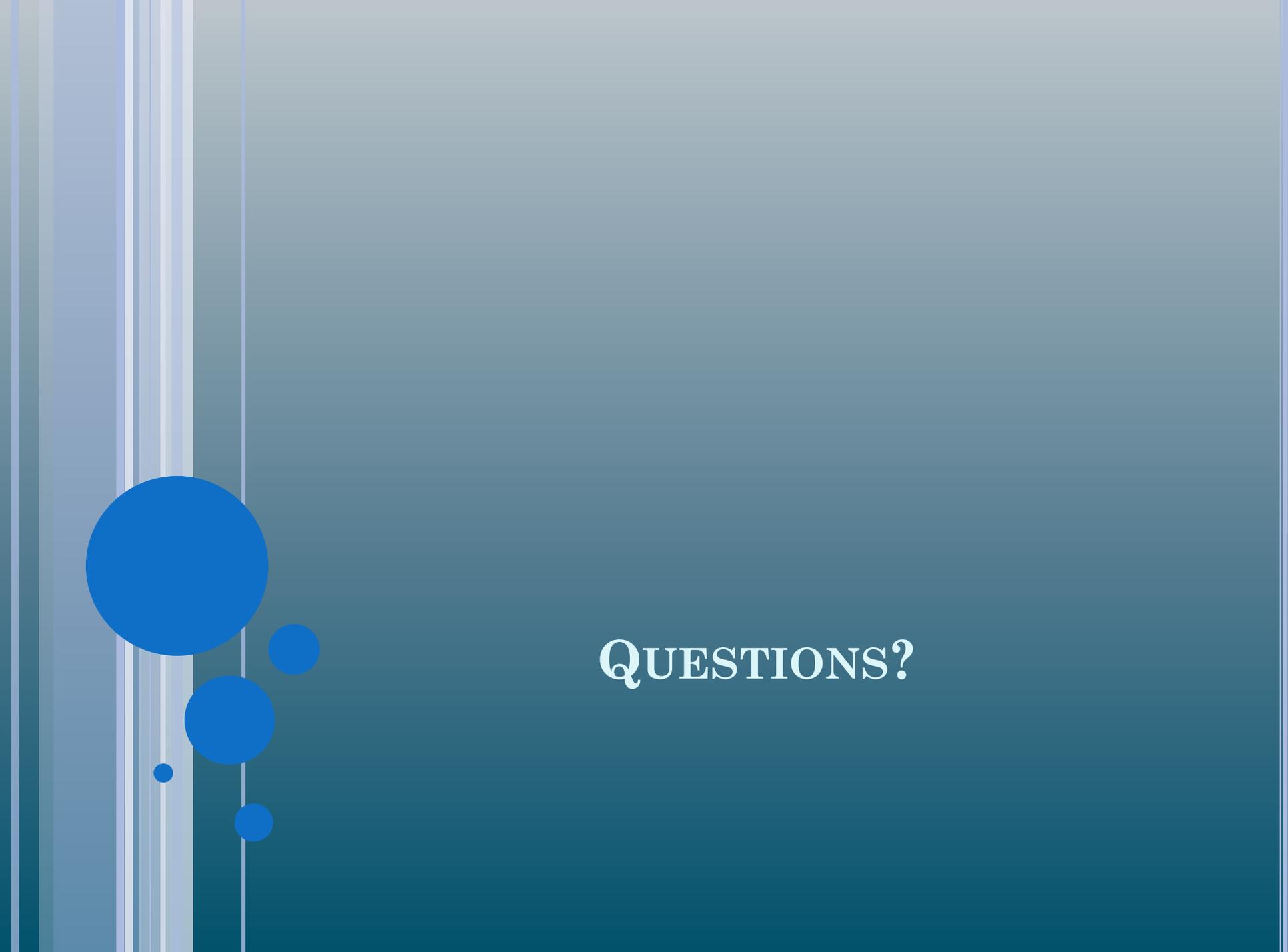
- Revenue \$3,703,621
- Expense \$3,694,414
  - Expense budget includes \$250K reserve
- 4% increase to campus current expense budgets
- Male Outreach Initiative personnel and expense
- Coordinator Downtown

## Upper Division

- Revenue \$629,390
  - Expense \$625,719
  - Maintains \$200K reserve
- 

# SELF-INSURANCE

<b>Total Revenue in 10-11 Budget</b>	<b>\$13,594,690</b>
Expense	
Projected Claims Expense	\$11,259,145
Group Dental	\$816,000
Admin Costs Expense (TPA/Stop Loss)	\$1,035,307
<b>Total Projected Health Plan Expense</b>	<b>\$13,110,452</b>
<b>Balance</b>	<b>\$484,238</b>
<b>Anticipated Reserve</b>	<b>\$10,370,000</b>



QUESTIONS?

**ST. PETERSBURG COLLEGE**  
**FY2010-2011 FUND 10 AND 12 BUDGET: SOURCES & USES OF FUNDS**

Projected Sources of Revenue	FY09-10 Orig Budget	FY10-11 Budget	Net YOY Bud Change	
<b>Funds</b>				
Student Tuition & Out-of-State Fees	\$44,157,443	\$55,235,961	\$11,078,518	25.1%
State Appropriation - CCPF	\$47,727,373	\$49,871,798	\$2,144,425	4.5%
Federal Stabilization Funds	\$5,097,571	\$5,180,294	\$82,723	1.6%
State Appropriation - Lottery	\$6,777,857	\$7,279,093	\$501,236	7.4%
Operating Cost for New Facilities	\$315,104	\$78,354	-\$236,750	-75.1%
State Appropriation - Bacc Program Fund	\$5,572,901	\$5,802,241	\$229,340	4.1%
Distance Learning Fee	\$2,180,968	\$3,026,400	\$845,432	38.8%
Technology Fee	\$1,952,264	\$2,475,440	\$523,176	26.8%
Other Revenues	\$4,351,831	\$3,911,923	-\$439,908	-10.1%
Other Student Fees	\$1,801,634	\$1,821,439	\$19,805	1.1%
Fund Transfers In	\$1,029,753	\$2,274,940	\$1,245,187	120.9%
Indirect Cost Transfers	\$0	\$70,000	\$70,000	
<b>Total Funds</b>	<b>\$120,964,699</b>	<b>\$137,027,883</b>	<b>\$16,063,185</b>	
<b>Other Sources of Funds</b>				
Revenue Stabilization Reserve	\$2,150,500	\$3,150,500	\$1,000,000	
<b>Total Other Sources of Funds</b>	<b>\$2,150,500</b>	<b>\$3,150,500</b>	<b>\$1,000,000</b>	
<b>Total Fund Sources - Fund 10 and 12</b>	<b>\$123,115,199</b>	<b>\$140,178,383</b>	<b>\$17,063,185</b>	
<b>Projected Uses of Revenue</b>				
<b>Personnel &amp; Benefits</b>				
Instructional/Faculty-Full Time	\$22,784,440	\$23,013,984	\$229,544	1.0%
Admin/Prof	\$16,001,726	\$16,815,251	\$813,526	5.1%
Career	\$19,078,353	\$20,240,086	\$1,161,733	6.1%
<b>Total Budgeted Personnel Salaries</b>	<b>\$58,497,409</b>	<b>\$60,069,322</b>	<b>\$1,571,913</b>	<b>2.7%</b>
	<b>Into Base</b>	<b>\$0</b>	<b>\$3,364,930</b>	<b>\$3,364,930</b>
	<b>New One-Time</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Faculty/Adjunct/Suppl	\$10,237,360	\$12,785,639	\$2,548,279	24.9%
Non-Instructional OPS and Overtime	\$1,656,228	\$1,842,582	\$186,354	11.3%
New Security Officers	\$632,890	\$0	-\$632,890	-100.0%
New Position Requests	\$25,000	\$2,159,787	\$2,134,787	8539.1%
Employee Benefits - Retirement	\$5,989,486	\$6,116,871	\$127,385	2.1%
Employee Benefits - FICA/Medicare	\$4,492,114	\$4,587,653	\$95,539	2.1%
Employee Benefits - Health/Dental/Wellness	\$8,922,629	\$9,805,068	\$882,439	9.9%
Employee Benefits - Other	\$540,825	\$324,158	-\$216,667	-40.1%
Benefit Contingency	\$1,135,760	\$955,303	-\$180,457	-15.9%
Student Assistants	\$500,000	\$500,000	\$0	0.0%
Compensated Absences	\$546,506	\$190,940	-\$355,566	-65.1%
Allstate/Eagle Reserve	\$272,000	\$0	-\$272,000	-100.0%
Indirect Cost Transfers	\$70,000	\$70,000	\$0	0.0%
<b>Total Personnel &amp; Benefits</b>	<b>\$92,885,317</b>	<b>\$102,772,253</b>	<b>\$9,886,936</b>	
<b>Current Expense</b>				
Travel	\$515,721	\$472,606	-\$43,115	-8.4%
Freight/Postage/Communication	\$740,514	\$667,907	-\$72,607	-9.8%
Printing/Copying	(\$61,032)	\$293,300	\$354,332	-580.6%
Repairs & Maintenance	\$960,477	\$948,643	-\$11,834	-1.2%
Rentals/Leases	\$209,071	\$397,153	\$188,082	90.0%
Insurance	\$2,028,175	\$2,025,147	-\$3,028	-0.1%
Utilities	\$6,000,000	\$6,401,500	\$401,500	6.7%
Services and Fees	\$3,517,797	\$4,066,634	\$548,837	15.6%
Supplies	\$4,734,985	\$4,634,747	-\$100,238	-2.1%
Scholarships/Fee Waivers	\$497,730	\$1,110,895	\$613,165	123.2%
Transfers Out	\$200,000	\$500,000	\$300,000	150.0%
Bad Debt/Unemployment Comp/Misc	\$817,625	\$817,625	\$0	0.0%
Tech Expense/Licensing	\$1,755,000	\$1,956,061	\$201,061	11.5%
Indirect Cost Transfers	\$0	\$0	\$0	
<b>Current Expense</b>	<b>\$21,916,063</b>	<b>\$24,292,218</b>	<b>\$2,376,155</b>	<b>10.8%</b>
Strategic Initiatives	\$0	\$990,000	\$990,000	
Contingency	\$4,573,557	\$4,460,000	-\$113,557	-2.5%
<b>Total Current Expense</b>	<b>\$26,489,620</b>	<b>\$29,742,218</b>	<b>\$3,252,598</b>	
<b>Capital Spending</b>				
Computer Refresh Leases	\$1,778,959	\$2,126,836	\$347,877	19.6%
One-Time Capital Purchases	\$1,932,522	\$1,024,978	-\$907,544	-47.0%
Debt Service - Construction Obligations	\$0	\$4,500,000	\$4,500,000	
<b>Total Capital Spending</b>	<b>\$3,711,481</b>	<b>\$7,651,814</b>	<b>\$3,940,333</b>	
<b>Total Operating Costs - Fund 10 and 12</b>	<b>\$123,086,418</b>	<b>\$140,166,285</b>	<b>\$17,079,867</b>	
<b>Total Remaining Funds</b>	<b>\$28,781</b>	<b>\$12,098</b>		

# **RESOLUTION**

**WHEREAS, KENNETH P. BURKE**, known as “**KEN**” to his many friends and colleagues, began his association with St. Petersburg College (formerly St. Petersburg Junior College) in 1977 as a student at the Clearwater Campus, graduating with his Associate of Arts degree in 1979. **KEN** went on to pursue an accounting degree and graduated with his Bachelor of Science from the University of South Florida in 1995; and

**WHEREAS, KEN** is known to his colleagues as a dedicated public servant, always willing to give his best to his community. His commitment to civic service was further recognized through his volunteer contributions in the following organizations: St. Petersburg College Alumni Association Board, All Children’s Hospital Development Council, Suncoast Legal Administrators, Tiger Bay, Catholic Charities, National Association of Legal Administrators, Florida Institute of CPAs, Seminole Area Chamber of Commerce, Pinellas County Republican Executive Committee, Kiwanis Club of Seminole, and the West Pinellas Little League; and

**WHEREAS, KEN** was appointed by Governor Jeb Bush in 1999 to serve on the Board of Trustees of St. Petersburg College. During his tenure on the Board, he has served as Chair, Vice Chair, and Board Member, guiding the College through numerous growth initiatives as well as budget and staffing decisions; most recently serving as Vice Chair of the 2010 Presidential Search Team; and

**WHEREAS, KEN** was elected as the Pinellas County Clerk of the Court in 2005 and serves the community through his proactive leadership and attention to detail; and

**WHEREAS, KEN** was elected to the Association of Community College Trustees (ACCT) Board of Directors in 2001 and served as the National Chair of the Association in 2005-2006. He currently serves on the Trust Fund Board; and

**WHEREAS, KEN** also serves as a Member of the American Association of Community Colleges (AACC), representing St. Petersburg College through legislative work on the Pell Grant program. Additionally, **KEN’S** AACC contributions through the Commission on Global Education reflect his commitment to the value of a worldwide academic perspective.

**NOW, THEREFORE, BE IT RESOLVED** that the St. Petersburg College Board of Trustees and the total College community hereby recognize and appreciate the outstanding contributions to the College and to the community by **KENNETH P. BURKE** and extend to him our gratitude and appreciation for his tireless and committed service to St. Petersburg College.

Said Resolution being adopted and approved by the Board of Trustees, St. Petersburg College, this 18th day of May, 2010.

**Board of Trustees  
St. Petersburg College**

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**Terrence E. Brett, Chairman**

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**Thomas E. Furlong, Jr., Secretary  
President, St. Petersburg College**

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

For  
**St. Petersburg College**

Submitted to

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

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

**The Division of Florida Colleges  
2009-10 Annual Equity Update Report  
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## General Information and Applicable Laws for Reporting

The purpose of the College's Annual Equity Update Report is to update and provide a status report of the college's Educational Equity Plan which documents efforts to comply with state and federal civil rights laws related to nondiscrimination and equal access to postsecondary education and employment. Required components of the plan are based on Section 1000.05, Florida Statutes (F.S.) and Section 1012.86, F.S., and include:

- a description of the plan's development;
- a review of the college's nondiscrimination and equity-related policies and procedures;
- analysis of efforts to overcome underrepresentation of students;
- the college's plan for gender equity in athletics, if the college has an athletic program;
- analysis of the college's employment equity accountability program;
- a status report on any pending issues resulting from an on-site civil rights compliance review of the college's methods of administration; and
- certification of approval of the report by the college's governing board, including the signature of the college president and/or other college personnel as appropriate.

Applicable federal civil rights laws include the following:

1. Title VI of the Civil Rights Act of 1964,
2. Section 504 of the Rehabilitation Act of 1973,
3. Title IX of the Education Amendments of 1972,
4. Age Discrimination Act of 1975, and
5. Title II of the Americans with Disabilities Act of 1990.

Additional applicable Florida Statutes include the following:

1. Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: §1007.264, F.S., and Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: §1007.265, F.S.
2. Gender Equity in Intercollegiate Athletics: §1006.71, F.S.

Rules for implementation of the statutes are 6A-19.001-.010 of the Florida Administrative Code (F.A.C.).

The College Annual Equity Update Report is due to the Florida Department of Education Division of Florida Colleges by April 30, 2010. The report should be submitted by mail to: Lynda Earls, Division of Florida Colleges, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: [Lynda.earls@fldoe.org](mailto:Lynda.earls@fldoe.org). For assistance or questions, call 850-245-9468.

Reviews of each college's Annual Equity Update Report will be conducted by the DFC and will include an assessment of the college's analysis and progress toward achievement of its goals. Comments or recommendations will be provided back to the college. Some components of the college's annual equity update may require additional information or responses, including corrective action plans where the college has not achieved or adequately addressed its stated goals in applicable components of the plan. Each year's report should reflect positive results and documented evidence of the college's efforts to improve and promote diversity through equitable treatment of all persons in all academic and employment programs, activities, and practices.

## PART I Description of Plan Development

This part should be an executive summary that describes the process used to prepare the report, the persons involved in the development of the plan's annual update, a description of the participation of any advisory groups or persons, and the date of adoption of the update report by the governing board. *A cover letter may serve as Part I or it may be inserted in this section of the report.*

Note: The College's response throughout this Update Report is highlighted in blue text.

### **1. Preparation of the Annual Equity Update Report occurred in the following manner:**

- With the completion of the 2008-09 Annual Equity Update Report, the College began its best efforts towards meeting and exceeding this year's goals and to enhance its support of student success and address other equity matters. The members of the Equity Team formalized and facilitated a workshop which included: the Senior Vice President, Vice President of Academic and Student Affairs, Dean of Mathematics, faculty from the mathematics department and the Director of Academic Effectiveness and Assessment. The goals of the group were to review the data related to mathematics, and to develop methods to close the math disparity gap between White and minority students, as well as to explore initiatives to encourage student retention.
- An overview of the Annual Equity Update is presented in the cover letter outlining the following areas:
  - a). Student Enrollment and Completions
  - b). Student Participation and Enrollments
  - c). Employment
  - d). Expanded Equity Efforts: New Programs and Initiatives

### **2. A description of the participation of individuals involved in the development of the Annual Equity Update is as follows:**

- The Vice President of Human Resources and the Director of Human Resources Operations were invited to participate in the preparation of the Annual Report in order to provide related employment data. They worked collaboratively to complete section C: Certification of Key Processes and helped the preparer of the Annual Equity Update with methods and strategies the college will use to increase the percentage of female and minority employees.
- The Director of Athletics reviewed information related to gender equity in athletics and submitted data related to College athletic participation by each sport and a compliance update regarding gender equity in athletics.
- The College wide Equity committee was comprised of administrators, faculty and staff which met every quarter. In addition to serving on the committee, the members developed and presented a roundtable presentation on student retention and success at the 2009 Staff and Professional Development Day. The roundtable included students who shared their personal stories and spoke about teachers who had a positive impact on their academic success.

- The Equity Officer and Office of the General Counsel worked with the athletic director all year to ensure that the department was in compliance with Title IX.
- The Vice President of Academic and Student Affairs, an advocate for equity matters, formed a student service oversight committee to review trends and recommend initiatives to support student retention and success.
- The Dean of Mathematics helped organize a college wide team, comprised of faculty and academic chairs to explore effective strategies to retain and help students succeed in math. This team continues to explore best practices which can be implemented in the classroom and in the Learning Support Commons, a college wide tutorial area.
- The preparer of the Annual Equity Update Report sent an email to various department managers, requesting highlights of their program activities, best practices and other information to showcase the programs. This year's plan includes -- International Programs and Services, Collegiate High School, Early College/Dual Enrollment Program, and the Student Support Services program.
- The Research Specialist in the Institutional Research department converted the Annual Equity Update Report into a PDF which was forwarded electronically to the Director of Equity and Civil Rights Compliance. An additional hard copy is forwarded to the Director of Equity and Civil Rights Compliance.

**3. The date of the adoption of the Annual Equity Update Report by the governing board.**

- The Report was presented to and signed by the Board of Trustees' Chairperson. The Report has been available for review and a formal presentation to the governing board was accomplished on May 18, 2010, at which time the Board of Trustees considered and adopted the Report.

## PART II

### Policies and Procedures Prohibiting Discrimination

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

1. Members of the President's Cabinet review and approve all upcoming rules and policies prior to submission to the College's governing board.
2. All policies and rules that were approved for submission to the governing board are sent to all Board members one week before the Board convenes and the Board members are given an opportunity to introduce questions and concerns.
3. The governing Board votes to approve or reject the new policies and rules.
4. After the vote is completed, the new policies and rules are enacted at the College.

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

The college must provide notification that discrimination on the basis of race, ethnicity, national origin, gender, age, disability, or marital status against a student, applicant for admission, employee, or applicant for employment in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, ethnicity, national origin, gender, age, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. (Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8)

The college shall identify a person or persons to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures. The college shall notify all its students and employees of the name, office address and telephone number of the person designated as the equity officer or coordinator (Title IX, Section 106.8). The identity of the equity coordinator shall be included in the regular notification of the policy of nondiscrimination (Rule 6A-19.010(g)).

1. Submit a copy of the college's notice of nondiscrimination as APPENDIX 1a. This notice should be a copy of the college's policy of nondiscrimination as presented annually in publications, posters, or on the college's web site; and it should include the identity of the equity coordinator(s) designated to comply and carry out its responsibilities to prohibit discrimination. Please include the citing and/or name of the document from which the notice is taken. (Example: "College Course Catalog 2009-2010").
2. List some examples of publications of the college's notice of nondiscrimination and notification of the designated coordinator or Equity Officer:

The College's EA/EO Brochure is attached in Appendix 1.

See also the College's EA/EO statement at <http://www.spcollege.edu/webcentral/misc/eqop.htm>

### **C. Complaint or Grievance Procedure**

The college shall adopt and publish a grievance procedure(s) for prompt and equitable resolution of student and employee complaints alleging discrimination. The procedure must be made readily available and should identify an alternative point of contact to file a complaint, reasonable timelines for the reporting, investigation, and a hearing of findings of the investigation. The procedure should also provide protection from retaliation and confidentiality to the extent possible. (Rule 6A-19.010(h); Section 504: 34 CFR 104.7(b); Title IX: 34 CFR 106.8(b) and Title II: 28 CFR 35.107(b))

Please submit a copy of the college's grievance procedures for prompt and equitable resolution of student and employee complaints. Please include the citing and/or name of the document from which the procedure is taken. (Example: "Student Code of Conduct"). Reference as APPENDIX 2.

### **D. Revised Policies and Procedures**

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

- a. Policy Prohibiting Discrimination
- b. Student and/or Employee Grievance Procedures
- c. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment
- d. AIDS/HIV Infectious Disease Policy/Procedures

**Note:** Revised policies and/or procedures may be submitted at any time in draft form for review and feedback from the DFC; however, they should be submitted in final form as approved and dated by the governing board and/or President of the college.

## PART III

### Strategies to Overcome Underrepresented Students

#### Plan for Diversity in Student Participation

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

#### 1. Student Enrollments

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

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

Florida College System												
College: St. Petersburg												
Student Participation-Enrollments												
			FTIC					Total Enrollments				
RACE	GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%
Black	Female	2006-07	1	4	441	4,795	9.2%	10	52	2,701	32,620	8.3%
		2007-08	0	0	417	4,600	9.1%	14	47	2,805	33,748	8.3%
		2008-09	3	1	415	4,632	9.0%	16	52	2,850	35,712	8.0%
	Male	2006-07	2	3	239	4,795	5.0%	10	19	1,071	32,620	3.3%
		2007-08	2	0	235	4,600	5.1%	13	15	1,083	33,748	3.2%
		2008-09	0	0	258	4,632	5.6%	15	18	1,194	35,712	3.3%
	TOTAL	2006-07	3	7	680	4,795	14%	20	71	3,772	32,620	12%
		2007-08	2	0	652	4,600	14%	27	62	3,888	33,748	12%
		2008-09	3	1	673	4,632	15%	31	70	4,044	35,712	11%

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

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

Florida College System												
College: St. Petersburg												
Student Participation-Enrollments												
			FTIC					Total Enrollments				
RACE	GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%
Hisp.	Female	2006-07	23	2	191	4,795	4.0%	141	19	1,116	32,620	3.4%
		2007-08	33	0	154	4,600	3.3%	142	11	1,179	33,748	3.5%
		2008-09	18	0	191	4,632	4.1%	139	16	1,330	35,712	3.7%
	Male	2006-07	10	0	139	4,795	2.9%	63	17	761	32,620	2.3%
		2007-08	11	0	170	4,600	3.7%	68	17	828	33,748	2.5%
		2008-09	19	0	165	4,632	3.6%	78	20	968	35,712	2.7%
	TOTAL	2006-07	33	2	330	4,795	6.9%	204	36	1,877	32,620	5.8%
		2007-08	44	0	324	4,600	7.0%	210	28	2,007	33,748	5.9%
		2008-09	37	0	356	4,632	7.7%	217	36	2,298	35,712	6.4%
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Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).												
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).												

Florida College System												
College: St. Petersburg												
Student Participation-Enrollments												
			FTIC					Total Enrollments				
RACE	GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%
Other	Female	2006-07	13	1	92	4,795	1.9%	98	7	690	32,620	2.1%
		2007-08	17	0	82	4,600	1.8%	100	4	712	33,748	2.1%
		2008-09	20	0	100	4,632	2.2%	117	8	762	35,712	2.1%
	Male	2006-07	9	0	71	4,795	1.5%	51	3	463	32,620	1.4%
		2007-08	15	0	81	4,600	1.8%	67	2	507	33,748	1.5%
		2008-09	8	0	73	4,632	1.6%	66	4	545	35,712	1.5%
	TOTAL	2006-07	22	1	163	4,795	3.4%	149	10	1,153	32,620	3.5%
		2007-08	32	0	163	4,600	3.5%	167	6	1,219	33,748	3.6%
		2008-09	28	0	173	4,632	3.7%	183	12	1,307	35,712	3.7%
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Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).												
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).												

Florida College System												
College: St. Petersburg												
Student Participation-Enrollments												
			FTIC					Total Enrollments				
RACE	GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%
White	Female	2006-07	46	23	1,917	4,795	40%	268	278	15,730	32,620	48%
		2007-08	28	1	1,805	4,600	39%	261	215	16,219	33,748	48%
		2008-09	42	6	1,749	4,632	38%	269	242	16,679	35,712	47%
	Male	2006-07	26	31	1,705	4,795	36%	112	211	10,088	32,620	31%
		2007-08	21	1	1,656	4,600	36%	136	150	10,415	33,748	31%
		2008-09	18	13	1,681	4,632	36%	134	181	11,384	35,712	32%
	TOTAL	2006-07	72	54	3,622	4,795	76%	380	489	25,818	32,620	79%
		2007-08	49	2	3,461	4,600	75%	397	365	26,634	33,748	79%
		2008-09	60	19	3,430	4,632	74%	403	423	28,063	35,712	79%

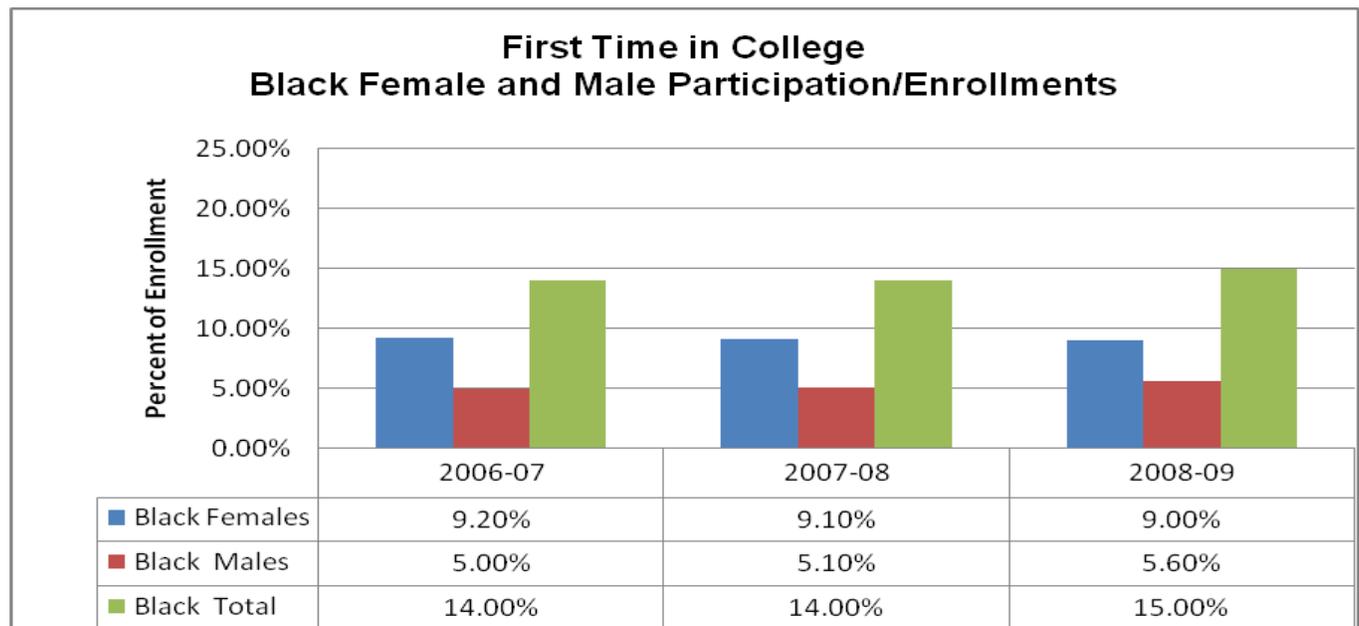
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Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total enrollments are reflected for each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

Florida College System											
College: St. Petersburg											
Student Participation-Enrollments											
		FTIC					Total Enrollments				
GENDER	Rpt Year	LEP	DIS	Total	FTIC Overall Enrollment	%	LEP	DIS	Total	Overall Enrollment	%
Female	2006-07	83	30	2,641	4,795	55%	517	356	20,237	32,620	62%
	2007-08	78	1	2,458	4,600	53%	517	277	20,915	33,748	62%
	2008-09	83	7	2,455	4,632	53%	541	318	21,621	35,712	61%
Male	2006-07	47	34	2,154	4,795	45%	236	250	12,383	32,620	38%
	2007-08	49	1	2,142	4,600	47%	284	184	12,833	33,748	38%
	2008-09	45	13	2,177	4,632	47%	293	223	14,091	35,712	39%
TOTAL	2006-07	130	64	4,795	4,795	100%	753	606	32,620	32,620	100%
	2007-08	127	2	4,600	4,600	100%	801	461	33,748	33,748	100%
	2008-09	128	20	4,632	4,632	100%	834	541	35,712	35,712	100%

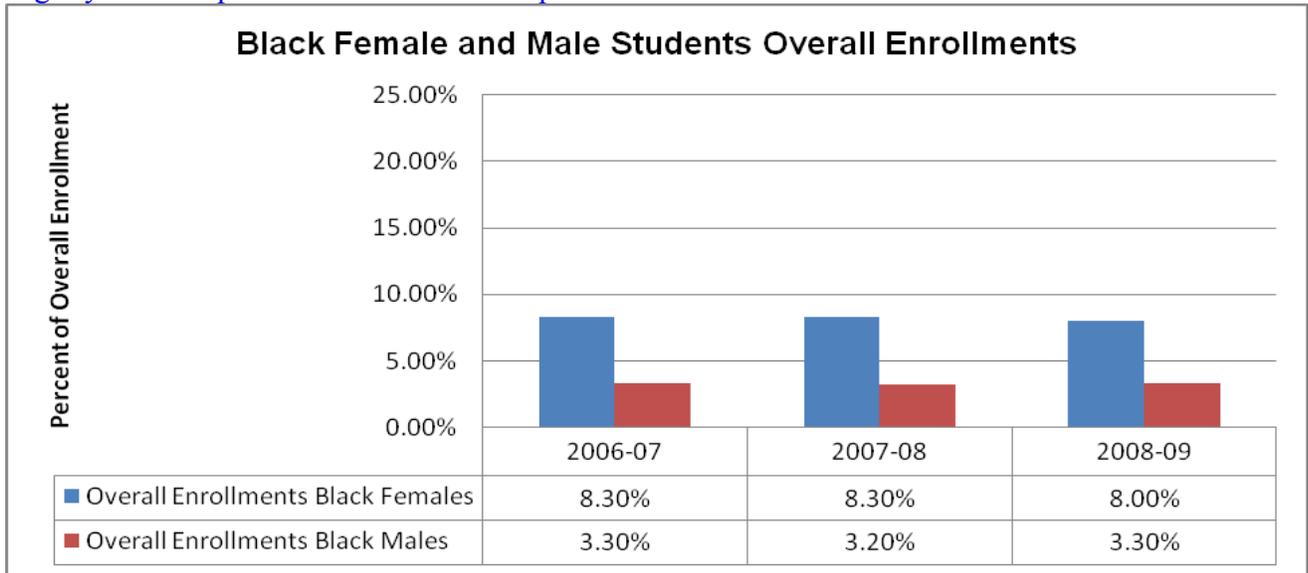
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Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total enrollments are reflected for each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

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

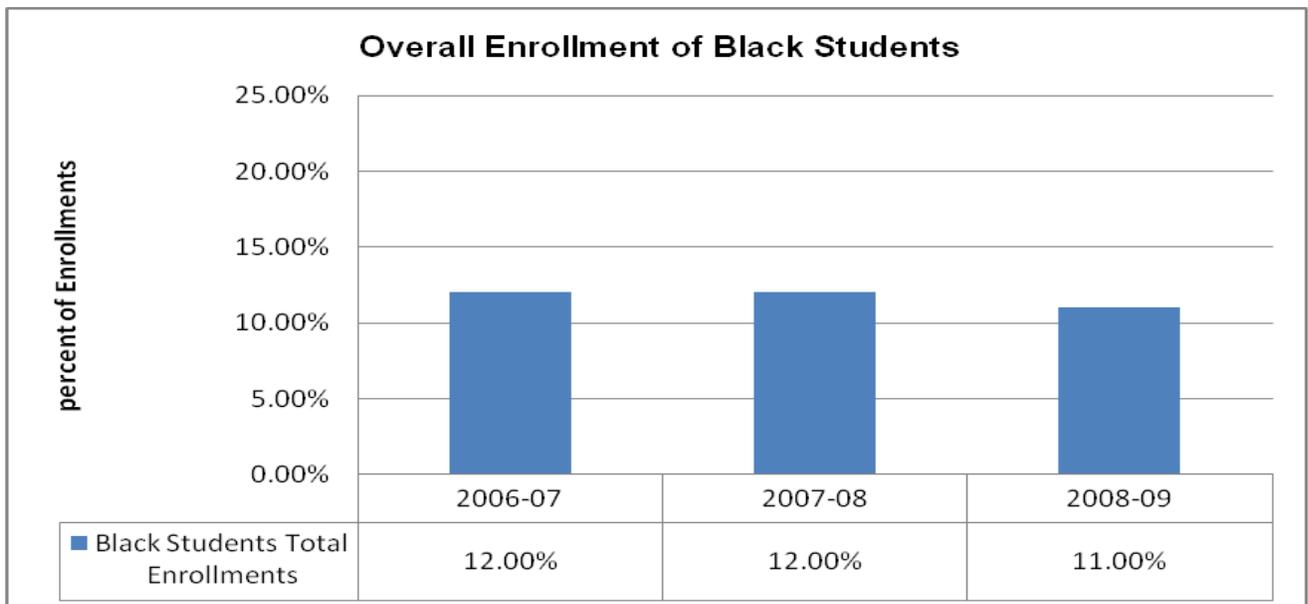
**Analysis of Black Students:**



The percentage of Black enrollment among first-time-in-college female students represents a decrease from 9.2 percent in 2006-07 to 9.0 percent in 2008-09, which is above the District Census percentage of 8.5 percent of Black females. Enrollment is up among Black males, from 5.0 percent in 2006-07 to 5.6 percent in 2008-09. Black male enrollment is below the benchmark of the District Census 8.5 percentage. Furthermore, the percent of first-time-in-college Black student enrollment increased slightly from 14 percent in 2006-07 to 15 percent in 2008-09.

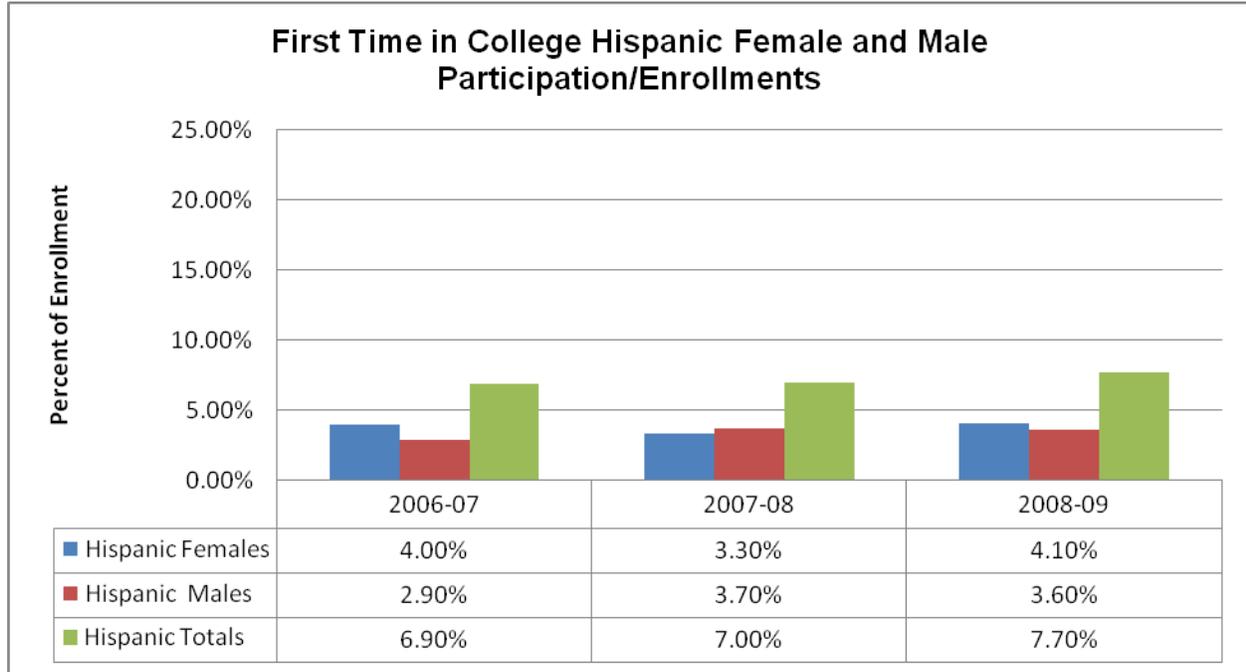


The overall enrollment of Black students reflects disproportionate enrollment between male and female students. Overall, Black males represent 3.30 percent of the total enrollment while Black females represent 8.0 percent of total enrollment.

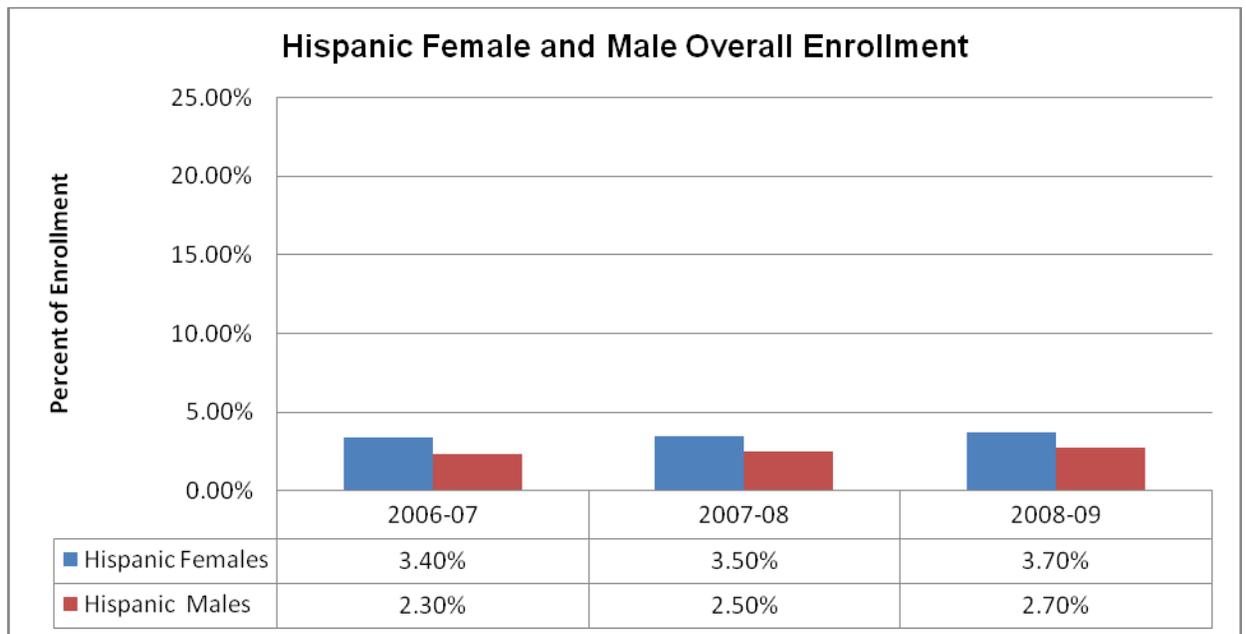


The total percent of Black students remained the same, 12 percent in 2006-07 and 2007-08. Enrollment dipped slightly from 12 percent in 2007-08 to 11 percent in 2008-09. The College will continue its focus to recruit Black students.

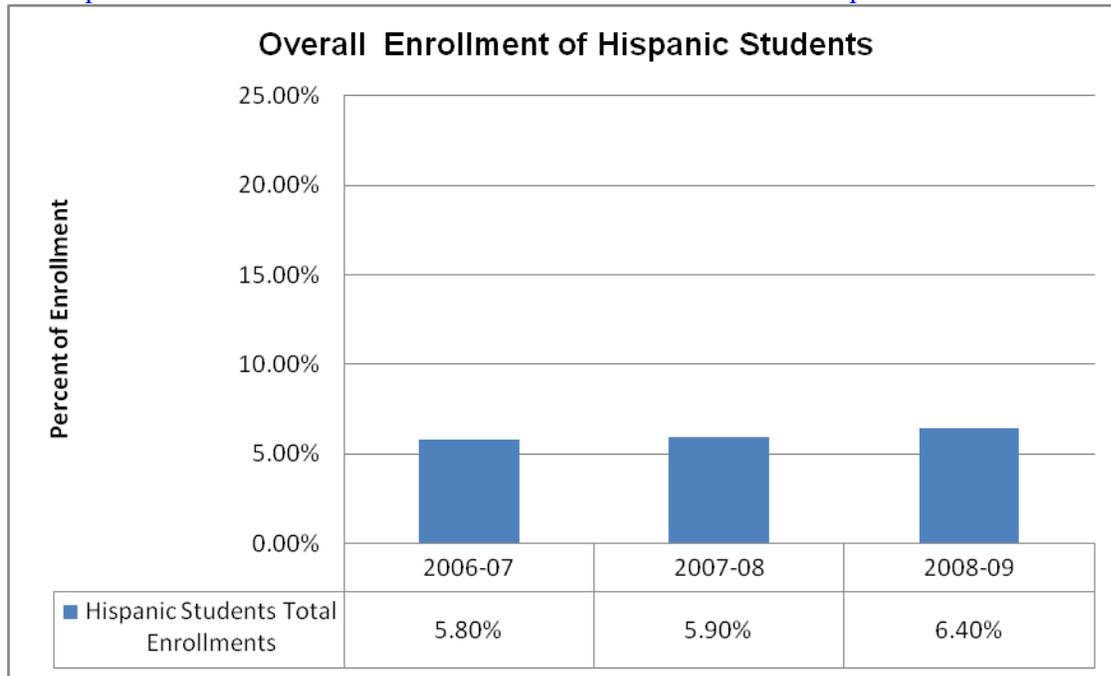
**Analysis of Hispanic students:**



First-time-in-college enrollment of Hispanic female students is fluctuated from 4 percent in 2006-07 percent to 3.3 percent in 2007-08 to 4.1 percent in 2008-09. The enrollment of Hispanic male students increased from 2.90 percent in 2006-07 to 3.60 percent in 2008-09. The overall enrollment of first-time-in-college Hispanic students increased from 6.90 percent in 2006-07 to 7.70 percent in 2008-09. The District Census data is 4.7 percent for this population and the College exceeds parity.

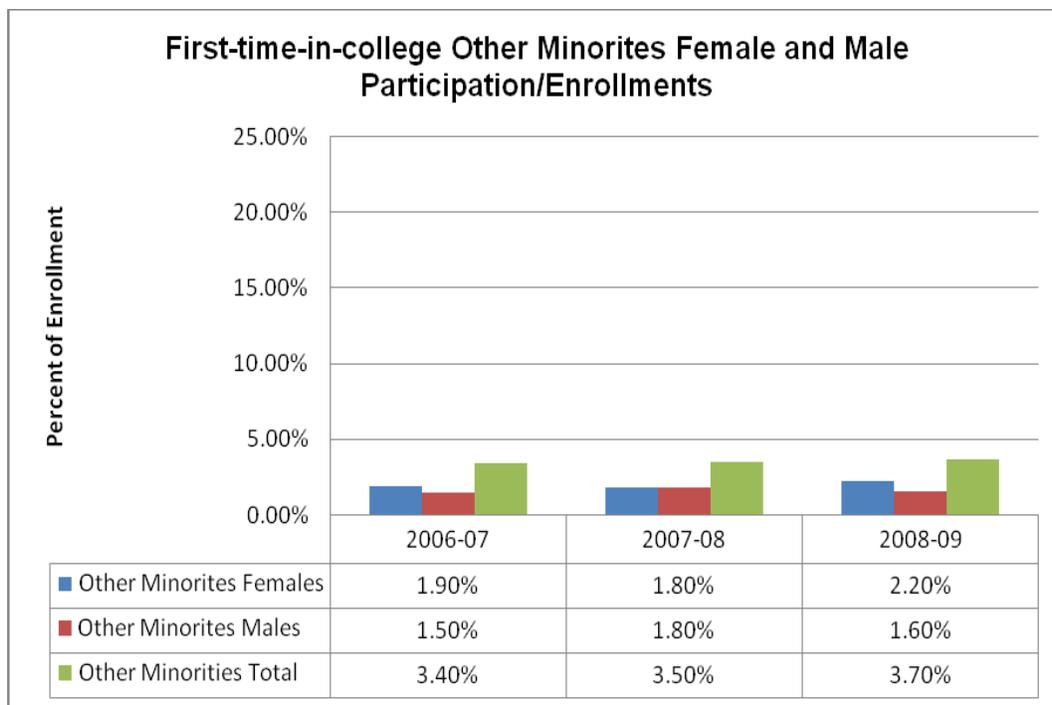


The overall enrollment of Hispanic students reflects a slight increase. Hispanic females overall enrollment increased from 3.4 percent in 2006-07 to 3.7 percent in 2008-09. The overall enrollment of Hispanic male students increased from 2.30 in 2006-07 to 2.70 percent in 2008-09.

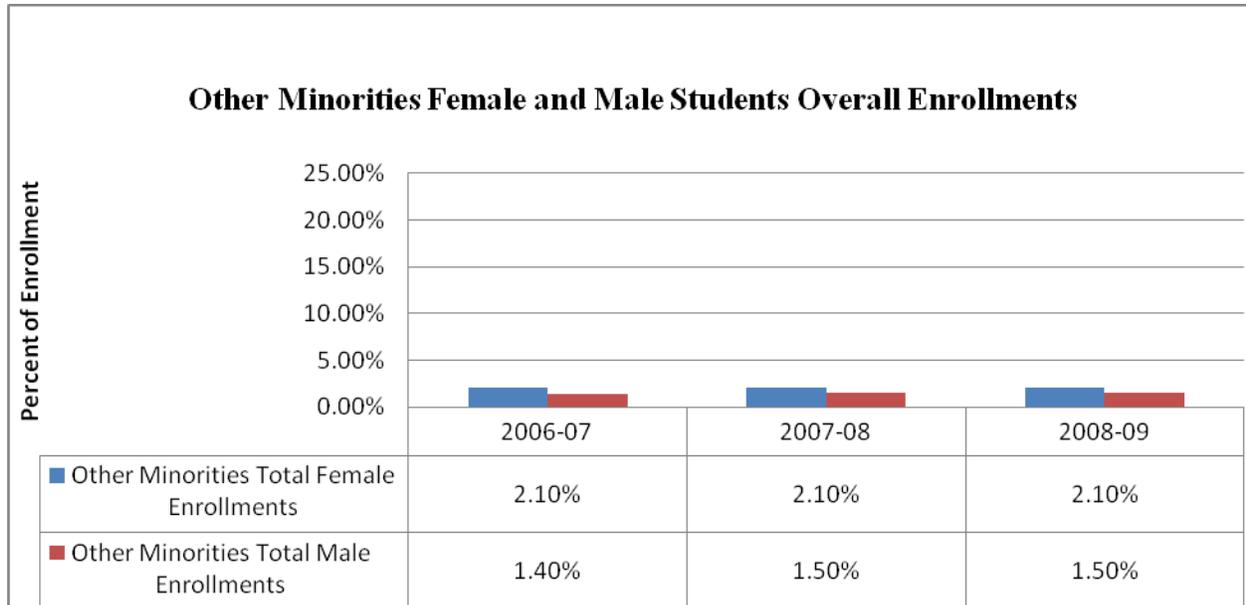


The total enrollment of Hispanic students increased from 5.8 percent in 2006-07 to 6.40 percent in 2008-09. The overall enrollment of Hispanic students exceeds the District Census percentage of 4.7 for this population group.

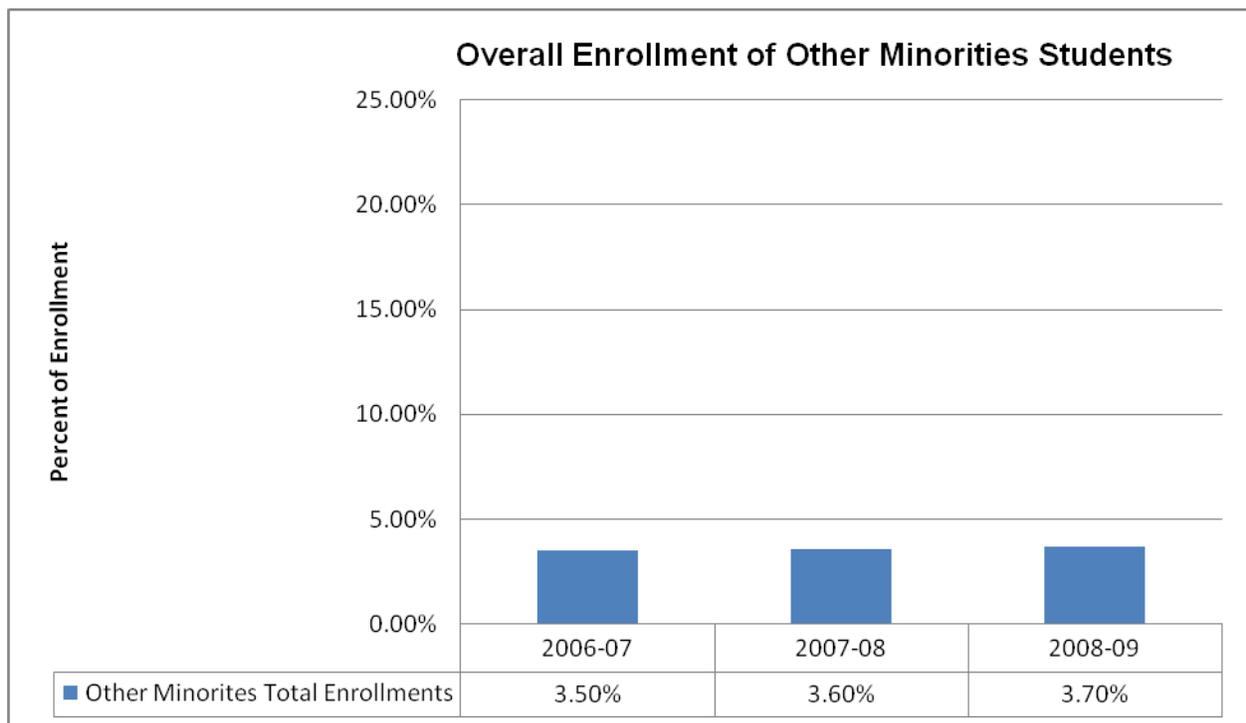
**Analysis of Other Minorities Students:**



First-time-in-college enrollment continued to reflect an increase. Female enrollment increased from 1.90 percent in 2006-07 to 2.20 percent in 2008-09. Other Minorities male enrollment increased from 1.5 percent in 2006-07 to 1.6 percent in 2008-09. The total percent of enrollment of Other Minorities has increased from 3.40 percent in 2006-07 to 3.70 percent in 2008-09.

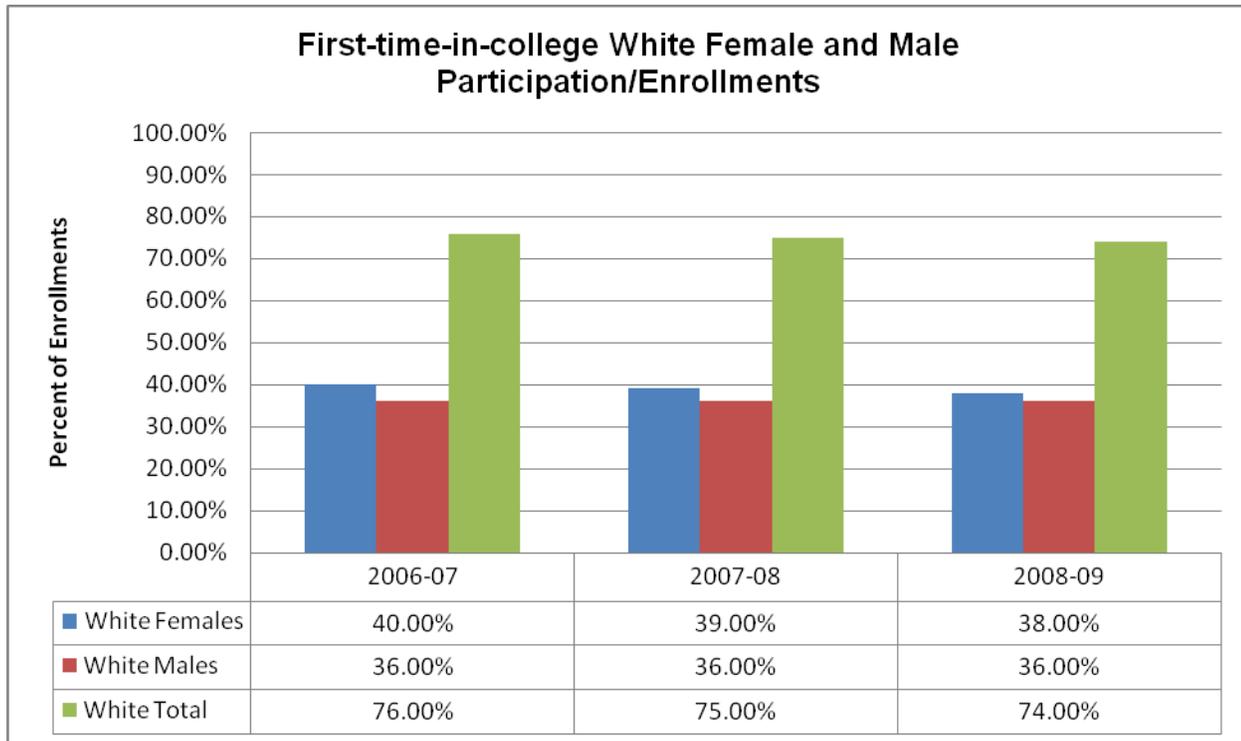


The overall percentage of enrollment of Other Minorities female and male student remains basically the same over the three-year period. Female student enrollment is at 2.10 percent whereas the percent of male enrollment is at 1.5 percent.

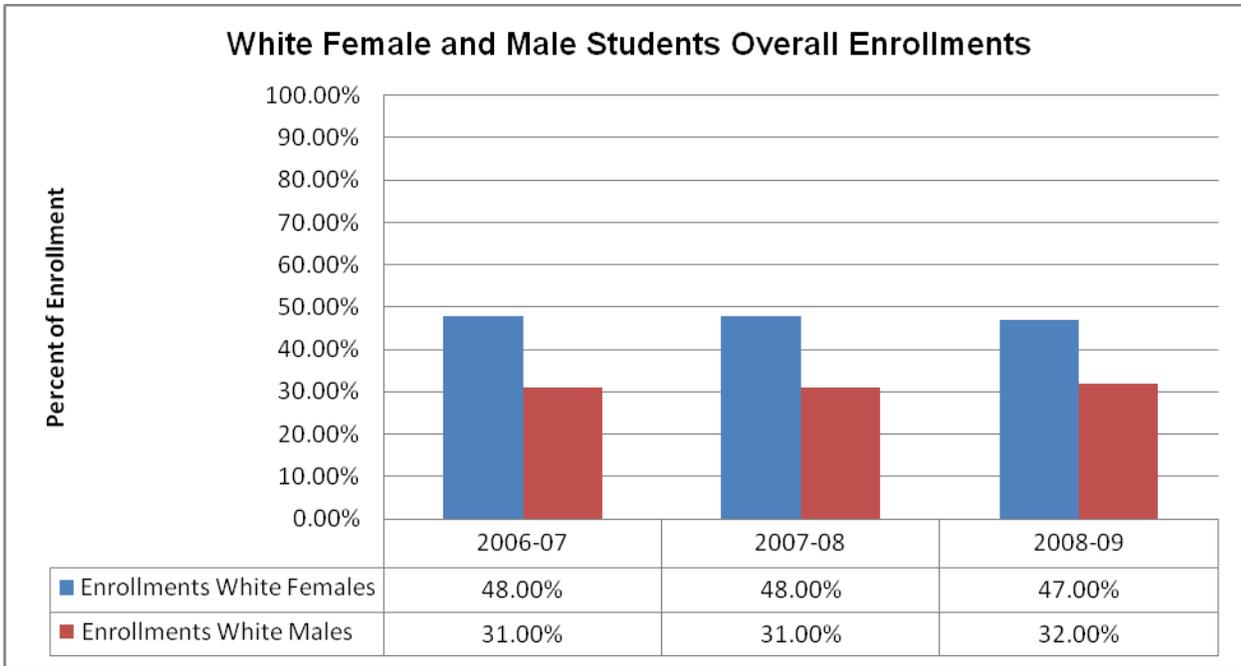


The total enrollment of Other Minorities students has increased from 3.5 percent in 2006-07 to 3.7 percent in 2008-09. The total enrollment is below the District Census of 5.2 percent of this special population group.

**Analysis of White Students:**

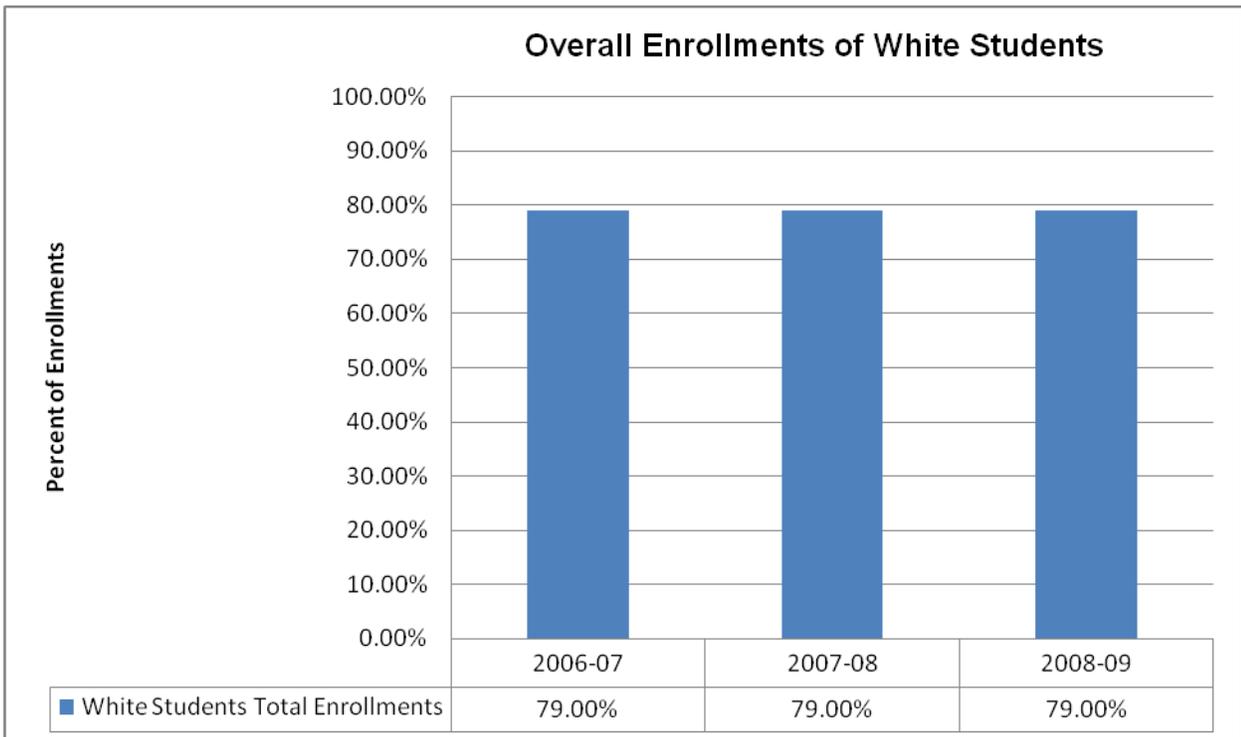


First-time-in-college enrollment decreased from 76 percent in 2006-07 to 74 percent in 2008-09. The percent of first-time-in-college female enrollment decreased from 40 percent in 2006-07 to 38 percent in 2008-09. The percent of male enrollment remained the same from 2006-07 through 2008-09.



The total enrollment of female students decreased slightly from 48 percent in 2006-07 to 47 percent in 2008-09. The total enrollment of White male students increased slightly from 31 percent in 2006-07 to 32 percent in 2008-09.

The percent of White students has remained consistent over the past years - from 2006-07 through 2008-09.



The 79 percent of the total enrollment of White students remained the same from 2006-07 to 2008-09.

### **Analysis of White First-Time-In-College Student Enrollment:**

The enrollment of White first-time-in-college students reflected the largest drop in the number of students entering college. The 3,622 students in the 2006-07 academic year dropped to 3,430 in 2008-09. Male first-time-in-college student enrollment had a slight increase over the previous year's enrollment, from a total of 1,656 in 2007-08 to 1,681 in 2008-09.

### **New student populations in the 2009-10 Annual Update:**

#### **Students with Limited-English-Language Skills and Students who self-reported a disability**

##### **Black students:**

Students with limited English skills:

First-time-in-college enrollment for Black students with limited English language skills remained low with a total of eight students—three in 2006-07, two in 2007-08 and three in 2008-09. The total enrollment for this group increased from twenty students in 2007-08 to 31 in 2008-09.

Students who self-reported a disability:

First-time-in-college enrollment for Black students who self-reported a disability decreased from seven students in 2006-07 to one student in 2008-09. The total enrollment for this student population dropped slightly from 71 students in 2006-07 to 70 students in 2008-09. Females are the highest number of students who self-reported a disability.

##### **Hispanic students:**

Students with limited English skills:

First-time-in-college Hispanic students with limited English skills increased from 33 students in 2006-07 to 37 students in 2008-09. Total enrollment for the population increased from 204 students in 2006-07 to 217 students in 2008-09. Females are the highest number of students with limited English skills.

Students who self-reported a disability:

First-time-in-college enrollment for Hispanic students who self-reported a disability decreased from two to zero. There were 36 students who self-reported a disability in 2006-07. The total enrollment of students who self-reported a disability dropped from 36 students in 2006-07 to 28 in 2007-08, and increased to 36 students in 2008-09.

##### **Other Minorities students:**

Students with limited English skills:

First-time-in-college enrollment for Other Minorities students with limited English language skills increased from 22 in 2006-07 to 28 in 2008-09. Total enrollment for this population increased from 149

students in 2006-07 to 183 students in 2008-09. Females were the highest number of students with limited English skills.

Students who self-reported a disability:

First-time-in-college for Other Minorities students who self-reported a disability dropped from one student in 2006-07 to zero students in 2008-09. Total enrollment for this population increased slightly from 10 students in 2006-07 to 12 students in 2008-09.

### **White students:**

Students with limited English skills:

First-time-in-college enrollment for White students with limited English language skills decreased from 72 students in 2006-07 to 60 students in 2008-09. Total enrollment for this population increased from 380 students in 2006-07 to 403 students in 2008-09.

Students who self-reported a disability:

First-time-in-college White students who self-reported a disability decreased from 54 students in 2006-07 to 19 students who self-reported a disability in 2008-09. The total enrollment decreased from 489 to 423 students.

### **Overall Analysis of students who self-reported a disability and students with limited-English Language skills:**

The number of first-time-in-college female and male students with limited English language skills decreased from 130 students in 2006-07 to 128 students in 2008-08. The number of first-time-in-college female and male students who self-reported a disability decreased from 64 students in 2006-07 to 20 students in 2008-09.

The total enrollment for students with limited English language skills increased from 753 students in 2006-07 to 834 students in 2008-09. The total enrollment for students who self-reported a disability decreased from 606 students in 2006-07 to 541 students in 2008-09.

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

- The College will continue its recruitment efforts to focus on the enrollment of first-time-in-college male student population.
- The College will continue to seek measures to recruit more first-time-in-college, Other Minorities students.
- The College will establish the following goals to increase enrollment of first-time-in-college students:

**Male students:**

1. Increase the overall, first-time-in-college enrollment of White male students from 36 percent to 38 percent by the end of the academic school year in 2013.
2. Increase the overall, first-time-in-college enrollment of Other Minorities male students from 1.6 percent to 1.8 percent by the end of the academic year in 2013.
3. Increase the overall, first-time-in-college Black male student enrollment from 5.6 percent to 5.8 percent by the end of the academic year in 2013.
4. Increase the overall, first-time-in-college enrollment of Hispanic male students from 3.6 percent to 3.8 percent by the academic school year in 2013.

**Female students:**

1. Increase the overall, first-time-in-college enrollment among Black female students from nine percent to 9.2 percent by the end of the academic year in 2013.
2. Increase the overall, first-time-in-college enrollment of Other Minorities female students from 2.2 percent to 2.4 percent by the end of the academic year in 2013.
3. Increase the overall, first-time-in-college enrollment of Hispanic female students enrollment from 4.1 percent to 4.3 percent by the end of the academic year in 2013.

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

**Strategies that have been successful and plans to continue them**

1. Continue the Male Outreach Initiative that targets minority male students by offering workshops and programs designed to feature topics specific to this special population of students. This program has been very successful and has helped many male students with self motivation and feelings of accomplishment as they persist in SPC's learning community.
2. Continue offering early completion of Federal Financial Aid application and registrations of Fall and/or Spring term(s). Staff members in the Financial Aid department have developed workshops to assist students and their parents with the application for Pell grants and loans.

**New methods and strategies to increase enrollments and achieve goals**

1. Expand the Women on the Way program or an abbreviated version of the program to all campuses. This program is designed to engage female students who face challenges both in their personal, academic environments, and have barriers to overcome in order to succeed in college.
2. Expand the current partnership with Junior Achievement to explore creative means to introduce graduating high school students to SPC. Develop a calendar with Pinellas County Schools System so that parents and students will have dates available to participate in the Open House and other activities to introduce high school students to college programs and resources.

3. Target recruitment efforts in local businesses and organizations that employ Other Minorities and Hispanics. Present special programs and learning opportunities to attract these groups to the College.

## 2. Student Completions (college degree and certificate programs)

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

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

Florida College System																
College: St. Petersburg																
Student Participation/Completions																
		AA Degrees					AS Degrees					Certificates				
Class	Rpt Year	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
Black Female	2006-07	0	4	91	1,728	5.27	0	3	71	801	8.86	0	1	24	694	3.46
	2007-08	2	1	123	1,891	6.50	1	3	59	759	7.77	0	2	30	643	4.67
	2008-09	1	2	118	1,999	5.90	1	3	56	755	7.42	0	0	24	584	4.11
Black Male	2006-07	1	0	37	1,728	2.14	0	0	19	801	2.37	0	0	36	694	5.19
	2007-08	0	0	33	1,891	1.75	0	1	14	759	1.84	1	0	20	643	3.11
	2008-09	3	2	44	1,999	2.20	0	1	16	755	2.12	1	0	24	584	4.11
Black Total	2006-07	1	4	128	1,728	7.41	0	3	90	801	11.2	0	1	60	694	8.65
	2007-08	2	1	156	1,891	8.25	1	4	73	759	9.62	1	2	50	643	7.78
	2008-09	4	4	162	1,999	8.10	1	4	72	755	9.54	1	0	48	584	8.22

CCTCMIS - CCEE0192 11/23/2009 12:20:57 Source: AA1A2007, AA1A2008, AA1A2009  
 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
 Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: St. Petersburg

Student Participation/Completions

Class	Rpt Year	AA Degrees					AS Degrees					Certificates				
		LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
Hisp. Female	2006-07	6	1	54	1,728	3.13	2	2	30	801	3.75	0	0	15	694	2.16
	2007-08	3	0	46	1,891	2.43	6	0	35	759	4.61	1	0	12	643	1.87
	2008-09	6	1	77	1,999	3.85	5	2	30	755	3.97	3	1	15	584	2.57
Hisp. Male	2006-07	3	0	36	1,728	2.08	1	1	12	801	1.50	1	0	29	694	4.18
	2007-08	2	0	34	1,891	1.80	0	0	16	759	2.11	0	0	24	643	3.73
	2008-09	1	2	43	1,999	2.15	0	1	7	755	0.93	2	0	23	584	3.94
Hisp. Total	2006-07	9	1	90	1,728	5.21	3	3	42	801	5.24	1	0	44	694	6.34
	2007-08	5	0	80	1,891	4.23	6	0	51	759	6.72	1	0	36	643	5.60
	2008-09	7	3	120	1,999	6.00	5	3	37	755	4.90	5	1	38	584	6.51

CCTCMIS - CCEE0192 11/23/2009 12:20:57 Source: AA1A2007, AA1A2008, AA1A2009

DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: St. Petersburg

Student Participation/Completions

Class	Rpt Year	AA Degrees					AS Degrees					Certificates				
		LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
Other Female	2006-07	11	0	39	1,728	2.26	4	0	29	801	3.62	0	0	6	694	0.86
	2007-08	3	0	35	1,891	1.85	3	0	19	759	2.50	1	0	10	643	1.56
	2008-09	5	0	44	1,999	2.20	2	2	22	755	2.91	1	0	5	584	0.86
Other Male	2006-07	2	1	19	1,728	1.10	1	0	7	801	0.87	0	1	13	694	1.87
	2007-08	5	0	33	1,891	1.75	0	0	3	759	0.40	0	0	10	643	1.56
	2008-09	7	0	37	1,999	1.85	0	0	8	755	1.06	0	0	10	584	1.71
Other Total	2006-07	13	1	58	1,728	3.36	5	0	36	801	4.49	0	1	19	694	2.74
	2007-08	8	0	68	1,891	3.60	3	0	22	759	2.90	1	0	20	643	3.11

Florida College System																
College: St. Petersburg																
Student Participation/Completions																
		AA Degrees					AS Degrees					Certificates				
Class	Rpt Year	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
	2008-09	12	0	81	1,999	4.05	2	2	30	755	3.97	1	0	15	584	2.57
CCTCMIS - CCEE0192 11/23/2009 12:20:57 Source: AA1A2007, AA1A2008, AA1A2009 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled																

Florida College System																
College: St. Petersburg																
Student Participation/Completions																
		AA Degrees					AS Degrees					Certificates				
Class	Rpt Year	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
White Female	2006-07	12	25	900	1,728	52.1	8	11	459	801	57.3	3	4	215	694	31.0
	2007-08	15	34	996	1,891	52.7	8	14	450	759	59.3	3	2	237	643	36.9
	2008-09	18	23	1,010	1,999	50.5	6	4	437	755	57.9	3	1	187	584	32.0
White Male	2006-07	10	14	552	1,728	31.9	1	4	174	801	21.7	4	13	356	694	51.3
	2007-08	6	9	591	1,891	31.3	1	5	163	759	21.5	2	3	300	643	46.7
	2008-09	9	25	626	1,999	31.3	1	6	179	755	23.7	2	5	296	584	50.7
White Total	2006-07	22	39	1,452	1,728	84.0	9	15	633	801	79.0	7	17	571	694	82.3
	2007-08	21	43	1,587	1,891	83.9	9	19	613	759	80.8	5	5	537	643	83.5
	2008-09	27	48	1,636	1,999	81.8	7	10	616	755	81.6	5	6	483	584	82.7
CCTCMIS - CCEE0192 11/23/2009 12:20:57 Source: AA1A2007, AA1A2008, AA1A2009 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled																

Florida College System

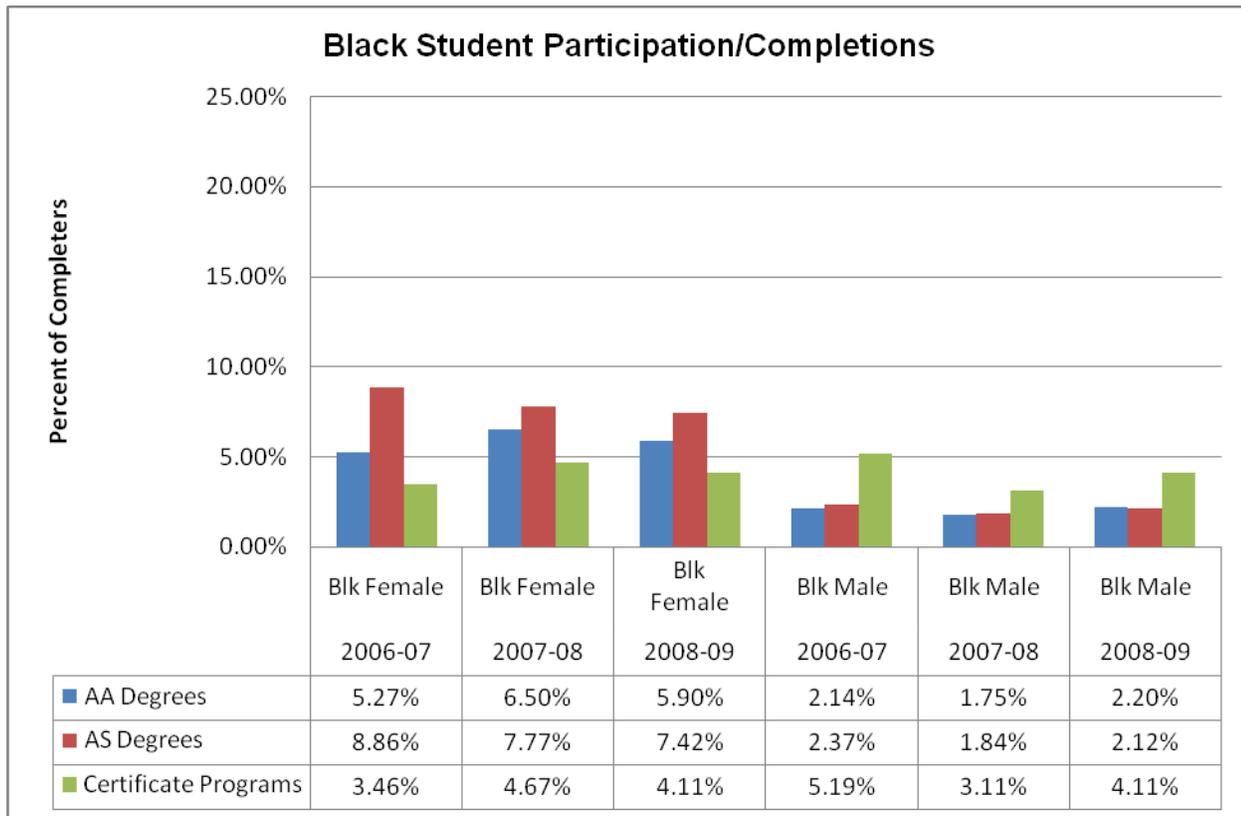
College: St. Petersburg

Student Participation/Completions

Class	Rpt Year	AA Degrees					AS Degrees					Certificates				
		LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%	LEP	DIS	Num	Total	%
Female	2006-07	30	30	1,084	1,728	62.7	14	16	589	801	73.5	3	5	260	694	37.5
	2007-08	23	37	1,200	1,891	63.5	18	17	563	759	74.2	5	4	289	643	45.0
	2008-09	30	27	1,249	1,999	62.5	14	12	545	755	72.2	7	2	231	584	39.6
Male	2006-07	17	18	644	1,728	37.3	3	5	212	801	26.5	5	14	434	694	62.5
	2007-08	13	10	691	1,891	36.5	1	6	196	759	25.8	3	3	354	643	55.1
	2008-09	20	29	750	1,999	37.5	1	8	210	755	27.8	5	5	353	584	60.5
Total	2006-07	47	48	1,728	1,728	100	17	21	801	801	100	8	19	694	694	100
	2007-08	36	47	1,891	1,891	100	19	23	759	759	100	8	7	643	643	100
	2008-09	50	56	1,999	1,999	100	15	20	755	755	100	12	7	584	584	100

CCTCMIS - CCEE0192 11/23/2009 12:20:57 Source: AA1A2007, AA1A2008, AA1A2009  
 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
 Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled

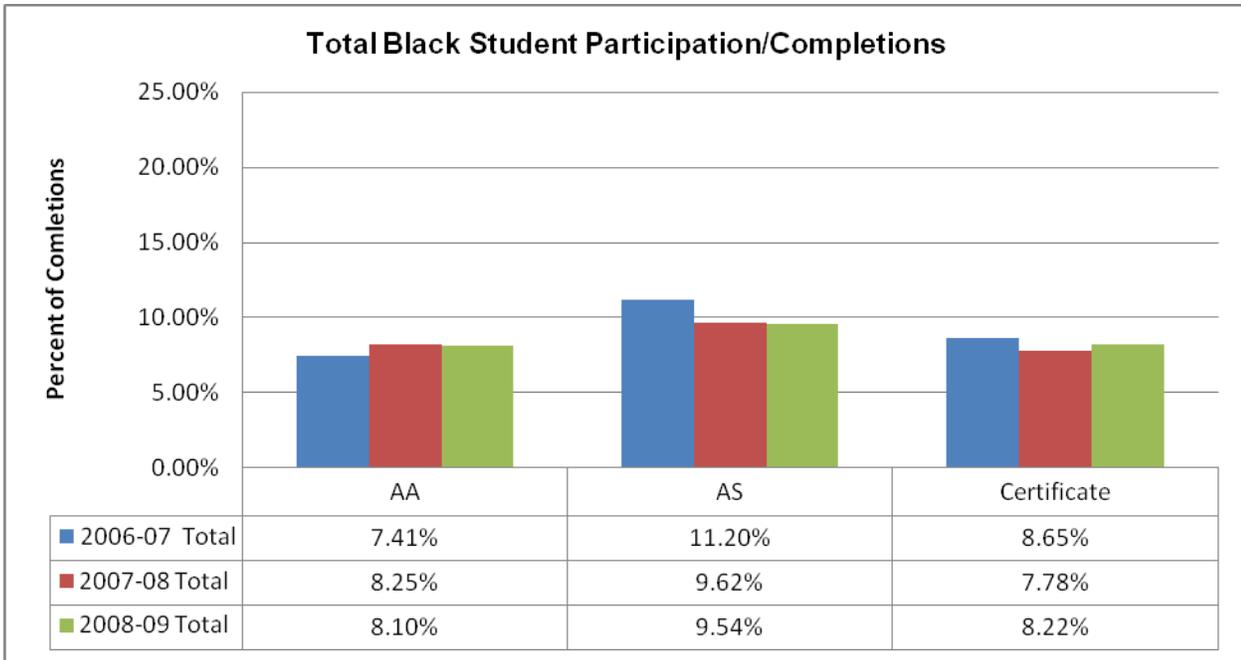
**B. Provide an analysis of the data and identify areas of disproportionate completions. Identify the benchmark used by the college to determine disproportionate completions and identify any areas for improvement if the analysis indicates improvement is warranted. Comparisons could include variances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



**Black Female Students:**

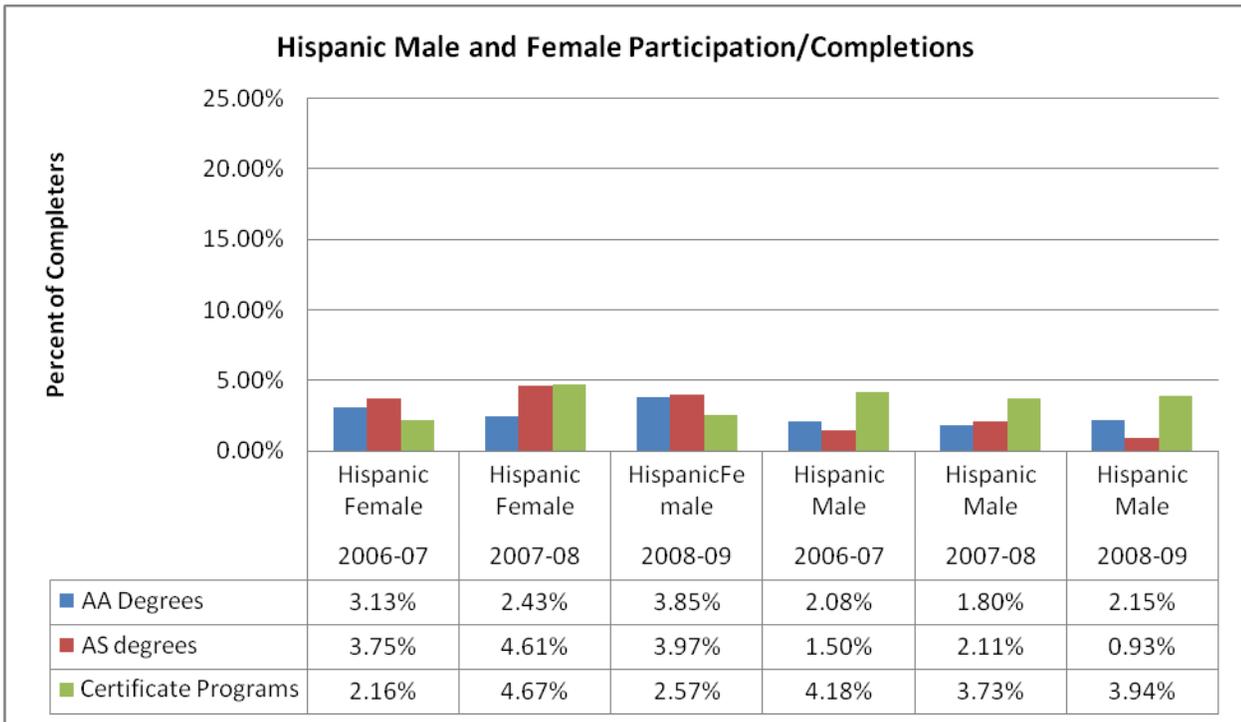
Black female students' completion of AA degrees increased from 5.27 percent in 2006-07 to 5.90 percent in the 2008-09 academic school year. The overall percent of Black females completing AS degrees decreased from 8.86 percent in 2006-07 to 7.42 percent in the 2008-09 academic school year. The completion of Certificate programs among Black female students increased from 3.46 percent in 2006-07 to 4.11 percent in 2008-09.

**Black Male Students:** Completion of AA degrees increased from 2.14 percent in 2006-07 to 2.20 percent in the 2008-09 academic school year. Black male students completing AS degrees dropped from 2.37 percent in 2006-07 to 2.12 percent in 2008-09. The percent of Black male students completing Certificate programs decreased from 5.19 percent in 2006-07 to 4.11 percent in the 2008-09 academic school year.



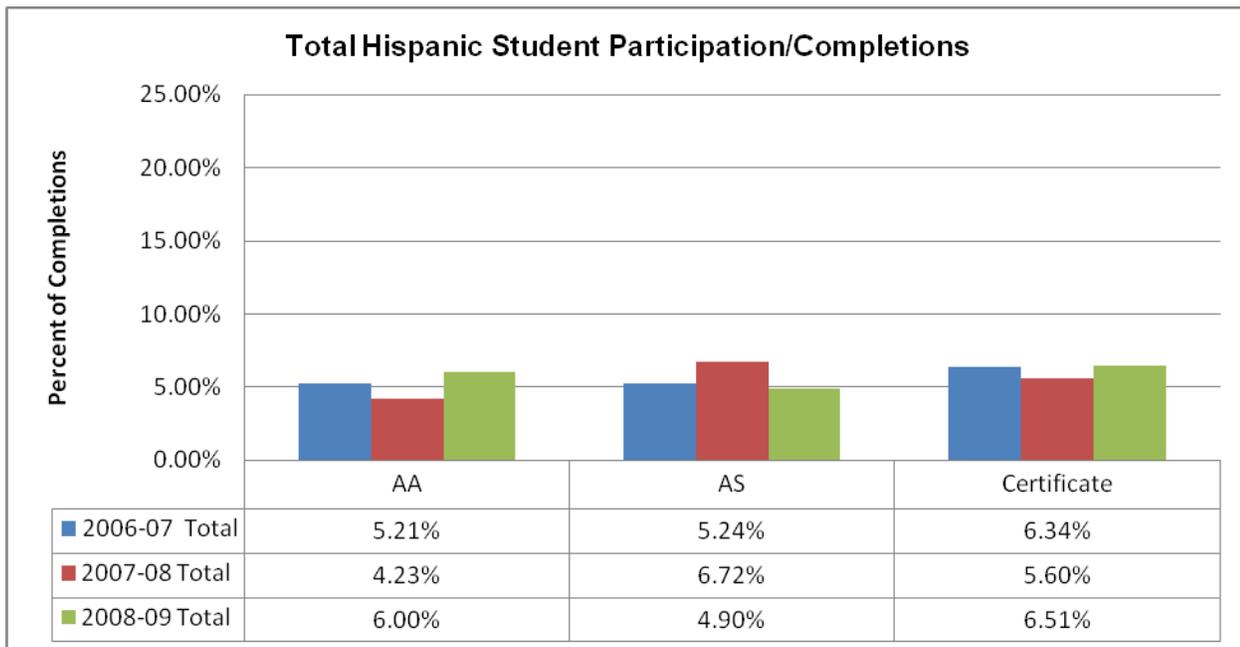
**Analysis of AA completers by Black Students:**

The overall percent of Black students completing AA degrees is up from 7.41 percent in 2006-07 to 8.10 percent in 2008-09, but remains below the District Census of 8.5 percent for this population group. The overall percent of Black students completing certificate programs dropped from 8.65 percent in 2006-07 to 8.22 percent in the 2008-09 academic school year. The percent of Black students completing AS degrees dropped from 11.20 percent in 2006-07 to 9.54 percent in 2008.



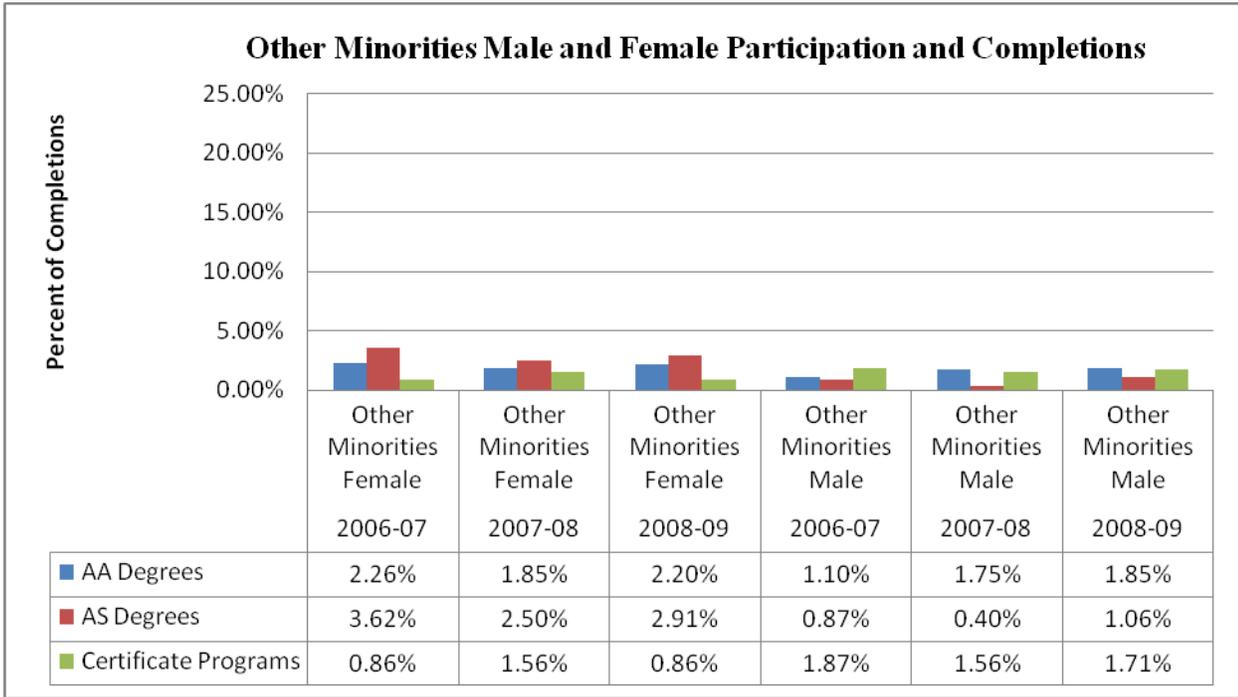
**Hispanic Female Students:** Completion of AA degrees by Hispanic female students increased from 3.13 percent in 2006-07 to 3.85 percent in the 2008-09 academic school year. Overall percent of Hispanic females completing AS degrees increased from 3.75 percent in 2006-07 to 3.97 percent in the 2008-09 academic school year. The percent of Hispanic female students completing certificate programs increased from 2.16 percent in 2006-07 to 2.57 percent in 2008-09.

**Hispanic Male Students:** Completion of AA degrees by Hispanic male students increased from 2.08 percent in 2006-07 to 2.15 percent in the 2008-09 academic school year. Completion of AS degrees decreased from 1.50 percent in 2006-07 to 0.93 percent in the 2008-09 academic school year. The percent of Hispanic male students completing Certificate programs decreased from 4.18 percent in 2006-07 to 3.94 percent in the 2008-09 academic school year.



**Analysis of completions by Hispanic Students:**

Overall percent of Hispanic students completing AA degrees has increased from 5.21 percent in 2006-07 to 6.00 percent in 2008-09 and is above the District Census of 4.7 percent for this population group. The percent of Hispanic students completing AS degrees decreased from 5.24 percent in 2006-07 to 4.90 percent in the 2008-09 academic school year. This placed this group slightly above the District Census 4.7 percentage for the special population students. Certificate completions increased from 6.34 percent to 6.51 percent.

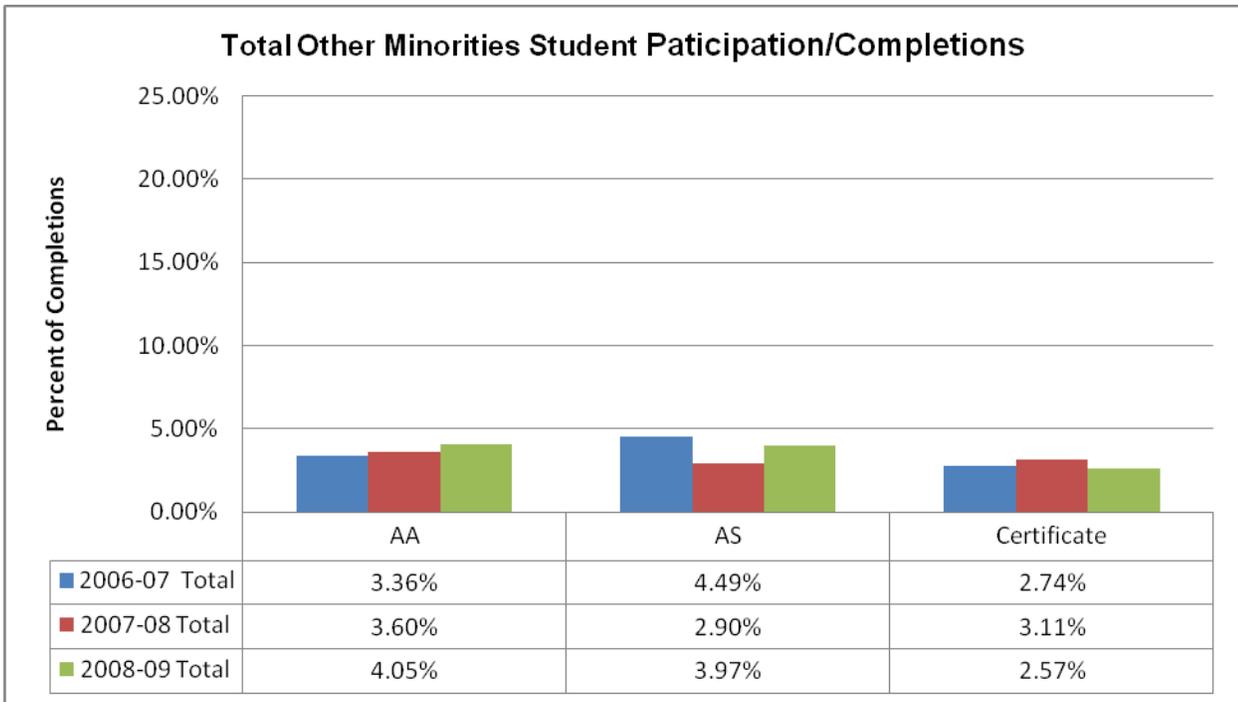


**Other Minorities Females Students:**

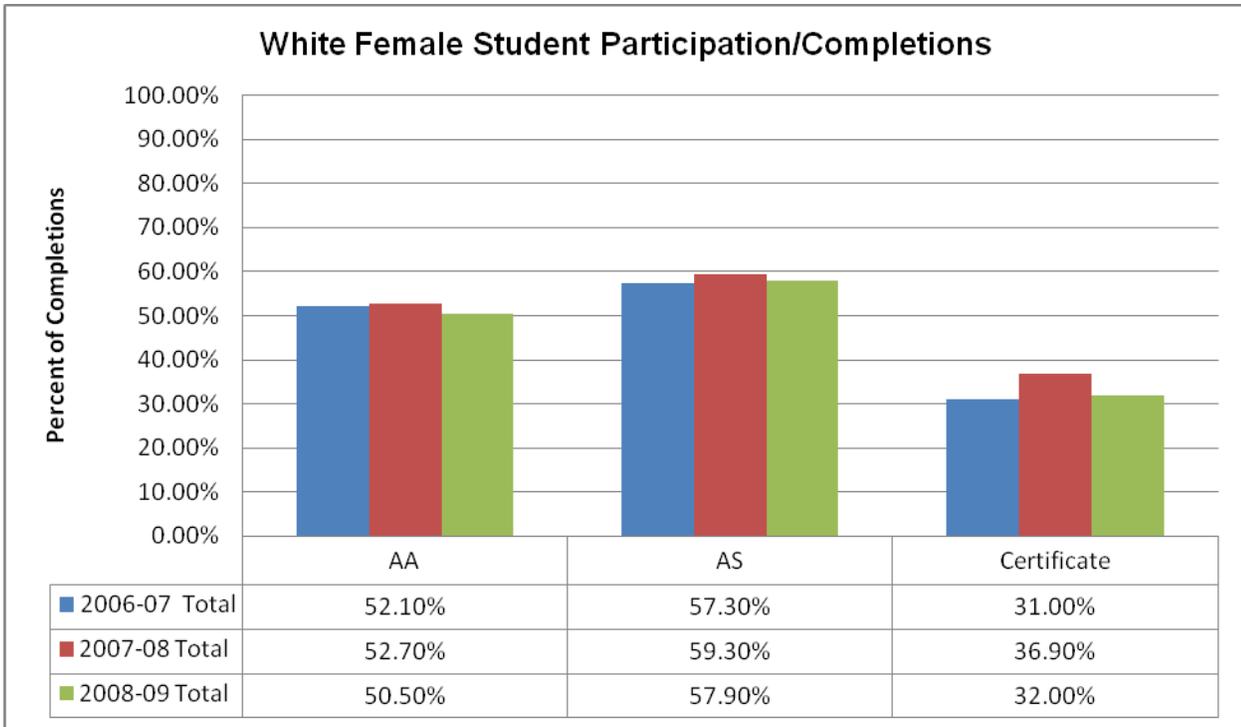
AA degree completers dropped from 2.26 percent in 2006-07 to 2.20 percent in the 2008-09 academic school year. The percent of Other Minorities Females completing AS degrees has decreased from 3.62 percent in 2006-07 to 2.91 percent in the 2008-09 academic school year. The percent of Other Minorities female students completing certificate programs remained the same .86 percent in the 2008-09 academic school year.

**Other Minorities Male Students:**

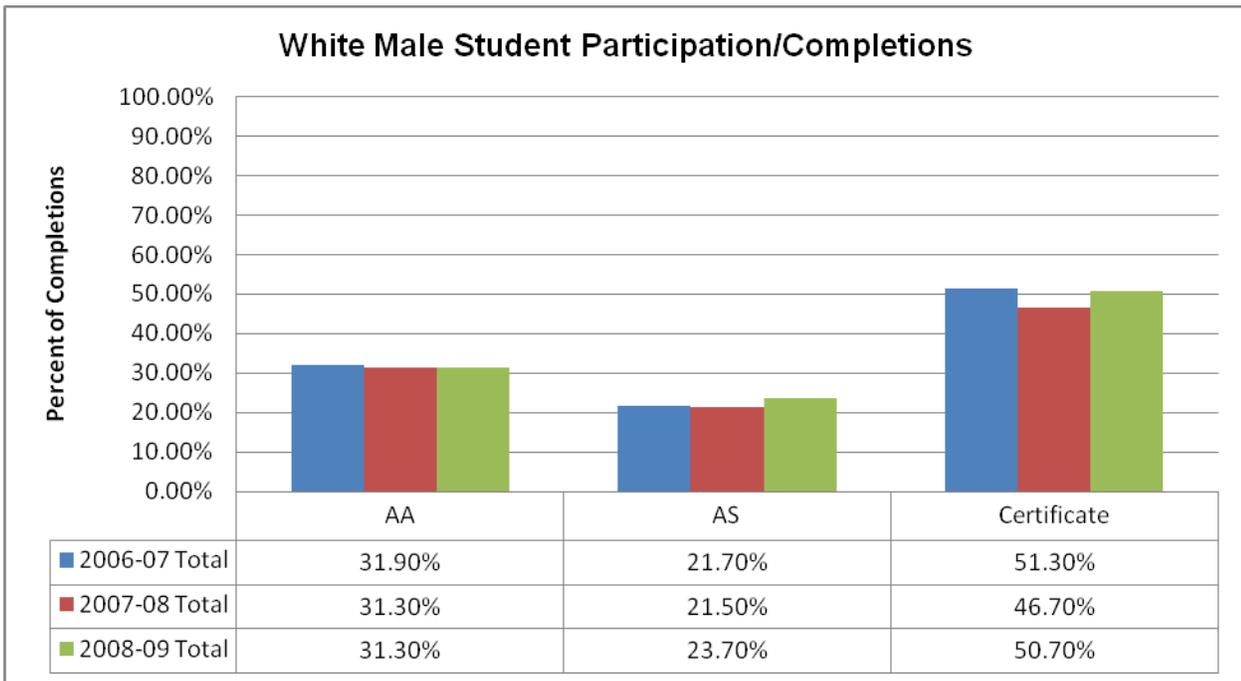
Completion of AA degrees increased from 1.10 percent in 2006-07 to 1.85 percent in the 2008-09 academic school year. Completion of AS degrees increased from 0.87 percent in 2006-07 to 1.06 percent in the 2008-09 academic school year. The percent of Other Minorities students completing certificate programs decreased from 1.87 percent to 1.71 percent in the 2008-09 academic school year.



Overall the percent of Other Minorities students completing AA degrees has increased from 3.36 percent in 2006-07 to 4.05 percent in 2008-09. The percent of completers is below the District Census of 5.2 percent for this population group. The overall percent of Other Minorities students completing AS degrees decreased from 4.49 percent in 2006-07 to 3.97 percent in the 2008-09 academic school year. This completion rate is below the 5.2 percent of Census percent level for the District. The overall percent of Other Minorities students completing certificate programs decreased from 2.74 percent in 2006-07 to 2.57 percent in the 2008-09 academic school year.

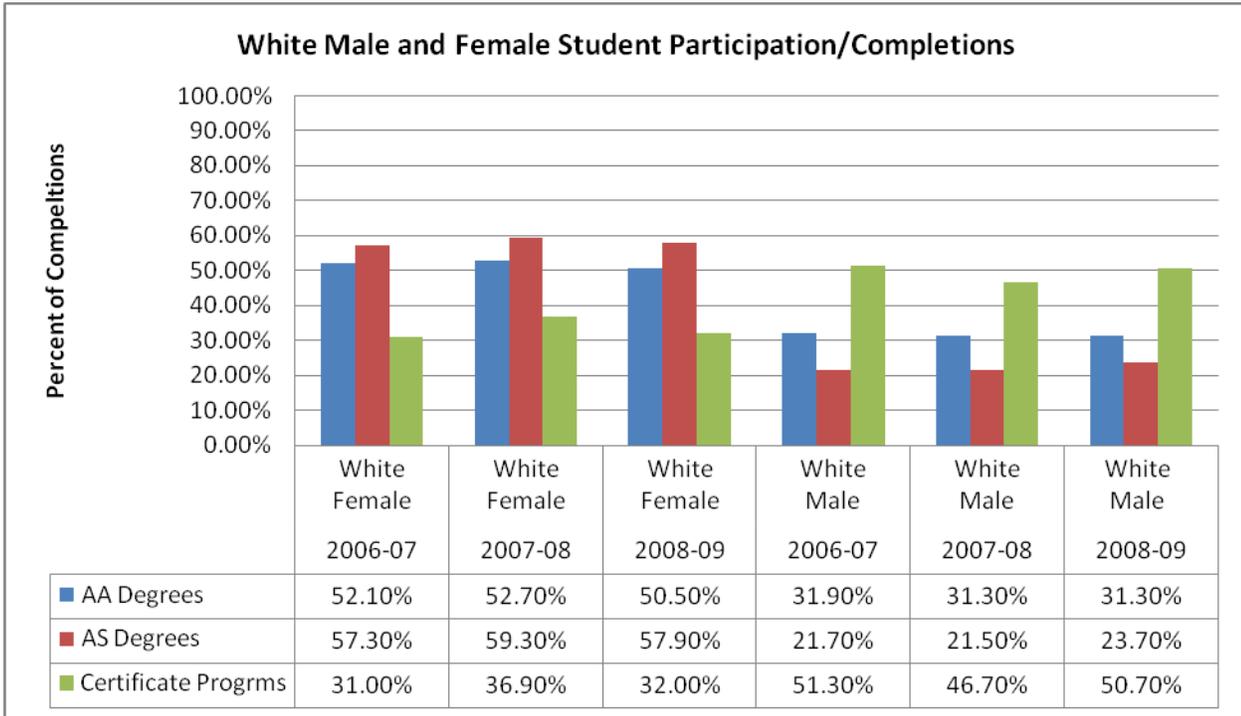


White female students completing an AA degree dropped from 52.1 percent in 2006-07 to 50.5 percent in the 2008-09 school year. The percent of White female students slightly increased from 57.3 percent in 2006-07 to 57.9 percent in the 2008-09 academic school year. The percent of White female students completing certificate programs increased slightly from 31 percent in 2006-07 to 32 percent in the 2008-09 academic school year.



Completion of AA degrees decreased from 31.9 percent in 2006-07 to 31.3 percent in the 2008-09. Completion of AS degrees increased from 21.7 percent in 2008-07 to 23.7 percent in the 2008-09

academic school year. The percent of White male students completing certificate programs decreased from 51.3 percent in 2006-07 to 50.7 percent in the 2008-090 academic school year.

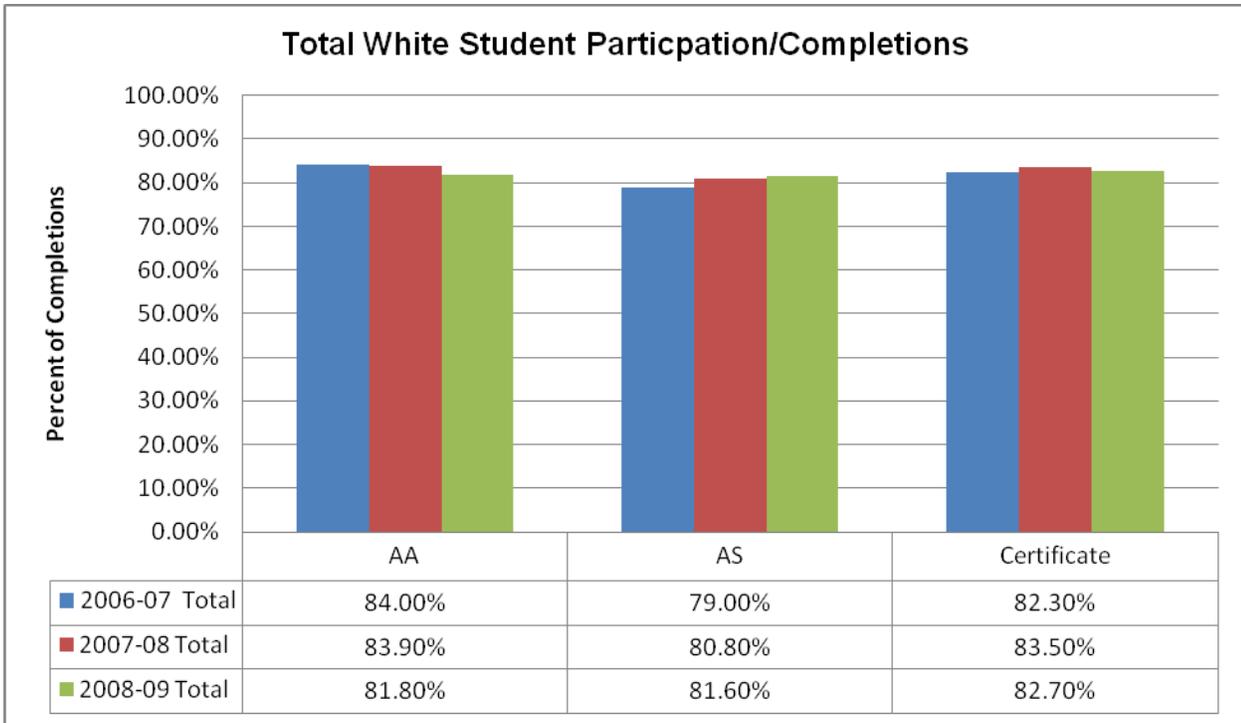


**White Female Students:**

The percentage of White females completing AA degrees is basically flat and AS degree completers remain generally the same. White females completing certificate programs dropped from 36.9 percent in 2007-08 to 32 percent in 2009.

**White Male Students:**

AA completion rate remains flat in all three years. The number of males completing AS degrees increased from 21.7 percent in 2006-07 to 23.70 percent in 2008-09. The number of male students completing certificate programs decreased slightly from 51.3 percent to 50.7 percent.



**Analysis of AA completions by White Students:**

The overall percent of White students completing AA degrees has decreased from 84.0 percent in 2006-07 to 81.8 percent in the 2008-09 academic school year. AS degree completions increased from 79 percent to 81.6 percent and certificate programs had a slight increase from 82.3 percent in 2006-07 to 82.7 percent in 2008-09.

**Analysis of AA completions by students with limited English language skills:**

The number of students completing AA degrees among all ethnic groups and gender is fairly low. Hispanic, Other Minorities and White students are the largest number of students with limited English language skills completing an AA degree. The number of students completing an AA increased from 47 in 2008-07 to 50 in 2008-09.

**Analysis of AA completions by student who self reported a disability:**

The number of students completing an AA degree and self-reported a disability increased from 48 students in 2006-07 to 56 students in 2008-09. Female students completed more AA degrees than male students.

**Analysis of AS completions by students with limited English language skills:**

The number of students with limited English language skills completing AS degrees decreased slightly from 17 students in 2006-07 to 15 students in 2008-09. White female students with limited English skills completed more AS degrees than male students.

### **Analysis of AS completions by students who have self-reported a disability:**

The number of students who self reported a disability and completed an AS degree is low. White students are the largest number of students who self-reported a disability and completed an AS degree. The number of AS completers dropped from 21 in 2006-07 to 20 AS completers in 2008-09.

### **Analysis of Certificate program completions by students with limited English Language skills:**

The number of students with limited English language skills who completed certificate programs increased slightly from eight students in 2006-07 to 12 students in 2008-09. Hispanic and White students were the largest number of students in this population to complete certificate programs.

### **Analysis of Certificate programs completions by student who have self-reported a disability:**

The number of students who self-reported a disability decreased from 19 in 2006-07 to seven in 2008-09. Male students who self-reported were the largest to complete certificates.

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

#### **AA Degrees:**

1. **Black students:** Bring to parity with the 8.5 percent of the District Census, Black students completing AA Degrees. The 8.10 percent of Black students during the 2008-09 academic year falls below the Census benchmark. The College is to increase the 8.10 percent of Black students completing AA degrees to 8.50 by the end of the academic year in 2013.
2. **Other Minorities students:** Bring to parity with the 5.2 percent of the District Census, Other Minorities students completing AA Degrees. The current 4.05 percent of students in this status falls below the Census benchmark. The College goal is to increase the 4.05 percent of Other Minorities students to the 5.2 Census percentage by the end of the academic year in 2013.

#### **AS Degrees:**

1. **Other Minorities students:** Bring to parity with the 5.2 percent of the District Census, Other Minorities students who are eligible to complete an AS Degrees. The current 3.97 percent falls below the benchmark of the Census percentage. The College goal is to increase the 3.97 percent of Other Minorities to 5.2 Census percentage by the end of the academic year in 2013.

#### **Certificate Programs:**

1. **Black students:** The College will bring to parity with the 8.5 percent District Census, Black students who are candidates for completing certificate programs. The current 8.22 percent of certificate completers will be increased to 8.5 percent by the end of the academic year in 2013.
2. **Other Minorities students:** The goal of the college is to increase 2.57 percent of Other Minorities completing certificate programs to the 5.2 Census percentage by the end of academic year ending in 2013.

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

**AA degrees:**

- Continue the collaboration of the collegewide committees to implement strategies that will promote success of students, such as an online early alert progress report as an indicator of student progress.
- Enhance student success by improving the enrollment process and identifying gaps in service so that students can understand deadlines, options and their responsibility to ensure completion of graduation requirements.
- Continue to identify and implement interactive programs and improvements in career counseling and an online career services, and other initiatives.

**AS degrees:**

- Promote online, blended and dynamically, dated classes to support students with high work and family demands.
- Develop financial aid workshops and seminars throughout the term to help students understand how scholarships, loans and other financial aid opportunities can support their ability to persist.

**Certificate Programs:**

- Present a forum on how certificate programs connect to AA or AS degrees and the students' benefit of building upon a certificate program.
- Provide incentives to enrolled students to complete certificate programs as stepping stones to matriculate into an associate degree program.
- Introduce GED students to certificate programs as an introduction to college level coursework. Help students develop a plan to connect the certificate to a degree program.
- Target local organizations and businesses to introduce certificate programs to special populations.

**Student Retention by Race and Gender**

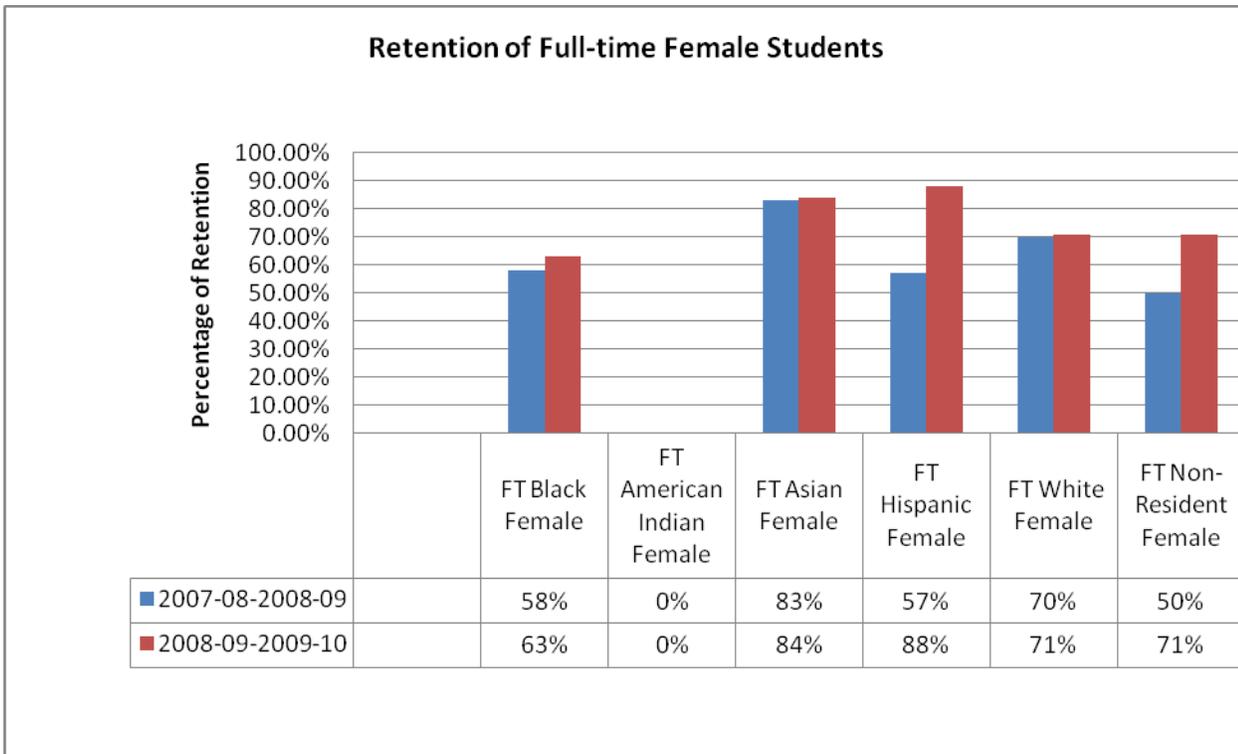
The College 2009-10 Update Report should include analysis of methods and strategies used by the college to increase persistence and retention of FTIC students returning for a second year. Data is provided for full-time and part-time students by race and gender for two years comparisons; Fall 2007-08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

## A. FULL-TIME STUDENTS

Florida College System																	
College: St. Petersburg																	
Full-Time Student Retention (FTIC) 2007-08 Fall Beginning-of-Term to 2008-09 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	18	4	85	151	2	2	32	40	61	75	765	853	41	41	1,004	1,166	2,170
Num. Retained	6	2	40	88	1	0	23	33	30	43	504	595	32	25	636	786	1,422
% Retained	33	50	47	58	50	0	72	83	49	57	66	70	78	61	63	67	66
CCTCMIS - Retention 11/23/2009 12:21:04 Preliminary Student Data Base 2007-08 Fall Beginning-of-Term - IPEDS Fall 2007 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall Enrollment																	

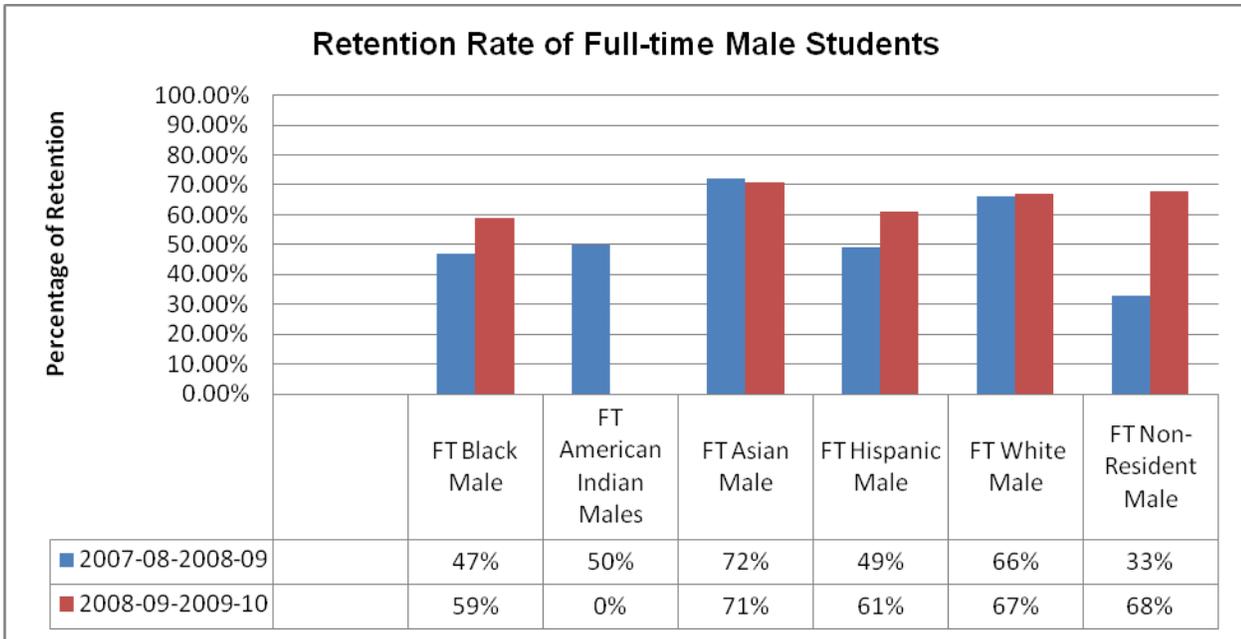
Florida College System																	
College: St. Petersburg																	
Full-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	19	14	87	153	1	6	31	49	72	76	784	835	44	32	1,038	1,165	2,203
Num. Retained	13	10	51	97	0	0	22	41	44	67	529	595	28	23	687	833	1,520
% Retained	68	71	59	63	0	0	71	84	61	88	67	71	64	72	66	72	69
CCTCMIS - Retention 11/23/2009 12:21:11 Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment																	

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

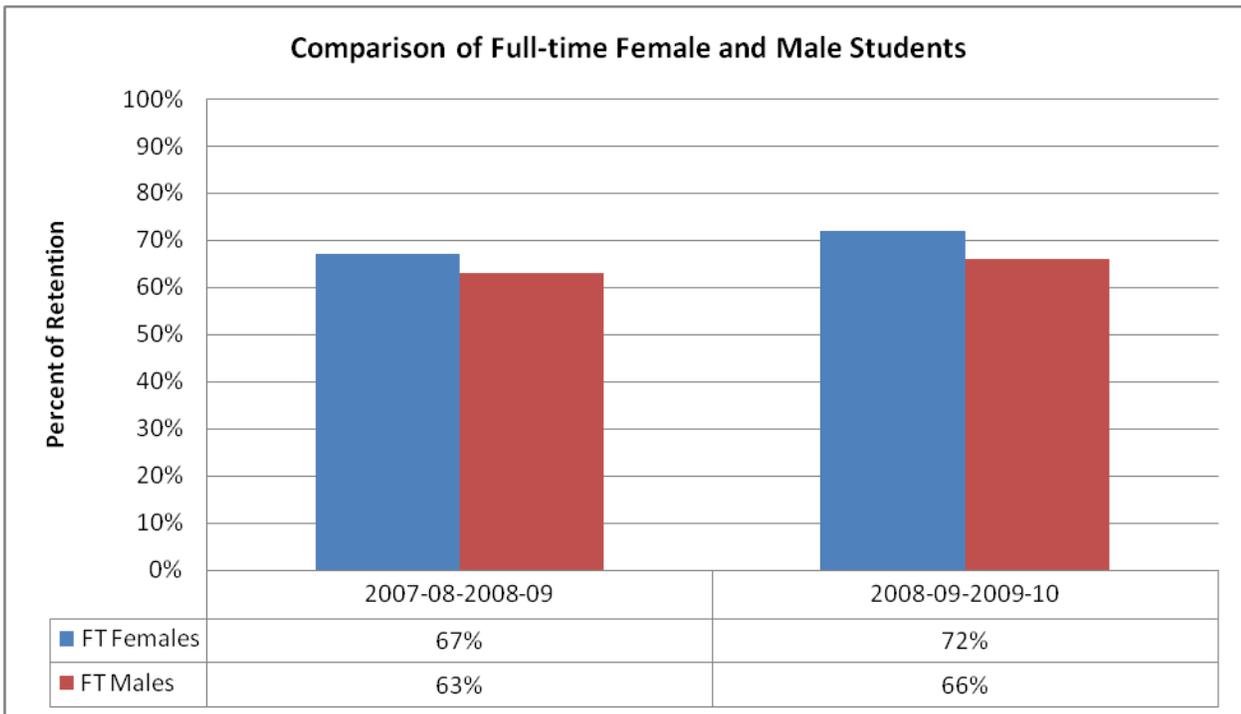


There has been an overall increase in first-time-in-college retention. During the period of fall term 2007 to fall term 2008, Black females retention rate increased from 58 percent to 63 percent. The rate of retention of Asian females increased from 83 percent to 84 percent. The retention rate for Hispanic female students increased from 57 percent to 88 percent. The retention rate for White female students increased from 67 percent to 72 percent. The retention rate for non-resident alien female students increased from 50 percent to 71 percent.

First-time-in-college, Hispanic female students had the largest gain of retention during this period, from 57 percent in to 88 percent.



The retention rates of full-time minority male students increased among all groups except American Indian, and there was a slight drop in the retention rate of Asian male students, Black male students retention rate increased from 47 percent to 59 percent; Asian male students retention rates dropped slightly from 72 percent to 71 percent; Hispanic male students retention rate increased from 49 percent to 61 percent and White male students retention rates experienced a slight increase from 66 percent to 67 percent in 2008-09. Non-resident alien male students retention rate increased from 33 percent to 68 percent in 2008-09 and they represented the highest number of male students who were retained.



The retention rate comparison between female and male students increased in both years. The percentage rate in 2007-08 increased from 67 percent to 72 percent in 2008-09 for first-time-in-college female students, and the retention rates increased for first-time-in-college male students in both years from 63 percent in 2007-08 to 66 percent in 2008-09.

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

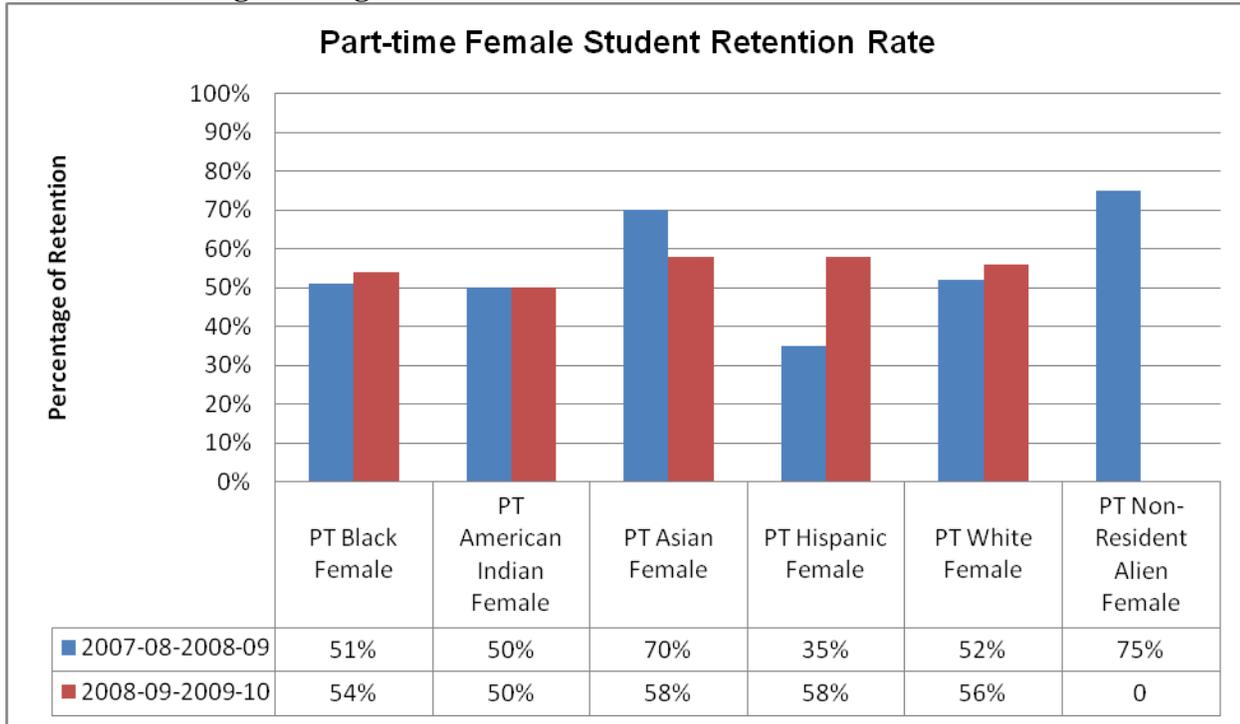
1. Continue to use academic advisors/counselors as mentors to monitor coursework and evaluation of student progress.
2. Present basic training and life skill workshops to help students who face challenges and are at risk of dropping out of college.
3. Continue to conduct classroom visits with the first-time-in-college and second semester students to remind them of the resources that are available to them.
4. Continue to offer symposiums and other open forums which will allow students to ask questions related to their academic endeavors, and to learn about the nature and culture of the learning community in which they are participants.

## D. PART-TIME STUDENTS

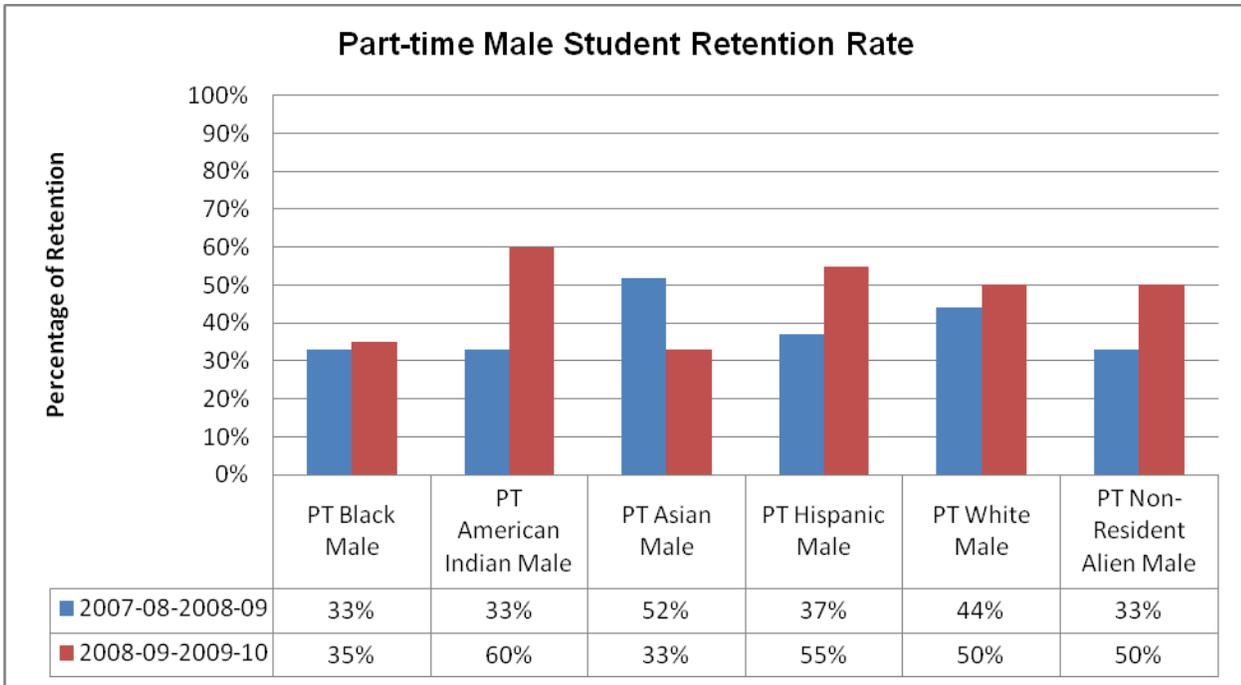
Florida College System																	
College: St. Petersburg																	
Part-Time Student Retention (FTIC) 2007-08 Fall Beginning-of-Term to 2008-09 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	6	4	96	152	3	2	29	20	73	52	645	741	45	29	897	1,000	1,897
Num. Retained	2	3	32	77	1	1	15	14	27	18	284	384	15	11	376	508	884
% Retained	33	75	33	51	33	50	52	70	37	35	44	52	33	38	42	51	47
CCTCMIS - Retention 11/23/2009 12:21:24 Preliminary Student Data Base 2007-08 Fall Beginning-of-Term - IPEDS Fall 2007 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall Enrollment																	

Florida College System																	
College: St. Petersburg																	
Part-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	6	0	93	146	5	2	18	19	64	66	553	657	40	40	779	930	1,709
Num. Retained	3	0	33	79	3	1	6	11	35	38	277	367	23	18	380	514	894
% Retained	50	0	35	54	60	50	33	58	55	58	50	56	58	45	49	55	52
CCTCMIS - Retention 11/23/2009 12:21:18 Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment																	

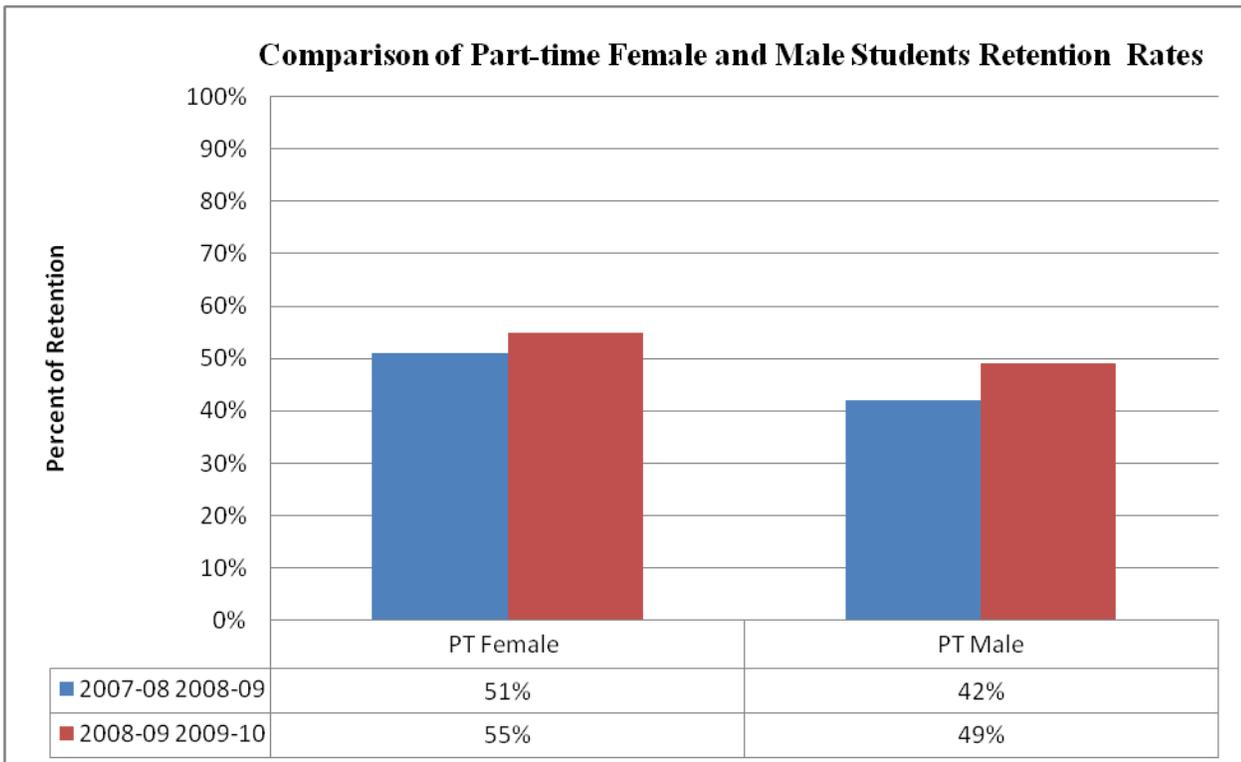
**E. Provide an analysis by race and by gender of the progress made in increasing retention rates of part-time FTIC students in 2007-08 returning to college 2008-09 compared to FTIC students in 2008-09 returning to college 2009-10.**



The first-time-in-college retention rate increased or stayed the same among all female groups except for Asian female students. During the period fall term 2007 to fall term 2008, part-time, Black female students were retained and the percentage increased from 51 percent to 54 percent. Part-time American Indian female students remained the same from 2007-08 to 2008-09. The retention rate of Asian female students dropped from 70 percent to 58 percent. The retention rate of first-time-in-college Hispanic female students increased from 35 percent to 58 percent. The 38 percent of White females who were enrolled as first-time-in-college students persisted from 52 percent to 56 percent. Non-resident Aliens students retention rate decreased from 75 to 0 percent.



The retention rate of first-time-in-college, during the period fall term 2007 to 2008, Black male students increased from 33 percent to 35 percent; The American Indian male students' retention rate increased from 33 percent to 60 percent. The retention rate of first-time-in-college Asian male students dropped from 52 percent to 33 percent. The retention rate of first-time-in-college Hispanic male students increased from 37 percent to 55 percent. The retention rate of part-time Non-Resident Alien male students increased from 33 percent to 50 percent.



The retention rate of first-time-in-college students increased for both genders. Part-time female students' retention rate increased from 51 percent in the 2007-08 to 55 percent in 2008-09. Part-time male students' retention rate increased from 42 percent in 2001-08 to 49 percent in 2008-09.

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

1. Provide more Student Life and Leadership activities and opportunities for part-time students.
2. Encourage Part-time students to get involved in Student Government Association and other student organizations.
3. Utilize various modes of communication to apprise part-time students about the various resources that could benefit them academically and professionally.
4. Offer an award program for successful part-time students to recognize their hard work, determination and commitment to completing an education.

#### 4. Student Success Rates in Gatekeeper Mathematic Courses by Race

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

#### Notes regarding the Disparity reports:

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

Florida College System									
Part III Student Participation									
Mathematics Gatekeeper Courses: Disparity Gaps									
Success Rates for White Students at St. Petersburg Fall End-of-Term									
Course	2006-07			2007-08			2008-09		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
MAT0024	753	1,302	57.83	657	1,215	54.07	700	1,151	60.82
MAT1033	1,088	2,098	51.86	1,104	2,124	51.98	1,226	2,219	55.25
MAC1105	689	1,232	55.93	703	1,320	53.26	756	1,288	58.7
MGF1106	348	479	72.65	314	436	72.02	372	508	73.23

Source: SDB2007 - SDB2009 Community College Office of Evaluation 11/23/09 12:22  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System									
Part III Student Participation									
Mathematics Gatekeeper Courses: Disparity Gaps									
Success Rates for Black Students at St. Petersburg Fall End-of-Term									
	2006-07			2007-08			2008-09		
Course	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
MAT0024	91	265	34.34	118	273	43.22	97	190	51.05
MAT1033	118	340	34.71	98	317	30.91	137	327	41.9
MAC1105	56	133	42.11	47	130	36.15	60	131	45.8
MGF1106	41	62	66.13	29	52	55.77	35	60	58.33

Source: SDB2007 - SDB2009 Community College Office of Evaluation 11/23/09 12:22  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

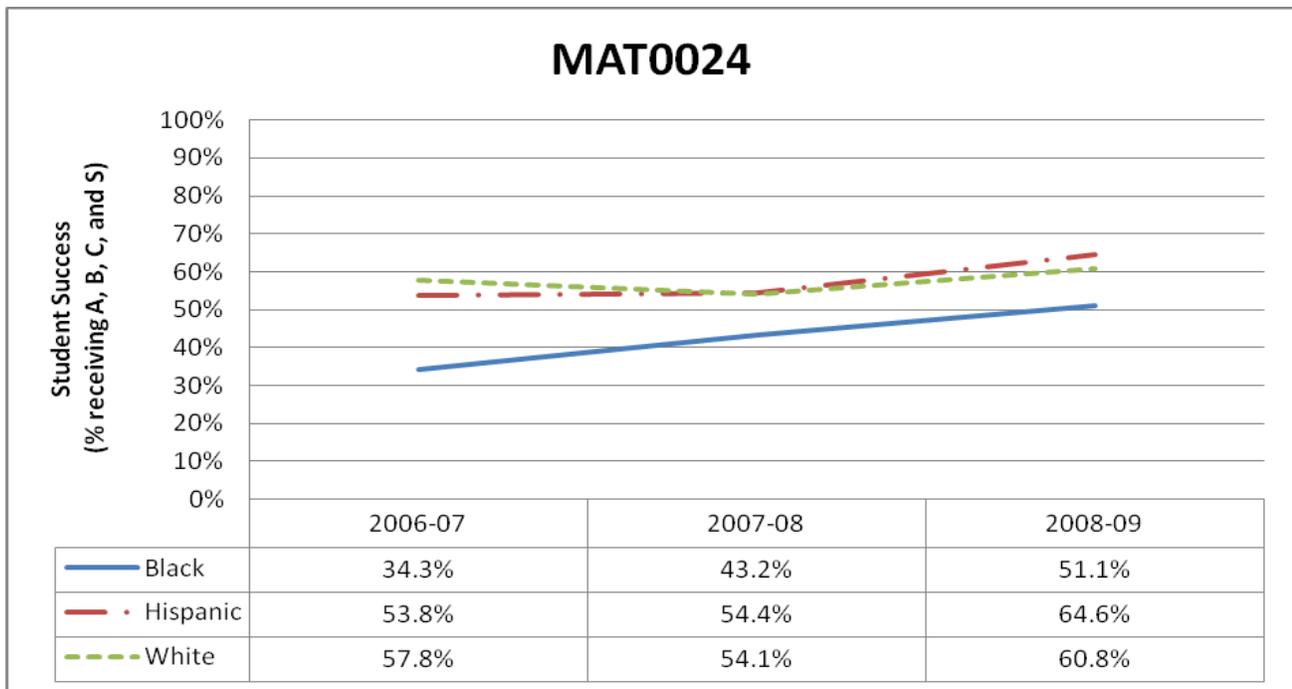
Florida College System									
Part III Student Participation									
Mathematics Gatekeeper Courses: Disparity Gaps									
Success Rates for Hispanic Students at St. Petersburg Fall End-of-Term									
	2006-07			2007-08			2008-09		
Course	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
MAT0024	64	119	53.78	43	79	54.43	62	96	64.58
MAT1033	82	162	50.62	65	135	48.15	102	175	58.29
MAC1105	37	82	45.12	43	92	46.74	62	115	53.91
MGF1106	22	30	73.33	20	27	74.07	23	38	60.53

Source: SDB2007 - SDB2009 Community College Office of Evaluation 11/23/09 12:22  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System						
Part III Student Participation						
Mathematics Gatekeeper Courses: Disparity Gaps						
Gap Comparison in Percentage Successful at St. Petersburg Fall End-of-Term						
Course	2006-07		2007-08		2008-09	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT0024	-23.49	-4.05	-10.85	0.36	-9.77	3.76
MAT1033	-17.15	-1.24	-21.07	-3.83	-13.35	3.04
MAC1105	-13.82	-10.81	-17.11	-6.52	-12.9	-4.79
MGF1106	-6.52	0.68	-16.25	2.05	-14.9	-12.7

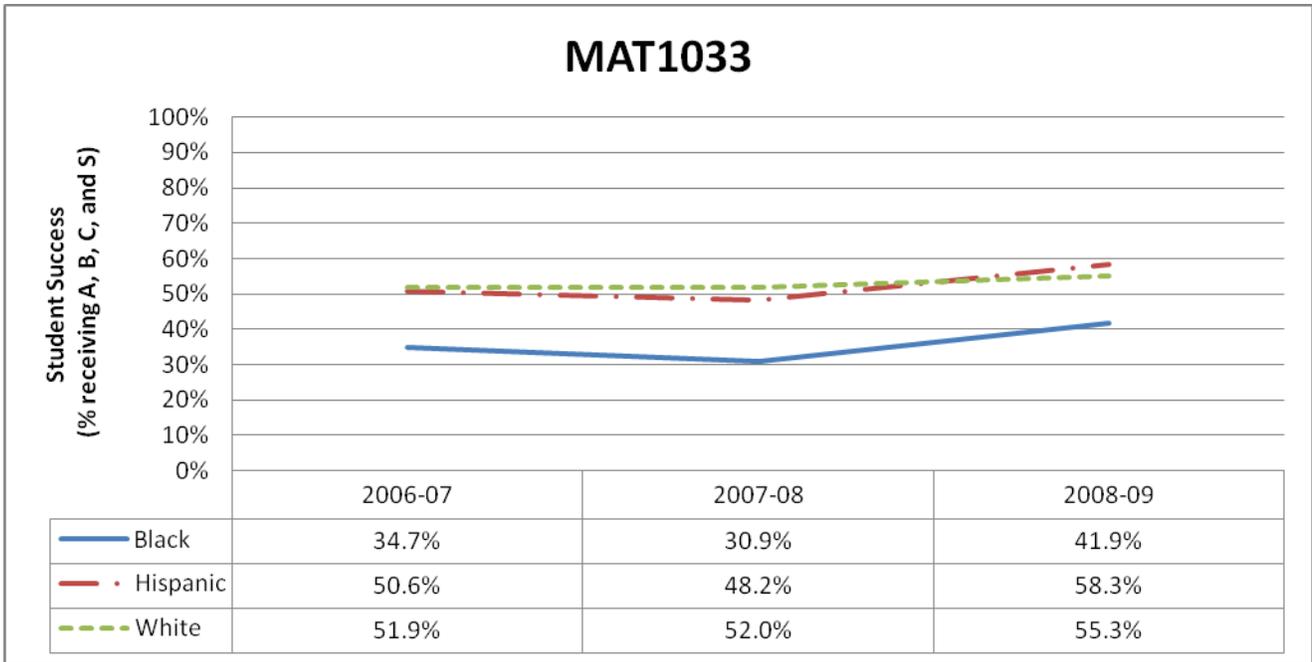
Source: SDB2007 - SDB2009 Community College Office of Evaluation 11/23/09 12:22  
DOE collection years begin with the summer term.  
(Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

**A. For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2006-07 through 2008-09.**

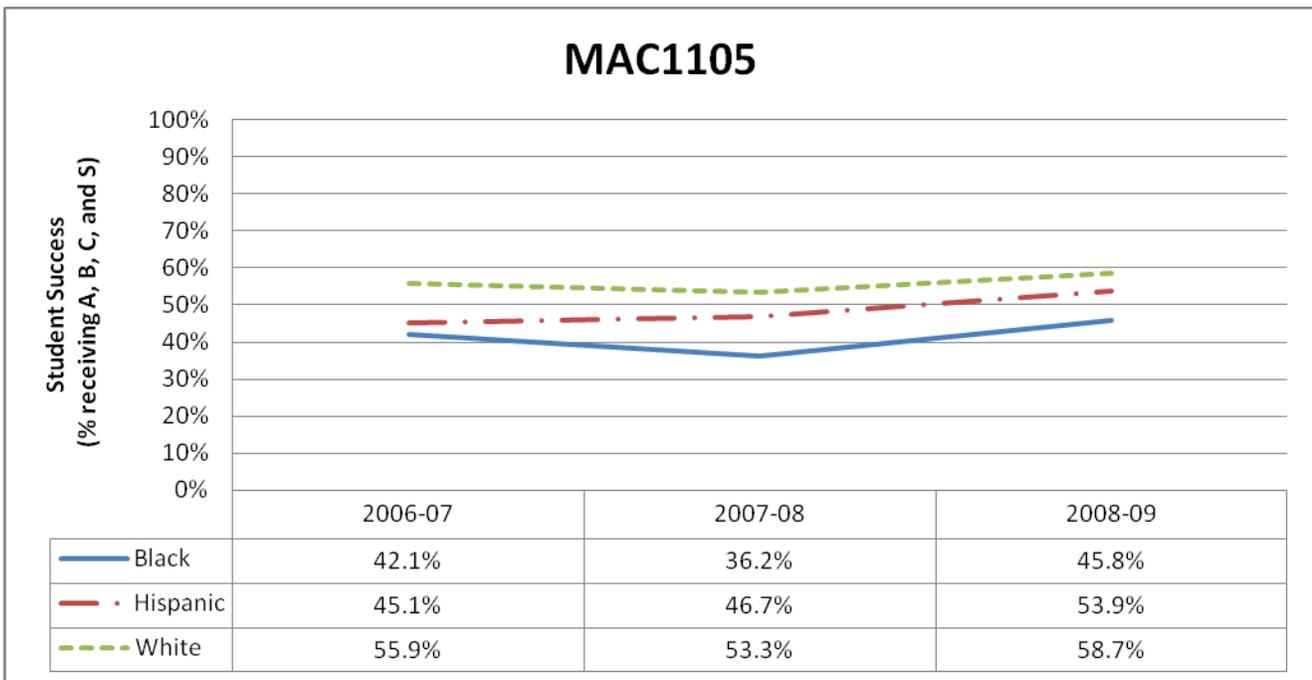


For the MAT 0024 classes, the disparity gap was reduced over the last three fiscal years and all three cohorts had increases in the percentage of successful students.

The Hispanic cohort had the highest success rate of the three groups with 64.6 percent. The Black cohort had the lowest success rate with 51.1 percent, but this was an increase of 16.8 percent since 2006-07 and an increase of 7.9 percent since last year.

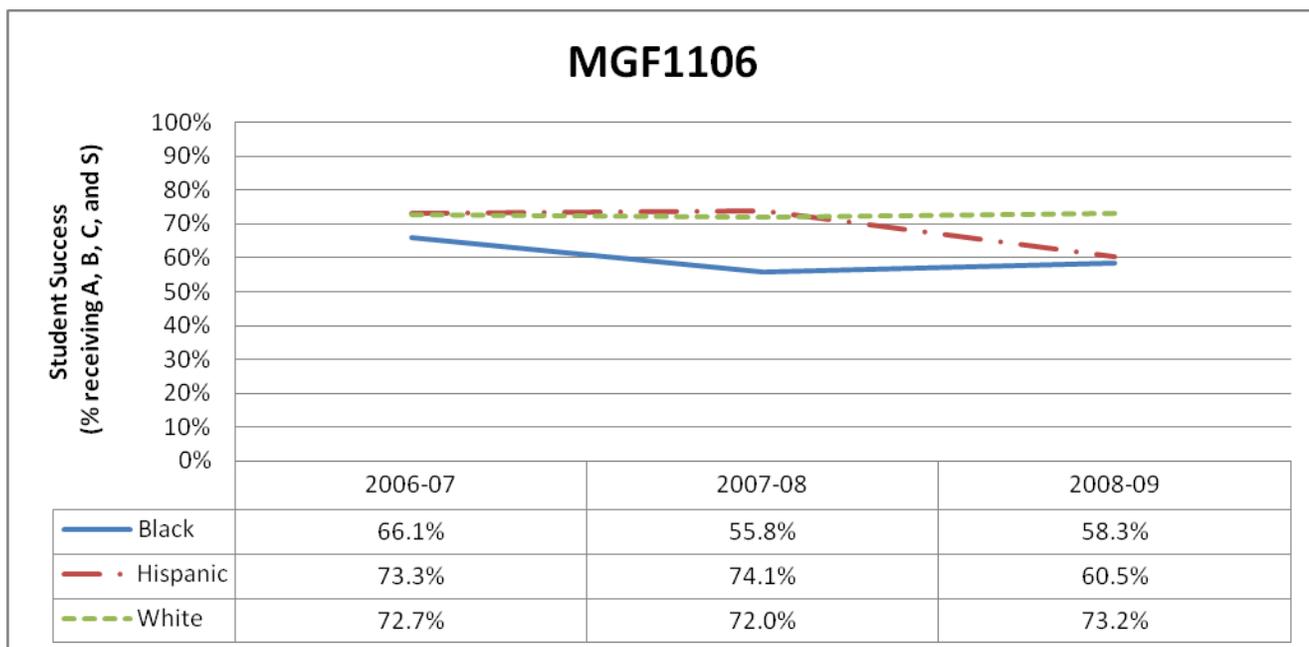


For the MAT 1033 classes, the disparity gap was also reduced over the last three fiscal years and all three cohorts again had increases in the percentage of successful students. The Hispanic cohort had the highest success rate of the three groups with 58.3 percent. The Black cohort had the lowest success rate with 41.9 percent, but this was an increase of 7.2 percent since 2006-07 and an increase of 11.0 percent since last year.



For the MAC 1105 classes, the disparity gap was reduced over the last three fiscal years and all three cohorts had increases in the percentage of successful students. The Hispanic cohort had the second highest success rate of the three groups with 53.9 percent. The Black cohort had the lowest success rate with 45.8

percent, but this was an increase of 3.7 percent since 2006-07 and an increase of 9.6 percent since last year.



For the MGF 1106 classes, the results were not as dramatic. Two of three cohorts displayed decreases in the percentage of successful students since 2006-07. The White cohort was the lone exception with an increase of 0.5 percent. The Hispanic cohort had the second highest success rate of the three groups with 60.5 percent. The Black cohort had the lowest success rate with 58.3 percent. This was an increase of 2.5 percent since last year, but an overall decrease of 7.8 percent since 2006-07.

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

While St. Petersburg College has enjoyed some success over the last two years in reducing the disparity gaps in the mathematics gatekeeper courses, there is more work to be done. The following list contains specific methods and strategies that will be implemented this year to address the current disparity gaps in gatekeeper math courses.

- Host a focus group of Black and Hispanic students to learn more about their perspective on math success and areas of need. Also, assemble a focus group involving clubs such as Latinos United and Harambee for student input.
- Conduct periodic meetings of a college wide committee composed of at least one math faculty member from each campus that will focus on expanding faculty involvement toward closing the gap.
- Assess utilization of student academic services by minority students looking at academic and non academic barriers to success.

- Target academically at risk students for workshops on such topics as building educational skills and time management.
- Work closely with academic advisors regarding recommendations of course scheduling to ensure students are enrolled in a balanced course load.
- Pilot test monthly student communications regarding available student services and events to developmental math students (MAT 0024) to improve student involvement and engagement at the institution.
- Direct counselors and academic advisors to actively coordinate Financial Aid staff involvement, reducing distraction and allow at risk students to remain focused on their academic efforts.

## **Part IV**

### **Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities**

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

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

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

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

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

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

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

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

#### **Provide the following information for eligible students with disabilities:**

1. The number of student requests for substitutions from Fall 2008 – Fall 2009: 18
2. The number of course substitutions granted from Fall 2008 – Fall 2009: 18

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

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

**PART V  
GENDER EQUITY IN ATHLETICS**

**(Do not include Part V if the college does not offer intercollegiate athletics)**

Gender Equity in Intercollegiate Athletics: §1006.71, F.S., applicable to postsecondary institutions offering athletic programs states that, “Each community college and state university shall develop a gender equity plan pursuant to §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. The college’s annual assessment of its gender equity plan should be included in this part.

This year’s Gender Equity in Athletics Update should include: (1) an assessment of its athletic programs on each of the statutory areas listed below; (2) a copy of the Equity in Athletic Disclosure Act (EADA) Report for 2009 (submitted annually to the U.S. Department of Education Policy and Budget Development Staff and as required by section 485(g) of the Higher Education Act of 1965); and (3) an update on any outstanding Corrective Action Plan. The college may find it necessary to create a new Corrective Action Plan if it determines it is out of compliance with any of the following components of the Florida Educational Equity Act.

**A. Assessment of Athletic Programs:** Both Sections 1006.71, F.S. and 1000.05, F.S., require an assessment of major areas to evaluate the college’s progress toward gender equity in athletics. Rule 6A-19.004 F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics also identifies areas required for compliance. The following areas are required to be addressed in the assessment:

1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders. St. Petersburg College is in compliance with accommodating both male and female athletes based on our enrollment numbers. We currently have 4 women’s teams and 2 men’s teams.
2. Participation rates, substantially proportionate to the enrollment of males and females. 61.1% of our student body is female and 60% of our athletes are female. 38.9 % of our student body is male and 40% of our athletes are male. Therefore, we are in compliance.
3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities. We have two locker rooms; one for men’s basketball and one for women’s basketball. All other sports dress prior to practice and/or games. But again, space is proportionate with having 4 women’s teams and 2 men’s teams.
4. Scholarship offerings for athletes. Women receive 54 scholarships or 62% and men receive 33 scholarships or 38%.

5. Funds are allocated for the following:
  - a. The athletic program receives \$1,093,470. \$552,755 (51%) is allocated to women's sports, \$332,921 (30%) is allocated to men's sports and \$207,794 (19%) is allocated towards coaches' salaries, along with the athletic assistant and AD stipend.
  - b. Administration is set up by which the Athletic Director reports to the VP for Academic and Student Affairs, along with the General Counsel's office.
  - c. Recruitment is at the discretion of the coaches with periodic involvement from the athletic administration. They all have budgets that they can draw from to pay for recruitment, equipment, travel, etc.
  - d. Comparable coaching. We have 5 full-time head coaches (Men's basketball, Men's baseball, Women's basketball, Women's softball & Women's volleyball) and one part-time head coach (Women's tennis).
  - e. Publicity and promotion occurs via St. Petersburg College's website, along with electronic signage that posts game dates/times for our sports.
  - f. Other support costs
  - g. Travel and per diem allowances: Each team travels and pays for travel from their budget. Per diem costs are also allowable when the teams travel overnight.
6. Provision of equipment and supplies. This answer falls under question number 5 (f), other support costs.
7. Scheduling of games and practice times. Men's and Women's basketball split time in the gym with women's volleyball. Tennis team practices and plays its matches off campus, as do softball and baseball.
8. Opportunities to receive tutoring. Our athletes have access to free tutoring labs open Monday-Thursday 7:30am-8:00pm, Friday 7:30am-3:00pm, Saturday 9:00am-2:00 pm.
9. Compensation of coaches and tutors. Please reference Appendix 5.
10. Medical and training services. Student athletes who are not covered by their parents' or guardians' insurance are covered by St. Petersburg College.
11. Housing and dining facilities and services. There are 63 athletes who receive housing. 38 women or 60% receive a housing stipend and 25 men or 40% receive a housing stipend. The numbers mentioned above also reflect the total number of athletes who receive a \$200 food allowance as well.

**The assessment should be a narrative evaluation of the effectiveness of efforts within the athletic program to ensure equity according to the factors listed in this part and for efforts toward gender participation and coaching equity in the report year. Consider the inclusion of accolades, statistical achievement, surveys, addressing areas for improvement for prior years, and other documentation.**

**B. Data Assessment:** The college should also include data related to: employment of athletic directors and coaches; sports offerings for males and females; and student athletic participation rates by gender for 2009-10. In response to this requirement, the college should insert the EADA Survey Federal Report for 2009 as APPENDIX 5.

To determine if the student athletic participation rates are proportionately equal to the college's rates of male and female enrollment, the college should complete the following table based on data from the report:

**Athletic Participation by Gender Compared to Student Enrollments by Gender for 2008-09 and 2009-10**

	2008-2009			2009-2010			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	38	61	99	Total Number of Athletes	38	57	95
% of Athletes by Gender	38.4	61.6	100%	% of Athletes by Gender	40	60	100%
Total Number Enrollments	10094	16338	26432	Total Number Enrollments	11186	17567	28753
% of Enrollments by Gender	38.2	61.8	100%	% of Enrollments by Gender	38.9	61.1	100%
Record the difference between the percent of athletes and the percent of students enrolled:	0.2	0.2		Record the difference between the percent of athletes and the percent of students enrolled:	1.1	1.1	

**Proportionality of Participation:**

Is the percentage of female athletes greater than the percentage of female students enrolled or at least within 5 percentage points of the percent of female students enrolled?

**2008-2009:**     Yes     (yes/no)

**2009-2010:**     Yes     (yes/no)

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all colleges offering intercollegiate sports. Use Table B (above) to show the relationship between the rate at which females are enrolled full-time in the college and the rate at which females are participating in intercollegiate sports.

**C. Following the college's assessment outlined in parts A and B, the college should check at least one basis below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:**

- accommodation of interests and abilities
- substantial proportionality**
- history and practice of expansion of sports

**E. Corrective Action Plan for Non-Compliance Components in Athletics: If no basis is checked, or if there are any disparities in compliance with areas in section A or B, a priority Corrective Action Plan for compliance shall be included in this report.**

Specify modifications proposed for 2010-11 and include a time line for completion of the plan.

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
N/A	N/A	N/A	N/A

**F. Presidential Evaluation: Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2008 to June 30, 2009?**

Yes   X   No \_\_\_\_\_ Month and Date of Evaluation:   July 21, 2009  

**If not, please ensure completion of the evaluation prior to submission of the 2009-10 Annual Equity Update Report.**

## **PART VI**

### **ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT**

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

#### **A. Employment Analysis**

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

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

#### **B. Benchmarks**

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

Florida College System

College: St. Petersburg

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

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

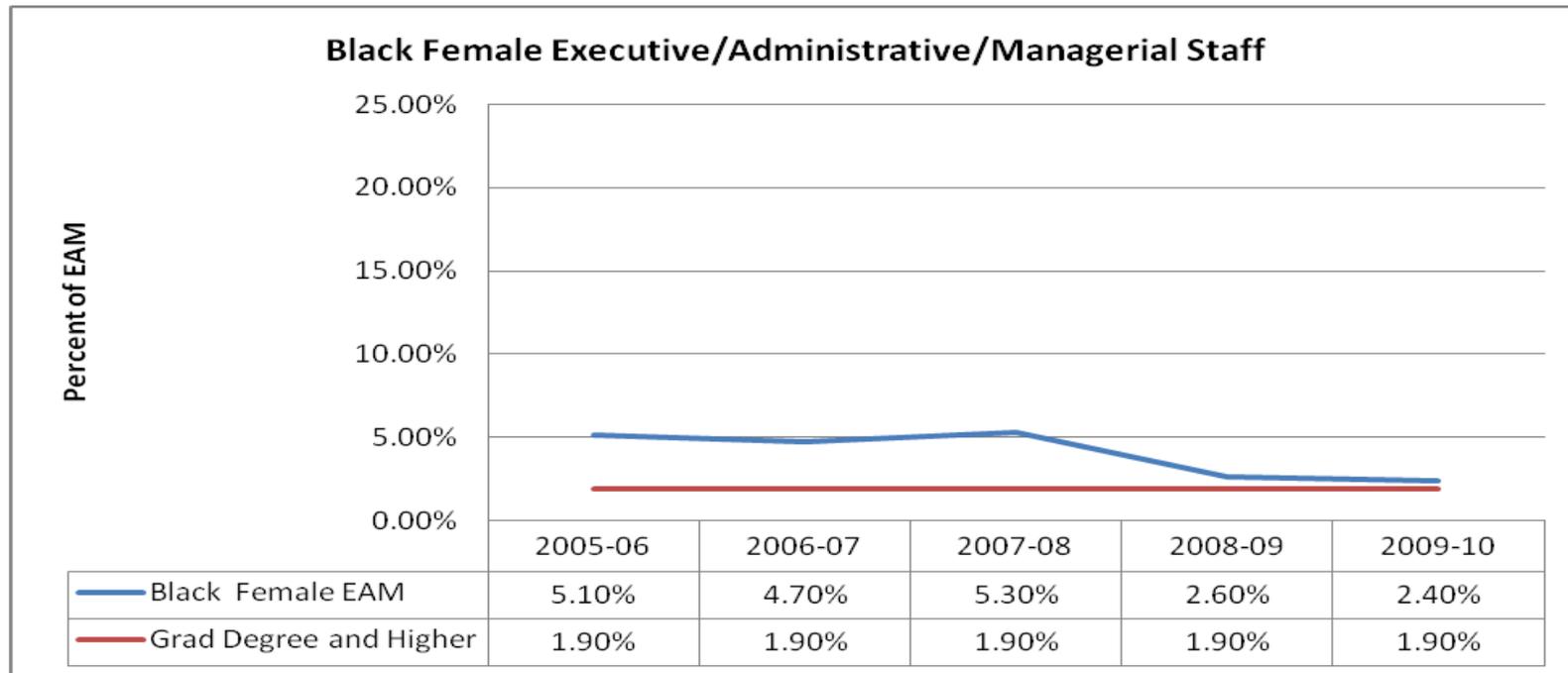
		Employment																	
		Census																	
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2005-06		2006-07		2007-08		2008-09		2009-10				
		#	%	#	%	%	#	% of total	# DIF 2008-09 2009-10	% DIF 2008-09 2009-10									
Black	Female	1,913	1.8	1,043	1.9	6.45%	6	5.1	5	4.7	6	5.3	3	2.6	3	2.4	0	0.0%	
	Male	1,309	1.2	676	1.2	3.07%	8	6.8	10	9.4	9	7.9	12	10.3	10	8.0	-2	( 16.7%)	
	Total	3,222	3.0	1,719	3.1	9.52%	14	12.0	15	14.2	15	13.2	15	12.8	13	10.4	-2	( 13.3%)	
Hispanic	Female	1,711	1.6	787	1.4	3.00%	2	1.7	3	2.8	2	1.8	3	2.6	1	0.8	-2	( 66.7%)	
	Male	1,357	1.3	1,147	2.1	2.59%	3	2.6	2	1.9	3	2.6	1	0.9	3	2.4	2	200.0%	
	Total	3,068	2.9	1,934	3.5	5.59%	5	4.3	5	4.7	5	4.4	4	3.4	4	3.2	0	0.0%	
Non-Res	Female	0	0	0	0	0.71%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0	0	0	0.59%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0	0	0	1.29%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
Other	Female	2,388	2.2	1,108	2.0	1.82%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	1,887	1.8	1,629	2.9	1.30%	2	1.7	1	0.9	1	0.9	2	1.7	2	1.6	0	0.0%	
	Total	4,275	4.0	2,737	4.9	3.12%	2	1.7	1	0.9	1	0.9	2	1.7	2	1.6	0	0.0%	
White	Female	45,765	43.0	21,689	38.8	45.48%	52	44.4	47	44.3	50	43.9	53	45.3	55	44.0	2	3.8%	
	Male	50,062	47.1	27,766	49.7	34.99%	44	37.6	38	35.8	43	37.7	43	36.8	51	40.8	8	18.6%	
	Total	95,827	90.1	49,455	88.6	80.48%	96	82.1	85	80.2	93	81.6	96	82.1	106	84.8	10	10.4%	
Total	Female	51,777	48.7	24,627	44.1	57.46%	60	51.3	55	51.9	58	50.9	59	50.4	59	47.2	0	0.0%	
	Male	54,615	51.3	31,218	55.9	42.54%	57	48.7	51	48.1	56	49.1	58	49.6	66	52.8	8	13.8%	
	Total	106,392	100.0	55,845	100.0	100.00%	117	100.0	106	100.0	114	100.0	117	100.0	125	100.0	8	6.8%	

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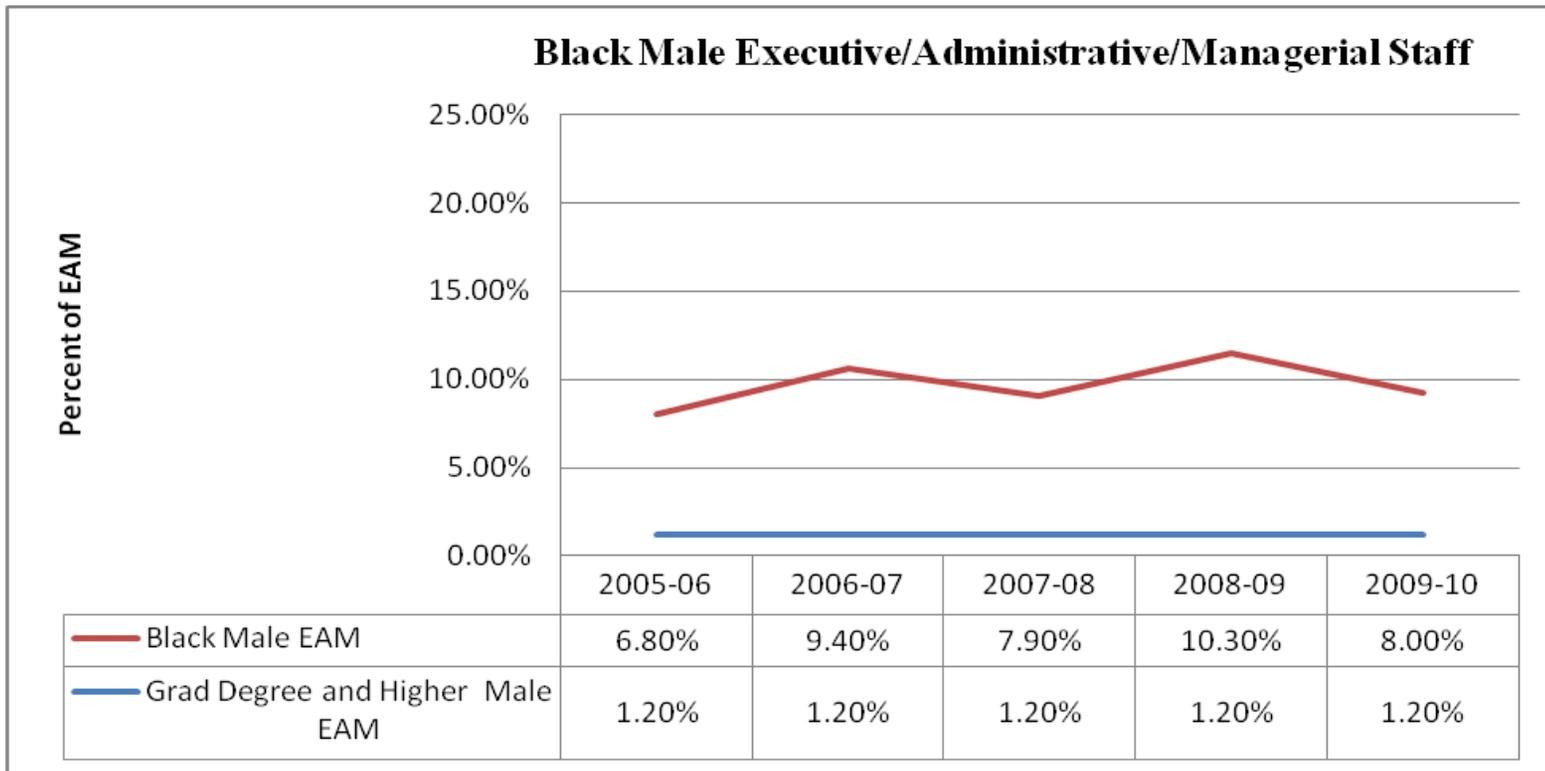
Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within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

**Executive/administrative/managerial Staff:**

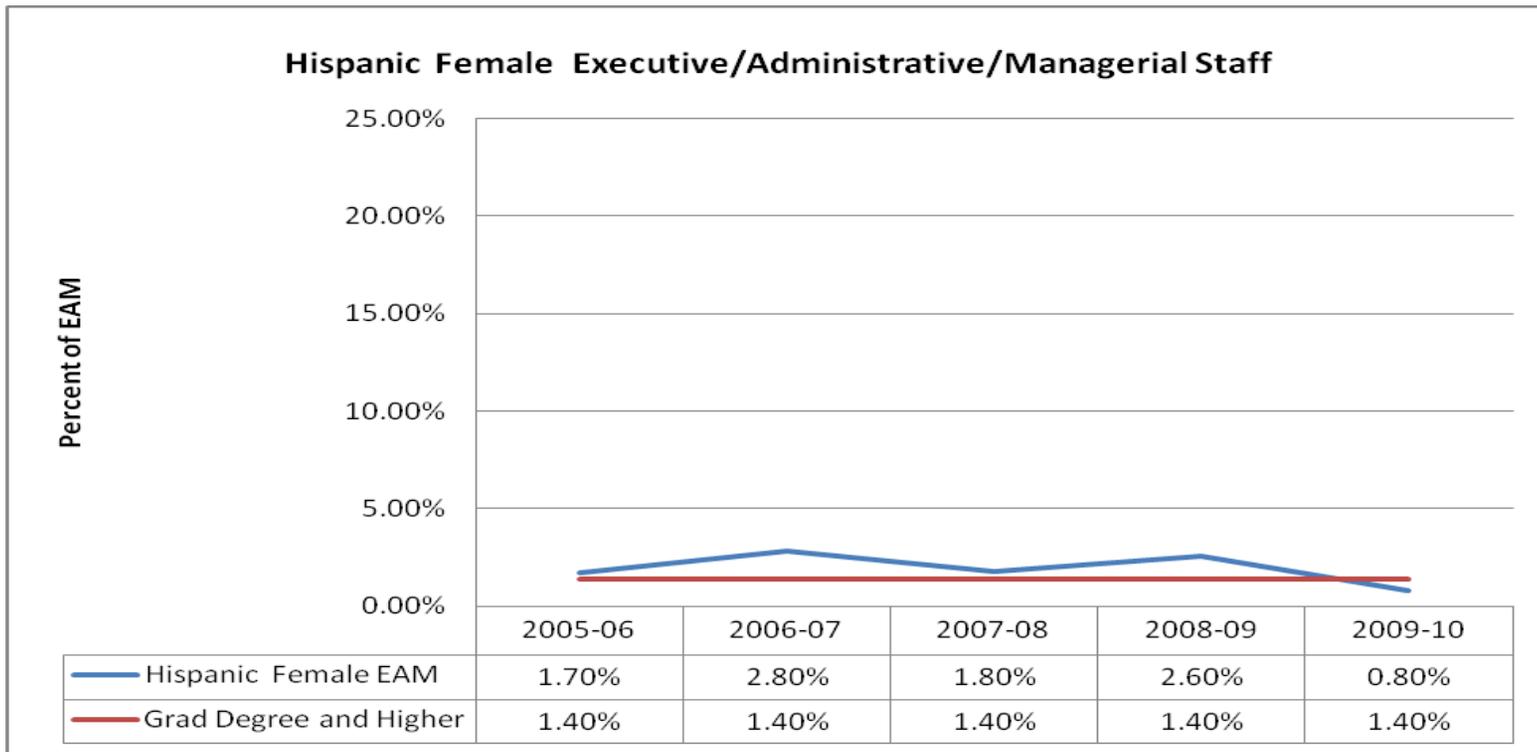
- a. Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis:



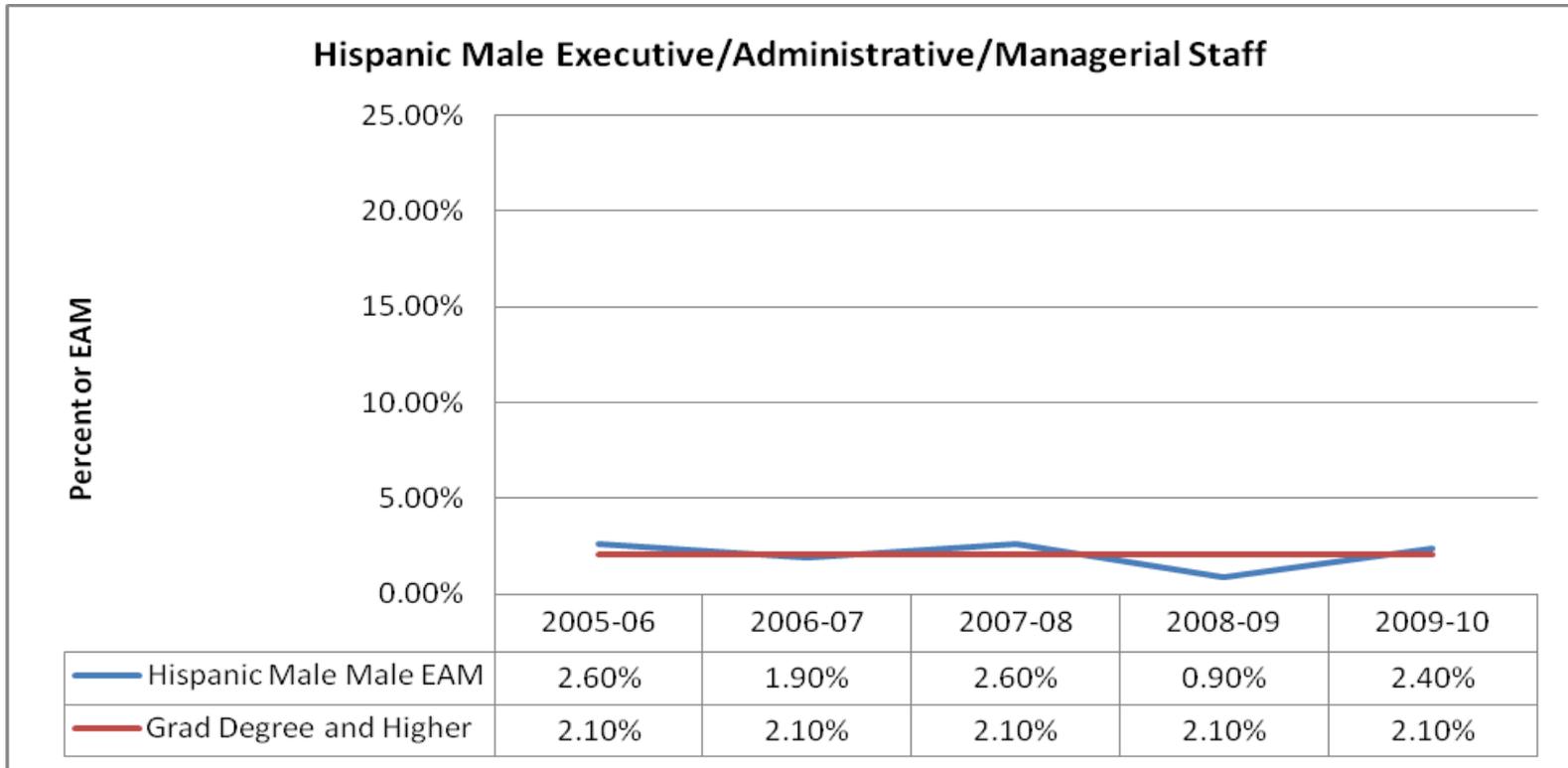
The percent of Black female EAM staff has decreased from 5.1 percent in 2005-06 to 2.4 percent in 2009-10. The percent of Black female EAM staff is above the benchmark of the District Census 1.90 percent of Black females who hold a graduate degree and higher.



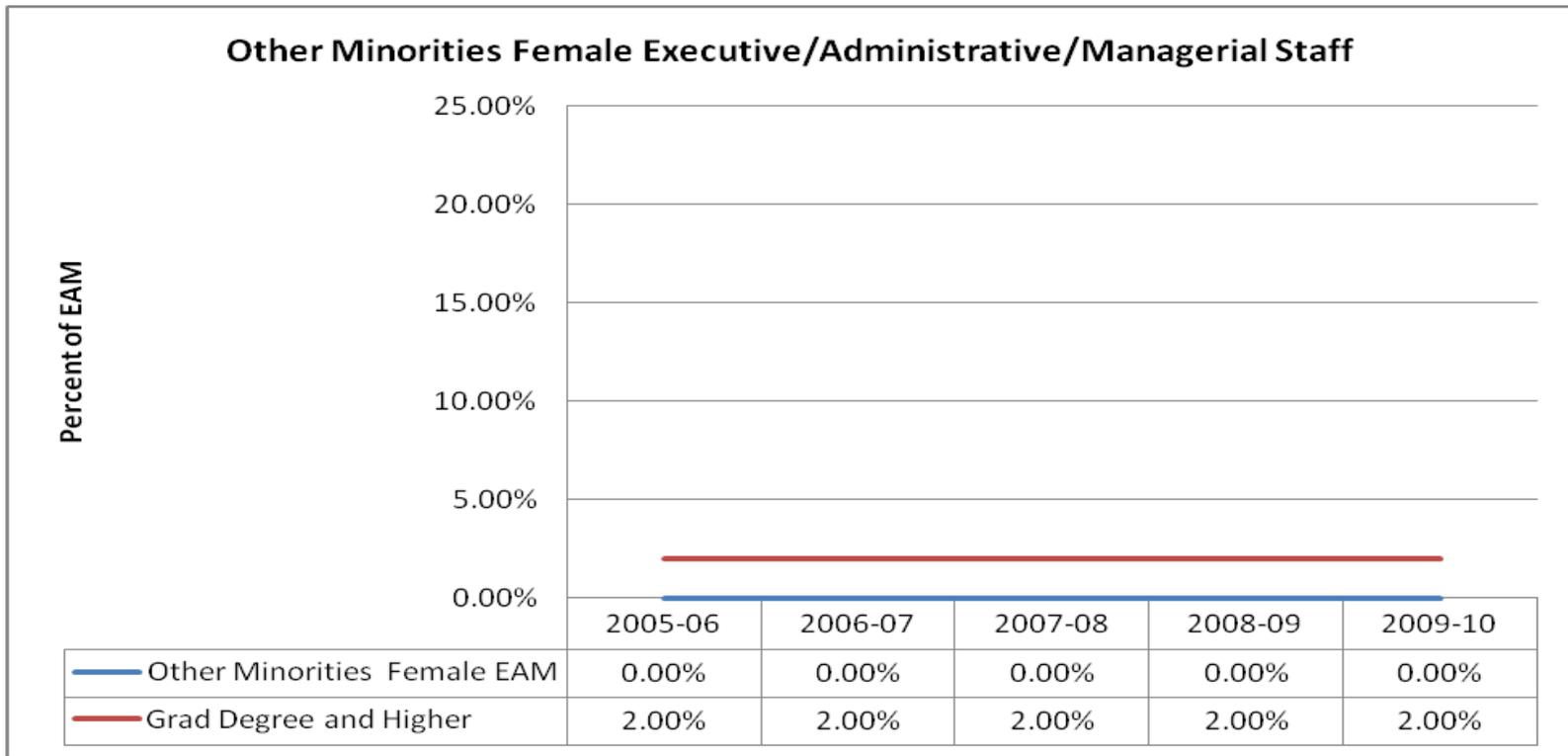
The percent of Black males in an EAM position has increased from 6.8 percent in 2005-06 to 8.0 percent in 2009-10. This is above the National Census 1.20 percentage of the Black male population who hold a graduate degree and higher.



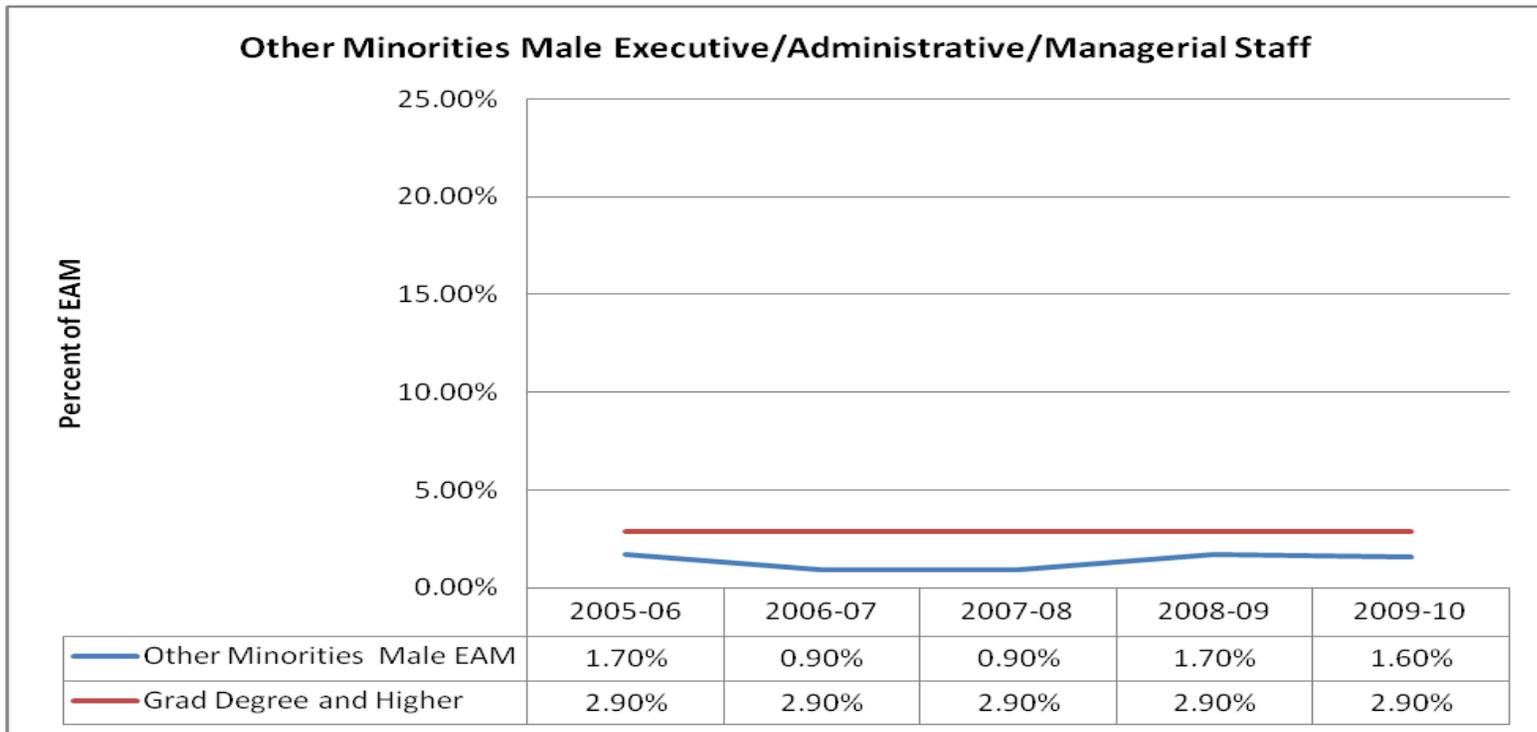
The percent of Hispanic female executive/administrative/managerial staff has declined from 1.7 percent in 2005-06 to 0.8 percent in 2009-10 which is below the benchmark of the District Census 1.40 percentage of Hispanic females who hold a graduate degree and higher.



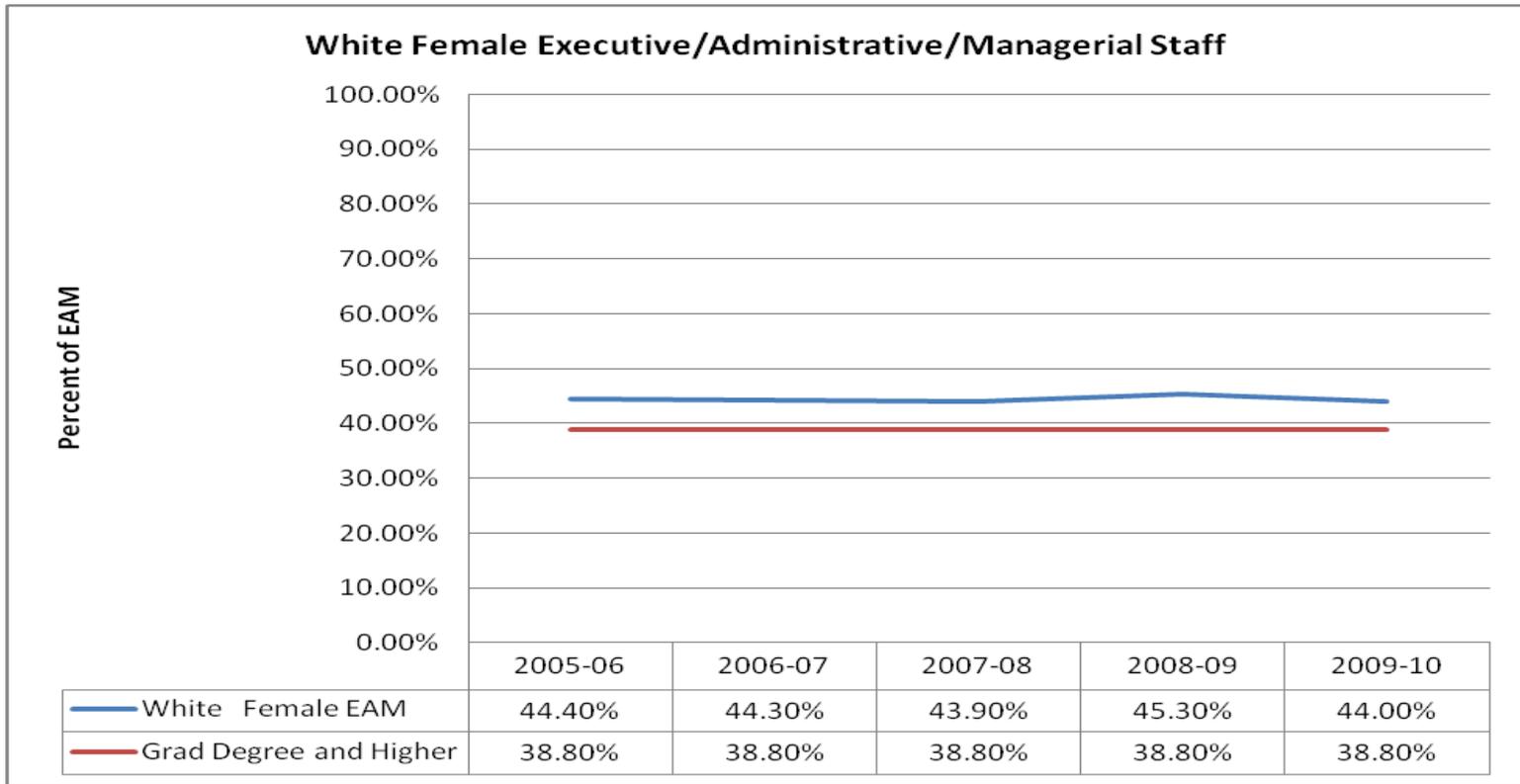
The percent of Hispanic male EAM staff decreased slightly from 2.60 percent in 2005-06 to 2.4 percent in 2009-10. The percent is above parity with the 2.10 National Census percentage of Hispanic males who hold a graduate degree and higher.



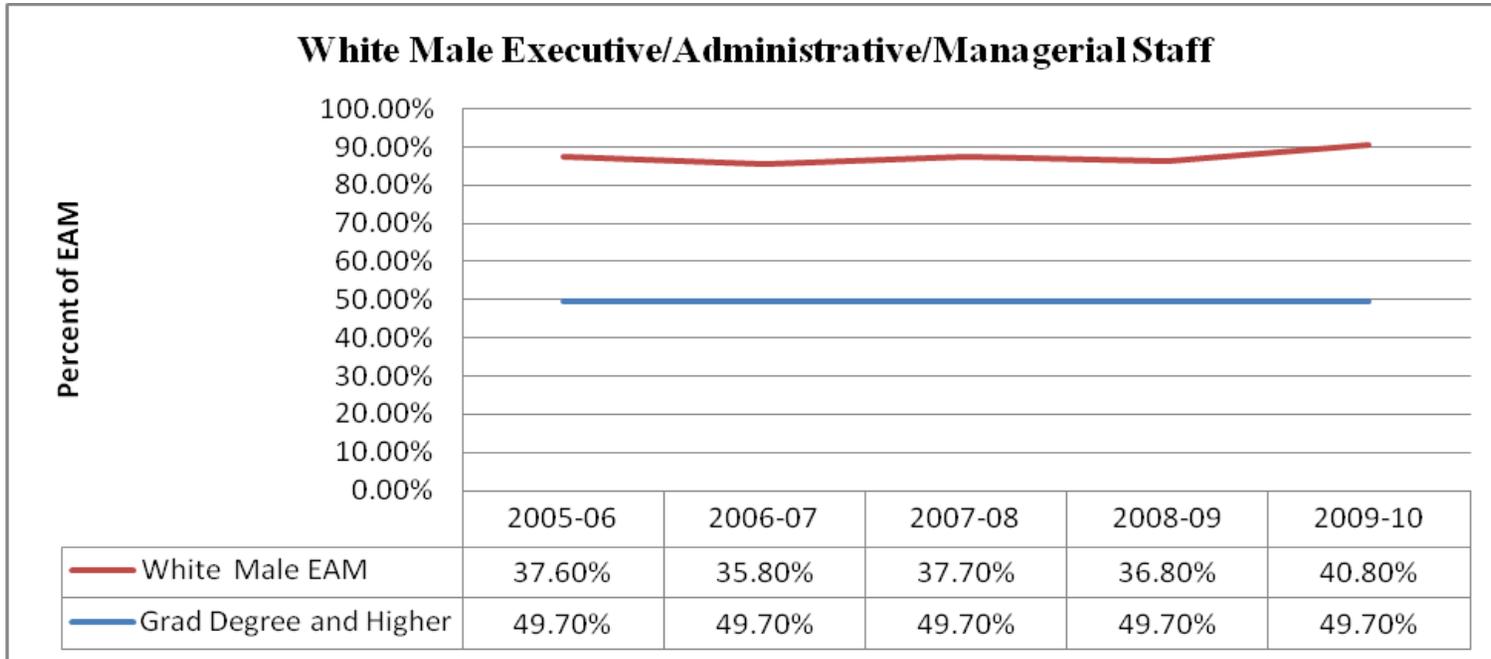
Currently, there are no Other Minorities females employed in an EAM position at the college. There are 2.0 percent of Other Minorities females within the District Census who have acquired a graduate degree and higher.



The percent of Other Minorities Male EAM employees decreased from 1.70 percent in 2005-06 to 1.60 in 2009-10. The representation of Other Minorities in the EAM employment status falls below the District Census benchmark.



The percent of White female EAM staff has remained about the same over the past five years. The percent of female representative of the District Census is 38.8 percent and the College has adequate employees in this race group.



The percent of White male EAM staff increased from 37.60 percent in 2005-08 to 40.80 percent in 2009-10. The current 40.80 percent is below the 49.7 National Census percentage for this population who hold a graduate degree and higher.

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

No, the College did not meet its goal of hiring one Black female, Hispanic male and one Other Minority female, as stated in the 2008-09 Equity Update.

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

Focus on completing the previous year's goals of hiring additional minority staff: Black males and females, Hispanic males and Other Minority females. Additionally, target the goal to align the percent of EAM staff with the College overall student population in each underrepresented group.

**Executive/Administrative/Managerial Staff:**

1. **Black males:** The percent of Black males in an EAM position has increased from 6.8 percent in 2005-06 to 8.0 percent in 2009-10 and is above the 1.20 percent of Black males who hold a graduate degree or higher as reflected in the National Census population.
2. **Black females:** The 2.4 percent of Black females in an EAM position is above the National Census 1.9 percent of Black females who hold a graduate degree and higher.
3. **Hispanic males:** The percent of Hispanic males in an EAM position has decreased from 2.6 percent in 2005-06 to 2.4 percent in 2009-10.
4. **Hispanic females:** The percent of Hispanic females in an EAM position has decreased from 1.7 percent in 2005-06 to 0.80 percent in 2009-10. The College will create recruitment measures to attract Hispanic female executive, administrative, managerial staff.
5. **Other Minority males:** The percent of Other Minorities males in an EAM position has decreased slightly from 1.70 percent in 2005-06 to 1.60 percent in 2009-10.
6. **Other Minority females:** The College does not have any Other Minorities females in an EAM staff position.
7. **Non-Resident Aliens:** The College does not have any EAM staff in this employment status.

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

Continuous methods and strategies

1. Continue to promote vacancies on the College web site which provides access to all groups 24/7.
2. Advertise in niche publications that serve underrepresented populations as available and appropriate.

Florida College System

College: St. Petersburg

Historical Track Of College Full-Time Instructional Staff

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

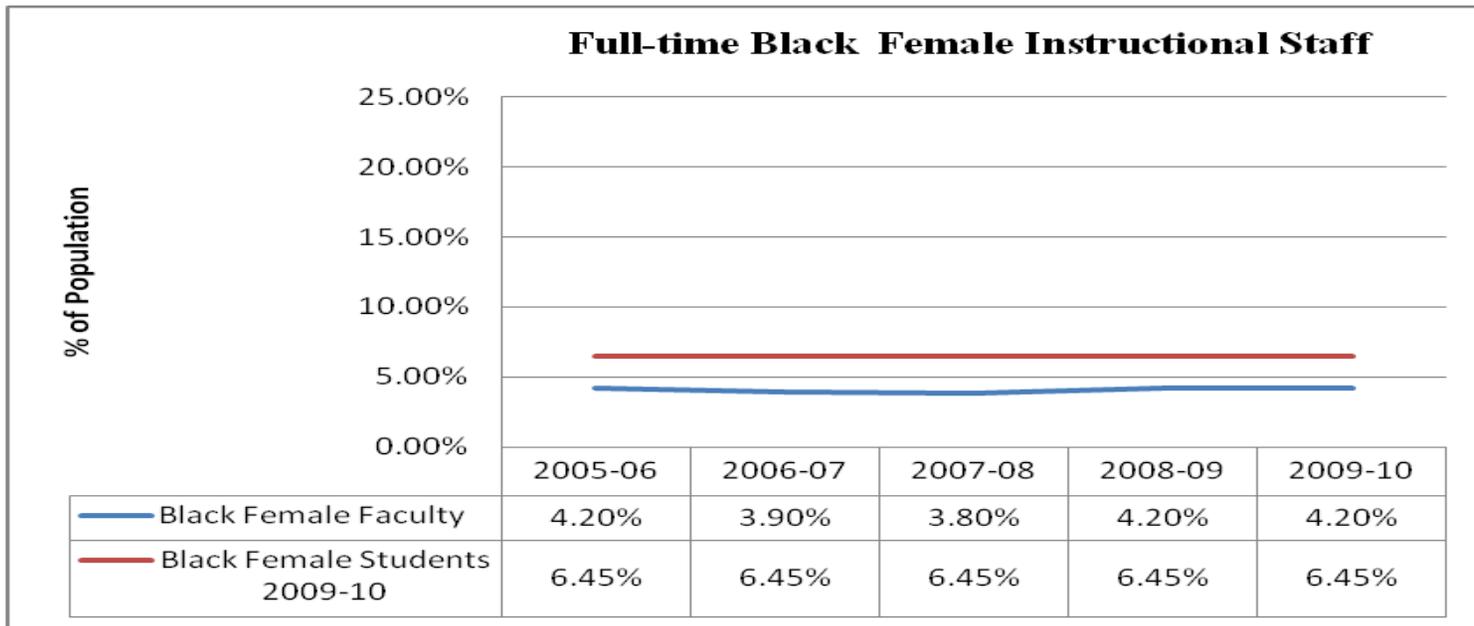
		Employment																	
		Census																	
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2005-06		2006-07		2007-08		2008-09		2009-10				
		#	%	#	%	%	#	% of total	# DIF 2008-09 2009-10	% DIF 2008-09 2009-10									
Black	Female	1,913	1.8	1,043	1.9	6.45%	12	4.2	12	3.9	12	3.8	13	4.2	13	4.2	0	0.0%	
	Male	1,309	1.2	676	1.2	3.07%	10	3.5	11	3.6	13	4.2	11	3.6	12	3.9	1	9.1%	
	Total	3,222	3.0	1,719	3.1	9.52%	22	7.6	23	7.5	25	8.0	24	7.8	25	8.1	1	4.2%	
Hispanic	Female	1,711	1.6	787	1.4	3.00%	7	2.4	10	3.3	8	2.6	9	2.9	9	2.9	0	0.0%	
	Male	1,357	1.3	1,147	2.1	2.59%	3	1.0	4	1.3	2	0.6	2	0.6	2	0.6	0	0.0%	
	Total	3,068	2.9	1,934	3.5	5.59%	10	3.5	14	4.6	10	3.2	11	3.6	11	3.6	0	0.0%	
Non-Res	Female	0	0	0	0	0.71%	1	0.3	1	0.3	1	0.3	1	0.3	0	0.0	-1	(100.0%)	
	Male	0	0	0	0	0.59%	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0	0	0	1.29%	2	0.7	1	0.3	1	0.3	1	0.3	0	0.0	-1	(100.0%)	
Other	Female	2,388	2.2	1,108	2.0	1.82%	3	1.0	2	0.7	3	1.0	4	1.3	4	1.3	0	0.0%	
	Male	1,887	1.8	1,629	2.9	1.30%	8	2.8	7	2.3	6	1.9	6	1.9	6	1.9	0	0.0%	
	Total	4,275	4.0	2,737	4.9	3.12%	11	3.8	9	2.9	9	2.9	10	3.2	10	3.2	0	0.0%	
White	Female	45,765	43.0	21,689	38.8	45.48%	139	48.3	151	49.2	154	49.2	147	47.7	147	47.6	0	0.0%	
	Male	50,062	47.1	27,766	49.7	34.99%	104	36.1	109	35.5	114	36.4	115	37.3	116	37.5	1	0.9%	
	Total	95,827	90.1	49,455	88.6	80.48%	243	84.4	260	84.7	268	85.6	262	85.1	263	85.1	1	0.4%	
Total	Female	51,777	48.7	24,627	44.1	57.46%	162	56.3	176	57.3	178	56.9	174	56.5	173	56.0	-1	( 0.6%)	
	Male	54,615	51.3	31,218	55.9	42.54%	126	43.8	131	42.7	135	43.1	134	43.5	136	44.0	2	1.5%	
	Total	106,392	100.0	55,845	100.0	100.00%	288	100.0	307	100.0	313	100.0	308	100.0	309	100.0	1	0.3%	

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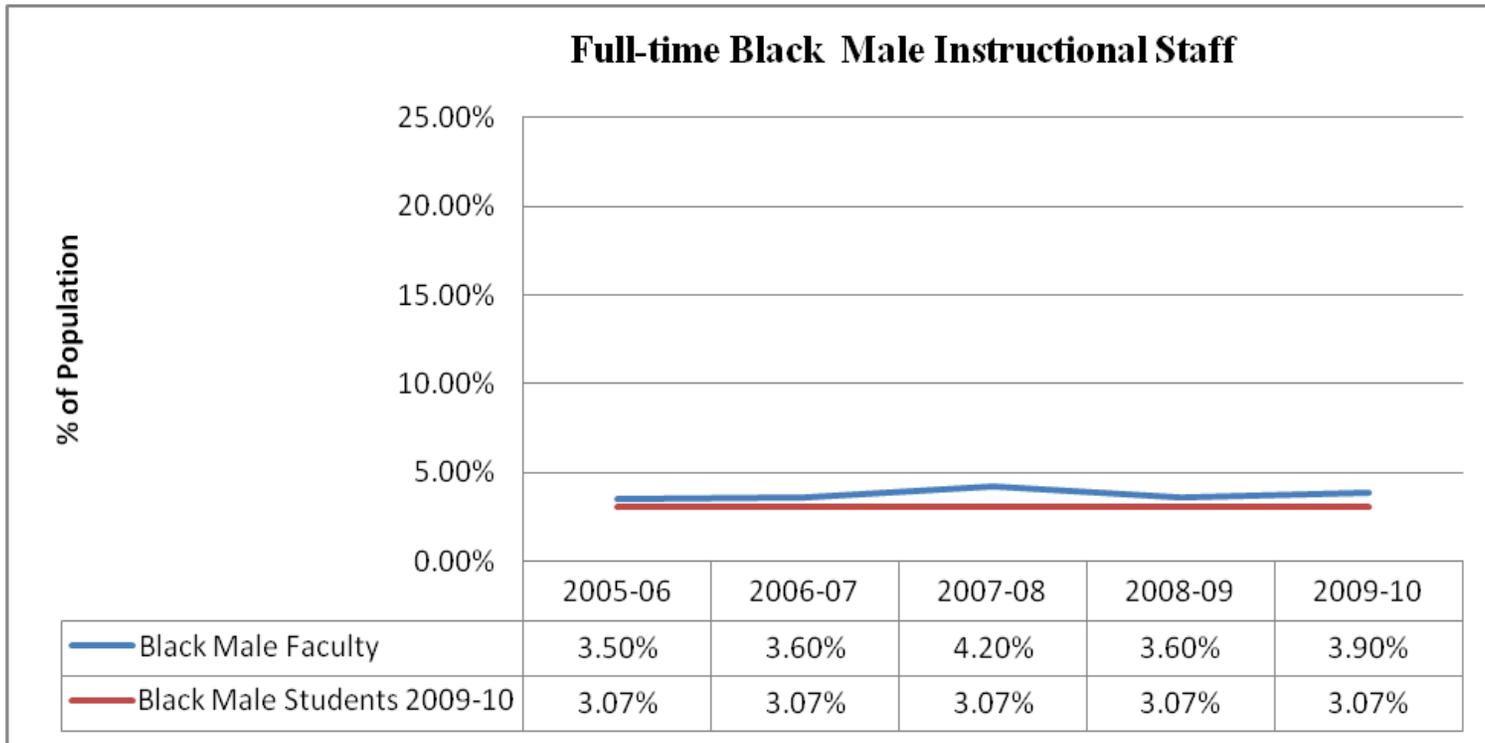
Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within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

**Full-time Instructional Staff:**

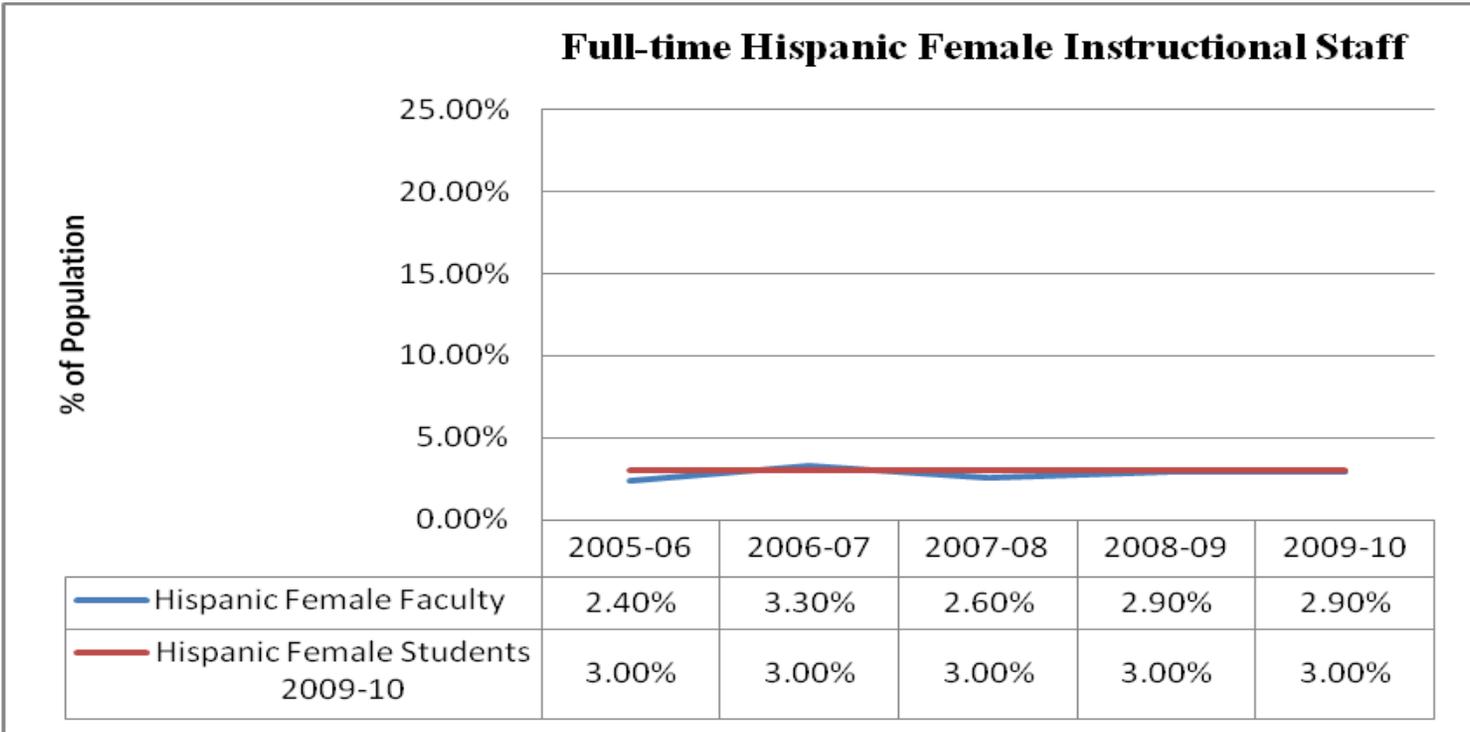
- e. Describe the analysis of the employment of females and minorities, comparing the college’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:



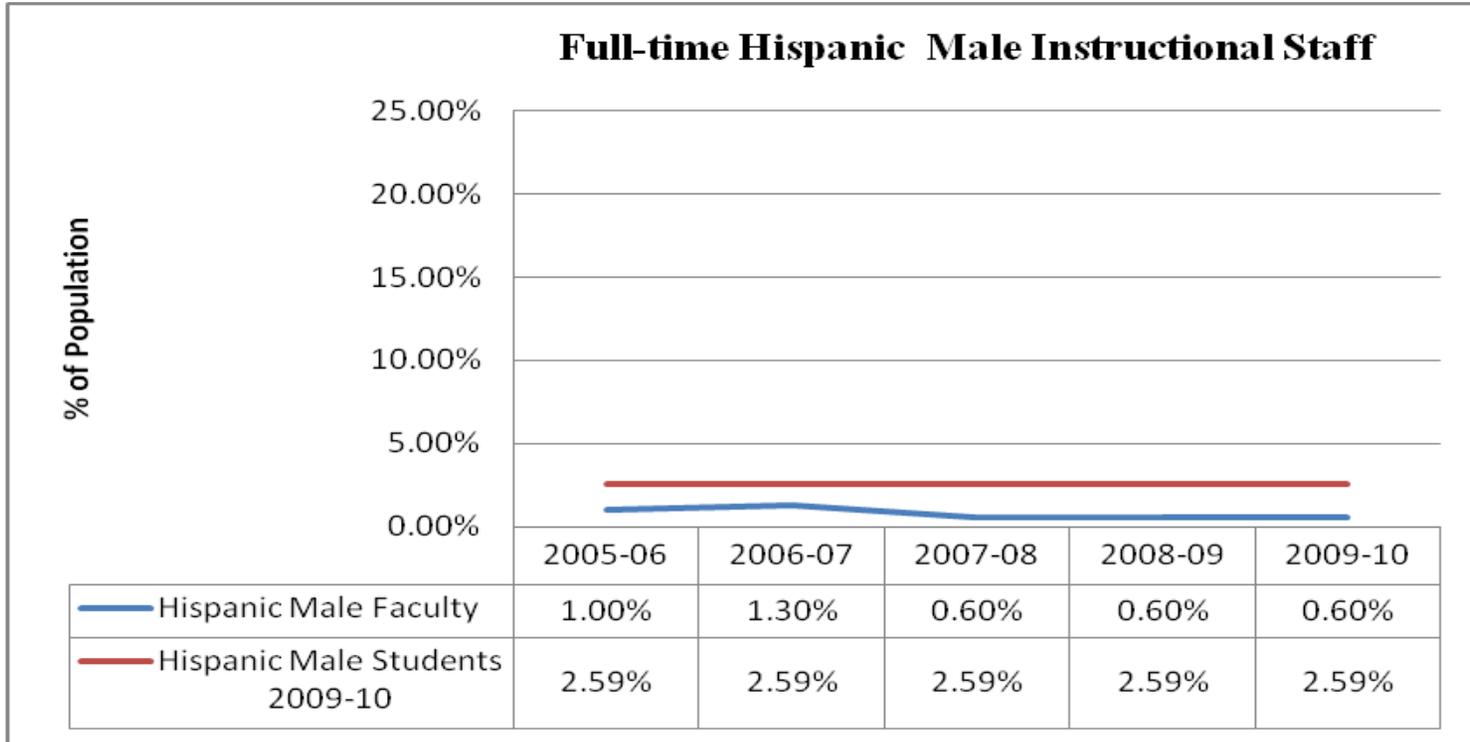
The 4.2 percent of full-time, Black female instructional staff has not changed from 2005-06 to 2009-10. The percent of Black females in full-time instructional position falls below the 6.45 demographic percent of the Black female student population.



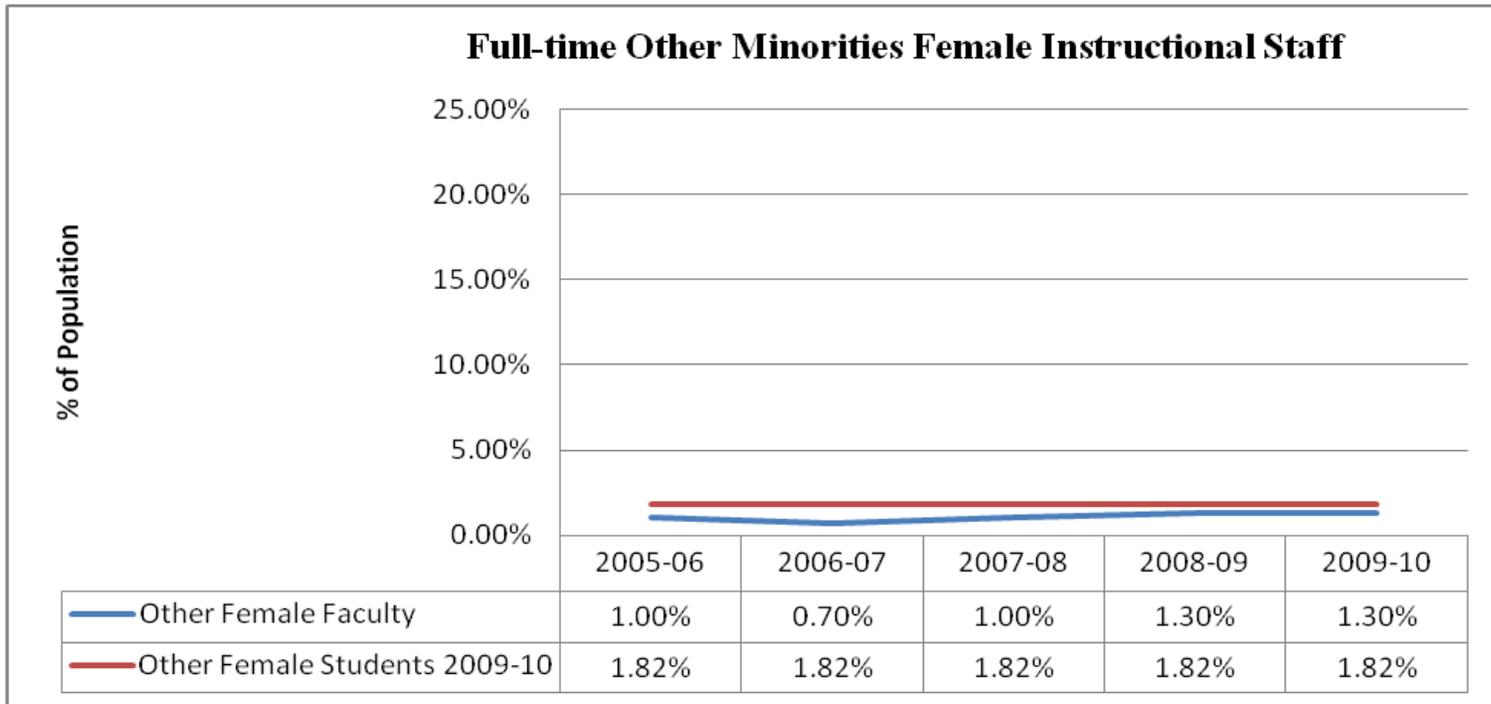
The percent of Black males in instructional positions increased from 3.5 percent in 2005-2006 to 3.9 percent in 2009-10. This is above the 3.07 percent of the demographic of Black male student population.



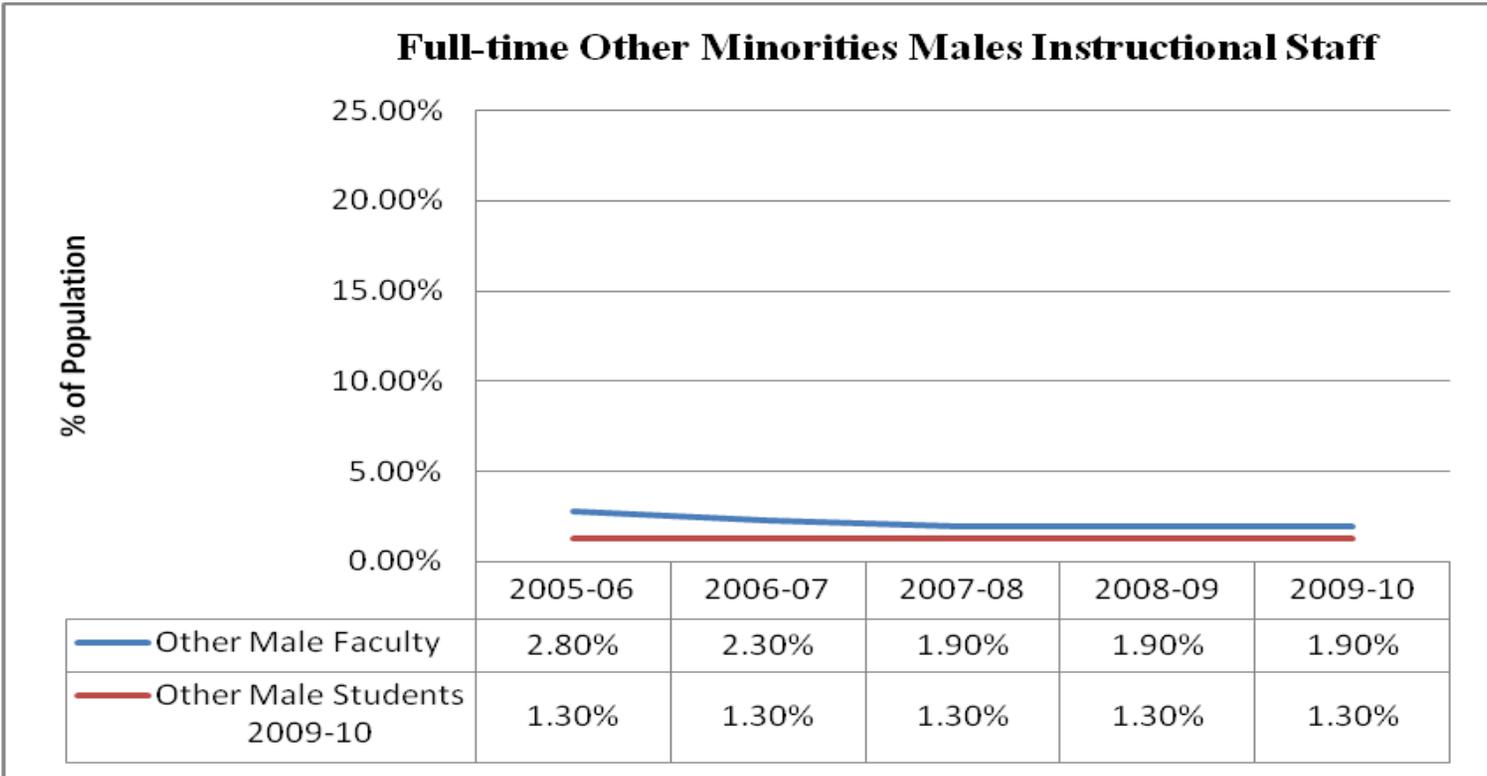
The percent of full-time, Hispanic female instructional staff increased from 2.4 percent in 2005-06 to 2.9 percent in 2009-10. The 2009-10 percent falls below the demographic percentage of 3.0 of the Hispanic female student population.



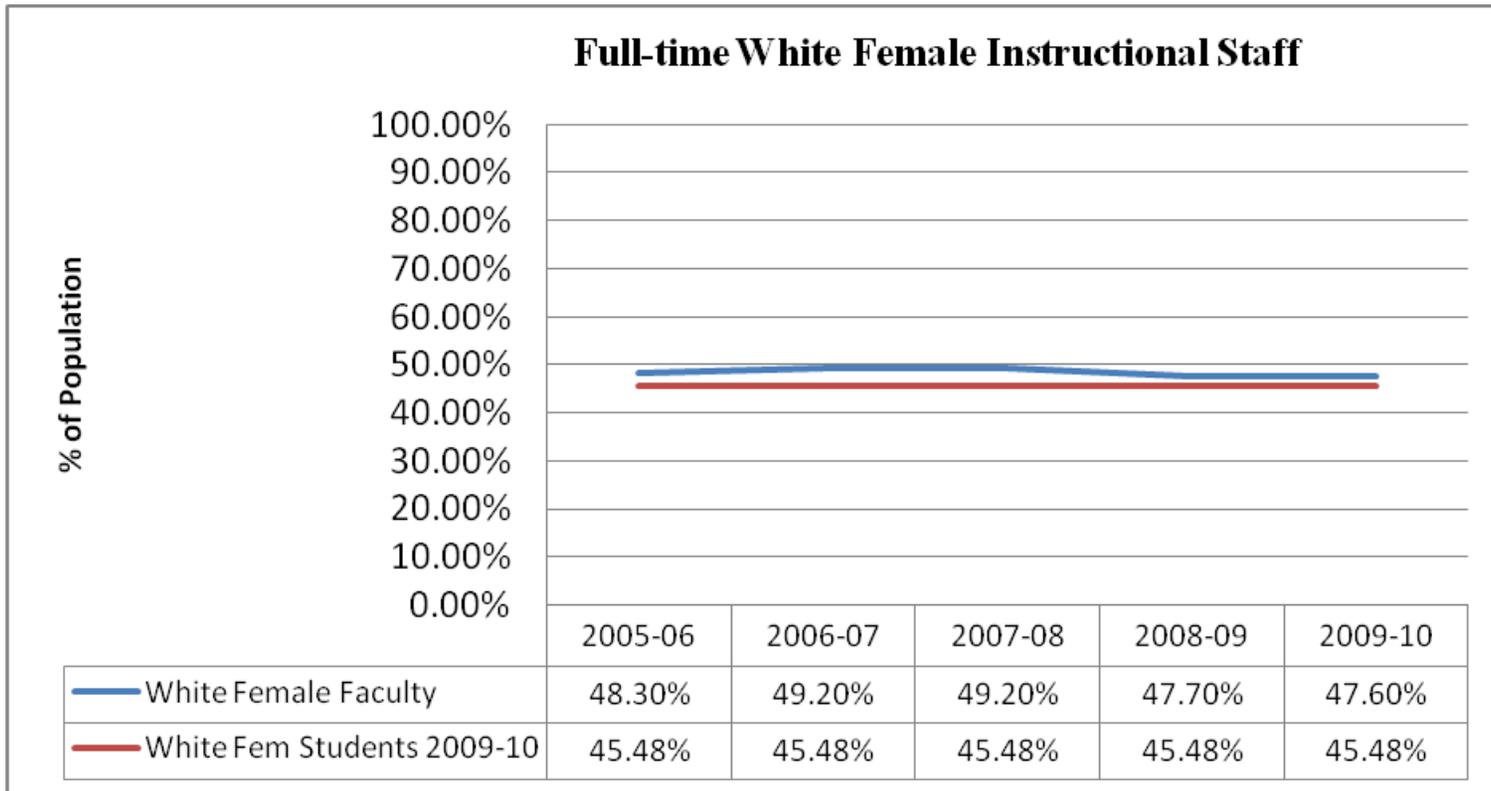
The percent of Hispanic males in an instructional position decreased from 1.0 percent in 2005-06 to 0.6 percent in 2009-10, which is below the 2.59 percent of the demographics of the Hispanic male student population.



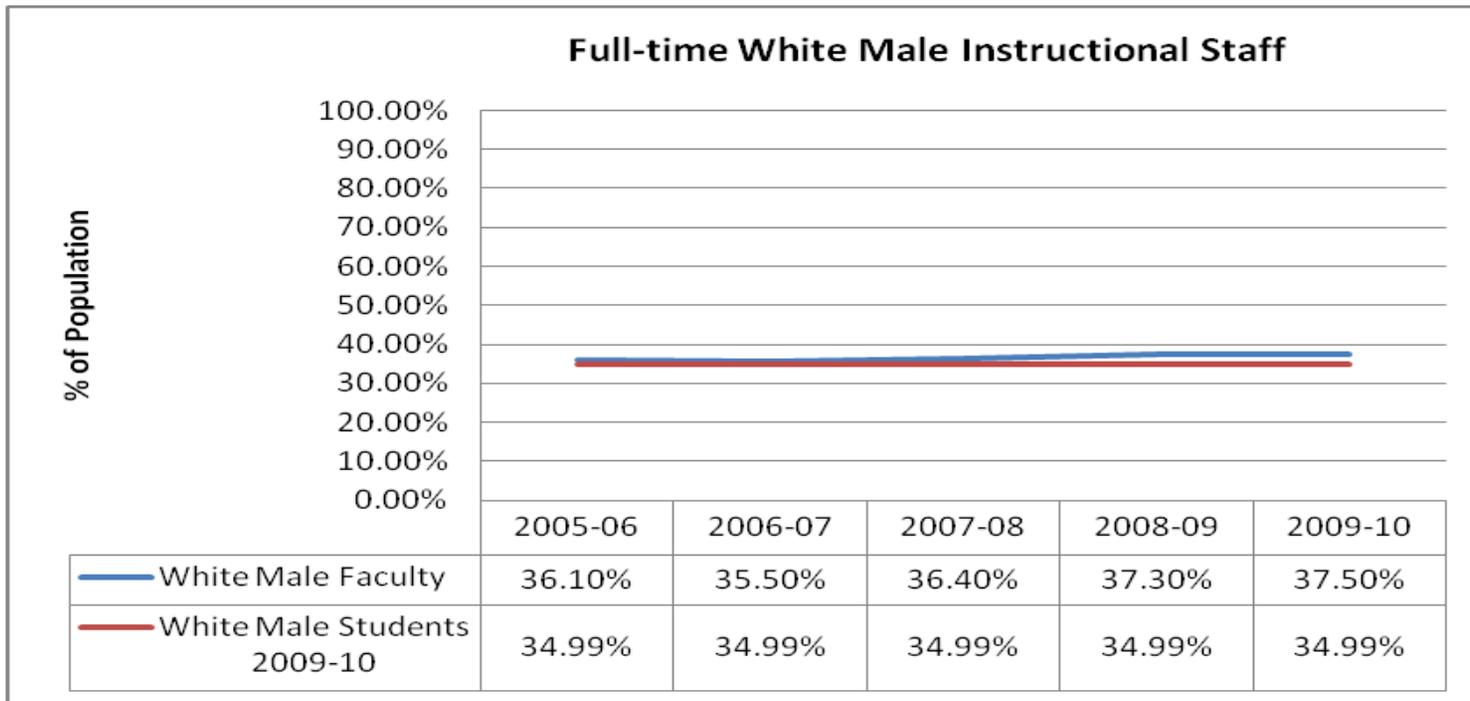
In 2005-06, 1.0 percent of Other Minorities female instructional staff increased to 1.3 percent in 2009-10, but this rate of increase is below the 1.82 percent of the student population of Other Minorities female students.



The percent of Other Minorities male instructional staff decreased from 2.8 percent in 2005-06 to 1.9 percent in 2009-10, which is above the 1.30 percent of demographic data of Other Minorities male student population.



The percent of White female staff in an instructional position experienced a slight decrease from 48.3 percent in 2005-06 to 47.6 percent in 2009-10. The population of White female instructional staff is above the representation of the White female student population.



White male instructional staff has increased slightly from 36.10 in 2005-06 to 37.50 in 2009-10. The White male instructional staff is above the student population of 34.99 percent.

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

The College did not achieve its goals as stated in the 2008-2009 Equity Update Report and will modify and implement aggressive recruitment efforts.

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

**Fulltime Instructional Staff:**

1. **Black males:** The percent of Black males in a full-time instructional status has increased from 3.5 percent to 3.9 percent and is above the 1.2 percent of the National Census percentage. Additionally, the College is above parity with the 3.07 percent of the Black student population.
2. **Black females:** The percent of Black females in a full-time instructional status has fluctuated from a 4.2 percent in 2005-06 to 3.8 percent in 2007-08 and the 2009-10 percentage is 4.2. Although the current percent is above the National Census percentage, adding an additional six (6) female full-time instructional staff, would bring the College in parity with the 6.45 percent of the Black student population.
3. **Hispanic Males:** The percent of Hispanic male full-time instructional staff is 0.6 percent. Adding an additional six (6) full-time instructional staff would bring the College in parity with the 2.59 percent of the Hispanic student population.
4. **Hispanic females:** The percent of Hispanic female full-time instructional staff is 2.9 percent. The College is slightly below parity with the 3.0 percent of the Hispanic female student population.
5. **Other Minority males:** The percent of Other Minorities male full-time instructional staff is 1.9 percent. The College is above parity with the 1.30 percent of the Other Minorities male student population.
6. **Other Minority females:** The percent of Other Minorities female full-time instructional staff is 1.3 percent. Adding an additional two (2) Other Minorities female full-time instructional staff would bring the College in parity with the 1.82 percent of the Other Minorities student population.

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

1. Advertise and post job vacancies in niche publications as available and appropriate to the special population.
2. Advertise in niche publications that serve underrepresented populations, as available and appropriate.
3. Collaborate with colleges and universities to offer positions to graduates entering the educational field.
4. The College will lay out a three year plan to fulfill the goals of reaching parity with the student population in both the EAM staff and fulltime instructional staff in underrepresented females and minorities.

Florida College System

College: St. Petersburg

Historical Track Of College Full-Time Continuing Contract Instructional Staff

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

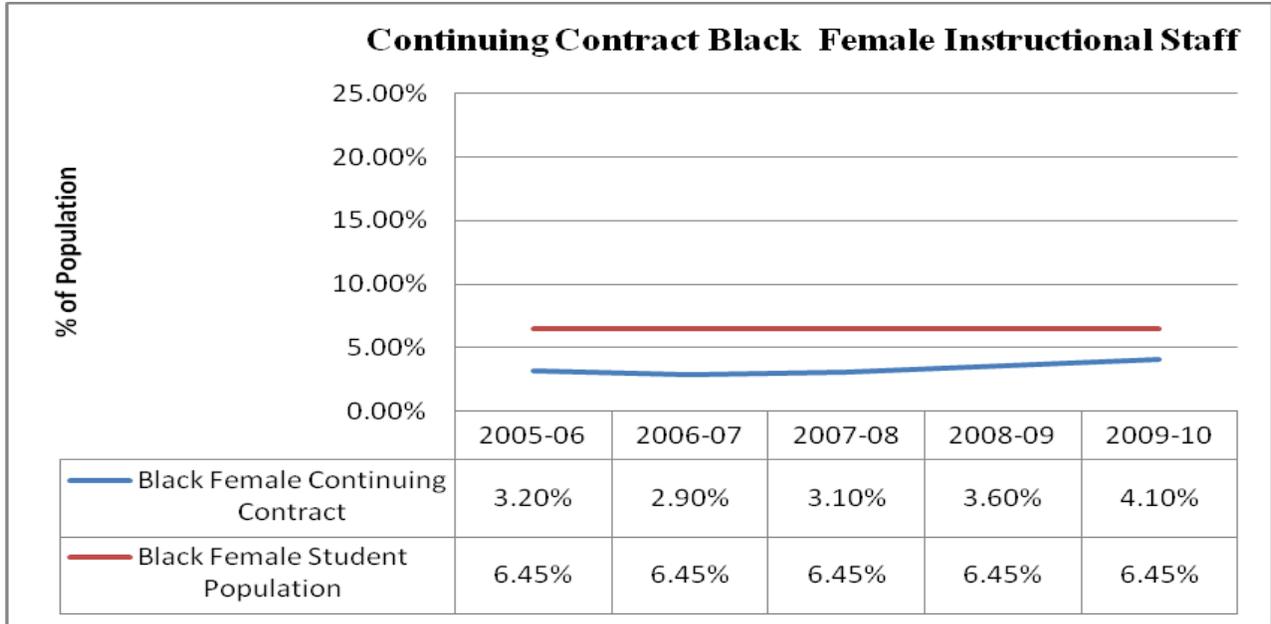
		Employment																	
		Census				Employment													
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2005-06		2006-07		2007-08		2008-09		2009-10				
		#	%	#	%	%	#	% of total	# DIF 2008-09 2009-10	% DIF 2008-09 2009-10									
Black	Female	1,913	1.8	1,043	1.9	6.45%	6	3.2	6	2.9	6	3.1	7	3.6	9	4.1	2	28.6%	
	Male	1,309	1.2	676	1.2	3.07%	8	4.3	8	3.9	8	4.1	7	3.6	9	4.1	2	28.6%	
	Total	3,222	3.0	1,719	3.1	9.52%	14	7.5	14	6.8	14	7.3	14	7.2	18	8.3	4	28.6%	
Hispanic	Female	1,711	1.6	787	1.4	3.00%	3	1.6	7	3.4	6	3.1	6	3.1	7	3.2	1	16.7%	
	Male	1,357	1.3	1,147	2.1	2.59%	2	1.1	2	1.0	1	0.5	1	0.5	2	0.9	1	100.0%	
	Total	3,068	2.9	1,934	3.5	5.59%	5	2.7	9	4.4	7	3.6	7	3.6	9	4.1	2	28.6%	
Non-Res	Female	0	0	0	0	0.71%	0	0.0	1	0.5	1	0.5	1	0.5	0	0.0	-1	(100.0%)	
	Male	0	0	0	0	0.59%	1	0.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0	0	0	1.29%	1	0.5	1	0.5	1	0.5	1	0.5	0	0.0	-1	(100.0%)	
Other	Female	2,388	2.2	1,108	2.0	1.82%	1	0.5	1	0.5	1	0.5	2	1.0	3	1.4	1	50.0%	
	Male	1,887	1.8	1,629	2.9	1.30%	6	3.2	7	3.4	6	3.1	6	3.1	6	2.8	0	0.0%	
	Total	4,275	4.0	2,737	4.9	3.12%	7	3.8	8	3.9	7	3.6	8	4.1	9	4.1	1	12.5%	
White	Female	45,765	43.0	21,689	38.8	45.48%	86	46.2	95	46.3	90	46.6	89	45.9	103	47.5	14	15.7%	
	Male	50,062	47.1	27,766	49.7	34.99%	73	39.2	78	38.0	74	38.3	75	38.7	78	35.9	3	4.0%	
	Total	95,827	90.1	49,455	88.6	80.48%	159	85.5	173	84.4	164	85.0	164	84.5	181	83.4	17	10.4%	
Total	Female	51,777	48.7	24,627	44.1	57.46%	96	51.6	110	53.7	104	53.9	105	54.1	122	56.2	17	16.2%	
	Male	54,615	51.3	31,218	55.9	42.54%	90	48.4	95	46.3	89	46.1	89	45.9	95	43.8	6	6.7%	
	Total	106,392	100.0	55,845	100.0	100.00%	186	100.0	205	100.0	193	100.0	194	100.0	217	100.0	23	11.9%	

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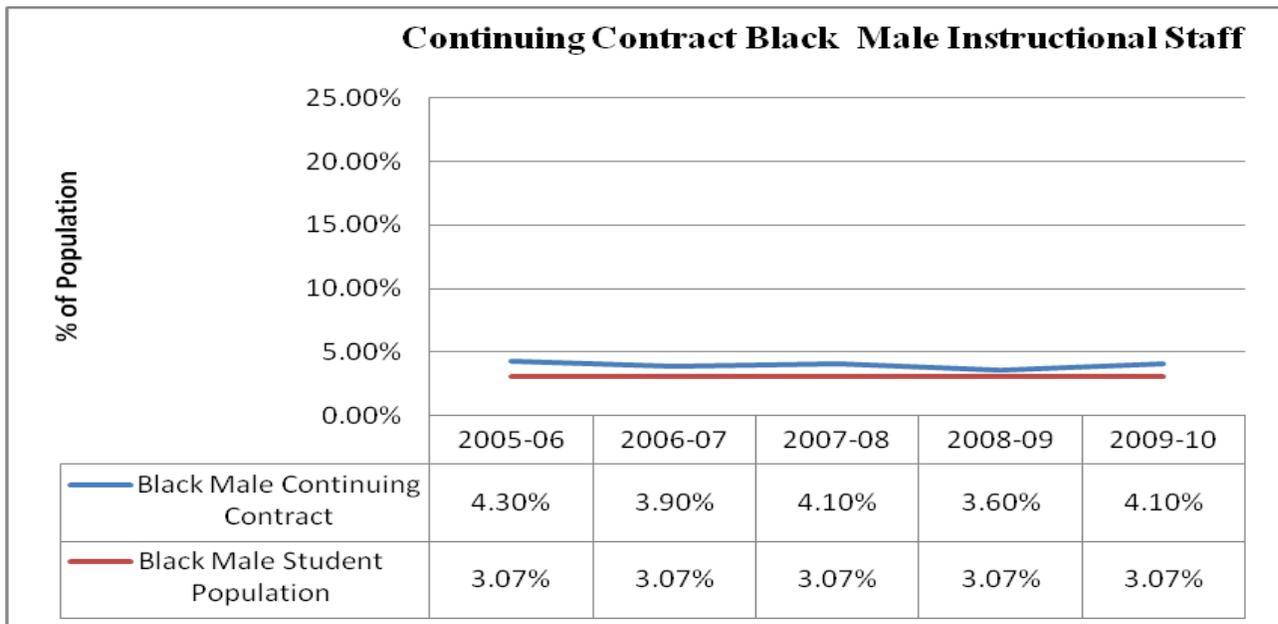
Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within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

**Full-time Continuing Contract Instructional Staff:**

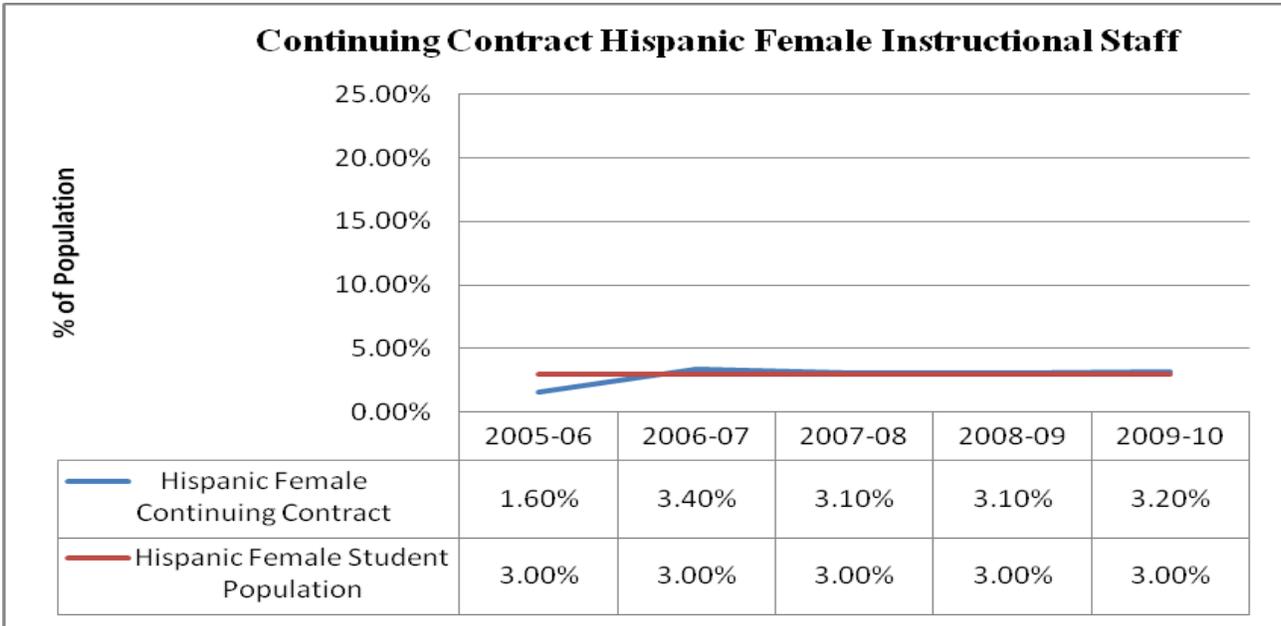
- i. Describe the analysis of the employment of females and minorities, comparing the college’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:



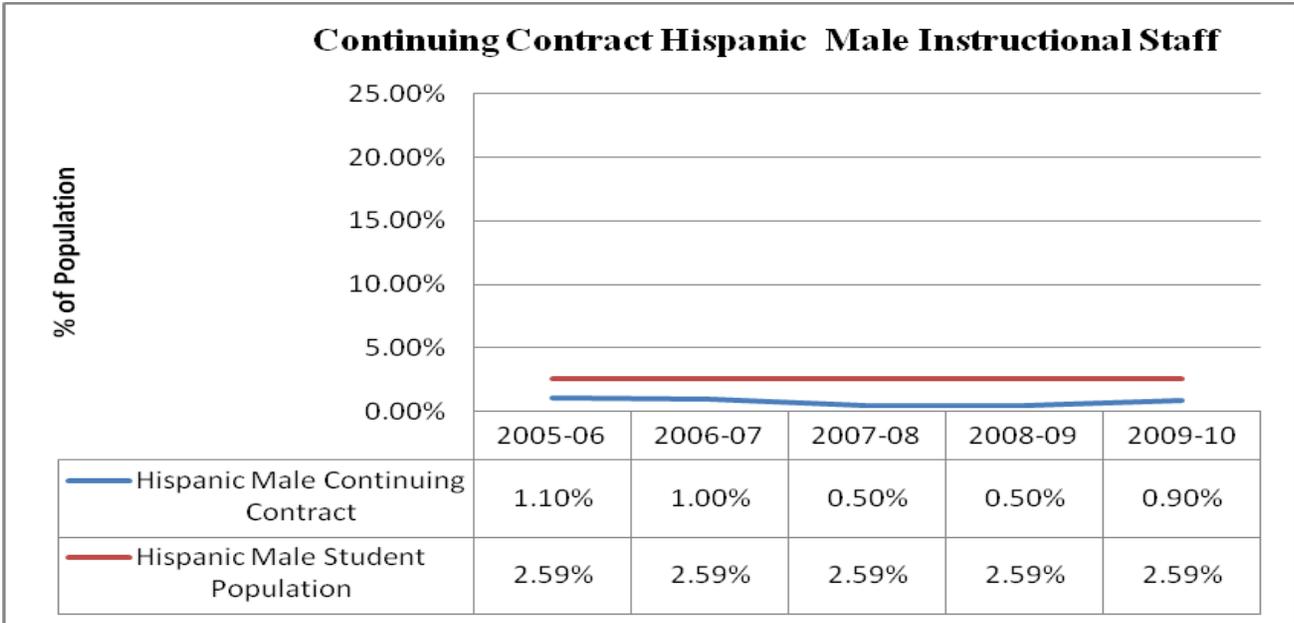
The percent of Black female continuing Contract Instructional Staff has continued to increase and is above parity with the National Census data. Black female in this population group increased from 3.20 percent in 2005-06 to 4.10 percent in 2009-10.



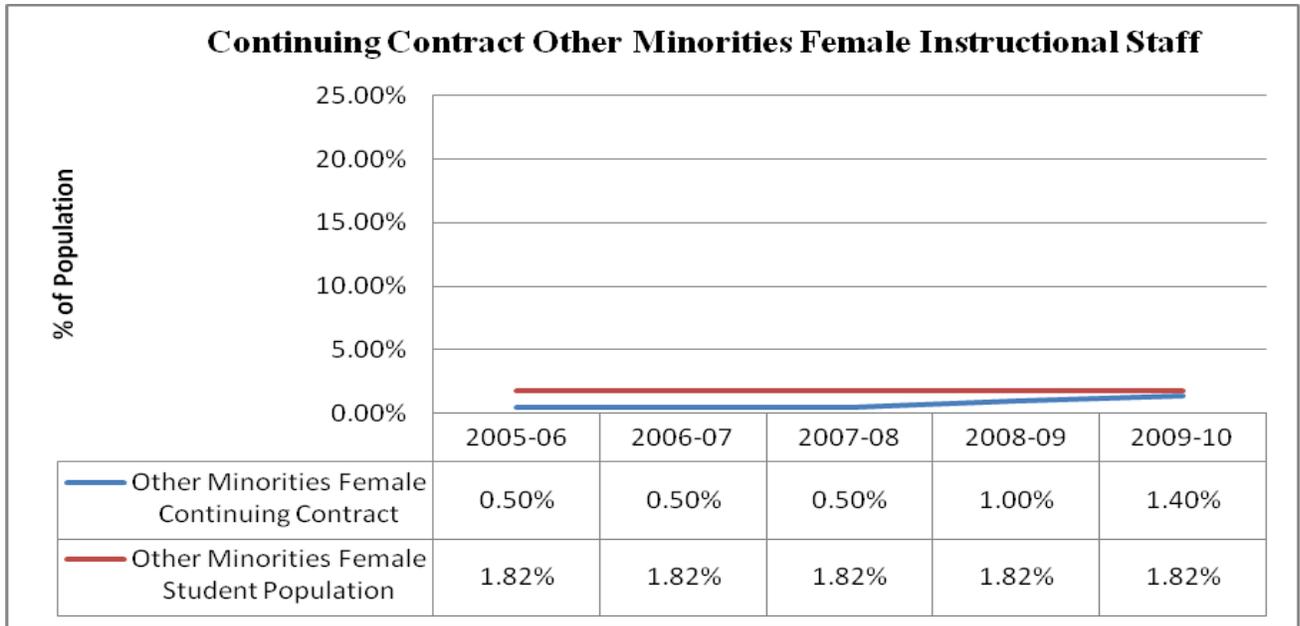
The percentage rate of Black male instructional staff in the continuing contract status was the highest in 2005-06 at 4.30 percent and decreased to 4.10 percent in 2009-10. This percentage is above the National Census data.



The percent of Hispanic female instructional staff has continued to increase and is above parity with the National Census data for this population group. The percent of Hispanic female instructional staff increased from 1.60 percent in 2005-06 to 3.20 percent in 2009-10.



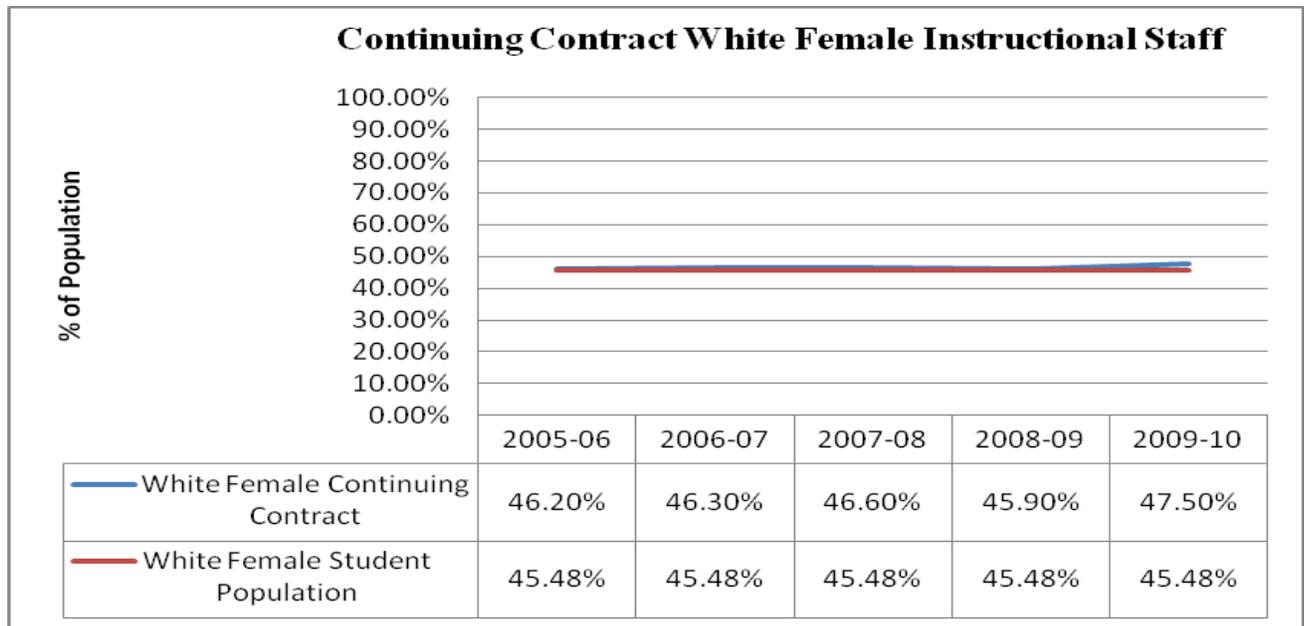
Largely due to the fact that the college employment of Hispanic male instructional staff has remained low, continuing contracts from 2005-06 to 2008-09 are reflective of such.



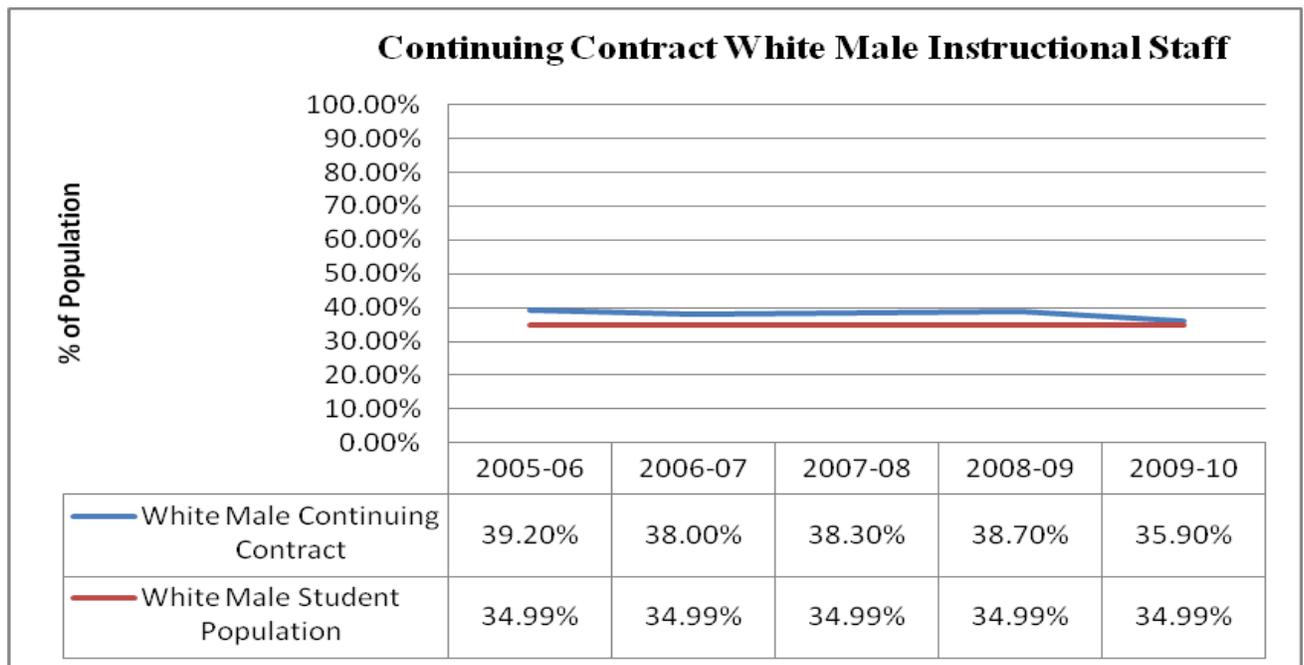
The percent of Other Minorities females remained steady from 2005-06 to 2007-08 and increased to 1.40 percent in 2009-10. This percentage is below the National Census data for this population group.



The percent of Other Minorities Male instructional staff remained steady in 2005-06 through 2008-09 and dropped slightly below the National Census 2.90 percentage.



White female Continuing Contract instructional staff has continued to increase. In 2005-06, the percentage of females was 46.20 percent and has increased to 47.50 percent in 2009-10. White females in this job status are above the National Census percentage.



The percent of White male instructional staff is below the National Census percentage of males with higher education degrees and are eligible for continuing contracts. The percent of males in this status at the college has remained generally the same.

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

Yes, the College did achieve its goals as stated in the 2008-09 Equity Update Report. Of the three minority categories in last year's report, all three showed an increase in the percent of employees with continuing contracts.

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

The College will continue with its current goals with an emphasis on closing the disparity gap between staff and the student population.

**Fulltime Continuing Contract Instructional Staff:**

1. **Black males:** The current percent of Black males in this employment status is 4.10 percent which is above the 3.07 National Census percentage of the Black male student population.
2. **Black females:** The current percent is 4.10 of Black females in a continuing contract instructional staff position. The percentage is below the National Census percentage of the Black female student population. Adding an additional five (5) Black female in a fulltime continuing contract status would place the College at parity with the National Census student population of 6.45 percent.
3. **Hispanic males:** The percent of Hispanic males on a continuing contract position is 0.9 percent which is below the 2.59 National Census percentage of the Hispanic male student population. Adding an additional four (4) Hispanic male in a full-time continuing contract status would place the College at parity with the National Census of the Hispanic male student population of 2.59 percent.
4. **Other Minorities males:** The percent of Other Minorities males in a continuing contract instructional staff position is 2.8 percent which is slightly below the 2.9 National Census percentage of Other Minorities male student population.
5. **Other Minorities females:** The percent of Other Minorities females in a continuing contract instructional staff position is 1.4 percent which is below the 1.82 National Census percentage of Other Minorities female student population. Adding an additional one (1) Other Minority female would place the College in parity with the National Census percentage of Other Minority female student population.

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

a. Executive/Administrative/Managerial (EAM)

1. Promote vacancies on the College web site which provides open access to all groups 24/7.

2. Advertise in industry publications such as higherjobs.com and the Chronicle of Higher Education's online version.
  3. Advertise in niche publications that serve underrepresented populations, as available and appropriate.
- b. Instructional Staff (Faculty)
1. Advertise and post job vacancies in niche publications as available and appropriate to the special population.
  2. Advertise in niche publications that serve underrepresented populations, as available and appropriate.
- c. Continuing Contract Instructional Staff
1. Use Human Resources staff to regularly inform faculty of the continuing contract process.

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

The College is still experiencing difficulty in recruiting staff in the Other Minorities population to move to the Pinellas County area where the home foreclosure and job losses have created barriers for individuals seeking relocation to areas where employment is stable and jobs are plentiful.

- a. Executive/Administrative/Managerial (EAM)
1. The high cost of living in Florida and Pinellas County along with the downturn of the housing market has placed the county in an unattractive position for the recruitment of females and/or minorities from other states. There is also a low percentage of Other Minority, EAM candidates in the region/service area.

**Recommendations:**

- Continue to groom current employees and provide internal leadership workshops and work to establish a formalized mentorship program.
- Partner with universities (specific departments) to recruit graduates to the College.

- b. Instructional Staff (Faculty)
1. Provide training for existing adjunct staff.
- c. Continuing Contract Instructional Staff
1. Share the continuing contract process with current faculty.

## **B. College Evaluations of Key Personnel and Presidents**

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

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

St. Petersburg College is in a season of change as it relates to the recent budgets and staffing issues. President Kuttler had determined the need to be more involved with achieving goals that will promote and secure a climate of equity and diversity among top administrators who hire and make employment recommendations. The process Dr. Kuttler employed was as follows:

- The president continued to monitor gender equity to ensure that balance was included in efforts to increase diversity at the College.
- If administrators had difficulty in reaching diversity goals, the EA/EO director would recommend additional promotional opportunities in an effort to identify qualified, ethnic minorities.
- Periodically, the president reviewed the workforce analysis data which helped him to determine if departments were underrepresented in ethnic minorities. In some cases, the president required that the applicant pool and job announcement be extended and he may have requested that ethnic minorities in an applicant pool be spoken with concerning the employment opportunities, and in some cases, they may have been interviewed for the position.
- The president approved search and screening committee members. The members of the search and screen committee represented a balance in gender and ethnic diversity.

Dr. Carl Kuttler, Jr., announced his retirement on July 21, 2009 and officially retired on December 31, 2009. Dr. Tom Furlong has been the interim President and the new President, Dr. Bill Law, will begin his term in the very near future.

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

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

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

Dr. Carl M. Kuttler, Jr. was evaluated on July 21, 2009. A composite evaluation which was conducted by all five members of the Board of Trustees indicated a satisfactory rating regarding performance related to equity in employment and personnel matters. The college administration continues the efforts to support recruitment initiatives to attract Hispanic and Other Minorities to the College. Dr. Kuttler, as former president was applauded for his ability to hire individuals whose abilities are well suited to their positions and for his good working relationship with the internal College family.

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

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Included below is a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees. The guidelines implemented for ensuring balanced and diverse membership on selection and review committees are described as follows:
  1. Position vacancies that are subject to a screening committee:
    - a. Regular full-time faculty (instructional, counselors, librarians) positions, and
    - b. Administrative and professional positions whose primary purpose is that of instruction or student services. The president periodically will certify to Human Resources an updated list of those positions requiring a screening committee.
  2. Appointment of a screening committee
    - a. Committee structure and organization
      - (1) Screening committee members shall be appointed by the president with coordination from Human Resources.
      - (2) Committee membership shall be composed of College staff in budgeted positions and, in some cases, appropriate persons from the community. The committee must include an appropriate representation of race and gender. Since staff is employed by St. Petersburg College, the committee membership may be representative of the College's service area.
      - (3) The suggested number of members is six (four faculty and two administrative/professional for faculty vacancies and four administrative/professional and two faculty for administrative/professional vacancies). At least one cabinet-level person will be appointed to each screening committee.
      - (4) The Equal Access/Equal Opportunity administrator may serve ad hoc on all screening committees.

### 3. Committee responsibilities

- a. To become familiar with and follow the screening committee guidelines. These guidelines will be presented to the committee separately.
- b. To screen applications for the position. The screening will be based upon criteria emanating from the job specifications.
- c. To develop a list of recommended finalists in non-preferential order. The committee will be encouraged to include qualified minority and male/female representation. Each committee member will have the right to place at least one candidate on the finalist list.
- d. The responsibilities of the committee cease upon the identification of finalists, unless there is a need to reconvene to consider additional finalists.
- e. All positions not subject to a screening committee are to be screened by the appropriate supervisor.

### 4. Screening and Interviews of Finalists

- a. Human Resources will review the list of finalists to determine that it conforms to search and screen guidelines. When the list of recommended finalists does not conform to search and screening guidelines and job requirements, the process may be repeated at the request of the president.
  - b. If a list of recommended finalists is approved, the appropriate supervisor(s) may begin the interviewing process that, in the case of faculty, may require a demonstration teaching experience. The demonstration teaching experience may be by video tape or in person. Recommended finalists for administrative and professional positions also may be required to give appropriate demonstrations of certain competencies and skills.
  - c. The hiring department will forward the list of the top candidates to Human Resources. The top candidate is then scheduled for an interview with the president.
- 2) The college sets forth the requirements for receiving continuing contracts for instructional staff. The process used to grant continuing contracts is described below:

Continuing contracts are awarded based upon the provisions of State Board of Education Rule 6A-14.0411

The requirements for such an award generally are as follows:

- a. Completion of three full years of satisfactory service in regular full-time instructional capacity at St. Petersburg College during a period not in excess of five successive years.
- b. Reappointment for the fourth year without reservations or specifications.

- c. Recommendation of the president based on successful performance of duties and demonstration of professional competence and completion of the two required graduate courses. The graduate coursework requirements are set forth in Rule 6Hx23-2.022.

Annually, the list of faculty eligible for continuing contract is reviewed by program directors, deans, provosts, and the senior vice-president for academic and student affairs and recommendations are made to the president for consideration of continuing contract status.

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

Full-time instructors at all sites and using all delivery methodologies will be evaluated annually by their deans and program directors, who will use as primary basis for their evaluation information gained from classroom visitations, materials provided to them by the instructors pertaining to their instructional activities during the year, and the results of the Student Survey of Instruction (SSI) or other College-approved standardized forms to collect student feedback on instruction.

All full-time instructors will use the Student Survey of Instruction (SSI) or other College-approved forms to collect student feedback in all of the classes they teach during the academic year (Sessions I, II and III).

The annual evaluation process is the primary tool used to communicate progress toward continuing contract for all faculty.

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

The Human Resources department has an advertising budget that is used to recruit executive administrators and faculty in departments where minorities are underrepresented. There are also Staff and Program Development budgets that also allows for staff and program development initiatives related to enhancing teaching performance.

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

The College utilized Staff and Program Development funds to conduct a comprehensive faculty in-service training conference each year. The conference covers a wide range of topics relative to faculty teaching and learning strategies for improved performance. This session is applicable to all faculty including those eligible for continuing contract.

**PART VII**  
**ONSITE CIVIL RIGHTS COMPLIANCE REVIEW PENDING ACTION**

Part VII of the Equity Update Report is for monitoring resolution of reported findings resulting from any on-site review of a college's Methods of Administration (MOA) of civil rights compliance that have not been adequately addressed and are considered "open". If the college has had a recent state/federal MOA on-site review; and if there are findings requiring corrective action by the college, they will be identified in the college's annual equity update review. All open findings are addressed in an Appendix and require a response from the college. The findings will be considered closed upon compliance with state and federal rules and laws. A status report of such findings and corrective actions taken are provided to the U.S. Department of Education Office for Civil Rights. If this part of the update is not applicable, do not include it in the report.

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

St. Petersburg College  
(name of institution)

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

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

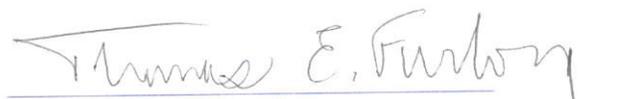
The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of Section 1012.86, F.S.

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

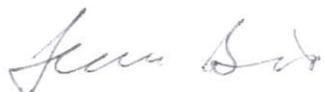
Equity Report Prepared by: Psalms Mack, Ed.D.

  
Pamela S. Smith, MBA, CP  
(Equity Officer)

Date: May 18, 2010

  
Thomas E. Furlong, Ph.D  
(College President)

Date: May 18, 2010

  
Terrence E. Brett (Chair, College Board of Trustees)

Date: May 18, 2010

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

# **APPENDIX 1**

**Notice of Policy of Nondiscrimination and Designation  
of Equity Officer(s)**

# Equal Access & Equal Opportunity

at St. Petersburg College

## Ready to help

The Equal Access/Equal Opportunity (EA/EO) office helps members of the St. Petersburg College community seek fair and just resolutions of conflicts in college matters — in a non-adversarial, non-litigious manner.

The EA/EO officer facilitates procedures for handling conflicts. However, the officer is not an advocate for any party, nor does the officer determine the outcome of these matters.



## Hearing your point of view

The EA/EO office is geared toward independence, impartiality and confidentiality to the degree permitted by law. Although we cannot always promise the outcome you were hoping for, we can guarantee we will listen, be fair and be responsive to your needs. You also will get a complete explanation as to why and how the resolution came about.

No person should suffer any penalty because he or she seeks assistance from the EA/EO office.



# SPC

[eaao\\_director@spcollege.edu](mailto:eaao_director@spcollege.edu)

[www.spcollege.edu/central/eaao](http://www.spcollege.edu/central/eaao)



St. Petersburg College is dedicated to the concept of equal opportunity. The college will not discriminate on the basis of race, color, religion, sex, age, national origin, or marital status, or against any qualified individual with disabilities, in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this rule, the college will not tolerate such conduct. Should you experience such behavior, please contact Pamela Smith, the director of EA/EO at (727) 341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by e-mail at [eaao\\_director@spcollege.edu](mailto:eaao_director@spcollege.edu).

St. Petersburg College

# SPC

Excellence in education since 1927



## The EA/EO officer cannot:

- Replace or circumvent existing channels.
- Serve as an advocate for the client or the college.
- Direct any college office to change a decision.
- Offer legal advice.
- Make decisions for you.
- Have a stake in outcomes.
- Impose penalties.

## The EA/EO officer:

- Advocates fairness.
- Listens to and discusses your question or concern.
- Is impartial.
- Analyzes your situation.
- Answers your question or helps you locate someone who can assist you.
- Explains the college's policies and procedures and how they may affect you.
- Explains the process for resolving concerns and develops options.
- Helps you pursue a resolution.
- Makes requests for reconsideration or changes in decisions and advocates an equitable solution when a complaint has merit.
- Follows up with you and others at the college to make sure concerns are resolved.



## Commonly asked questions

### When should I call on the EA/EO officer for assistance?

Typically, the EA/EO officer works with students and employees to help them manage difficult circumstances they cannot resolve on their own.

### Are there any costs associated with services from the EA/EO officer?

No. This referral and assistance service is provided free to all students and employees.

### I have a problem and I don't want anyone to know. Can it be kept a secret?

The EA/EO officer attempts to maintain confidentiality. But absolute and complete confidentiality cannot be guaranteed. There are instances where the law requires the EA/EO officer to report certain things. Also, the EA/EO officer is obliged to protect the physical and mental safety of students, staff and the public. The threat of violence, for example, is considered a justified reason to break confidentiality.

Many cases are complicated and cannot be fully investigated or negotiated without the revelation of names, identities and facts. The EA/EO officer may ask permission to use names and other information in negotiations. If that permission is not given, the case may not be pursuable.

### Who is eligible to come to the EA/EO office?

Any student or employee is eligible to ask for services. It is not a student advocacy office, but an office that offers neutral assistance to anyone who wishes to solve a college-related discrimination problem. The EA/EO office works with all members of the college community.

### I am having a problem with one of my instructors or SPC colleagues or supervisors. Can you help?

Yes. We can help you understand your problem by talking it over with you. The EA/EO office's most important help to you, however, may well be indirect — helping you decide where else to go in the college community to get help.

### I think I've been sexually harassed. Can you help?

Yes. This office offers students and employees a safe, non-threatening environment to talk over any such difficulty and decide how to proceed.

### May parents call the EA/EO office?

Yes, but in most cases, unless permission has been granted by the student, any consultation can only be general. Parents who need to talk with the EA/EO officer about their child's difficulties are required by federal law to have the student's direct permission to do so.

### How do I make an appointment?

Simply contact the EA/EO officer at (727) 341-3261. You also may speak with the provost or associate provost on any campus about sexual harassment issues. If you prefer, you may e-mail the EA/EO office at [eaao\\_director@spcollege.edu](mailto:eaao_director@spcollege.edu) or write to the EA/EO officer at P.O. Box 13489, St. Petersburg, FL 33733.



# **APPENDIX 2**

## **Complaint and Grievance Procedure(s)**

This information is cited in the following documents:

1. The College Board of Trustees Rules and Procedures
2. The Student Handbook
3. The Faculty Manual
4. The College Web site

# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>10/20/09 Revision #09-10</b>

**6Hx23-1.34 DISCRIMINATION GRIEVANCE RULE**

- I. St. Petersburg College is dedicated to the concept of equal opportunity and equal access, and will not tolerate discrimination on the basis of race, color, religion, sex, age, national origin, marital status or against any qualified individual with disabilities.
  
- II. The President of the College is therefore authorized to develop procedures for hearing and responding to informal discrimination inquiries and formal complaints of discrimination. These procedures shall involve the establishment of a hearing panel that shall be responsible for hearing formal complaints of discrimination and making recommendations to the President. It is the purpose of this policy to secure, at the earliest possible procedural level, the resolution of alleged charges of discrimination through informal and formal procedures by which charges may be presented free from coercion, interference, restraint, discrimination, or reprisal and by which students, employees, and applicants for admission are afforded adequate opportunity to resolve the charges.
  
- III. This Rule shall apply to charges of discrimination based on race, color, religion, sex, national origin, age, marital status, or disability and shall relate to admission to the College; admission to programs; terms or conditions of employment, wages, and aid, benefit, or service to students.
  
- IV. It is contrary to College policy to file a discrimination or harassment complaint in bad faith. Any person who abuses this Rule and its Procedure by filing a frivolous complaint may be subject to disciplinary action where such complaint was determined to be pursued in bad faith. This subsection is not intended to discourage bona-fide complaints brought forth in good faith.
  
- V. It is further contrary to College policy for any individual to engage in conduct that may be deemed retaliatory against any complainant or witness that has made allegations or provided information or testimony in relation to, or during investigation of, a complaint of discrimination or harassment. Any person who believes they have

# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>10/20/09 Revision #09-10</b>

been subjected to retaliation may seek redress pursuant to this Rule and its Procedure.

Specific Authority: 1001.64 (2) & (4), F.S.

Law Implemented: 1000.05, 1001.64(18), 1012.855, F.S.; SBE Rules 6A-19.001, 6A-19.002, 6A-19.009, F.A.C.

History: Adopted 6/17/82; Amended 9/20/84; Filed 9/20/84; Effective 9/20/84; 4/17/01. Filed – 4/17/01. Effective – 4/17/01; 10/20/09. Filed – 10/20/09. Effective – 10/20/09.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>10/20/09 Revision #10-9</b>

**P6Hx23-1.34 PROCEDURE: DISCRIMINATION GRIEVANCE**

**I. Definitions**

- A. The term "discriminate" shall mean to act with partiality or prejudice either for or against a person or group based on race, color, religion, sex (including sexual harassment), national origin, age, marital status, or disability and shall include the areas of admission to the College; admission to programs; treatment of students; terms, conditions, or privileges of employment; and wages.
- B. The term "grievance" is defined as a dissatisfaction when a person feels that he or she has been adversely affected by discrimination.
- C. The term "alleged aggrieved party" shall mean any employee, student or student applicant who feels that he or she has a grievance based upon a discriminatory situation or incident caused by an individual or group of the College.
- D. The term "alleged discriminating party" shall mean the individual or group of the College who is believed by the alleged aggrieved party to be creating, or to have created, the discriminatory incident or situation.
- E. The term "working day" shall include Mondays, Tuesdays, Wednesdays, Thursdays and Fridays and shall exclude Saturdays, Sundays, and Board of Trustees' approved holidays.
- F. The term "calendar day" shall include all days on the calendar including Board of Trustees' approved holidays.
- G. The terms "informal complaint" or "informal discrimination inquiry" shall mean the bringing of a grievance pursuant to Section III, hereinafter by filing with the EA/EO Officer an Informal Discrimination Inquiry Form.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-2</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>10/20/09 Revision #10-9</b>

- H. The term "hearing" shall mean the hearing discussed in Step 4 of the Formal Complaint section of this Procedure and shall not be defined to include any other type of hearing.
- I. The term "formal complaint" refers to the Formal Complaint Form, the filing of which commences the formal complaint process pursuant to Section IV hereinafter and follows the Informal Discrimination Inquiry.

## II. General Provisions

- A. In the event that an employee, student or student applicant feels that he/she received discriminatory treatment, the individual shall contact the EA/EO Officer within 120 calendar days after the alleged discriminatory act or event. This Procedure is available to current students and student applicants, as well as current employees of the College. This Procedure is also available to individuals who were students or employees at the time of the alleged discrimination.

Allegations concerning sexual harassment should be referred to the Office of the General Counsel for review pursuant to the Board of Trustees' Rule 6Hx23-2.011. Allegations of other types of harassment as defined in Rule 6Hx23-2.010 may be brought in accordance with the procedures outlined therein. Grievances relating to personnel policy and employment terms or conditions may be brought under the College's Procedure on "Personnel Grievances," P6Hx23-2.021.

- B. If an individual has a complaint he/she wishes to discuss without recourse to this Procedure, he/she is free to do so. The EA/EO Office is available to informally discuss such complaints or grievances to ascertain the best course of action in accordance with the College's policy and procedures.
- C. The person filing a complaint or grievance may not process a grievance through two separate grievance procedures on the

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-3</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>10/20/09 Revision #10-9</b>

same issue nor can the person revert to one procedure if a decision rendered pursuant to another procedure is not favorable to the person submitting the grievance.

- D. To the extent possible, the preparation and processing of complaints and grievances shall be conducted during the hours of employment. When hearings or conferences are held during class or working hours, all employees of the College whose presence is required shall be excused for that purpose without loss of payment from the College.
- E. The failure of the person submitting the grievance to appeal a decision to the next higher stage within the proper time limits, or to comply with the procedures herein, shall constitute withdrawal and bar further action on the grievance.
- F. All documents, communications, and records dealing with the process of a grievance shall be filed separately from the personnel files of all participants. Such documents, communications, and records may be disclosed or released only as required by law.
- G. A finding by the hearing panel that a Respondent has discriminated can form the basis for disciplinary action.

### III. Informal Discrimination Inquiry

#### Step 1: Initiating Informal Process

Completion and submission of the Informal Discrimination Inquiry Form by the alleged aggrieved party to the EA/EO Office within 120 calendar days of the alleged discriminatory activity is the first step in the informal process of bringing a grievance. This form contains the names of the persons involved and a description of the facts and circumstances surrounding the alleged discriminatory activity.

#### Step 2: Initial Intake and Review

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-4</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>10/20/09 Revision #10-9</b>

After receiving the Informal Discrimination Inquiry Form and conferring with the alleged aggrieved party, the EA/EO Officer or designee(s) will contact the alleged discriminating party to discuss and determine his/her side of the story. The alleged discriminating party will also be given the opportunity, should he or she so desire, to submit a written response to the allegations. The EA/EO Officer shall also arrange whatever additional meetings are necessary to collect the information needed to resolve the dispute informally.

### Step 3: Completion of Review and Communication of Findings

Within 15 working days of receiving the Informal Discrimination Inquiry Form, the EA/EO Officer will gather the needed information, conduct the necessary meetings, and communicate the findings of the grievance to both parties. Such communication will include the right to proceed to the formal complaint process or to seek a mutual resolution of the matter. The findings may also be provided to other College administrators at any stage of the process as the EA/EO Office deems appropriate.

### Step 4: Consideration of Mutual Resolution

It is understood that the EA/EO Office will endeavor to encourage the parties to reach a mutual resolution rather than proceeding to a formal complaint at any stage in the informal process. To this end, the EA/EO Office will offer the parties an opportunity to meet or will meet with the parties individually to mediate any unresolved issues or concerns.

If a dispute may be resolved by mutual agreement of the parties, with the counsel of the EA/EO Officer, a Mutual Resolution of Dispute Form shall be signed by all parties and the EA/EO Officer shall set forth the terms of the agreement.

If a Mutual Resolution of Dispute is executed in lieu of proceeding to the formal complaint process, it shall include the stipulation that the alleged aggrieved party waives his or her right to proceed to the formal process. Where it is the case that the Mutual Resolution of

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-5</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>10/20/09 Revision #10-9</b>

Dispute is entered into, a copy of the Mutual Resolution of Dispute shall be provided to the parties and may be forwarded to any other College administrators that the EA/EO Office deems appropriate.

## Step 5: Requirements to Initiate Formal Process

The alleged aggrieved party may initiate formal proceedings within 15 working days of the receipt of the findings unless both parties have agreed to consider a mutual resolution in lieu of proceeding to the formal complaint process. Failure by the alleged aggrieved party to initiate formal proceedings or by both parties to reach a mutual resolution within the 15 working days of receipt of the findings will constitute a waiver of the right to proceed with the formal complaint.

## IV. Formal Complaint

### Step 1: Filing a Formal Complaint

Unless the alleged aggrieved party has waived his/her right to proceed to the formal process as provided herein, the alleged aggrieved party may file a Formal Complaint with the EA/EO Office. Filing occurs when the Formal Complaint has been completed, signed, and is timely received by the EA/EO Office. In the formal proceedings the alleged aggrieved party will be called the Complainant and the alleged discriminating party will be called the Respondent.

### Step 2: Notice to and Response of Respondent

The EA/EO Officer will notify the Respondent of the proceedings within 3 working days by sending that person a Notice of Formal Complaint to which will be attached the Formal Complaint. The Respondent will meet with the EA/EO Officer not more than 3 working days after receipt of the Notice of Formal Complaint at which time they shall discuss the proceedings. The Respondent shall prepare and file the Respondent's Response to Formal

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-6</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>10/20/09 Revision #10-9</b>

Complaint within 5 working days after meeting with the EA/EO Officer.

A copy of the Response to Formal Complaint shall be given to the Complainant in advance of the prehearing conference.

Should the Respondent refuse to take part in the hearing, the hearing panel will make its findings based on the Complainant's version of the facts and the EA/EO Officer's record of the dispute.

### Step 3: Prehearing Conference

Within 5 working days of receipt of the Response to Formal Complaint by the EA/EO Office, the Complainant, Respondent, and EA/EO Officer will hold a prehearing conference to ascertain if there is a possibility of the dispute being settled short of a formal hearing. If so, the parties shall enter into a Mutual Resolution of Dispute, in lieu of proceeding with the formal complaint process.

If a resolution is not possible, final preparations for the hearing shall be done. This will include: (1) an exchange of witness lists to include names of all witnesses which the parties plan to call at the hearing; and (2) an exchange of all documents which either party plans to introduce into evidence at the hearing. No other documents or witnesses will be considered at the hearing unless for good cause shown, such as a newly discovered witness or document.

It is the responsibility of the parties to secure the testimony of their witnesses. The EA/EO Office may issue a Notice to Appear to witnesses, however claims no subpoena power in this regard. The EA/EO Officer, or his or her designee, shall advise all parties concerning the procedures which will govern during the formal proceedings, and will make determinations regarding procedure and process related to the proceedings.

The Hearing Panel: On an annual basis the President, with the advice of the EA/EO Officer, will select and appoint a diverse pool

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-7</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>10/20/09 Revision #10-9</b>

of employees selected on the basis of familiarity with various operations of the College.

At the pretrial conference, where it is determined that the formal complaint will proceed to a hearing, a hearing panel composed of three members shall be selected from the predesignated pool. The Complainant and the Respondent shall each select one panel member. The two members thus selected shall select the third member. In addition, the EA/EO Officer, or his or her designee, shall serve on the hearing panel as a non-voting chairman and Hearing Officer.

#### Step 4: Hearing

The formal hearing will be held within 10 working days of the prehearing conference and the Hearing Officer's decision on matters of procedure will be final. The hearing shall be of a fact finding nature and formal courtroom and/or trial rules of evidence and procedure shall not be applicable. The parties have the right to call their own witnesses and to cross examine witnesses. The hearing panel may ask questions of any witness, as well as each of the parties. The proceedings shall be audio recorded and such recordings shall be retained by the EA/EO Office as a part of the case file.

#### Step 5: Hearing Panel's Findings and Recommendation

Within 5 working days after the adjournment of the hearing, the hearing panel will arrive by a majority vote at a Findings of Fact and Recommendation which will contain the facts and issues not in dispute, the facts and issues in dispute, and a fair and equitable resolution of the dispute. The Findings of Fact and Recommendation of the hearing panel will be submitted to the EA/EO Officer to be forwarded to the President of the College, the Complainant, and the Respondent.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-8</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>10/20/09 Revision #10-9</b>

## Step 6: President's Final Decision

The hearing panel has recommendation authority only. The President will make the final decision in all cases after receipt of the hearing panel's report. The President should notify all affected parties within a reasonable period of time and initiate any action which he deems necessary.

EA/EO Forms identified herein are available from the EA/EO Officer, and may be found on the College's website.

## History:

Adopted 6/17/82; Amended 8/14/84; Effective 9/20/84; 5/17/94. Filed - 5/17/94. Effective - 5/17/94; 1/23/04. Filed – 1/23/04. Effective – 1/23/04; 10/20/09. Filed – 10/20/09. Effective – 10/20/09.

# RULE

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		<b>2.011-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.011</b>	<b>11/16/98 Revision #98-11</b>

**6Hx23-2.011 SEXUAL HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS**

**I. POLICY:**

Sexual harassment constitutes discrimination on the basis of sex and is a violation of this Rule. The College shall not tolerate such conduct. Any employee or student who is found to have violated this Rule shall be disciplined and such discipline shall range from one or more of the following: counseling, attendance at a sexual harassment seminar, written admonishment, suspension or dismissal.

**II. DEFINITIONS:**

**A. Sexual harassment is defined as:**

Conduct including but not limited to, an employee's or a student's unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, sexually related jokes, and/or display of pornographic material in the workplace or an academic or student setting (An academic or student setting includes: all settings on campus, off-campus clinical programs, off-campus courses, and off-campus College-sponsored events), when

- (1) submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or an individual's treatment as a student;
- (2) submission or rejection of such conduct by an individual is used as the basis for employment decisions or the treatment of a student, affecting the employee or student; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or a student's academic

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<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.011</b>	<b>11/16/98 Revision #98-11</b>

performance or creating a sexually intimidating, hostile or offensive working or academic environment.

- B. Except as provided in Paragraph V., the term “staff” shall include faculty/instructors and all other College employees. In Paragraph V. the term “staff” shall include all College employees other than faculty/instructors.

### III. EMPLOYEE RELATIONSHIPS:

This Rule applies to all employees. No employee shall engage in sexual harassment.

- A. In the supervisor-instructor/staff context, the term sexual harassment has a broader impact. The fundamental element of such behavior is the inappropriate personal attention, including romantic and/or sexual relationships with a staff member by a supervisor or other employee who is in a position to affect a staff member's career advancement or working conditions. The supervisor-instructor/staff relationships are professional in nature; inappropriate behavior as defined above is unprofessional and undermines the essential atmosphere necessary in the workplace. This unprofessional behavior is subject to discipline.
- B. This Rule applies to consensual as well as non-consensual supervisor-staff or staff-staff romantic and/or sexual relationships where the supervisor or staff member is in a position to affect a staff member's career advancement or working conditions.
- C. Supervisor-instructor/staff or staff-staff relationships should at all times be professional and any conduct by an employee which unnecessarily or unreasonably creates a sexually intimidating, hostile or offensive working environment in violation of the rights of others is inappropriate, unacceptable and is subject to discipline.

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<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.011</b>	<b>11/16/98 Revision #98-11</b>

#### IV. STUDENT RELATIONSHIPS:

This Rule applies to all students. No student shall engage in sexual harassment.

- A. The student-student relationship, the student-instructor relationship and the student-staff relationship should at all times be respectful of the rights of the others, and any conduct by a student which creates a sexually intimidating, hostile or offensive environment violates the College's Sexual Harassment Rule and may be subject to discipline. For this purpose, staff not only includes College staff, but all employees of clinics and agencies affiliated with a College clinical program or course.
- B. Students having a consensual romantic and/or sexual relationship with a faculty or staff member who is in a position to determine a student's grade or otherwise affect a student's academic progress or environment may be subject to discipline.

#### V. INSTRUCTOR/STAFF-STUDENT RELATIONSHIPS:

This Rule applies to instructor/staff-student relationships.

- A. In the instructor/staff-student context, the term sexual harassment also has a broader impact. The fundamental element of such behavior is the inappropriate personal attention, including romantic and/or sexual relationships with a student by an instructor or staff member who is in a position to determine a student's grade or otherwise affect the student's academic progress or environment. Since the instructor/staff-student relationship is one of professional and client, the above inappropriate behavior is unacceptable in a college because it is a form of unprofessional behavior which seriously undermines the atmosphere of trust essential to the academic setting and is subject to discipline.
- B. This Rule applies to consensual as well as non-consensual instructor/staff-student romantic and/or sexual relationships,

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where the instructor or staff member is in a position to determine a student's grade or otherwise affect a student's academic progress or environment. In general, however, this Rule will be strictly enforced, with the severest penalty imposed, in any instance where the involved student is enrolled in the instructor's class at the time of the inappropriate behavior. See IX.C. infra.

- C. This Rule is not intended to apply when an instructor is legitimately exercising academic freedom in teaching in the classroom when the subject matter taught or discussed is appropriate to the course being taught. Nevertheless, the instructor/staff-student relationship should at all times be professional and any conduct by an instructor or staff member which unnecessarily or unreasonably creates a sexually intimidating, hostile or offensive academic environment in violation of the rights of others is inappropriate and unacceptable and is subject to discipline.
- D. Students having a consensual romantic and/or sexual relationship with a faculty or staff member who is in a position to determine a student's grade or otherwise affect a student's academic progress or environment may be subject to discipline.

## VI. RETALIATION:

It is a violation of this Rule to retaliate or to take reprisal against any person who has filed a complaint or who has complained about sexual harassment based on the fact that the employee or student raised an issue about sexual harassment to his/her supervisor, to any other supervisor or manager of the College, to any Associate/Assistant Provost or Provost, or to any other person, entity or any human rights agency. It is also a violation of this Rule to retaliate against any person involved in the investigation (including witnesses) of a complaint.

If any reprisals or retaliatory actions occur, these should be reported immediately. Any such reports will be investigated by the College

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Attorney or his designee. Reprisals and retaliatory actions will be dealt with through appropriate disciplinary action and steps will be taken to prevent the recurrence of sexual harassment, reprisal, and/or retaliation.

## VII. REPORTING, INVESTIGATION AND RESOLUTION:

All students and employees are responsible for promptly reporting sexual harassment. The College has established the following procedure for reporting, investigating and resolving complaints of sexual harassment and retaliation and has provided a list of some examples of conduct which violate this Rule. (See Exhibit attached hereto.)

### A. DUTY TO REPORT:

1. Complaints of sexual harassment by students or employees are to be promptly reported to individuals designated by the President and published at the beginning of Session I of each year in the College's annual Supplement to the Faculty, Staff and Student Handbook or such other publication as the President may determine. The complaint may be reported to any one of the individuals designated, regardless of what site the reporting person is associated with. The individual receiving the complaint shall promptly notify the College Attorney.
2. Supervisors are to promptly report any conduct that may appear to involve sexual harassment as provided herein.

### B. INVESTIGATION:

Immediately upon receipt of a complaint, the College Attorney will have the responsibility for and will direct each investigation of sexual harassment. In directing the investigation, the College Attorney may designate other persons to conduct and aid in the investigation and in making such designations, the College

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Attorney will be sensitive to the gender of the complaining party and reporting relationships.

Upon completion of the investigation, the results of the investigation will be submitted to the President or designee for determination of what action, if any, is appropriate. The complaining party will be advised of the results of the investigation.

**C. RESOLUTION OF A COMPLAINT:**

Resolution of a complaint may be accomplished in various ways. The complaint may be resolved by intervention, corrective action taken by the President or designee, or by official disciplinary procedures.

**D. DISCRIMINATION GRIEVANCE:**

The victim of the sexual harassment may also bring a discrimination grievance which shall be processed in accordance with Rule 6Hx23-1.34.

**E. DUTY TO REPORT ANY RECURRENCE:**

Complaints of any recurrence of conduct involving sexual harassment or retaliation are to be promptly reported as provided herein.

**VIII. FALSE COMPLAINTS:**

Any person who knowingly files a false complaint of sexual harassment or retaliation against another shall be subject to disciplinary action, including dismissal.

**IX. DISCIPLINE/PROCEDURE:**

A. Remedial or disciplinary action will depend on the nature of the incident, but such discipline shall range from one or more of the

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following: counseling, attendance at a sexual harassment seminar, written admonishment, suspension or dismissal.

- B. 1. Career service employees may be subject to disciplinary action as provided for in the Career Service Manual, Board of Trustees' Disciplinary Rule 6Hx23-2.19 relating to career service employees and/or Sections 120.569 and 120.57 of the Florida Statutes.
- 2. Administrative staff and faculty members may be subject to disciplinary action as provided in the Rules of the Department of Education, State Board of Community Colleges Rules 6A-14.0411(4) and/or 6A-14.0411(6).
- 3. All instructors who violate this policy by having consensual or non-consensual romantic and/or sexual relationships with a student presently enrolled in his/her class, will be dismissed, pursuant to the Rules of the Department of Education, State Board of Community Colleges Rules 6A-14.0411(4) and/or 6A-14.0411(6).
- 4. Students may be subject to disciplinary action as provided for in Board of Trustees' Rule 6Hx23-4.35.

**X. REPORT OF ACTION TAKEN:**

The College shall report to the person making the complaint of the action taken by the College in regard to any sexual harassment or any reprisal or retaliation.

**XI. CONFIDENTIALITY/PUBLIC RECORDS:**

Subject to certain statutory exemptions, College employee records are generally by law subject to public disclosure upon request of a member of the public under Chapter 119 of the Florida Statutes. Records are provided only upon an appropriate request. The College may not volunteer disclosure of such records. Student identifiable records are generally protected from the public disclosure law and will be protected as provided in Florida Statutes and under the Buckley Amendment.

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**XII. PUBLICATION:**

The College shall publish and make available to all students and employees its Sexual Harassment Rule or pertinent parts thereof and examples of sexual harassment which are prohibited conduct. The attached Exhibit to this Rule is a list of some of the examples that may be used to describe the acts which are considered in violation of this Rule. This list is not intended to be all inclusive.

Specific Authority: 240.319(2) & (3), 240.319(4)(h) & (l), F.S.

Law Implemented: Titled "VII of the Civil Rights Acts of 1964", as amended; the Florida Human Rights Acts of 1977, as amended; Title IX of the Educational Amendments Act of 1972, as clarified by the Civil Rights Restoration Act of 1988; EEOC Regulation 29 C.F.R. Section 1604.11 and 34 C.F.R. Section 106 et seq.; 240.319(4)(h) & (l); 6A-14.0262 (7)(e) & (8), 6A-14.0247(6).

History: Adopted 9/22/92. Filed - 9/22/92. Effective - 9/22/92; 7/19/94, withdrawn at BOT meeting to be brought back at a later date, 10/18/94. Filed - 10/18/94. Effective - 10/18/94; 6/18/96. Filed - 6/18/96. Effective - 6/18/96; 2/18/97. Filed - 2/18/97. Effective - 2/18/97; 11/16/98. Filed - 11/16/98. Effective - 11/16/98.

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## EXHIBIT TO SEXUAL HARASSMENT RULE

The following are some examples of sexual harassment and retaliation in the workplace or an academic or student setting (an academic or student setting includes: all settings on campus, off-campus clinical programs, off-campus courses, and off-campus College-sponsored events) which violate the College's policy. The list is not intended to be all inclusive.

- A. Physical assault of a sexual nature, including intentional sexual physical conduct such as touching, pinching, patting, grabbing, brushing against another employee's or a student's body, or poking another employee 's or a student's body.
  
- B. An employee's or student's unwanted sexual advances, propositions or other sexual comments, such as:
  - (1) sexually-oriented gestures, jokes, or comments about a person directed at or made in the presence of any employee or student who indicates or has indicated in any way that such conduct in his or her presence is unwelcome;
  - (2) preferential treatment or a promise of preferential treatment to any employee or student for submitting to sexual conduct, including soliciting or attempting to solicit any employee or student to engage in sexual activity for compensation or academic reward; and/or
  - (3) subjecting or threatening to subject any employee or student to unwelcome sexual attention or conduct or intentionally making performance of the employee's job or student's academic work more difficult because of that employee's or student's sex.
  
- C. Sexual or discriminatory displays of publications and sexual objects anywhere in the College's workplace, classroom or student area by College employees or students, such as:
  - (1) displaying pictures, posters, calendars, graffiti, objects or other materials that are sexually suggestive, sexually demeaning, or pornographic, or bringing into the College's environment or possessing any such material to read, display or view; and/or

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- (2) reading, or otherwise publicizing in the College's environment, materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

Excluded from the prohibition of the above are any publications, displays, pictures, or any other material of a sexual nature utilized by any faculty member or student in the legitimate exercise of teaching and learning appropriate to the course being taught and approved in the normal administrative process.

- D. This Rule applies to consensual as well as non-consensual supervisor-staff or staff-staff romantic and/or sexual relationships where the supervisor or staff member is in a position to affect a staff member's career advancement or working conditions.
- E. In the supervisor-instructor/staff context, the term sexual harassment has a broader impact. The fundamental element of such behavior is the inappropriate personal attention, including romantic and/or sexual relationships with a staff member by a supervisor or other employee who is in a position to affect a staff member's career advancement or working conditions. The supervisor-instructor/staff relationships are professional in nature; inappropriate behavior as defined above is unprofessional and undermines the essential atmosphere necessary in the workplace. This unprofessional behavior is subject to discipline.
- F. Supervisor-staff or staff-staff relationships should at all times be professional and any conduct by an employee which unnecessarily or unreasonably creates a sexually intimidating, hostile or offensive working environment in violation of the rights of others is inappropriate and unacceptable and is subject to discipline.
- G. In the instructor/staff-student context, the term sexual harassment also has a broader impact. The fundamental element of such behavior is the inappropriate personal attention, including romantic and/or sexual relationships with a student by an instructor or staff member who is in a position to determine a student's grade or otherwise affect the student's academic advancement or conditions. Since the instructor/staff-student relationship is one of professional and client, the above inappropriate behavior is unacceptable in a college because it is a form of unprofessional behavior which seriously undermines the atmosphere of trust essential to the academic setting and is subject to discipline.

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- H. An instructor having a consensual or non-consensual romantic and/or sexual relationship with a student, when the student is enrolled in the instructor's class at the time of the romantic and/or sexual relationship, violates this policy, notwithstanding that the instructor did not influence (positively or negatively) the student's grade or otherwise affect the student's academic advancement or conditions.
  
- I. The instructor/staff-student relationship should at all times be professional and any conduct by an instructor or staff member which creates a sexually intimidating, hostile or offensive environment is inappropriate and unacceptable and is subject to discipline. Excluded from the above prohibition is the instructor's legitimate exercise of academic freedom in teaching in the classroom when the subject matter taught or discussed is appropriate to the course being taught and the instructor is not unnecessarily or unreasonably creating a sexually intimidating, hostile, or offensive academic environment in violation of the rights of the student.
  
- J. The student-student relationship, the student-instructor relationship and the student-staff relationship should at all times be respectful of the rights of the others, and any conduct by a student which creates a sexually intimidating, hostile or offensive environment violates the College's Sexual Harassment Rule and may be subject to discipline. For this purpose, staff not only includes college staff, but all employees of clinics and agencies affiliated with a college clinical program or course.
  
- K. Students having a consensual romantic and/or sexual relationship with a faculty or staff member who is in a position to determine a student's grade or otherwise affect a student's academic advancement or conditions may be subject to discipline.
  
- L. Retaliation for sexual harassment complaints, such as:
  - (1) disciplining, changing work assignments of, providing inaccurate work information to, or refusing to cooperate or discuss work-related or academic matters with any employee or student because he or she has complained about or resisted harassment, discrimination or retaliation or has participated in an investigation regarding a complaint; and/or

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- (2) intentionally pressuring, falsely denying, lying about or otherwise covering up or attempting to cover up conduct such as that described in any item above.

P6Hx23-2.021 PROCEDURE: PERSONNEL GRIEVANCES

PURPOSE AND INTENT:

To establish procedures for employment complaints to be heard and remedial action taken when determined necessary, without prejudice and/or reprisal.

PROCEDURE:

I. Definitions:

- A. A "grievance" is a complaint relating to an alleged violation of individual rights, benefits, working conditions, appointment, reappointment, promotion, and reassignment for instructional, administrative/professional and career service personnel other than discrimination grievances which will be handled in accordance with BOT Rule 6Hx23-1.34. The nonrenewal of an annual, acting, temporary or grant employment contract is not a grievable matter. (Note: Academic freedom and responsibilities are covered under Board of Trustees' Rule 6Hx23-3.01.)
- B. A "grievant(s)" must be an employee(s) of the College or an employee(s) at the time of the alleged violation.
- C. "Other party" is the College person(s) against whom the complaint is filed.
- D. "Persons directly involved" means the grievant(s), the other party, and those who make the decision regarding the grievance.
- E. "Peer group(s)" shall be:
  - 1. Faculty grievance committee nominees: full-time instructional personnel selected by a secret written ballot of the full-time instructional personnel.

2. Administrative/professional grievance committee nominees: administrative/professional personnel selected by a secret written ballot of the administrative/professional personnel.
3. Career employees' grievance committee nominees: full-time career employees selected by a secret written ballot of the career employees.

II. Informal Resolution:

None of the following is intended to preclude any discussion between the grievant(s) and any other person in an attempt to resolve the problem prior to invoking Step 1 of the formal procedures. Such discussion between the persons directly involved in a grievance is to possibly resolving grievances resulting from some misunderstanding by one party or the other.

III. Formal Resolution:

A. Step 1:

1. The grievant(s) must give notice to the Department of Human Resources of a grievance through the filing of the Step I Grievance Form. The formal notification must be written and filed with Human Resources within 10 calendar days after the informal discussion of the problem.
2. The grievant(s) must initiate discussion in regard to the grievance with the other party within 5 working days after the filing of the Step I Grievance Form in order to ensure appeal rights to Step 2.
3. The grievant(s) may seek the assistance of the director of Human Resources or may request the director of Human Resources to present the grievance to the other party on the grievant's behalf, or may choose to select a spokesman who is a full-time employee of the College to

present the grievance on the grievant's behalf. In cases when the grievant(s) is in the area supervised by the director of Human Resources, the President shall appoint someone to assist the grievant(s).

4. A decision shall be given by the other party within 5 working days after the matter has been presented to the other party.
5. The director of Human Resources (or an appointee of the President in cases involving the area supervised by the director of Human Resources) will work with the parties involved, including the other party's supervisor, to attempt to effect a resolution to the problem.

B. Step 2:

Step 2 may be initiated by the grievant(s) in any complaint not resolved to the satisfaction of either party in Step I. The grievant(s) shall petition the appropriate grievance committee in writing within 5 working days of the decision rendered in Step I. The committee shall assemble within 10 working days from receipt of the petition. It shall be the duty of the chairperson of the committee to notify all parties concerned of the time and place of the hearing, and confirm such notification in writing.

IV. Grievance Committee:

The membership of the appropriate grievance committees shall be as follows:

- A. Three committees shall be established to hear cases related to their specific areas; one to hear instructional personnel grievances, one to hear career employees' grievances, and one to hear administrative/professional grievances.
- B. Each committee will consist of five members:

1. One administrative/professional person named by the President.
  2. One administrative/professional person elected by secret ballot by the peer group of the grievant.
  3. Two peer group members of the grievant elected by secret ballot by the peer group of the grievant.
  4. A fifth member to be unanimously selected by the other four committee members.
  5. The director of Human Resources will serve in a nonvoting capacity. The Grievance Committee may request documentation for any statements made by this officer during the hearing.
- C. The procedure for electing members and alternates for the grievance committees shall be:
1. In September of each academic year, each peer group (career employees, instructional and administrative/professional) shall by secret ballot, elect not fewer than three nor more than five members of the peer group in a manner of their own choosing to serve as an Elections Committee. The purpose of each Elections Committee shall be to conduct an election by which the members of their peer group select two peer group members and one administrative/professional member for the grievance committee responsible for conducting hearings arising from their peer group.
  2. Every member of the peer group will receive from the Elections Committee an invitation to be a candidate for the Grievance Committee.
  3. Upon receipt of these forms, the Elections Committee will compile a ballot composed of the names of all individuals

who indicated a willingness to serve on the Grievance Committee. This ballot will then be distributed to every member of the peer group with instructions to indicate a choice of candidates and return the ballot to the Elections Committee.

4. Upon receipt of the ballots, the Elections Committee will determine the candidates' status by rank order of votes.
  5. Candidate(s) receiving the highest rank position will be declared member(s) of the Grievance Committee.
  6. All other candidates shall be considered as alternates in the event of challenges or vacancies; the highest ranking person being first, second highest next, and so on. Tied votes shall be broken by lot drawings.
  7. Inasmuch as staggered terms of office are required, to establish this in the first election (1975), the candidate receiving the highest number of votes will serve a two-year term of office, and the candidate receiving the second highest number of votes will serve a one-year term of office.
  8. The fifth member of the committee, who is chosen by the other four, will serve a one-year term of office and will be chosen annually at the beginning of the academic year by the new Grievance Committee.
- D. The rules and procedures for the committee's operation in hearing an instructional personnel grievance shall be:
1. Only the full committee of five members shall constitute a quorum. (No individual who has participated in the alleged violation which has given rise to the complaint shall be eligible to serve on the committee hearing the complaint.) The committee shall annually elect one of its members to serve as chairperson. Robert's Rules of Order Newly Revised shall serve as the parliamentary guide for conducting these hearings.

2. The grievant(s) and the other party shall have the right to challenge members of the committee.
3. The committee shall decide on the basis of oral discussion with and/or without written statements from the grievant(s) and from all parties and/or witnesses concerned, whether or not there are sufficient grounds to hear a case. If the committee decides that there are not sufficient grounds to hear a claim and closes the cases, it shall notify the grievant(s) in writing as to the reasons for its action. (An appeal can be made--See Step 3.)
4. The committee shall determine whether or not written statements may be introduced in place of personal appearances by witnesses unable to be present. Furthermore, the committee reserves the right to question witnesses should only written statements be submitted.
5. The committee members and those persons directly involved in the grievance may all present statements and ask questions of each other and of the witnesses.
6. In reaching its decision, the committee shall neither consider nor review any document or other material to which all the persons directly involved are not afforded access at least 2 working days prior to the hearing, except for oral testimony brought out in the hearing.
7. Decisions rendered shall be reduced to writing, setting forth the decision and the reasons therefor, and shall be submitted within 5 working days to the grievant(s) and the other party, with a copy forwarded to the President. Decisions shall be binding upon both parties to the grievance, subject to an appeal to Step 3.
8. At any point in the proceedings prior to the time when the committee meets to consider its decision, the grievant(s)

may withdraw the complaint by so informing the committee in writing.

9. All documents, communications, reports, and decisions dealing with the processing of a grievance shall be permanently maintained in the separate file for security, and shall not be placed in the personnel records of the participants. A summary of proceedings shall be provided to the grievant(s) and the other party. This requirement may be waived by the mutual consent of these parties.
10. Forms to be used for filing grievances, serving notices, taking appeals, making reports and recommendations, as well as other necessary documents, shall be drafted by the committee, and reproduced and distributed by the human resources department.
11. None of the person(s) directly involved in the case or any other individual shall use the fact of informal discussion, the fact that a grievance has been filed, or the character of any dispute as a cause for retaliatory action against persons directly involved in the dispute now or in the future, or any party in interest, or any witness, or any member of the committee, or any other participant in the grievance procedures by reason of such participation. However, appropriate disciplinary action may be taken for violation of rules during the grievance proceedings.

#### V. Step 3 - Appeals Procedures

- A. If the grievant(s) or other party is not satisfied with the disposition of the grievance, an appeal may be filed with the President in writing, which must be received by the President within 10 calendar days of the date of the committee's decision, or if no decision has been returned within 10 calendar days after the presentation of the grievance, either party may, within the next 10 calendar

days, file an appeal with the President in writing. The decision of the President is final.

- B. The St. Petersburg College Board of Trustees can consider action under the Administrative Procedures Act for certain types of cases. Different types of hearings are provided under this law. The petitioner can, under the Administrative Procedures Act, utilize personal legal counsel.

Specific Authority: 1001.64(2) & (4), F.S.

Law Implemented: 120.81, 1001.64(4)(a) & (b), (18), F.S.

History: Amended 4/14/83, 11/14/83, 6/3/86. Effective 8/25/86, 8/22/91. Filed- 8/22/91. Effective- 8/22/91; 1/23/04. Filed – 1/23/04. Effective – 1/23/04.

# RULE

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		<b>4.01-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.01</b>	<b>11/20/07 Revision #07-11</b>

**6Hx23-4.01    STUDENTS, ADMISSION, PROGRAMS, AND ACTIVITIES - GENERAL**

This Rule describes the general admission policies of the College but must be read in conjunction with Board Rule 6Hx23-4.02 Admission Requirements.

- I. Admissions policies and modifications to those policies are reviewed on an ongoing basis by the Academic and Student Affairs Council, Provost's Council and the President's Cabinet.
- II. Specific and detailed definitions of Rules for admission of students to the College, as approved by the Board of Trustees, shall be published in the College catalog and the upper-division supplement to the College catalog, including Rules for the acceptance of students not meeting all general requirements.
- III. In order to maintain the College ideals of scholarship and deportment, the right is reserved to deny admission to applicants for any reason which is deemed to be in the best interest of the College.
- IV. It is the policy of the College to provide equal access to and equal opportunity within all College programs and activities including admissions, without regard to race, color, religion, marital status, national origin, sex, age or disability. It is also the responsibility of the College to establish policies which identify and examine qualitative measures of College climate, support services, and extra-curricular services in an effort to clearly identify students with reasonable potential for success.
  - A. The College recognizes that sexual harassment constitutes discrimination on the basis of sex and violates this Rule and the College shall not tolerate such conduct. Also see Rule 6Hx23-2.011.
  - B. The College will not discriminate in any services program or activity against any qualified individual with a disability. The term "qualified individual with disability" means an individual with a disability who, with or without reasonable modifications

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to Rules, policies or practices, the removal of architectural, communication and transportation barriers or the provision for auxiliary aids and services meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the College. Except when undue hardship exists or where accommodation would result in a fundamental alteration of a program(s), the College shall endeavor to provide accommodation for such services, programs and activities to any qualified individual with a disability in accordance with the Americans With Disabilities Act of 1990, Sections 504 and 505 and the Rehabilitation Act of 1973 and related regulations.

1. College Rules, Procedures, requirements and practices may be modified or waived when necessary and appropriate to meet the requirements of Paragraph IV.B. above.
  2. The College shall develop a procedure and/or guidelines for a qualified student with a disability who requests reasonable accommodation.
  3. Disabled students who are not satisfied with the accommodations made hereunder may pursue a grievance in accordance with Rule and Procedure 6Hx23-1.34.
- C. Discrimination grievances shall be processed in accordance with Rule 6Hx23-1.34.
- V. A. College employees shall recognize that Florida law requires the College to reasonably accommodate the religious observances, practices, and beliefs of individual students in regard to admissions, class attendance, and the scheduling of examinations and work assignments.
- B. Religious accommodation includes respect for individual religious beliefs and tolerance of religious differences. Thus,

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students in the classroom shall not be subjected to harassment or ridicule on the basis of their religious beliefs.

C. Accommodations under A. or B. above shall be made between the individual student and the appropriate member of the faculty or staff.

1. Such accommodation shall provide reasonable alternative means for students to carry out their responsibilities as students.
2. Students must notify instructors in advance of absences to observe religious holy days in their own faith. Such absences shall be permitted without penalty.
3. Students are responsible for material covered during absences under this Rule, but will be given a reasonable period of time in which to complete makeup assignments after such absences.
4. Whenever practicable, major class assignments, major examinations, and official ceremonies shall be scheduled at times which do not conflict with major religious holy days.

D. Students who are not satisfied with the accommodation made hereunder may pursue a grievance in accordance with Rule and Procedure 6Hx23-1.34.

VI. Each student, by the act of registering, pledges to accept and obey the rules and regulations of the College.

VII. Any person whose past actions have been found to have disrupted or interfered with the orderly conduct, processes, functions, or programs of any other school, university, college or community college may be denied admission by the President.

VIII. Failure to pay fees on or before the designated due date will result in the student being dropped from all classes.

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- IX. Audit students are enrolled in credit courses for informational instruction only. Audit courses carry no credit.
- X. For specific requirements for admission to Bachelors degree in Education Programs at St. Petersburg College, see BOT Rule 6Hx23-4.72.
- XI. For specific requirements for admission to other bachelor degree programs at St. Petersburg College, see BOT Rule 6Hx23-4.02.

Specific Authority: 1001.64(2) & (4), F.S.

Law Implemented: 1001.64(5), (6), (7) & 8, 1001.02, 1001.03, 1004.73, 1006.33, 1007.263, F.S.; Rules 6A-10.030, 6A-19.001, 6A-19.002, F.A.C.; Title VI of Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973, as amended; Americans With Disabilities Act of 1991; Age Discrimination Act of 1975; SB 20, 2001 Legislature.

History: Formerly - 9-1.01, 6Hx23-7-1.01, 6Hx23-4.02(1) & (2). Adopted - 7/2/68. Readopted - 10/19/74, 10/25/77. Amended - 10/16/75, 4/21/77, 11/30/81, 4/19/82, 6/17/82, 10/27/82 (effective 12/1/82), 11/23/82 (effective 1/1/83), 2/17/83 (effective Session I, 1983-84), 9/20/84, 10/20/88, 1/26/89, 7/26/89, 11/21/89, 7/17/90, 2/19/91. Filed - 2/19/91. Effective - 2/19/91, 6/13/91. Filed-6/13/91. Effective-6/13/91;2/16/93. Filed - 2/16/93. Effective - 2/16/93; 6/15/93. Filed - 6/15/93. Effective - 6/15/93; 5/18/99. Filed - 5/18/99. Effective - 5/18/99; 4/18/00. Filed - 4/18/00. Effective - Session I, 2000-01; 9/11/01. Filed – 9/11/01. Effective – 9/11/01; 6/21/02. Filed – 6/21/02. Effective 6/21/02; 11/12/02. Filed – 11/12/02. Effective – Upon Board Approval; 7/24/03. Filed – 7/24/03. Effective – Immediately for students applying for admission to the Bachelor of Applied Science in Dental Hygiene Program for Session II, 2003-04; 11/16/04. Filed – 11/16/04. Effective – 11/16/04; 7/19/05. Filed – 7/19/05. Effective – 7/19/05; 9/18/06. Filed – 9/18/06. Effective – 9/18/06; 11/20/07. Filed – 11/20/07. Effective – 11/20/07.

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<b>SUBJECT</b>	<b>STUDENT GRIEVANCES AND APPEALS, APPEALS TO WAIVE REQUIREMENTS OF CLAST, APPEALS TO EXCLUDE COURSEWORK FROM GRADE POINT AVERAGE CALCULATIONS, STUDENT BODY GOVERNANCE AND RECOMMENDATIONS</b>	<b>PAGE</b>
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6Hx23-4.36 STUDENT GRIEVANCES AND APPEALS, APPEALS TO WAIVE REQUIREMENTS OF CLAST, APPEALS TO EXCLUDE COURSEWORK FROM GRADE POINT AVERAGE CALCULATIONS, STUDENT BODY GOVERNANCE AND RECOMMENDATIONS

I. Student Grievances

A. Definitions

1. A "grievance" is defined for the application of this Rule to be a complaint, other than a discrimination grievance, alleging that a student's (grievant's) rights have been abridged through any of the following:
  - a. a violation of Rules and/or Procedures of the College;
  - b. arbitrary or capricious action by a College employee;
  - c. improper removal from the College or a program of the College for academic reasons;
  - d. improper denial of admission or re-admission to the College or a program of the College;
  - e. information contained in the student's record (Board of Trustees' Rule 6Hx23-4.37);
  - f. arbitrary and/or capricious action in the award of a final grade;

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- g. an academic matter which may be grieved as an appeal. A petition may be filed for an individual determination concerning matters relating to any of the following:
- (1) belated withdrawals;
  - (2) deviations from graduation requirements;
  - (3) changes to permanent records;
  - (4) academic probation, suspension, and dismissal under BOT Rule 6Hx23-4.46;
  - (5) changes from audit to credit;
  - (6) inappropriate action by the student based on misleading advice by a College employee;
  - (7) exclusion of coursework from grade point average calculations and cumulative credit hours attempted;
  - (8) extension of time allowed to complete work when an "I" (incomplete) grade has been assigned;
  - (9) all other academic rules and procedures except those referred to in Paragraph I.A.1. a. through f. above.
2. A "grievant" (petitioner) must be a student of the College and is the person making the complaint except as in Paragraph c. and d. above.

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3. "Other party" is the College person(s) or condition against whom the complaint is filed.
4. "Person directly involved" means the grievant(s), and the other party to the grievance.
5. "The Committee" referred to in this Section is the College Committee on Student Grievances.
6. "Working days" shall include Mondays, Tuesdays, Wednesdays, Thursdays and Fridays and shall exclude Saturdays, Sundays, and Board of Trustees' approved holidays.
7. "Calendar" days shall include all days on the calendar including Board of Trustees' approved holidays.
8. "Arbitrary or Capricious" means without rational basis, or done in bad faith or constitutes disparate treatment and/or based on unlawful discrimination.

**B. Time Limitations**

A grievance should be promptly presented. A student must pursue any grievance as that term is defined above pursuant to this Rule within certain time limits. Failure to bring a grievance within 120 days of the abridgment of the student's right(s) shall constitute a waiver and bar of the student's right(s). This time limitation does not apply to information contained in the student's record or a final grade appeal. An appeal of final grades must be filed in writing pursuant to Paragraph I. F. herein (Formal

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Resolution of Appeals) no later than the last day of regular classes for the session immediately following the session in which the disputed grade is awarded. Failure to file an appeal of a final grade within said time shall constitute a waiver and bar of the student's right.

- C. Discrimination grievances shall be processed in accordance with Board of Trustees' Rule 6Hx23-1.34 - Discrimination Grievance Rule, provided, however, when a claim of discrimination is brought in conjunction with a grievance as defined above, the student may use the Resolution process described herein in lieu of the Discrimination Grievance Rule.
- D. Exhaustion of Department Procedures/Necessary Before Commencing Informal Resolution Process.

If an academic department of the College has a special published procedure designed to be utilized by the student for resolution of issues covered by this Rule then the student will be expected to follow the department's procedure before commencing the informal resolution process, unless excused by the provost or designee.

- E. Informal Resolution

None of the following is intended to preclude any discussion between the persons directly involved in a grievance. In fact, the student is to be encouraged to first discuss the matter with the other party. If then the student wishes to pursue the grievance, the matter would go to the associate provost or designee. (To commence a grievance, a grievant shall present the grievance to

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their campus or site associate provost or designee.) The associate provost shall provide the student with a copy of this Rule. To the degree permitted by law, all informal grievances shall be kept private except as required in the completion of the informal resolution process. Completion of the informal resolution process is a prerequisite to filing a formal grievance.

Review of the grievance by the associate provost or designee will include a thorough investigation of all pertinent facts in the case, including evidence presented by the grievant, and reaching an impartial judgment as to the validity of the grievance.

A decision shall be given to the student by the associate provost or designee within 7 working days after the matter has been presented. This time period may be extended by the provost or designee of the site for extenuating circumstances. If the grievance cannot be resolved to the satisfaction of the student at the informal level, the student may file an appeal to the Committee requesting a formal resolution.

Should the student desire to file a formal appeal, a petition **must** be filed pursuant to Paragraph I. F. herein within 7 working days of aforesaid date for the informal decision of the associate provost or designee is due. Failure to file an appeal for formal resolution within said time period shall constitute a waiver and bar of grievant's rights.

## F. Formal Resolution of Appeals

1. The petitioner shall timely file with the provost or designee of the campus or center where the alleged matter took place, the appeal in writing, stating the reasons and grounds for the

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appeal to the Campus/Center Appeals Committee with a copy to the associate provost or designee, on the appropriate campus/center location. If the reasons and/or grounds presented by the grievant are unclear, the provost or designee may return the written appeal to the grievant for clarification and supplements as may be directed by the provost or designee.

2. The Committee shall consist of two instructors, two students and one administrator. The President or designee shall appoint a pool of students, instructors and administrators for each campus or center. The provost or designee shall appoint from the campus or center pool a student, instructor and administrator for each specific hearing. The administrator may be appointed by the provost or designee from a campus or center pool other than where the matter took place. The chairperson will be designated by the provost or designee. During periods when the College is not in session, substitute personnel may be appointed by the appropriate provost or designee.
  
3. The Committee's decision shall be by majority vote and shall be based upon the evidence presented. Committee members may ask questions of the persons directly involved and the witness(es). The hearing is intended to be informal and without application of any strict rules of evidence and any evidence which a reasonable person would rely upon may be accepted and the Committee may give particular evidence the weight it deems appropriate under the circumstances.

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<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.36</b>	<b>1/23/04 Revision #04-1</b>

4. The chairperson shall be responsible for making arrangements for electronic recording of the Committee meeting or the recording thereof by a court reporter provided, however, the deliberations of the Committee shall not be recorded. If an appeal is taken of the Committee's decision, the chairperson shall be responsible for providing an original record. Should the student desire a copy of the record, the student shall be entitled to a copy at his/her expense. If a recording device(s) malfunctions or the record is inaudible or otherwise not available for an appeal, the provost or designee or President or designee may direct a new hearing if the parties (persons directly involved) and chairperson of the hearing panel cannot, after a good faith attempt, provide an agreed statement of the facts and matters that were presented before the panel within a reasonable time from the date of the appeal as determined by the provost or designee or the President or designee.
  
5. The provost or designee shall, in advance of the hearing, consult with each member of the Committee to determine their ability to be fair and unbiased in accordance with the same standards set forth in Board of Trustees' Procedure P6Hx23-4.36.
  
6. The Committee shall assemble for the hearing within 15 working days after receipt of the petition or supplement, if any. The chairperson may extend the time for the hearing for extenuating circumstances. It shall be the duty of the chairperson of the Committee to notify the persons directly involved of the time and place of the hearing.

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7. The grievant and the other party may, at their own expense, employ an attorney to be present, assist and counsel them, however, the attorney shall not directly participate in the hearing.
  
8. The chairperson shall schedule a hearing and give the persons directly involved notice of the hearing and shall furnish the other party with a copy of the petitioner's written appeal. The Notice of Hearing shall advise the parties of their right to testify, offer documentary evidence, witnesses and the right of cross-examination. The chairperson shall furnish the parties with a copy of the Rule. The grievant shall present his/her case first. The parties are responsible for assuring the attendance of their respective witnesses. (The Committee has no subpoena power.)
  
9. The chairperson shall instruct all witnesses (except the parties) to wait outside of the hearing room and not discuss the case with the other witnesses during the course of the hearing. Witnesses will be called into the hearing room when the party offering their testimony is ready to offer the witnesses testimony. The parties, however, may discuss the case with the witnesses during recesses of the hearing.
  
10. The chairperson shall make rulings regarding hearing procedures, time allowed for presentations, admission of evidence, the limiting of cumulative evidence and/or witnesses and make such other rulings as otherwise may be necessary or appropriate.
  
11. The chairperson may grant a continuance only in the event of extenuating circumstances.

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12. The Committee shall reach its decision based on the evidence presented at the hearing. The persons directly involved may offer witnesses and other evidence and shall have the right of cross-examination.
  
13. When the grievant requests the reversal of action previously taken, the burden of proving that the action taken was improper, arbitrary or capricious shall be upon the grievant. The Committee shall consider procedural and substantive matters and concerns and shall take such action as is deemed by the Committee to be in the best interests of all concerned.

**SPECIAL NOTE FOR GRADE APPEALS:** The student grievant shall have the burden of demonstrating that the grade given was arbitrary and/or capricious. For the purpose of this provision, a grade shall be limited to grades of "A", "B", "C", "D" or "F". Except when the grade given was arbitrary and/or capricious, it is not appropriate for the Committee to substitute its judgment for matters within the instructor's professional judgment or discretion. If the grade given was not arbitrary and/or capricious, and is within the judgment and discretion of the instructor, the grade must be affirmed. If the grade given is arbitrary and/or capricious the Committee may recommend a change of grade subject to the appeal rights of the instructor and student through a timely appeal to the President or designee. Failure to timely appeal as provided for hereinafter shall cause the Committee's recommended decision to be final.

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14. At any point in the proceedings prior to the time when the Committee meets to consider its decision, the grievant(s) may withdraw the appeal by so informing the chairperson in writing.
15. The Committee members shall have the right to question witnesses.
16. The Committee shall record its decision in writing (decision letter), within 2 working days after the conclusion of the proceedings. The Committee chairman shall provide a copy of the decision letter to the provost or designee and a copy shall be mailed to the student at the student's last known address.
17. The parties directly involved have the right, and shall be so informed by the Committee, to appeal the decision reached to the provost or designee responsible for that instructional site. The party appealing must file the appeal with the provost or designee within 10 calendar days after the date of the decision letter. Failure to file an appeal with the provost or designee within the aforesaid time period shall constitute a waiver and bar of the parties rights.
18. If a person directly involved is not satisfied with the decision of the provost or designee he or she may appeal the decision to the President or designee whose decision is final and shall constitute final action. The appealing party must file the appeal with the President or designee within 10 calendar days after the date of the provost's or designee's decision letter. Failure to file an appeal with the President or designee

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within the aforesaid time period shall constitute a waiver and bar of the parties rights.

## II. Appeals to Waive Requirements of CLAST

### A. Basis for Appeals

1. A student who, in the best professional opinion of the institution, has a specific learning disability such that he or she cannot demonstrate successful completion of one or more sections of the College-Level Academic Skills Test (CLAST), and is achieving at the college level in every area except that of the disability, and whose diagnosis indicates that further remediation will not succeed in overcoming the disability, may appeal for special consideration. [F.S. 240.107(5)]
  
2. A student who has a physiological disorder(s) which substantially impairs his or her visual, auditory, manual or speaking abilities, or who has a learning disability(s), and who believes that a test or subtest has not been modified in administration so as best to ensure that his or her performance on the test or subtest accurately reflects achievement of the skill being measured may appeal for special consideration. [Florida Administrative Code 6A-10.0311]
  
3. A student who has failed any subtest of CLAST four times but has demonstrated proficiency through successful coursework in the tested area may appeal for a waiver. [F.S. 240.107(6)]

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- B. The President or designee will appoint a collegewide CLAST Appeals Committee to consider all appeals by St. Petersburg College students to waive the requirements of CLAST for the granting of the Associate in Arts degree. The Committee will be chaired by the vice president of Educational & Student Services or designee and will include four additional appointed members: the institutional test administrator, a faculty member from mathematics, a faculty member from English, and a faculty member from a department other than mathematics or English.
  
- C. Students who have failed CLAST (or any subtest) four times and who believe they have demonstrated appropriate proficiency through coursework, and students who believe they have a disability(s) that precludes them from performing satisfactorily on CLAST and that they should be granted a waiver for all or part of the CLAST requirements, will submit their appeal in writing to their campus associate provost or designee or provost or designee who will forward the appeal to the vice president of Educational & Student Services, the chairperson of the collegewide CLAST Appeals Committee. Students who appeal on the basis of four failures must be able to demonstrate that they have made appropriate efforts to remediate their deficiencies and pass the test(s) and they must have met all other requirements for award of the Associate in Arts degree to be eligible for the waiver(s).
  
- D. The Committee will meet within 20 working days of receipt of the written appeal and will submit a recommendation to the President or designee within 2 working days of their meeting. The Committee will examine the student's academic records, appropriate medical records, and other pertinent materials and

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may hear testimony from the student, faculty members, medical experts, or others relevant to the case.

- E. The Committee may recommend a waiver for one or more sections of CLAST based on the results of its review and within the guidelines established by F.S. 240.107(5 and 6), and Administrative Code 6A-10.0311. The Committee may recommend the denial of a waiver for the appealed CLAST requirements or may specify modifications for future administrations of CLAST for the student who has appealed. Committee recommendations will be based upon majority vote.
  
- F. The Committee's recommendation will be communicated in writing to the President or designee who, in cases of appeals based on disabilities, may accept or deny a Committee recommendation to approve or deny the appeal. In the case of a student appeal based on four failures, the President or designee may accept or deny a Committee recommendation to grant a waiver but cannot grant a waiver when the Committee recommended denial.
  
- G. The President's or designee's decision will be communicated to the student and the Committee within 10 working days of receipt of the Committee's recommendation. If the decision is to approve a waiver, the vice president of Educational & Student Services will communicate the decision to the College registrar and to the Administrator of Assessment, Testing, and Evaluation Section for the Florida Department of Education. The decision of the President or designee based on the recommendation of the CLAST Appeals' Committee is final and cannot be further appealed.

# RULE

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		<b>4.36-14</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.36</b>	<b>1/23/04 Revision #04-1</b>

### III. Appeals to Exclude Coursework From Grade Point Average Calculations

- A. Coursework attempted within the last 10 years shall be included in grade point average calculations and may not be excluded by the Committee except as provided herein.
- B. Coursework attempted more than 10 years ago may be excluded from grade point average calculations if there was a break in the student's continuous enrollment for a period of 5 or more years.
  - 1. Decisions to exclude coursework attempted must include the exclusion of **all** coursework attempted prior to the date specified in the appeal, but not before the 10-year limit specified in Paragraph III. A.
  - 2. Evidence of material change of circumstances (i.e., change of career direction) must be presented in an appeal.
- C. Exceptions to the above provisions may be considered in cases where the student is without opportunity to repeat a course(s) at St. Petersburg College in accordance with Board of Trustees' Rule 6Hx23-4.15, Academic Average and Repeated Courses.

### IV. Student Body Governance and Recommendations

- A. The student governing associations are recognized as the official student organizations representing the student body of St. Petersburg College. They are the liaisons between the student body and the College administration. In this capacity, they

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receive all petitions for grievances, complaints, requests, and recommendations allegedly reflecting the opinion of the student body as a whole, or a significant portion thereof, or a recognized student organization on campus.

- B. All such petitions shall be directed in writing to the student governing association and shall contain the signatures of the representatives of the student group making the presentation. The student governing association or any of its officers shall present the petition for discussion at the next regularly scheduled meeting of the association, provided there has been sufficient time for including the matter on the agenda.
  
- C. Decision will be by majority vote of the association whether or not to support the petition and what recommendations, if any, the association desires to transmit to the College administration. All recommendations to the College administration shall be directed in writing to the associate provost or designee, on the campus or center where they originated. If the matter is not resolved at the site through the normal administrative channels, the provost or designee or associate provost or designee will then transmit it to the College Committee on Student Grievances for review.

Specific Authority: 1001.64(2) & (4), F.S.

Law Implemented: 120.81, 1001.64(4)(a) & (b), (8) and (8)(f), F.S.; Rule 6A-14.0262(8), F.A.C.

History: Formerly 7-2.04 & 6Hx23-7-2.04; Adopted 7/2/68; Readopted 10/25/77; Amended 12/23/69, 12/19/74, 11/20/75, 8/17/81, 6/17/82, 10/18/83 (effective 11/14/83), 4/19/84 (effective 5/8/84 for Session III, 1983-84), 4/18/85, 4/17/86, 6/19/90, 9/13/90. Filed

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<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.36</b>	<b>1/23/04 Revision #04-1</b>

9/13/90. Effective 9/13/90; 12/21/93. Filed - 12/21/93. Effective - March 1, 1994; 7/16/96. Filed - 7/16/96. Effective - 7/16/96; 11/16/98. Filed - 11/16/98. Effective - 11/16/98; 5/18/99. Filed - 5/18/99. Effective - 5/18/99; 1/23/04. Filed – 1/23/04. Effective – 1/23/04.

# **APPENDIX 3**

## **Revised Policies and Procedures**

# RULE

SUBJECT	DISCRIMINATION GRIEVANCE RULE	PAGE
		1.34-1
LEGAL AUTHORITY	6Hx23-1.34	10/20/09 Revision #09-10

## 6Hx23-1.34 DISCRIMINATION GRIEVANCE RULE

- I. St. Petersburg College is dedicated to the concept of equal opportunity and equal access, and will not tolerate discrimination on the basis of race, color, religion, sex, age, national origin, marital status or against any qualified individual with disabilities.
- II. The President of the College is therefore authorized to develop procedures for hearing and responding to informal discrimination inquiries and formal complaints of discrimination. These procedures shall involve the establishment of a hearing panel that shall be responsible for hearing formal complaints of discrimination and making recommendations to the President. It is the purpose of this policy to secure, at the earliest possible procedural level, the resolution of alleged charges of discrimination through informal and formal procedures by which charges may be presented free from coercion, interference, restraint, discrimination, or reprisal and by which students, employees, and applicants for admission are afforded adequate opportunity to resolve the charges.
- III. This Rule shall apply to charges of discrimination based on race, color, religion, sex, national origin, age, marital status, or disability and shall relate to admission to the College; admission to programs; terms or conditions of employment, wages, and aid, benefit, or service to students.
- IV. It is contrary to College policy to file a discrimination or harassment complaint in bad faith. Any person who abuses this Rule and its Procedure by filing a frivolous complaint may be subject to disciplinary action where such complaint was determined to be pursued in bad faith. This subsection is not intended to discourage bona-fide complaints brought forth in good faith.
- V. It is further contrary to College policy for any individual to engage in conduct that may be deemed retaliatory against any complainant or witness that has made allegations or provided information or testimony in relation to, or during investigation of, a complaint of discrimination or harassment. Any person who believes they have

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been subjected to retaliation may seek redress pursuant to this Rule and its Procedure.

Specific Authority: 1001.64 (2) & (4), F.S.

Law Implemented: 1000.05, 1001.64(18), 1012.855, F.S.; SBE Rules 6A-19.001, 6A-19.002, 6A-19.009, F.A.C.

History: Adopted 6/17/82; Amended 9/20/84; Filed 9/20/84; Effective 9/20/84; 4/17/01. Filed – 4/17/01. Effective – 4/17/01; 10/20/09. Filed – 10/20/09. Effective – 10/20/09.

# PROCEDURE

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		<b>P1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>10/20/09 Revision #10-9</b>

**P6Hx23-1.34 PROCEDURE: DISCRIMINATION GRIEVANCE**

**I. Definitions**

- A. The term "discriminate" shall mean to act with partiality or prejudice either for or against a person or group based on race, color, religion, sex (including sexual harassment), national origin, age, marital status, or disability and shall include the areas of admission to the College; admission to programs; treatment of students; terms, conditions, or privileges of employment; and wages.
- B. The term "grievance" is defined as a dissatisfaction when a person feels that he or she has been adversely affected by discrimination.
- C. The term "alleged aggrieved party" shall mean any employee, student or student applicant who feels that he or she has a grievance based upon a discriminatory situation or incident caused by an individual or group of the College.
- D. The term "alleged discriminating party" shall mean the individual or group of the College who is believed by the alleged aggrieved party to be creating, or to have created, the discriminatory incident or situation.
- E. The term "working day" shall include Mondays, Tuesdays, Wednesdays, Thursdays and Fridays and shall exclude Saturdays, Sundays, and Board of Trustees' approved holidays.
- F. The term "calendar day" shall include all days on the calendar including Board of Trustees' approved holidays.
- G. The terms "informal complaint" or "informal discrimination inquiry" shall mean the bringing of a grievance pursuant to Section III, hereinafter by filing with the EA/EO Officer an Informal Discrimination Inquiry Form.

# PROCEDURE

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- H. The term "hearing" shall mean the hearing discussed in Step 4 of the Formal Complaint section of this Procedure and shall not be defined to include any other type of hearing.
- I. The term "formal complaint" refers to the Formal Complaint Form, the filing of which commences the formal complaint process pursuant to Section IV hereinafter and follows the Informal Discrimination Inquiry.

## II. General Provisions

- A. In the event that an employee, student or student applicant feels that he/she received discriminatory treatment, the individual shall contact the EA/EO Officer within 120 calendar days after the alleged discriminatory act or event. This Procedure is available to current students and student applicants, as well as current employees of the College. This Procedure is also available to individuals who were students or employees at the time of the alleged discrimination.

Allegations concerning sexual harassment should be referred to the Office of the General Counsel for review pursuant to the Board of Trustees' Rule 6Hx23-2.011. Allegations of other types of harassment as defined in Rule 6Hx23-2.010 may be brought in accordance with the procedures outlined therein. Grievances relating to personnel policy and employment terms or conditions may be brought under the College's Procedure on "Personnel Grievances," P6Hx23-2.021.

- B. If an individual has a complaint he/she wishes to discuss without recourse to this Procedure, he/she is free to do so. The EA/EO Office is available to informally discuss such complaints or grievances to ascertain the best course of action in accordance with the College's policy and procedures.
- C. The person filing a complaint or grievance may not process a grievance through two separate grievance procedures on the

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same issue nor can the person revert to one procedure if a decision rendered pursuant to another procedure is not favorable to the person submitting the grievance.

- D. To the extent possible, the preparation and processing of complaints and grievances shall be conducted during the hours of employment. When hearings or conferences are held during class or working hours, all employees of the College whose presence is required shall be excused for that purpose without loss of payment from the College.
- E. The failure of the person submitting the grievance to appeal a decision to the next higher stage within the proper time limits, or to comply with the procedures herein, shall constitute withdrawal and bar further action on the grievance.
- F. All documents, communications, and records dealing with the process of a grievance shall be filed separately from the personnel files of all participants. Such documents, communications, and records may be disclosed or released only as required by law.
- G. A finding by the hearing panel that a Respondent has discriminated can form the basis for disciplinary action.

### III. Informal Discrimination Inquiry

#### Step 1: Initiating Informal Process

Completion and submission of the Informal Discrimination Inquiry Form by the alleged aggrieved party to the EA/EO Office within 120 calendar days of the alleged discriminatory activity is the first step in the informal process of bringing a grievance. This form contains the names of the persons involved and a description of the facts and circumstances surrounding the alleged discriminatory activity.

#### Step 2: Initial Intake and Review

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After receiving the Informal Discrimination Inquiry Form and conferring with the alleged aggrieved party, the EA/EO Officer or designee(s) will contact the alleged discriminating party to discuss and determine his/her side of the story. The alleged discriminating party will also be given the opportunity, should he or she so desire, to submit a written response to the allegations. The EA/EO Officer shall also arrange whatever additional meetings are necessary to collect the information needed to resolve the dispute informally.

### Step 3: Completion of Review and Communication of Findings

Within 15 working days of receiving the Informal Discrimination Inquiry Form, the EA/EO Officer will gather the needed information, conduct the necessary meetings, and communicate the findings of the grievance to both parties. Such communication will include the right to proceed to the formal complaint process or to seek a mutual resolution of the matter. The findings may also be provided to other College administrators at any stage of the process as the EA/EO Office deems appropriate.

### Step 4: Consideration of Mutual Resolution

It is understood that the EA/EO Office will endeavor to encourage the parties to reach a mutual resolution rather than proceeding to a formal complaint at any stage in the informal process. To this end, the EA/EO Office will offer the parties an opportunity to meet or will meet with the parties individually to mediate any unresolved issues or concerns.

If a dispute may be resolved by mutual agreement of the parties, with the counsel of the EA/EO Officer, a Mutual Resolution of Dispute Form shall be signed by all parties and the EA/EO Officer shall set forth the terms of the agreement.

If a Mutual Resolution of Dispute is executed in lieu of proceeding to the formal complaint process, it shall include the stipulation that the alleged aggrieved party waives his or her right to proceed to the formal process. Where it is the case that the Mutual Resolution of

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Dispute is entered into, a copy of the Mutual Resolution of Dispute shall be provided to the parties and may be forwarded to any other College administrators that the EA/EO Office deems appropriate.

## Step 5: Requirements to Initiate Formal Process

The alleged aggrieved party may initiate formal proceedings within 15 working days of the receipt of the findings unless both parties have agreed to consider a mutual resolution in lieu of proceeding to the formal complaint process. Failure by the alleged aggrieved party to initiate formal proceedings or by both parties to reach a mutual resolution within the 15 working days of receipt of the findings will constitute a waiver of the right to proceed with the formal complaint.

## IV. Formal Complaint

### Step 1: Filing a Formal Complaint

Unless the alleged aggrieved party has waived his/her right to proceed to the formal process as provided herein, the alleged aggrieved party may file a Formal Complaint with the EA/EO Office. Filing occurs when the Formal Complaint has been completed, signed, and is timely received by the EA/EO Office. In the formal proceedings the alleged aggrieved party will be called the Complainant and the alleged discriminating party will be called the Respondent.

### Step 2: Notice to and Response of Respondent

The EA/EO Officer will notify the Respondent of the proceedings within 3 working days by sending that person a Notice of Formal Complaint to which will be attached the Formal Complaint. The Respondent will meet with the EA/EO Officer not more than 3 working days after receipt of the Notice of Formal Complaint at which time they shall discuss the proceedings. The Respondent shall prepare and file the Respondent's Response to Formal

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Complaint within 5 working days after meeting with the EA/EO Officer.

A copy of the Response to Formal Complaint shall be given to the Complainant in advance of the prehearing conference.

Should the Respondent refuse to take part in the hearing, the hearing panel will make its findings based on the Complainant's version of the facts and the EA/EO Officer's record of the dispute.

### Step 3: Prehearing Conference

Within 5 working days of receipt of the Response to Formal Complaint by the EA/EO Office, the Complainant, Respondent, and EA/EO Officer will hold a prehearing conference to ascertain if there is a possibility of the dispute being settled short of a formal hearing. If so, the parties shall enter into a Mutual Resolution of Dispute, in lieu of proceeding with the formal complaint process.

If a resolution is not possible, final preparations for the hearing shall be done. This will include: (1) an exchange of witness lists to include names of all witnesses which the parties plan to call at the hearing; and (2) an exchange of all documents which either party plans to introduce into evidence at the hearing. No other documents or witnesses will be considered at the hearing unless for good cause shown, such as a newly discovered witness or document.

It is the responsibility of the parties to secure the testimony of their witnesses. The EA/EO Office may issue a Notice to Appear to witnesses, however claims no subpoena power in this regard. The EA/EO Officer, or his or her designee, shall advise all parties concerning the procedures which will govern during the formal proceedings, and will make determinations regarding procedure and process related to the proceedings.

The Hearing Panel: On an annual basis the President, with the advice of the EA/EO Officer, will select and appoint a diverse pool

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of employees selected on the basis of familiarity with various operations of the College.

At the pretrial conference, where it is determined that the formal complaint will proceed to a hearing, a hearing panel composed of three members shall be selected from the predesignated pool. The Complainant and the Respondent shall each select one panel member. The two members thus selected shall select the third member. In addition, the EA/EO Officer, or his or her designee, shall serve on the hearing panel as a non-voting chairman and Hearing Officer.

#### Step 4: Hearing

The formal hearing will be held within 10 working days of the prehearing conference and the Hearing Officer's decision on matters of procedure will be final. The hearing shall be of a fact finding nature and formal courtroom and/or trial rules of evidence and procedure shall not be applicable. The parties have the right to call their own witnesses and to cross examine witnesses. The hearing panel may ask questions of any witness, as well as each of the parties. The proceedings shall be audio recorded and such recordings shall be retained by the EA/EO Office as a part of the case file.

#### Step 5: Hearing Panel's Findings and Recommendation

Within 5 working days after the adjournment of the hearing, the hearing panel will arrive by a majority vote at a Findings of Fact and Recommendation which will contain the facts and issues not in dispute, the facts and issues in dispute, and a fair and equitable resolution of the dispute. The Findings of Fact and Recommendation of the hearing panel will be submitted to the EA/EO Officer to be forwarded to the President of the College, the Complainant, and the Respondent.

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## Step 6: President's Final Decision

The hearing panel has recommendation authority only. The President will make the final decision in all cases after receipt of the hearing panel's report. The President should notify all affected parties within a reasonable period of time and initiate any action which he deems necessary.

EA/EO Forms identified herein are available from the EA/EO Officer, and may be found on the College's website.

## History:

Adopted 6/17/82; Amended 8/14/84; Effective 9/20/84; 5/17/94. Filed - 5/17/94. Effective - 5/17/94; 1/23/04. Filed – 1/23/04. Effective – 1/23/04; 10/20/09. Filed – 10/20/09. Effective – 10/20/09.

# RULE

<b>SUBJECT</b>	<b>EMPLOYMENT OF CAREER SERVICE EMPLOYEES—STANDARDS OF CONDUCT, DISCIPLINE AND CORRECTIVE ACTION</b>	<b>PAGE</b>
		<b>2.19-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.19</b>	<b>10/20/09 Revision #09-10</b>

6Hx23-2.19    EMPLOYMENT OF CAREER SERVICE EMPLOYEES—STANDARDS OF CONDUCT, DISCIPLINE AND CORRECTIVE ACTION

This Rule establishes a framework for employment action of the College with respect to career service employees and is not intended to be all-inclusive. Employment decisions made pursuant to this Rule do not provide a property right, right to formal appeal or grievance except as may be expressly stated below. The Board of Trustees reserves the right to modify or eliminate this Rule as it deems appropriate. Further, the College may take such other disciplinary action including suspension or dismissal as it may deem necessary with respect to any career employee.

I.    Probationary Status

New career service employees will serve a twelve (12) month probationary period. Probationary status is defined as the period during which an employee is subject to training and development objectives in order to achieve a level of work performance that meets all required expectations. Employees returned to probationary status via the disciplinary procedure will serve up to a four (4) month probationary period. Employees acquiring a transfer will be on probationary status for a period of nine (9) months. During any probationary period the employee may be dismissed upon recommendation of the supervisor and the executive director of Human Resources and the approval of the President or the President’s designee. There shall be no right of appeal or review from such dismissal and the approval of the recommendation of dismissal is final except as may be provided elsewhere in this Rule.

II.   Non-Probationary Status

Non-probationary status is achieved when all required performance expectations are being met on a regular and consistent basis. The administration will issue a decision within the 30 calendar days prior to the end of the designated probationary period as to the removal

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of the probationary status. All career employees who satisfactorily complete the probationary period will be placed on non-probationary status.

### III. General Expectations of Employees

- A. Career employees shall respect the rights of others.
- B. Career employees shall support the mission, purpose and best interest of the College.
- C. Career employees shall perform assigned duties in an orderly and efficient manner.
- D. Career employees shall comply with all federal, state and local laws and regulations and the rules and procedures of the College.

Discipline may be imposed for the violation of these general expectations, such as:

1. Poor work performance – Employees shall strive to perform at the highest level of efficiency and effectiveness.
  - a. Employees are expected to be reliable and dependable, for example: to show up for work, and be ready for work, on a reliable basis; to observe established work hours and scheduled appointments; to complete work on time; and to obtain permission before being off work and to schedule leave in a manner that minimizes work disruption.
  - b. Employees are expected to be effective, for example: to organize their work; to stay focused on job-related activities during work hours; to provide the level of

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effort necessary to get the job done; to demonstrate willingness and ability to make decisions and exercise sound judgment; to produce work that consistently meets or exceeds expectations; to accept responsibility for their actions and decisions; to adapt to changes in work assignments, procedures, and technology; and to be committed to improving individual performance.

2. Negligence – Employees shall exercise due care and reasonable diligence in the performance of job duties.
3. Inefficiency or inability to perform assigned duties – Employees shall, at a minimum, be able to perform duties in a competent and adequate manner.
4. Insubordination – Employees shall follow lawful orders and carry out the directives of persons with duly delegated authority. Employees shall resolve any differences with management in a constructive manner.
5. Violation of law or College rules – Employees shall abide by the law and applicable rules and policies and procedures, including those of the College. The College may determine that an employee has violated the law even if the violation has not resulted in arrest or conviction. Employees shall abide by both the criminal law (for example, drug laws) and civil law, including laws prohibiting sexual harassment and employment discrimination.
6. Conduct unbecoming a public employee – Employees shall conduct themselves in an ethical manner, both on and off the job, that will not bring discredit or embarrassment to the College.

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- a. Employees shall be courteous, considerate, respectful, and prompt in dealing with and serving students, the general public and co-workers.
- b. Employees shall maintain high standards of honesty, integrity, and impartiality. Employees shall place the interests of students, the College and the general public ahead of personal interests. Employees shall not use, or attempt to use, their official position for personal gain or to use confidential information for personal advantage.
- c. Employees shall protect College property from loss or abuse, and they shall use College property in accordance with College rules and procedures.

7. Misconduct – Employees shall refrain from conduct that, while it may not necessarily be illegal, is inappropriate for a person in the employee’s particular position.

8. Drug use – The College shall not tolerate violations of the College’s Drug Free Workplace policy, or policies regarding the use of alcohol or the misuse of over-the-counter or prescription medications.

9. Misrepresentations, false statements and fraud may subject employees to disciplinary action by the College, and further, may subject an employee to prosecution where such action is a criminal offense or civil infraction.

#### IV. Discipline/Corrective Action

A. College department administrators, managers and supervisors are responsible for identifying instances of unacceptable behavior and for taking appropriate action. Before taking

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corrective action, a supervisor shall have evidence that the employee failed to comply with a standard or expectation.

- B. Discipline is generally, but not necessarily, progressive from an oral or written warning, to suspension or dismissal. The severity of the disciplinary measure shall be related to the seriousness of the offense.
- C. These guidelines cannot cover every situation that might require disciplinary action, nor is the College limited in applying disciplinary action to the personal conduct offenses or violations listed above.
- D. A violation or job deficiency will be dealt with fairly, but firmly, under consistent standards. However, since particular circumstances of some infractions may be unique, prescribed disciplinary actions may be lessened or expanded, including immediate termination, according to the situation. The welfare and/or safety of the College and its students, employees and visitors is to be considered in the application of discipline.
- E. Notwithstanding the above (and in accordance with Rule 6Hx23-1.232, the College’s Policy for Threats, Violence, Stalking and/or Use or Possession of Explosives, Destructive Devices, Firearms and/or Weapons, etc.) any employee who engages in conduct that poses an immediate threat or danger to persons or property or that would have an immediate adverse impact on the operations of the College may be immediately suspended or dismissed. This determination may be made orally followed, as soon as practicable, by written confirmation of such determination, which shall include the reasons and supporting facts for the suspension or termination. Said written determination may be delivered to the employee by hand or by United States regular mail to the employee’s last known address.

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F. Discipline shall be administered as a result of the College administrator, manager or supervisor conferring with the Office of Human Resources regarding the most appropriate course of action in accordance with Board of Trustees’ rules and procedures. Discipline may include, but is not limited to, an oral or written warning, return to probationary status, suspension or dismissal. The degree of discipline will depend on the nature and circumstances of the conduct involved. (Assignment to developmental training programs or for mentoring assistance may be required as a form of corrective action.)

G. In addition to the general expectations of employees as outlined above, here are other examples of unacceptable conduct that may result in disciplinary action (this list does not cover every situation but rather includes examples of personal conduct offenses):

Absence from work without authority or without notification

Tardiness

Willful time sheet violation

Unauthorized absence from work area

Alteration, destruction or falsification of a record

Neglect of duty, Not working, or Sleeping while on duty

Threatening or abusive language against other persons on College property

An act which threatens the safety, health, or well-being of the employee or another person on College property

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Possession or drinking of alcoholic beverages, possession or use of illegal drugs or other intoxicants on College property, reporting to work intoxicated or under the influence of alcohol and/or illegal drugs

Interference with the work of others

Unauthorized possession of weapons or firearms on College property. (Only the President can grant permission for such possession.)

Gambling on College property, or during working hours

Failure to care for or maintain College property used by employee

Violation of the College's computer use policies

Theft of College property or theft on College property

Failure to report suspension or revocation of employee's drivers license

Failure to obtain or maintain a license, certificate or other credential required or necessary to one's employment

Fraudulent use of sick leave (The College may require doctor's statement.)

Violation of employee drug and alcohol policies

Horseplay, carelessness, or negligence that could or does result in personal injury or damage to property

Sexual harassment

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Conduct which is offensive and/or creates a hostile working environment and is discriminatory on the basis of race, national origin, creed, color, age, sex, religion, marital status and/or disability

Unauthorized use of College equipment or property

Working on personal matters during work hours

Mishandling of funds or documents

Excessive use of telephone for personal matters

Negligent or willful destruction, abuse or misuse of College property or equipment

Unauthorized solicitation or sales on College premises

Unauthorized release of records or confidential information

Unauthorized distribution of written or printed material of any kind

Use of profane or abusive language to others

Rudeness to the public – being impolite, uncooperative either in language or action

Failure to maintain satisfactory working relations with employees, students, and/or the public

Fighting while on duty, other than reasonable defense to an unprovoked attack or in the reasonable defense of others

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Negligent operation of a College vehicle resulting in an accident/personal injury or endangering the lives or property of others

Operation of College vehicle or equipment without required valid license

Violation of safety practices and policies of the College and/or federal and state laws and regulations

Violation of state or federal ethics laws

Violation of state or federal law while on College property, or violation of state or federal law which substantially affects the employee's fitness to perform assigned duties

Conviction of federal, state criminal laws other than minor traffic offenses which adversely affects the College

Refusal to cooperate with administrative investigations or to answer a work-related question(s) or inquiry

Engaging in concerted action, encouraging or assisting another in an attempt to violate or the violation of a law, regulation, College rule or procedure

Conduct of such a nature that it brings discredit to the College and interferes with the effectiveness of the employee to the College

Conduct reflecting unfavorably on the reputation of the College and that adversely affects or interferes with the normal operations of the College

Conduct which interferes with the orderly operation of the College and/or other employees carrying out their duties

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Gross misconduct or conduct unbecoming a College employee which substantially affects the employee's fitness to perform assigned duties

Conduct such that the employee's presence on the job could or would threaten the safety or health of the employee or others or such that the employee's fitness to perform assigned duties is affected

## V. Formal Discipline of Non-probationary Employees

### A. Verbal and Written Warnings

Formal verbal and written warnings may be given to an employee by the supervisor after review with the executive director of Human Resources. Documentation of formal verbal warnings will be maintained in the department files. Such warnings should include potential consequences.

### B. Return to Probationary Status

Return to probationary status may be recommended by an administrative supervisor to a Cabinet-level supervisor. At the time such a recommendation is made, the following steps will be taken:

1. The Cabinet-level supervisor will provide the executive director of Human Resources with a written statement which specifies the reasons and supporting facts for the recommendation for return to probationary status.
2. If authorized by the executive director of Human Resources, the Cabinet-level supervisor shall provide the affected employee with a written statement which

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specifies the reasons and supporting facts for the return to probationary status.

3. The employee will be advised in writing that recurring performance deficiencies or disciplinary infractions during this period can result in a recommendation for suspension or dismissal. There shall be no right of appeal or review from such return to probationary status and approval of the recommended action is final except as may be provided elsewhere in this Rule. A return to probationary status will remain in effect for up to four (4) months and may be extended in accordance with this Rule. (Formal written warnings exceeding three (3) in a one (1) year period will automatically result in the return to probationary status.)

During any probationary period the employee may be dismissed upon the Cabinet-level supervisor's recommendation to the executive director of Human Resources and the approval of the President or the President's designee.

## C. Suspension

Suspension may be recommended by an administrative supervisor to a Cabinet-level supervisor. At the time such a recommendation is made, the following steps will be taken:

1. The Cabinet-level supervisor will provide the executive director of Human Resources with a written statement which specifies the reasons and supporting facts for the recommendation for suspension.
2. If authorized by the executive director of Human Resources, the Cabinet-level supervisor shall provide the affected employee with a written document which

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specifies the reasons and supporting facts for the suspension and advises that recurring performance deficiencies or disciplinary infractions following the suspension can result in a recommendation for further discipline, up to and including termination. The suspension will take effect immediately. There shall be no right of appeal or review from such suspension and is final except as may be provided elsewhere in this Rule.

#### D. Dismissal

Dismissal may be recommended by an administrative supervisor to a Cabinet-level supervisor. At the time such a recommendation is made, the following steps will be taken:

1. The Cabinet-level supervisor will provide the executive director of Human Resources and the President with a written statement which specifies the reasons and supporting facts for the recommendation for dismissal.
2. If authorized by the President or the President's designee, the Cabinet-level supervisor shall provide the affected employee with a written recommendation of dismissal which specifies the reasons and supporting facts.
3. The President may authorize, and/or direct as may be appropriate, further investigation as deemed necessary prior to a final decision.
4. An employee recommended for dismissal may submit a written statement for consideration in advance of the pre-determination meeting as provided herein, or where the employee has opted to forego such a meeting, in advance of the President's determination.

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5. Within two working days of receiving the notice of the written recommendation of dismissal and prior to the President's final decision, the affected employee may request a pre-determination meeting to provide his/her side of the matter to a Cabinet-level supervisor appointed by the President. Said Cabinet member shall not be one who is already directly or indirectly involved in the matter. Should the employee choose not to have a pre-determination meeting, the employee may be thereafter dismissed subject to approval of the recommendation by the President. There shall be no right of appeal or review.

VI. Employee's Claim of Liberty Interest Violation - Name Clearing Hearing Rights/Procedure

Any employee who believes that there has been a deprivation of their constitutional liberty interest by a published stigmatizing false statement during the course of determination of a suspension or dismissal may request a hearing before the grievance committee pursuant to College Procedure P6Hx23-2.021 and shall be provided an opportunity to clear his/her name of the alleged false and stigmatizing statement.

VII. Abandonment of Position

An employee of SPC, whether probationary or not, who is absent for three consecutive days without approved leave will be considered to have abandoned his or her position. As a result, this is a resignation of the employee's position and becomes effective at the end of the third day of absence.

VIII. Resignation

An employee who resigns shall be requested to submit the resignation in writing. An employee who verbally resigns or who

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abandons his or her position shall be sent a letter confirming the resignation. A copy of the letter shall be placed in the employee's personnel file.

Specific Authority: 1001.64 (2) & (4), F.S.

Law Implemented: 1001.64 (2) & (4), 1001.64 (18), F.S.; SBE Rule 6A-14.0261, F.A.C.

History: Adopted 10/25/77. Amended 6/29/81; 9/26/95. Filed - 9/26/95. Effective - 10/1/95; 10/19/98. Filed - 10/19/98. Effective - 10/19/98; 1/18/00. Filed - 1/8/00. Effective - 1/18/00; 10/20/09. Filed - 10/20/09. Effective - 10/20/09.

# **APPENDIX 4**

**Policies and Procedures for Program Admissions and/or Course  
Substitution Waivers for Eligible Students with Disabilities**

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## 6Hx23-4.02 ADMISSION REQUIREMENTS

- I. To be admitted to a degree, college credit certificate, or applied technology diploma program, applicants must provide the following items to the College. Priority will be given to applicants who provide required documents and satisfy the requirements herein, at least 14 days before the start date of the session the student is planning to attend. Applicants who cannot provide the following documents may be admitted in a non-degree seeking status. Non-degree seeking students may enroll at the College, but are not eligible for financial aid.
  - A. An application and a nonrefundable application fee. The application will include the student's certification that the student will not unlawfully possess, use, sell, purchase, manufacture, deliver, or possess with the intent to sell, purchase, manufacture, or deliver any controlled substance while enrolled at St. Petersburg College.
  - B. Official high school transcript stating that the student received a standard high school diploma, Computerized Placement Test-eligible Certificate of Completion, GED transcript, or home school affidavit signed by the student's parent/legal guardian attesting to the fact that the applicant has completed a home education program pursuant to the requirements of F.S. 1002.41, F.S., with the name of the county public school district to which the applicant is assigned. Students who graduated from high school outside the U.S. must have the equivalent of a high school diploma in the U.S. Students must arrange to have transcripts from all institutions outside the U.S. evaluated by an approved National Association of Credential Evaluation Services (NACES) agency. Official transcripts from the secondary institution must be received by the Central Records Office or may be provided by the student in a sealed envelope certified by the sending institution or agency.
  - C. Official transcripts from all previously attended postsecondary institution(s). Students who attended a college or university outside the U.S. must arrange to have a course-by-course

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evaluation of these transcripts completed by an approved National Association of Credential Evaluation Services (NACES) agency.

Official post-secondary transcripts may be sent directly from each school to the Central Records Office or may be provided by the student in a sealed envelope certified by the sending institution or agency.

Additionally, applicants for admission to a degree, certificate or applied technology diploma program must:

1. Complete the Computerized Placement Test (CPT), SAT, or ACT or other approved instrument. Test scores are valid for two years. Transfer work from other colleges may satisfy part or all of this requirement.
  2. Complete the New Student Orientation.
- II. Applicants who have received a Certificate of Completion or a special diploma from a Florida public high school during or after Spring 1983, or who have failed every sitting of the High School Competency Test during or after the 1982-83 school year, shall not be eligible for admission until after such an applicant:
- A. receives a standard high school diploma; or
  - B. receives a high school equivalency diploma awarded on the basis of successful performance on the test of General Education Development (GED); or
  - C. receives a Computerized Placement Test-eligible certificate of completion. Students with the CPT eligible certificate of completion may be eligible to receive Student Financial Assistance through meeting the "ability to benefit" (ATB) requirement. If the ability to benefit is not demonstrated through the appropriate demonstration of skills on an approved ATB test, per federal regulations, students will NOT be eligible to receive federal aid until they either earn a high school diploma, GED or meet the ATB testing requirement.; or

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D. The student submits a home school affidavit signed by the student's parent/legal guardian attesting to the fact that the applicant has completed a home education program pursuant to the requirements of F.S. 1002.41, F.S., with the name of the county public school district to which the applicant is assigned.

E. receives an approved waiver.

### III. Returning Students

Students who have not been in attendance at St. Petersburg College for three or more consecutive terms are required to provide updated contact information, information about colleges and universities attended since last enrolling at SPC, and residency for tuition purposes information before re-enrolling to ensure that the College has accurate information on file. Returning students are not required to pay an additional application fee.

### IV. High School Students Eligible for Accelerated Admissions

#### A. Early Admission, Credit Bank, and Dual Enrollment Students

##### 1. Early Admission Students

A student, including a student in a Home Education program meeting the requirements of F.S. 1002.41, F.S., who wishes to enter St. Petersburg College after the 11th grade of high school may do so if the following requirements are satisfied:

a. Submission of a high school transcript which indicates that the applicant:

- (1) Has completed the 11th grade. This is interpreted to mean not less than 2 calendar years of attendance. If the student applies before completion of the 11th grade, he/she

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must submit a high school transcript showing grades for all work completed through the first semester of the 11th year and courses in which he/she is enrolled for the second semester.

- (2) Has completed 2/3 of the minimum high school unit requirement plus 1 unit.
- (3) Has a GPA (grade point average) of at least a 3.0 on a 4.0 scale on all high school work.
- b. Presentation of a passing score on the Florida Comprehensive Assessment Test (FCAT).
- c. Achievement of an acceptable score for college-level courses on the Computerized Placement Test (CPT), SAT, ACT or other approved placement instrument as set forth in Board of Trustees' Rule 6Hx23-4.45 and Procedure P6Hx23-4.45.
- d. Presentation of an Early Admission to College Form signed by the high school principal or designee. No application, matriculation, or laboratory fees will be assessed to students in this program.
- e. The student must complete a minimum of 30 semester hours or 46 quarter hours and maintain at least a 2.0 grade point average on a 4.0 scale.
- 2. Credit Bank Students
  - a. High school students who have at least a 2.0 GPA in all of their coursework for the prior year and who wish to earn college credit while attending high school may enroll in the College as Credit Bank students. In addition to the College's Application for Admission, and non-refundable application fee, Credit Bank students must submit a Credit Bank Verification Form which provides verification of high

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school enrollment and the minimum required 2.0 GPA and is signed by their high school principal or designee. A separate Credit Bank Verification Form must be completed for each academic term for which a student wishes to enroll at the College.

- b. High school level Home Education students may enroll in College classes as Credit Bank students on a term-by-term basis as approved by the campus coordinator of Admissions/Registration. To be admitted, Home Education students must provide evidence of successful academic work at the high school level through the annual evaluations submitted to the public school system. To remain enrolled as Credit Bank students, they must maintain a 2.0 GPA in College classes.
- c. Achievement of an acceptable score for college-level courses on the Computerized Placement Test (CPT), SAT, ACT or other approved placement instrument as set forth in Board of Trustees' Rule 6Hx23-4.45 and Procedure P6Hx23-4.45.
- d. Requirements for high school students who are younger than the normal age are as follows:
  - (1) The student and parent(s) must meet with the campus provost or associate provost, and program director or designees to discuss rules and requirements of academic and student life to determine the applicant's level of adaptability to an adult academic setting.
- e. Credit Bank students who wish to enroll at the College in degree-seeking status following high school graduation will be required to meet the admission requirements in section I. above.

### 3. Dual Enrollment Students

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a. Students attending a public or private high school within the Pinellas County School District or a Home Education Program meeting the requirements of 1002.41, F.S., who wish to take courses to earn both college and high school credit may do so if the following requirements are satisfied:

- (1) The student has completed the 9th grade while attending a private high school or home education program within the Pinellas County school district.
- (2) The student has completed the 10<sup>th</sup> grade while attending a public high school within the Pinellas County school district.
- (3) The student has submitted a completed St. Petersburg College Application for Admission Form excluding the application fee.
- (4) The student has achieved an acceptable score for college-level courses on the Computerized Placement Test (CPT), SAT, ACT or other approved placement instrument as set forth in Board of Trustees' Rule 6Hx23-4.45 and Procedure P6Hx23-4.45.
- (5) The student has attained at least a 3.0 cumulative unweighted grade point average on a 4.0 scale or when registering for a particular course, the student has demonstrated prior academic achievement in the field of the course by attaining at least a 3.0 cumulative unweighted grade point average on a 4.0 scale within that field.
- (6) The Home Education Dual Enrollment student may take up to 18 credit hours in each fall and spring terms and nine credit hours in the summer term. Upon entering as

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a Dual Enrollment student, home education students will have three calendar years to participate **or** until the conclusion of the term in which the student turns 19. After the three years are concluded or the student turns 19 (or whichever comes first), the student may not matriculate as a dual enrollment student unless otherwise provided by law.

- b. No application, matriculation, or laboratory fees will be assessed students admitted to this program.

## V. Students Admitted by Waiver

The College's general policy is not to admit students without a standard high school diploma, CPT eligible certificate of completion, completed home education program pursuant to the requirements of F.S. 1002.41, or GED; however, students who may be admitted by waiver include:

### A. Students with High School Certificates of Completion

Although a Certificate of Completion does not qualify a prospective student for admission, a Certificate of Completion student who believes he/she should be considered for admission to the College or to a program of the College should appeal to the associate provost of his/her campus or site. The associate provost or designee will meet with the appropriate faculty, program directors, or others and the student to determine if the student has made a clear case for admission. Information to be considered may include such items as scores on one or more of the approved placement instruments, evidence of the student's life experiences, career/work experience, service occupation, other training, performance in selected academic courses, evidence of an appropriate reading level or appropriate competency indicating the ability to function in college-level classes, and/or recommendations from prior teachers and/or other professionals.

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## B. Students with Special Diplomas

1. A student who receives a special diploma and believes he or she should be considered for waiver and/or substitutions for requirements for admission to the College, or to a program of the College, for a course or courses required in a program, or for graduation from the College should appeal to the associate provost at his/her campus or site. The associate provost and provost will meet with appropriate faculty, program directors, or others and the student to determine that the student has made a clear case for a substitution and to identify the most appropriate substitution to offer the student. Current documentation of the disability, including test scores, when appropriate, will be required. Other information to be considered, especially for substitution of admission requirements, may include items such as: scores on one or more of the approved placement instruments, evidence of the student's experiences in mainstream classes, performance in selected academic courses, evidence of an appropriate reading level or appropriate competency indicating the ability to function in college-level classes, recommendations from prior teachers and other professionals.
2. If the student and the associate provost agree on the substitution offered, the agreement will be communicated to the campus coordinator of Admissions/Registration, other individuals involved, the associate vice president of Academic and Student Affairs (who will maintain a record of substitutions granted) and the student, in writing, within 5 working days. If no agreement is reached, the issue will be referred to the associate vice president of Academic and Student Affairs who will make the determination of appropriate action. The decision of the associate vice president may be appealed to the President, in writing, within 10 working days of receipt of the decision. The President's decision shall be final.

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3. Credits or degrees awarded by other regionally or nationally accredited postsecondary institutions as a result of substitute requirements established under the provisions of State Board of Education Rule 6A-10.041 may be accepted by St. Petersburg College, so long as all other requirements are met.

C. Students Who Have Previously Demonstrated Competency in College Credit Post-secondary Coursework.

When High School transcripts reflecting the date of graduation are unavailable because of reasons beyond the applicant's control, a waiver may be granted by the Associate Provost's Office which will serve as adequate documentation for meeting this requirement in accordance with the instructions below.

The following requirements must be met for the waiver to be granted:

1. earned 12 college-level credits from St. Petersburg College or through the transfer of academic credit from another qualified post-secondary institution.
2. demonstrate the ability to benefit by achieving minimum passing scores on the arithmetic, reading comprehension and sentence skills portions of the computerized placement test.
3. minimum cumulative GPA of 2.0.

VI. Transfer Students

A. St. Petersburg College Policy on Transfer of Academic Credit

St. Petersburg College will seek to make the transfer of credit as easy as possible for students while continuing to honor its commitment to academic quality and integrity. As such, St. Petersburg College regularly seeks guidance from its

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accrediting agency as well as other higher education councils (American Association of Collegiate Registrars and Admissions Officers, American Council on Education, and Council for Higher Education Accreditation) on academic credit transfer policies.

Transfer credit may be accepted from degree granting institutions that are accredited at the collegiate level by an appropriate regional or national accrediting agency that is recognized by the U.S. Secretary of Education. Courses may also be accepted from institutions recognized and participating in the Florida Department of Education Statewide Course Numbering System. Transfer courses are subject to a course-by-course evaluation process to determine if the course is equivalent to courses offered at St. Petersburg College.

- B. Transfer students are subject to the same admissions requirements as listed in section I. above.
- C. A student who has previously applied to, been accepted, and registered at a regionally or nationally accredited postsecondary institution(s) is classified as "transfer" even if the student withdrew before earning any credits.
- D. For courses that are initially deemed nontransferable to St. Petersburg College, the transfer student has the option of seeking an alternative method for obtaining credit. The following supporting documentation must be submitted by the student for each course requested for reconsideration: (1) a copy of each course syllabus must include course title, course length, course description, text used and (2) verification of faculty credentials including college transcripts, professional licensure and/or certifications, and work experience in the field. The course syllabus must be the syllabus from the specific course section and semester that appears on the transcript. The faculty credentials must reflect the credential at the time that the professor taught the course specified on the transcript. The student should submit this supporting

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documentation to: College Registrar, St. Petersburg College,  
P.O. Box 33089, St. Petersburg, FL 33733.

- E. Florida Statutes requires that after a Florida university or community college has published its general education core, the integrity of that curriculum shall be recognized by the College and other public universities and community colleges. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, the College shall require no further such general education courses. Further, any transfer student who has provided documentation of completion of an Associate in Arts, Bachelor's degree or higher from a regionally accredited postsecondary institution shall be presumed to have met all general education requirements for the associate degree at the College. In addition, any transfer student who has graduated from a regionally accredited institution with an Associate in Applied Science degree or higher shall be exempt from the admission requirement of a standard high school diploma.
  
- F. All transfer work is evaluated by the person(s) designated to perform the task on a collegewide basis by the College registrar.
  
- G. All courses listed on the transcript(s) are evaluated, including those with incomplete or failing grades, except as noted in paragraph I. below. Courses from which the student withdrew without penalty are not evaluated. When the course is equivalent to a course in the College catalog, it is transferred in with the College prefix and course number. However, the course title and credit hours will be those of the transfer institution. Quarter hours will be converted to semester hours on the basis that 3 quarter hours equal 2 semester hours. Fractional hours resulting from the conversion will be carried to two decimal places and rounded to nearest hundredths.

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- H. For purposes of meeting general education and program requirements, 2.5 credits will satisfy a 3 credit course requirement and .67 will satisfy a 1 credit course.
- I. Upper division courses are not evaluated for lower division programs. If a student later matriculates into an upper division program, all upper division work will be evaluated at that time.

## VII. Transient Students

### A. Transient students from another college

A transient student is one who preserves uninterrupted residency status with the home college while attending St. Petersburg College. Students who wish to attend St. Petersburg College on a transient basis may substitute a Transient Form approved by the home college in lieu of an official transcript. The Transient Form or official transcript must be forwarded along with the Application for Admission and fee, to the Admissions/Registration Office on the campus he/she expects to attend.

### B. Transient students from St. Petersburg College

Permission to attend another institution on a transient basis will be granted only to students who have at least a 2.0 "C" average or better at St. Petersburg College. Eligibility for transient status and acceptability of courses is determined by the campus coordinator of Admissions/Registration. The student is urged to bring to the campus coordinator of Admissions/Registration course descriptions of each course to determine their transferability and equivalency. Transient permission is not usually given any student for consecutive sessions.

A student who requests transient permission and meets the requirement of a 2.0 "C" average is furnished with a Transient Form. Courses listed on the Transient Form will be accepted as equated on the form. If courses other than those listed are taken, they will be accepted under the conditions listed in this

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Rule for Transfer Students. Courses earned in transient status are accepted with the grades earned and are treated as transfer work.

## VIII. Non-Degree Seeking Students

A student who does not desire to enroll as a degree-seeking student but would like to earn credit for certification or other purposes may enroll as a non-degree student.

- A. Non-degree students must complete an Application for Admission and pay the application fee.
- B. Non-degree students are not required to furnish transcripts.
- C. A student who is under 18 years of age and has not graduated from high school may enroll as a non-degree student with special permission from the associate provost.
- D. Courses completed by non-degree students will be entered on their transcripts as credit courses.
- E. Coursework completed in non-degree status may not be applied towards a degree from St. Petersburg College unless the student changes to degree-seeking status. A non-degree student who desires to change to degree-seeking status may do so by fulfilling all regular admissions requirements. A change to degree-seeking status must be completed prior to the session in which the student plans to graduate.
- F. If a student earns credits solely in non-degree status at St. Petersburg College and desires to transfer such credits towards a degree from another institution, it is his/her responsibility to determine the acceptability of the courses towards his/her degree.
- G. Non-degree students fall into two categories:
  1. Those who initially enroll as non-degree students, and

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Students who initially enroll as non-degree students do not intend to follow a degree program at the College. They do desire to earn credit in the courses for which they register and to have transcripts issued showing such credit. They include teachers taking a limited number of courses for recency of credit or extension of certificate; individuals possessing advanced degrees who take specified job-related courses and require evidence of credit earned for reimbursement by their employers; individuals who require evidence of course completion for licensing purposes (e.g., ambulance drivers); and individuals who may desire to take courses for credit but cannot meet regular admission requirements or who expect to meet GED requirements at some date in the session.

2. Those whose status has been changed from degree-seeking to non-degree-seeking through failure to meet admission requirements.

Students applying as degree-seeking students under published criteria who have not furnished all required transcripts are classified as non-degree until their file is complete. This protects the student's investment, permitting the earning of credit for the course(s) registered. Upon the College's receipt of the required transcript(s) or other material, the student's status is changed from non-degree status to degree-seeking status.

Admission with non-degree status is not considered a waiver of the requirement for high school graduation for later admission to degree programs.

While all credits earned in non-degree status are recorded, a student may not be awarded a degree while classified as a non-degree student. A non-degree student desiring to graduate must change to a degree-

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seeking status before registering for the session in which graduation would be earned.

- H. Students are not eligible to receive financial assistance while enrolled as a non-degree seeking student.

## IX. International Students

- A. An International student is defined as one who has entered the United States under any type of visa other than an immigration visa and for whom an I-20 must be issued by the College. The student is admitted to the U.S. with a student visa and remains a citizen and home country resident. There are two classifications of International students:
  - 1. Foreign (F-1) students - those who enter the College with the intention of receiving a degree.
  - 2. Students who are admitted to enroll full-time in the English for Academic Purposes Program only (usually in F-1 visa status).
- B. International student applicants who are applying for the Foreign Student (F-1) Visa must complete the International Student Packet which includes the application for admission, supplemental data sheet, the financial ability form with bank statement (a translated foreign bank statement is acceptable), and pay the application fee. For more information, contact International Student Services or visit the college website; [www.spcollege.edu/central/international](http://www.spcollege.edu/central/international). The student must prove sufficient funds for one full year which includes: matriculation and tuition fees, books, and supplies, personal expenses, off campus room and board and medical insurance for a full academic year. Proof of medical insurance must be received after arrival in the U.S. and before initial registration into classes.
- C. Non-native speakers of English who seek admission into degree programs shall be tested for language proficiency prior to the completion of initial registration. Language proficiency

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shall be assessed using the College Board ACCUPLACER-ESL and a writing sample or the ACT COMPASS-ESL and a writing sample. Students whose scores indicate placement into EAP classes shall be assigned to those classes in accordance with statewide cut score ranges. Placement in the appropriate EAP courses is mandatory. Students who provide sufficient college-level transfer coursework and/or CPT/SAT/ACT scores may be exempt from placement testing.

- D. International students must provide proof of high school graduation, as evidenced by evaluated transcripts from an approved source directly to International Student Services. A request for evaluation of non-U.S. transcripts must be submitted to one of the approved National Association of Credential Evaluation Services (NACES) agency.
  
- E. International student applicants seeking transfer from another U.S. regionally or nationally accredited postsecondary institution must complete all SPC application documents and provide official transcripts from all prior institutions directly to International Student Services. The prospective student must submit to the school they are transferring from an SPC Clearance form and request the school to transfer the I-20 through the SEVIS system. An I-20 will be issued by International Student Services only after the official transcripts have been received.
  
- F. International student applicants who have attended international institutions and wish to attend the College on F-1 visas must submit transcripts and course-by-course evaluations from all colleges or universities attended directly to International Student Services, or Central Records. Requests for evaluation of transcripts must be submitted to one of the approved services as indicated in section D.
  
- G. Students with international degrees certified by an approved credential evaluation agency of having met requirements for an Associate in Arts degree or higher from a regionally accredited U.S. institution shall be exempt from further general education requirements. The exception is that

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students with degrees from a non-English speaking country will be required to complete SPC's General Education Communication requirements.

H. Final acceptance of International student applicants who wish to attend the College on an F-1 student visa or approved student status will not be made until all of the following items have been received:

1. Completed application for admissions
2. Payment of application fee
3. Payment of International student fee
4. Required transcripts
5. Financial Ability form with bank statements or bank letter. (For U.S. sponsors a completed and notarized I-134, Affidavit of Support and the required documentation.)
6. Supplemental data sheet

X. Resident Aliens, Refugees, Asylees and Citizens who are Non-Native Speakers of English

Non-native speakers of English who seek admission into degree programs shall be tested for language proficiency prior to the completion of initial registration. Language proficiency shall be assessed using the College Board ACCUPLACER-ESL and a writing sample or the ACT COMPASS-ESL and a writing sample. Students whose scores indicate placement into EAP classes shall be assigned to those classes in accordance with statewide cut score ranges. Placement in the appropriate EAP courses is mandatory. Students who provide sufficient college-level transfer coursework and/or CPT/SAT/ACT scores may be exempt from placement testing.

XI. The President is authorized to permit substitute admission requirements for eligible students who have disabilities as defined by State Board of Education Rule 6A-10.041, F.A.C.

A. This Rule is established in compliance with State Board of Education Rule 6A-10.041, to provide disabled students reasonable substitutions for requirements for admission to the

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College, admission to a program of the College, for course substitutions, and for graduation from the College. To make a determination of appropriate substitutions, the disabled student will be required to provide documentation that:

1. The student has a disability which is evaluated as interfering in a basic life activity. Examples of such disabilities include but are not limited to: vision impairment, hearing impairment, mental or emotional impairment, physical impairments such as cerebral palsy or multiple sclerosis, dyslexia, or other specific learning disabilities as defined below; and
  
2. The disability can be reasonably expected to prevent the student from meeting requirements for admission to the College or a program of the College, for satisfactory completion of a course or courses, or for graduation. The student must identify the specific requirement(s) for which a substitution is sought and furnish documentation from an appropriate source that will support the need of a substitution or accommodation.
  
3. A student who believes he or she should be considered for substitutions for requirements for admission to the College, or to a program of the College, for a course or courses required in a program, or for graduation from the College should appeal to the associate provost at his/her campus or site. The associate provost and provost will meet with appropriate faculty, program directors, or others and the student to determine that the student has made a clear case for a substitution and to identify the most appropriate substitution to offer the student. Current documentation of the disability, including test scores, when appropriate, will be required. Other information to be considered, especially for substitution of admission requirements, may include items such as: scores on one or more of the approved placement instruments, evidence of the student's experiences in mainstream classes, performance in selected academic courses, evidence of an appropriate reading level or

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appropriate competency indicating the ability to function in college-level classes, recommendations from prior teachers and other professionals.

4. If the student and the associate provost agree on the substitution offered, the agreement will be communicated to the campus coordinator of Admissions/Registration, other individuals involved, and the associate vice president of Academic and Student Affairs (who will maintain a record of substitutions granted) and the student, in writing within 5 working days. This written communication will include notification of the nature of the course substitution and/or waiver and limitations of acceptability and procedures for requesting assistance in transferring to a public community college or state university. If no agreement is reached, the issue will be referred to the associate vice president of Academic and Student Affairs who will make the determination of appropriate action. The decision of the associate vice president may be appealed to the senior vice president of Academic and Student Affairs, in writing, within 10 working days of receipt of the decision. The senior vice president's decision shall be final.

B. For purposes of this Rule, the following definitions apply:

1. Hearing impairment. A hearing loss of 30 decibels or greater, pure tone average of 500, 1000, or 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.
2. Visual impairment. Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which

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may affect one's ability to function in an educational setting. Examples include, but are not limited to cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

3. **Specific Learning Disability.** A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, disphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.
- C. Approved course substitutions shall be entered in the student's permanent academic record and once a substitution is granted, the student shall not be required to meet any additional requirements in the respective discipline area for admission or graduation. Further, all College policies related to graduation, transfer of credits and articulation with other postsecondary institutions shall include provisions for acceptance of approved course substitutions.
- XII. For requirements for admission to Bachelors degree in Education Programs at St. Petersburg College, see BOT Rule 6Hx23-4.72.
  - XIII. In addition to general St. Petersburg College admissions rules, students will be eligible for admission to the Baccalaureate Programs as follows:
    - A. Completion of an A.S. degree in a related area from a regionally accredited postsecondary institution. See individual program offices for a current list of related A.S. degree areas and specific A.S. degree program accreditation requirements.

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Students with any of the following degrees or prior course work may be admitted with permission of the dean:

1. A.A.S., A.A., an unrelated A.S. degree, or 60 credits (but no degree). See individual program offices for a current list of additional requirements when the related A.S. degree has not been completed.
  2. The School of Paralegal Studies requires a grade of “C” or better in all required lower division paralegal courses for students who are admitted with permission of the dean.
  3. The College of Nursing may also accept diplomas in nursing from programs accredited by the National League for Nursing Accrediting Commission.
- B. Scoring at or above “college-level” on the St. Petersburg College’s Placement Test in the areas of reading, writing, and mathematics as prescribed in College Procedure P6Hx23-4.45 is required for all upper division programs and courses. College Rule 6Hx23-4.45 outlines those who are exempt from this requirement.
- C. A cumulative grade point average of 2.00 on a 4.00 scale in all postsecondary coursework is required in all programs except for the B.A.S. in Orthotics and Prosthetics, which requires a cumulative grade point average of 2.50 on a 4.00 scale.
- D. Completion of a minimum of 15 semester hours of transferable general education coursework.
- E. Completion of an application to the appropriate baccalaureate program.

All selective admissions programs require prospective students, who are not initially accepted, to resubmit their application for subsequent enrollment periods.

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- F. Completion of all state mandated common prerequisites with a grade of “C” or better are required for admission to all degree programs. See the individual program offices or FACTS.org for specific information.
  
- G. Students wishing to pursue more than one (1) bachelor’s degree at SPC must meet the following admissions criteria:
  - 1. Meet the stated admissions requirements for the second degree;
  - 2. Be enrolled in one baccalaureate program at a time;
  - 3. Be awarded the first SPC baccalaureate degree prior to beginning coursework on the second degree (See BOT Rule 6Hx23-4.24 for additional information); and
  - 4. Develop an individual academic plan (IAP) for completion of the second degree. This must be approved by the program’s dean prior to admission.
  
- H. Additional admissions rules for specific programs are as follows:
  - 1. Non-degree seeking students must meet all above admissions criteria and may enroll in up-to twelve (12) credit hours of upper-division courses with permission of the dean. Unofficial transcripts will be accepted in place of the official transcripts.
  - 2. Upper division certificate seeking students must meet all above admissions criteria.
  - 3. Post-baccalaureate certificates require proof of a baccalaureate degree from a regionally accredited university.
  - 4. The College of Nursing requires:

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- a. The presentation of a valid unrestricted, unencumbered RN license from the state where applicant is practicing, to be kept current throughout the duration of the required course of study.
  
- b. Computer/Information Literacy Competency (no minimum credit hours required). Computer/Information literacy competency may be demonstrated by completing one of the following:
  - (1) Successfully completing a College approved Basic Computer/Information Skills Competency Test
 

or
  - (2) Successfully completing at least one of the following options:
    - (a) CTS 1101 or CGS 1060 Basic Computer and Information Literacy
 

or
    - (b) CGS 1100 Microcomputer Applications (as revised in 2002)
 

or
    - (c) EME 2040 Introduction to Educational Technology (as revised in 2002), preferred for Education majors
 

or
    - (d) LIS 1102 and CGS 1510 and OST 1741.
  
5. The B.A.S. in Dental Hygiene Program requires:

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The presentation of a valid and current Dental Hygiene license from the state where applicant is practicing.

6. The B.A.S. in Orthotics and Prosthetics Program requires:
  - a. Completion of a minimum sixteen (16) hours of observation, volunteer service, or work experience in orthotics and prosthetics.
    - (1) A minimum of eight (8) hours in orthotics and eight (8) hours in prosthetics is required.
    - (2) Hours must be verified by a signed statement from a certified/licensed orthotist or prosthetist.
  - b. Submission of a letter of recommendation from a certified/licensed orthotist or prosthetist.
  - c. Prior to acceptance and enrollment, applicants must pass a background check and a drug screening.
    - (1) The student will pay the background check and drug screening fees directly to the vendor.
      - (a) Upon request, fee waivers may be approved by the Health Education Center's associate provost or provost to documented economically disadvantaged applicants (AFDC, Pell, Workforce).
    - (2) The drug screening(s) must satisfactorily demonstrate that he/she is free from the use of any illegal drug, unprescribed controlled substance described or named in the law, hereinafter referred to as "drug-free".
      - (a) Students who do not successfully pass the drug screening on the first attempt will be allowed to retake the drug

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screening one (1) additional time, at their own expense.

(b) A student who fails the drug screening a second time will be permitted to reapply for admission to the Orthotics and Prosthetics Program one (1) year from the date of the most recent application.

(3) Students must remain drug-free throughout their tenure in the Orthotics and Prosthetics Program at the College.

(a) If the Orthotics and Prosthetics Program believes a student is no longer drug-free, they can request the student retake the drug screening at the student's expense. Failure to take or successfully pass the drug screening shall be grounds for dismissal from the program.

(b) Students may be subject to drug screening pursuant to placement at a clinical site. Failure to do so shall be grounds for dismissal from the program.

(4) A student who fails the background check will not be admitted into the program. See BOT Rule 6Hx23-4.53 Section G for additional information on the criteria.

d. If the number of eligible students exceeds the positions available, other selection criteria will be used.

e. Students transferring from another school's Orthotics and Prosthetics Program must be in good academic standing and must be able to satisfactorily demonstrate program competencies.

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- f. Prior to the beginning of the first clinical experience (PRO 3801L- Orthotics and Prosthetics Clinical Rotation Practicum I), each student must:
- (1) Show a valid Basic Life Support (BLS) for Healthcare Providers C.P.R. certificate
  - (2) Show evidence of immunity to or inoculation against the hepatitis virus. Said immunization series may be waived when medically contraindicated by a physician in writing and a release is signed by the student. In addition, students must provide verification of immunizations required by program and clinical affiliates.

Specific Authority: 1001.64 (2) & (4), F.S.  
 Law Implemented: 1001.64(5), (6), (7) & (8), 1003.435, 1004.73, 1007.22, 1007.235, 1007.24, 1007.25, 1007.263, 1007.264, 1009.23, 1009.25(3), 1009.26, F.S.; SBE Rules 6A-10.024, 6A-10.030, 6A-10.041, 6A-19.001, 6A-19.002, F.A.C.; Title VI of Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973, as amended; Americans With Disabilities Act of 1991; Age Discrimination Act of 1975; SB 20, 2002 Legislature.

History: Formerly - 6Hx23-4.02, 6Hx23-4.03, 6Hx23-4.04, 6Hx23-4.05, 6Hx23-4.06, 6Hx23-4.07, 6Hx23-4.08, 6Hx23-4.09, 6Hx23-4.10, 6Hx23-4.11, 6Hx23-4.12, 6Hx23-4-5.10 & 6Hx23-4-5.11. Adopted - 10/16/75. Readopted - 10/25/77. Amended - 4/21/77, 11/30/81, 5/26/82, 11/23/82 (effective 1/1/83), 6/28/83, Emergency Amendment 8/18/83, 9/15/83, 2/16/84, 1/17/85, 3/21/85 (effective 8/19/85 for Session I, 1985-86), 11/21/85, 7/24/86, 10/16/86 (effective 1/7/87 for Session II, 1986-87), 1/22/87 (effective 1/22/87 for Session III, 1986-87), 6/18/87 (effective 6/18/87 for Session I, 1987-88), 12/10/87 (effective 12/10/87 for Session II, 1987-88), 10/20/88, 4/27/89, 11/21/89, 7/17/90, 2/19/91. Filed - 2/19/91. Effective - 2/19/91, 6/13/91. Filed- 6/13/91. Effective- Session III, 1990-91, 11/19/91. Filed - 11/19/91. Effective - 11/19/91; 12/17/91. Filed - 12/17/91. Effective - Session I, 1992-93; 6/15/93. Filed -

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6/15/93. Effective - 6/15/93; 8/30/94. Filed - 8/30/94. Effective - Session I, 1994-95; 1/21/97. Filed - 1/21/97. Effective - 1/21/97; 10/22/97; 4/20/98. Filed - 4/20/98. Effective - 4/20/98; 7/27/98. Filed - 7/27/98. Effective - Session I, 1998-99. Effective - Session I, 1998-99; 5/18/99. Filed - 5/18/99. Effective - 5/18/99; 11/16/99. Filed - 11/16/99. Effective - 11/16/99; 4/18/00. Filed - 4/18/00. Effective - Session I, 2000-01. 7/21/00. Filed - 7/21/00. Effective - Session I, 2000-01; 2/27/01. Filed - 2/27/01. Effective - Session I, 2001-02; 9/11/01. Filed - 9/11/01. Effective - 9/11/01; 6/21/02. Filed - 6/21/02. Effective - 6/21/02; 11/12/02. Filed - 11/12/02. Effective - 11/12/02; 5/20/03. Filed - 5/20/03. Effective - 5/20/03; 7/24/03. Filed - 7/24/03. Effective - Immediately for students applying for admission to the Bachelor of Applied Science in Dental Hygiene Program for Session II, 2003-04; 11/6/04. Filed - 11/16/04. Effective - 11/16/04; 7/19/05. Filed - 7/19/05. Effective - 7/19/05; 1/17/06. Filed - 1/17/06. Effective - 1/17/06; 3/21/06. Filed - 3/21/06. Effective - 3/21/06; 6/20/06. Filed - 6/20/06. Effective - 6/20/06; 9/18/06. Filed - 9/18/06. Effective - 9/18/06; 3/20/07. Filed - 3/20/07. Effective - Session I, 2007-08; 7/17/07. Filed - 7/17/07. Effective - 7/17/07; 11/20/07. Filed - 11/20/07. Effective - 11/20/07; 11/18/08. Filed - 11/18/08. Effective - Session I, 2009-10; 12/16/08. Filed - 12/16/08. Effective - 12/16/08; 4/21/09. Filed - 4/21/09. Effective - 4/21/09; 9/15/09. Filed - 9/15/09. Effective - 9/15/09.

<b>SUBJECT</b>	<b>PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES</b>	<b>PAGE</b>
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<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.021</b>	<b>11/21/95 Revision #95-11</b>

P6Hx23-4.021 PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES

## **DISABLED STUDENT SERVICES**

### **I. Documentation Procedures**

#### **A. Learning Disabilities**

Students and prospective students requesting accommodations in their academic work at St. Petersburg College (SPC) must present appropriate documentation to the site office of their home campus or center counseling area.

##### **1. Tests**

The documentation must consist of one test from each of three areas: individual intelligence, processing and academic achievement levels. Acceptable tests include but **are not** limited to:

- a) Individual Intelligence Tests:
  - Weschler Adult Intelligence Scale – Revised (WAIS-R)
  - Weschler Intelligence Scale for Children – Revised (WISC-R)
  - Kaufman Assessment Battery for Children (K-ABC)
  - Stanford–Binet Intelligence Scale
- b) Evaluation of Psychological Processing:
  - Woodcock–Johnson Psycho–Educational Battery – Revised (Cognitive)
  - Detroit Test of Learning Aptitude (DTLA–2)
  - Bender Visual Motor Gestalt Test
  - Test of Adolescent Language (TOAL–2)
  - Halsted–Reitan Neuropsychological Test Battery for Adults
- c) Achievement Tests:

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- Woodcock–Johnson Psycho–Educational Battery – Revised (Achievement)
- Kaufman Test of Educational Achievement (K-TEA)
- Wide Range Achievement Test (WRAT)

This documentation will be kept confidential and information will only be released to faculty with the student’s permission.

**2. Qualified Evaluators**

St. Petersburg College will accept intelligence tests administered by licensed psychologists or psychiatrists. The processing and academic tests must be administered by a psychologist, psychiatrist, or credentialed educational diagnostician.

Reports should include subtest scores and the evaluator’s opinions on what reasonable classroom accommodations would be helpful.

**3. Suggested Criteria**

Every case will be considered individually and decisions will be made on a case by case basis. The following guidelines will be considered.

- a) Intellectual Functioning:  
 SPC serves all qualified, disabled students including documented learning disabled. Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition or use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Individuals with learning disabilities have average to above-

<b>SUBJECT</b>	<b>PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES</b>	<b>PAGE</b>
		<b>P4.021-3</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.021</b>	<b>11/21/95 Revision #95-11</b>

average intelligence and, therefore, are not intellectually limited. They have the potential to succeed in higher education, but due to a variety of learning problems, they may experience academic difficulty.

- b) **Psychological Processing:**  
Evidence of a disorder in one or more of the basic psychological processes must be presented. Assessment must show at least one and one-half (1-1/2) standard deviations from the norm in either visual, auditory, motor, computation and/or language processes.
- c) **Academic Achievement:**  
A discrepancy of one and one-half (1-1/2) standard deviations between an intellectual standard score and an academic achievement standard score must be shown.

**B. Mental Disabilities**

Documentation to support any mental or psychological disorder is required of students and prospective students seeking accommodations at St. Petersburg College.

**1. Suggested Criteria**

Every case will be considered individually and decisions will be made on a case by case basis. The following guidelines will be considered.

- a. **Intellectual Functioning:**  
Students with valid intelligence measures which fall in the below average range will have a difficult time succeeding in this setting.
- b. **Psychological Processing:**

<b>SUBJECT</b>	<b>PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES</b>	<b>PAGE</b>
		<b>P4.021-4</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.021</b>	<b>11/21/95 Revision #95-11</b>

Documentation to support psychological processing difficulties or neurological impairments, other than learning disabilities, which are recognized as disabling conditions will be accepted for review from physicians, health-care agencies and other qualified persons attesting to the disability of the student. The documentation is to be presented to the counseling center on the student's home campus or center site.

**C. Physical Disabilities**

Documentation to support physical impairment is required of students and prospective students seeking accommodations at St. Petersburg College. Documentation will be accepted for review from physicians and health care agencies attesting to the disability of the student or prospective student. This documentation is to be presented to the counseling center on the student's home campus or center site.

**II. Request for College Services**

**A. Provision of Services**

After a student's documentation is accepted, the disabled services counselor will keep this documentation on file. It is the student's responsibility to request services supported in the documentation (such as tutoring or note taking). A new request is necessary each semester based on the specific classes being taken at that time. A three week notice is needed to fill requests.

**B. Course Substitutions**

Course substitutions are considered according to Board of Trustees Procedure P6Hx23-4.02 to students with documented hearing impairments, visual impairments, and specific learning disabilities.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES</b>	<b>PAGE</b>
		<b>P4.021-5</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.021</b>	<b>11/21/95 Revision #95-11</b>

Students seeking substitutions for requirements for admission to the College, or to a program of the College, or for graduation from the College should appeal to the Dean of Student Services or Center Administrator at his or her campus or site.

**C. CLAST Appeals**

A waiver of CLAST requirements can be appealed through a CLAST Appeals Committee as prescribed by the Board of Trustees Rule 6Hx23-4.36 to students with documented hearing impairments, visual impairments and specific learning disabilities.

Students seeking consideration for waiver of CLAST requirements should appeal to the Dean of Student Services or Center Administrator at his or her campus or site.

**D. Auxiliary Aids**

Auxiliary aids to assist disabled students may be available in the form of note takers, readers, tutors, interpreters, and extended examination time. Tape recorders, calculators and spell checkers are permitted in class with proper documentation of need.

Disabled students are provided with early registration opportunities as well as counseling and advisement in advance of registration time frames.

General Authority: 240.319(2) F.S.

History: Adopted 6/15/93. Effective - 6/15/93; 11/21/95. Filed - 11/21/95. Effective - Session I, 1995-96.

**APPENDIX 5**  
**Equity in Athletics Disclosure**  
**Act Report for 2009**



U.S. DEPARTMENT OF EDUCATION OMB No. 1848-0010 APPROVAL EXPIRES 03/31/2010

Equity in Athletics Disclosure Act (EADA) Survey OFFICE OF POSTSECONDARY EDUCATION

Institution: St Petersburg College (137078) (4) User ID: E91370781

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### Sports Selection - Men's and Women's Teams

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- Screening Questions
- Sports Selection M W
- Participants
- Head Coaching Staff
- Assistant Coaching Staff
- Student Aid
- Recruiting Expenses
- Operating Expenses
- Expenses
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- Summary
- Supplemental Info

Select the varsity sports teams at your institution.

Sport	Men's	Women's	Sport	Men's	Women's
Archery	<input type="checkbox"/>	<input type="checkbox"/>	Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input type="checkbox"/>	Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>	Football	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>	Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skating	<input type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Swimming and Diving (combined)	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input type="checkbox"/>	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

CAVEAT

\* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please also specify in the caveat box that your institution has a letter from the Office of Civil Rights confirming that the OCR has determined that Dancing and/or Cheerleading are varsity sports at your institution.

If after leaving this screen you return to it to add a sport, be sure to include associated data for that sport on subsequent screens. If you return to this screen to delete a sport, all associated data for that sport will be deleted from subsequent screens as well.

Invalid data type     Fatal error     Confirm or explain     Accepted error

► If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.

► When you click on a confirm or explain icon, a drop-down box will appear. Enter your confirmation or explanation in that box. Do not use the caveat box for this purpose.

U.S. DEPARTMENT OF EDUCATION OMB NO. 1848-0010 APPROVAL EXPIRES 03/31/2010

Equity in Athletics Disclosure Act (EADA) Survey

OFFICE OF POSTSECONDARY EDUCATION

Institution: St Petersburg College (137078) (1) User ID: E91370781

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### Athletics Participation - Men's and Women's Teams

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<ul style="list-style-type: none"> <li><input type="checkbox"/> Screening Questions</li> <li><input type="checkbox"/> Participants           <ul style="list-style-type: none"> <li>Participation M W</li> </ul> </li> <li><input type="checkbox"/> Head Coaching Staff</li> <li><input type="checkbox"/> Assistant Coaching Staff</li> <li><input type="checkbox"/> Student Aid</li> <li><input type="checkbox"/> Recruiting Expenses</li> <li><input type="checkbox"/> Operating Expenses</li> <li><input type="checkbox"/> Expenses</li> <li><input type="checkbox"/> Revenues</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Supplemental Info</li> </ul>	<p><b>Athletics Participation</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"></td> <td colspan="2" style="text-align: center;"><b>Number of participants as of the day of the first scheduled contest</b></td> </tr> <tr> <td style="width: 60%;"></td> <td style="text-align: center;"><b>Men's Teams</b></td> <td style="text-align: center;"><b>Women's Teams</b></td> </tr> <tr> <td>Varsity Teams</td> <td></td> <td></td> </tr> <tr> <td>Baseball</td> <td style="text-align: center;"><input type="text" value="26"/></td> <td></td> </tr> <tr> <td>Basketball</td> <td style="text-align: center;"><input type="text" value="12"/></td> <td style="text-align: center;"><input type="text" value="16"/></td> </tr> <tr> <td>Softball</td> <td></td> <td style="text-align: center;"><input type="text" value="24"/></td> </tr> <tr> <td>Tennis</td> <td></td> <td style="text-align: center;"><input type="text" value="10"/></td> </tr> <tr> <td>Volleyball</td> <td></td> <td style="text-align: center;"><input type="text" value="11"/></td> </tr> <tr> <td>Total Participants Men's and Women's Teams</td> <td style="text-align: center;">38</td> <td style="text-align: center;">61</td> </tr> <tr> <td>Unduplicated Count of Participants (If an individual participates on more than one team, count that individual only once on this line.)</td> <td style="text-align: center;"><input type="text" value="38"/></td> <td style="text-align: center;"><input type="text" value="61"/></td> </tr> </table> <p>CAVEAT</p> <div style="border: 1px solid gray; height: 60px; width: 100%;"></div> <p style="font-size: small;"> <input type="checkbox"/> Invalid data type            <input type="checkbox"/> Fatal error            <input type="checkbox"/> Confirm or explain            <input type="checkbox"/> Accepted error       </p> <p style="font-size: x-small;">         ► If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.          ► When you click on a confirm or explain icon, a drop-down box will appear. Enter your confirmation or explanation in that box. Do not use the caveat box for this purpose.       </p> <p style="text-align: center;"> <input type="button" value="Previous"/>    <input type="button" value="Next"/> </p>		<b>Number of participants as of the day of the first scheduled contest</b>			<b>Men's Teams</b>	<b>Women's Teams</b>	Varsity Teams			Baseball	<input type="text" value="26"/>		Basketball	<input type="text" value="12"/>	<input type="text" value="16"/>	Softball		<input type="text" value="24"/>	Tennis		<input type="text" value="10"/>	Volleyball		<input type="text" value="11"/>	Total Participants Men's and Women's Teams	38	61	Unduplicated Count of Participants (If an individual participates on more than one team, count that individual only once on this line.)	<input type="text" value="38"/>	<input type="text" value="61"/>
	<b>Number of participants as of the day of the first scheduled contest</b>																														
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Baseball	<input type="text" value="26"/>																														
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U.S. DEPARTMENT OF EDUCATION
OMB NO. 1848-0010 APPROVAL EXPIRES 03/31/2010



OFFICE OF POST-SECONDARY EDUCATION

Institution: St Petersburg College (137078) (1)
User ID: E91370781

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### Head Coaches - Men's Teams

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[Click here for screen instructions](#)

Head Coaches - Men's Teams

A full-time head coach is an individual who coaches one team full-time and is a full-time employee of the school.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Full-Time Coaching Duties	Part-Time Coaching Duties	Full-Time University Employee	Part-Time University Employee or Volunteer	Full-Time Coaching Duties	Part-Time Coaching Duties	Full-Time University Employee	Part-Time University or Volunteer	
Baseball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Basketball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Coaching Position Totals	2	0	2	0	0	0	0	0	2

CAVEAT

Invalid data type
 Fatal error
 Confirm or explain
 Accepted error

▶ If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.  
 ▶ When you click on a confirm or explain icon, a drop-down box will appear. Enter your confirmation or explanation in that box. Do not use the caveat box for this purpose.

U.S. DEPARTMENT OF EDUCATION
OMB NO. 1845-0010 APPROVAL EXPIRES 03/31/2010

OFFICE OF POSTSECONDARY EDUCATION  
Equity in Athletics Disclosure Act (EADA) Survey

Institution: St Petersburg College (137078) (1)
User ID: E91370781

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### Head Coaches - Women's Teams

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**Head Coaches - Women's Teams**

**A full-time head coach is an individual who coaches one team full-time and is a full-time employee of the school.**

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Full-Time Coaching Duties	Part-Time Coaching Duties	Full-Time University Employee	Part-Time University Employee or Volunteer	Full-Time Coaching Duties	Part-Time Coaching Duties	Full-Time University Employee	Part-Time University Employee or Volunteer	
Basketball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	1
Softball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	1
Tennis	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Volleyball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Coaching Position Totals	1	1	1	1	2	0	2	0	4

**CAVEAT**

Invalid data type
 Fatal error
 Confirm or explain
 Accepted error

► If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.  
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U.S. DEPARTMENT OF EDUCATION
OMB NO. 1845-0010 APPROVAL EXPIRES 03/31/2010

OFFICE OF POSTSECONDARY EDUCATION  
Equity in Athletics Disclosure Act (EADA) Survey

Institution: St Petersburg College (137078) (1)
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## Head Coaches' Salaries - Men's and Women's Teams

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Head Coaches' Salaries

**Enter salaries and bonuses only. Do not include benefits on this screen. Do not include volunteer head coaches in calculating average salary and average FTE.**

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	<input type="text" value="19,953"/>	<input type="text" value="15,955"/>
Number of Head Coaches Included in Average	<input type="text" value="2"/>	<input type="text" value="4"/>
Number of Volunteer Head Coaches not included in the Average	<input type="text" value="0"/>	<input type="text" value="0"/>
Average Annual Institutional Salary per Full-time equivalent (FTE)	<input type="text" value="19,953"/>	<input type="text" value="18,234"/>
Number of Full-time equivalents (FTEs) Included in Average	<input type="text" value="2.00"/>	<input type="text" value="3.50"/>

CAVEAT

Invalid data type
 Fatal error
 Confirm or explain
 Accepted error

▶ If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.  
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U.S. DEPARTMENT OF EDUCATION  
 OFFICE OF POSTSECONDARY EDUCATION  
 Equity in Athletics Disclosure Act (EADA) Survey

INSTITUTION: St. Petersburg College (137078) (1)      User ID: E91370781

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Assistant Coaches - Men's Teams

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  - Assistant Coaches' Salaries M W
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- Revenues
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**Assistant Coaches - Men's Teams**  
 A full-time assistant coach is an individual who coaches one team full-time and is a full-time employee of the school.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Full-Time Coaching Duties	Part-Time Coaching Duties	Full-Time University Employee	Part-Time University Employee or Volunteer	Full-Time Coaching Duties	Part-Time Coaching Duties	Full-Time University Employee	Part-Time University Employee or Volunteer	
Baseball	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Basketball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Coaching Position Totals	1	1	1	1	0	0	0	0	2

CAVEAT

Invalid data type   
  Fatal error   
  Confirm or explain   
  Accepted error

▶ If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.  
 ▶ When you click on a confirm or explain icon, a drop-down box will appear. Enter your confirmation or explanation in that box. Do not use the caveat box for this purpose.

U.S. DEPARTMENT OF EDUCATION  
 OFFICE OF POSTSECONDARY EDUCATION  
 EQUITY IN ATHLETICS DISCLOSURE ACT (EADA) SURVEY

OHF NO. 1848-0010 APPROVAL EXPIRES 03/31/2010  
 User ID: E91370781

Institution: St Petersburg College (137078) (1)

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### Assistant Coaches - Women's Teams

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- Assistant Coaching Staff
  - Assistant Coaches M. Teams
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  - Assistant Coaches' Salaries M W
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- Expenses
- Revenues
- Summary
- Supplemental Info

**Assistant Coaches - Women's Teams**

**A full-time assistant coach is an individual who coaches one team full-time and is a full-time employee of the school.**

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Full-Time Coaching Duties	Part-Time Coaching Duties	Full-Time University Employee	Part-Time University Employee or Volunteer	Full-Time Coaching Duties	Part-Time Coaching Duties	Full-Time University Employee	Part-Time University Employee or Volunteer	
Basketball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Softball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Tennis	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Volleyball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Coaching Position Totals	0	0	0	0	1	2	1	2	3

CAVEAT

Invalid data type   
  Fatal error   
  Confirm or explain   
  Accepted error

▶ If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.  
 ▶ When you click on a confirm or explain icon, a drop-down box will appear. Enter your confirmation or explanation in that box. Do not use the caveat box for this purpose.

U.S. DEPARTMENT OF EDUCATION		OMB NO. 1848-0010 APPROVAL EXPIRES 03/31/2010	
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Institution: St Petersburg College (137078) (1)		User ID: E91370781	
<a href="#">SURVEY STATUS</a>	<a href="#">REPORTS</a>	<a href="#">TOOLS</a>	<a href="#">HELP</a>
<b>Assistant Coaches' Salaries - Men's and Women's Teams</b>			
<a href="#">Hide Menu</a>		<a href="#">Click here for screen instructions</a>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Screening Questions</li> <li><input type="checkbox"/> Participants</li> <li><input type="checkbox"/> Head Coaching Staff</li> <li><input type="checkbox"/> Assistant Coaching Staff               <ul style="list-style-type: none"> <li>Assistant Coaches M. Teams</li> <li>Assistant Coaches W. Teams</li> <li>Assistant Coaches' Salaries M/W</li> </ul> </li> <li><input type="checkbox"/> Student Aid</li> <li><input type="checkbox"/> Recruiting Expenses</li> <li><input type="checkbox"/> Operating Expenses</li> <li><input type="checkbox"/> Expenses</li> <li><input type="checkbox"/> Revenues</li> <li><input type="checkbox"/> Summary</li> <li><input type="checkbox"/> Supplemental Info</li> </ul>			
<b>Assistant Coaches' Salaries</b> Enter salaries and bonuses only. Do not include benefits on this screen. Do not include volunteer assistant coaches in calculating average salary and average FTE.			
		Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	<input type="text" value="3,750"/>	<input type="text" value="3,750"/>	
Number of Assistant Coaches Included in Average	<input type="text" value="2"/>	<input type="text" value="3"/>	
Number of Volunteer Assistant Coaches not Included in the Average	<input type="text" value="0"/>	<input type="text" value="0"/>	
Average Annual Institutional Salary per Full-time equivalent (FTE)	<input type="text" value="7,500"/>	<input type="text" value="7,500"/>	
Number of Full-time equivalents (FTEs) Included in Average	<input type="text" value="1.00"/>	<input type="text" value="1.50"/>	
CAVEAT			
<div style="border: 1px solid gray; height: 60px; width: 100%;"></div>			
 Invalid data type  Fatal error  Confirm or explain  Accepted error			
<p>▶ If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.</p> <p>▶ When you click on a confirm or explain icon, a drop-down box will appear. Enter your confirmation or explanation in that box. Do not use the caveat box for this purpose.</p>			
<input type="button" value="Previous"/>		<input type="button" value="Next"/>	

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Equity in Athletics Disclosure Act (EADA) Survey  
OFFICE OF POSTSECONDARY EDUCATION

Institution: **St Petersburg College (137078) (1)** User ID: **E91370781**

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Athletically Related Student Aid - Men's and Women's Teams

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**Athletically Related Student Aid**

Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	<input style="width: 80%;" type="text" value="200,000"/>	<input style="width: 80%;" type="text" value="300,000"/>	500,000
Ratio (percent)	40	60	100%

CAVEAT

Invalid data type   
  Fatal error   
  Confirm or explain   
  Accepted error

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	Men's Teams	Women's Teams	Total
Total	<input type="text" value="200,000"/>	<input type="text" value="300,000"/>	500,000
Ratio (percent)	40	60	100%

**CAVEAT**

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  Fatal error  
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https://surveys.ope.ed.gov/athletics/Screen.aspx

10/15/2009

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## Recruiting Expenses - Men's and Women's Teams

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**Recruiting Expenses**

**Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.**

	Men's Teams	Women's Teams	Total
Total	10,000	20,000	30,000
CAVEAT			

⚠ Invalid data type
⚡ Fatal error
⚡ Confirm or explain
⚠ Accepted error

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### Operating Expenses (i.e., Game-Day Expenses) - Men's and Women's Teams by Team

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**Operating Expenses by Team**

**Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.**

Varsity Teams	Participants	Men's Teams		Women's Teams		Total Operating Expenses	
		Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant		By Team
Basketball	12	2,083	25,000	16	1,563	25,000	50,000
Baseball	26	1,577	41,000				41,000
Softball				24	1,917	46,000	46,000
Tennis				10	1,000	10,000	10,000
Volleyball				11	1,818	20,000	20,000
<b>Total Operating Expenses Men's and Women's Teams</b>	<b>38</b>		<b>66,000</b>	<b>61</b>		<b>101,000</b>	<b>167,000</b>

CAVEAT

Invalid data type
 Fatal error
 Confirm or explain
 Accepted error

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Operating Expenses (i.e., Game-Day Expenses) - Men's and Women's Teams by Team

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## Total Expenses - Men's and Women's Teams

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**Expenses by Team**

Expenses are all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	<input type="text" value="210,007"/>	<input type="text" value="204,261"/>	414,268
Baseball	<input type="text" value="316,696"/>		316,696
Softball		<input type="text" value="318,442"/>	318,442
Tennis		<input type="text" value="64,417"/>	64,417
Volleyball		<input type="text" value="206,530"/>	206,530
Total Expenses of all Sports, Except Football and Basketball, Combined	316,696	589,389	906,085
Total Expenses Men's and Women's Teams	526,703	793,650	1,320,353
Not Allocated by Gender/Sport			<input type="text" value="272,539"/>
Grand Total Expenses			1,592,892

**CAVEAT**

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### Total Expenses - Men's and Women's Teams

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### Total Revenues - Men's and Women's Teams

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**Revenues by Team**

Revenues are all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
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Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,592,892

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Equity in Athletics Disclosure Act (EADA) Survey		OFFICE OF POSTSECONDARY EDUCATION																																									
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<b>Total Revenues - Men's and Women's Teams</b>																																											
<a href="#">Hide Menu</a>	<a href="#">Click here for screen instructions</a>																																										
<input type="checkbox"/> Screening Questions <input type="checkbox"/> Participants <input type="checkbox"/> Head Coaching Staff <input type="checkbox"/> Assistant Coaching Staff <input type="checkbox"/> Student Aid <input type="checkbox"/> Recruiting Expenses <input type="checkbox"/> Operating Expenses <input type="checkbox"/> Expenses <input checked="" type="checkbox"/> Revenues Revenues M W <input type="checkbox"/> Summary <input type="checkbox"/> Supplemental Info	<p><b>Revenues by Team</b></p> <p>Revenues are all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.</p> <table border="1"> <thead> <tr> <th>Varsity Teams</th> <th>Men's Teams</th> <th>Women's Teams</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Basketball</td> <td style="text-align: center;">210,007</td> <td style="text-align: center;">204,261</td> <td style="text-align: right;">414,268</td> </tr> <tr> <td>Baseball</td> <td style="text-align: center;">316,696</td> <td></td> <td style="text-align: right;">316,696</td> </tr> <tr> <td>Softball</td> <td></td> <td style="text-align: center;">318,442</td> <td style="text-align: right;">318,442</td> </tr> <tr> <td>Tennis</td> <td></td> <td style="text-align: center;">64,417</td> <td style="text-align: right;">64,417</td> </tr> <tr> <td>Volleyball</td> <td></td> <td style="text-align: center;">206,530</td> <td style="text-align: right;">206,530</td> </tr> <tr> <td>Total Revenues of all Sports, Except Football and Basketball, Combined</td> <td style="text-align: center;">316,696</td> <td style="text-align: center;">589,389</td> <td style="text-align: right;">906,085</td> </tr> <tr> <td>Total Revenues Men's and Women's Teams</td> <td style="text-align: center;">526,703</td> <td style="text-align: center;">793,650</td> <td style="text-align: right;">1,320,353</td> </tr> <tr> <td>Not Allocated by Gender/Sport</td> <td></td> <td></td> <td style="text-align: right;">272,539</td> </tr> <tr> <td>Grand Total for all Teams (includes by team and not allocated by gender/sport)</td> <td></td> <td></td> <td style="text-align: right;">1,592,892</td> </tr> </tbody> </table> <p>CAVEAT</p> <div style="border: 1px solid gray; height: 60px; width: 100%;"></div> <p> <input type="checkbox"/> Invalid data type           <input type="checkbox"/> Fatal error           <input type="checkbox"/> Confirm or explain           <input checked="" type="checkbox"/> Accepted error       </p> <p>         ▶ If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.          ▶ When you click on a confirm or explain icon, a drop-down box will appear. Enter your confirmation or explanation in that box. Do not use the caveat box for this purpose.       </p> <p style="text-align: center;"> <input type="button" value="Previous"/>           <input type="button" value="Next"/> </p>			Varsity Teams	Men's Teams	Women's Teams	Total	Basketball	210,007	204,261	414,268	Baseball	316,696		316,696	Softball		318,442	318,442	Tennis		64,417	64,417	Volleyball		206,530	206,530	Total Revenues of all Sports, Except Football and Basketball, Combined	316,696	589,389	906,085	Total Revenues Men's and Women's Teams	526,703	793,650	1,320,353	Not Allocated by Gender/Sport			272,539	Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,592,892
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Revenues and Expenses Summary

		Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	39,906	63,820	103,726
2	Total of Assistant Coaches' Salaries	7,500	11,250	18,750
3	Total Salaries (Lines 1+2)	47,406	75,070	122,476
4	Athletically Related Student Aid	200,000	300,000	500,000
5	Recruiting Expenses	10,000	20,000	30,000
6	Operating Expenses	66,000	101,000	167,000
7	Summary of Subset Expenses (Lines 3+4+5+6)	323,406	496,070	819,476
8	Total Expenses	526,703	793,650	1,320,353
9	Total Expenses Minus Subset Expenses (Line 8 - Line 7)	203,297	297,580	500,877
10	Not Allocated Expenses			272,539
11	Grand Total Expenses (Lines 8+10)			1,592,892
12	Total Revenues	526,703	793,650	1,320,353
13	Not Allocated Revenues			272,539
14	Grand Total Revenues (Lines 12+13)			1,592,892
15	Total Revenues Minus Expenses (Line 12- Line 8)	0	0	0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

Please review this screen carefully. **The amount of Grand Total Revenues must be equal to or greater than the amount of Grand Total Expenses** before you can lock your survey data. If it is not, you must go back and correct the amounts you entered on the Total Revenues and/or Total Expenses screen(s).

Remember that your **Total Revenues** and **Total Expenses** screens must include amounts you entered on some of the other screens. That is:

- The amount you entered on the Athletically Related Student Aid screen must be included with all of your other revenues (budget, ticket sales, etc.) on the **Total Revenues** screen. For detailed information on what to include in Total Revenues, click on "Click here for screen instructions" on the Total Revenues screen.
- The amount you entered on the Operating Expenses, Recruiting Expenses, and Athletically Related Student Aid screens must be included with all of your other expenses (salaries and benefits, equipment, etc.) on the **Total Expenses** screen. For detailed information about what to include in Total Expenses, click on "Click here for screen instructions" on the Total Expenses screen.

To return to the data entry screens to make corrections, click on the link in the menu on the left of this screen.

To proceed to the Supplemental Information screen, click on that link in the menu or click on the "Next" button on the bottom of this screen.

⚠ Invalid data type    ⚠ Fatal error    ⓘ Confirm or explain    ⊗ Accepted error

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**Revenues and Expenses Summary**

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14	Grand Total Revenues (Lines 12+13)			1,592,892
15	Total Revenues Minus Expenses (Line 12- Line 8)	0	0	0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

Please review this screen carefully. **The amount of Grand Total Revenues must be equal to or greater than the amount of Grand Total Expenses** before you can lock your survey data. If it is not, you must go back and correct the amounts you entered on the Total Revenues and/or Total Expenses screen(s).

Remember that your **Total Revenues** and **Total Expenses** screens must include amounts you entered on some of the other screens. That is:

- The amount you entered on the Athletically Related Student Aid screen must be included with all of your other revenues (budget, ticket sales, etc.) on the **Total Revenues** screen. For detailed information on what to include in Total Revenues, click on 'Click here for screen instructions' on the Total Revenues screen.
- The amount you entered on the Operating Expenses, Recruiting Expenses, and Athletically Related Student Aid screens must be included with all of your other expenses (salaries and benefits, equipment, etc.) on the **Total Expenses** screen. For detailed information about what to include in Total Expenses, click on 'Click here for screen instructions' on the Total Expenses screen.

To return to the data entry screens to make corrections, click on the link in the menu on the left of this screen.

To proceed to the Supplemental Information screen, click on that link in the menu or click on the 'Next' button on the bottom of this screen.

Invalid data type   
 Fatal error   
 Confirm or explain   
 Accepted error

▶ If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.  
 ▶ When you click on a confirm or explain icon, a drop-down box will appear. Enter your confirmation or explanation in that box. Do not use the caveat box for this purpose.

U.S. DEPARTMENT OF EDUCATION OMB NO. 1845-0010 APPROVAL EXPIRES 03/31/2010

OFFICE OF POSTSECONDARY EDUCATION

Equity in Athletics Disclosure Act (EADA) Survey

Institution: **St Petersburg College (137078) (1)** User ID: E91370781

[SURVEY STATUS](#)    [REPORTS](#)    [TOOLS](#)    [HELP](#)    [LOGOUT](#)

Supplemental Information

**Hide Menu** [Click here for screen instructions](#)

- Screening Questions
- Participants
- Head Coaching Staff
- Assistant Coaching Staff
- Student Aid
- Recruiting Expenses
- Operating Expenses
- Expenses
- Revenues
- Summary
- Supplemental Info
  - Supplemental Information

Supplemental Information

**This screen is optional. You may use it to provide additional information to help the reader better understand the data you have provided in this survey, or to help a prospective student-athlete make an informed choice of an athletic program. If you do not want to enter any supplemental information, please leave this screen blank.**

 Invalid data type   
  Fatal error   
  Confirm or explain   
  Accepted error

▶ If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.  
 ▶ When you click on a confirm or explain icon, a drop-down box will appear. Enter your confirmation or explanation in that box. Do not use the caveat box for this purpose.

# **APPENDIX 6**

## **Fall Staff Report**

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

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

TERMS EMPLOYED	SALARY RANGE	WHITE NON- HISPANIC		BLACK NON- HISPANIC		ASIAN OR PACIFIC ISLANDER		NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		ETHNIC UNKNOWN		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M		
LESS/9MONTH		0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-10 MONTH	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	3	1	0	0	0	0	0	0	0	0	0	0	0	3
	\$40,000-49,999	12	8	3	1	1	1	0	0	0	0	0	0	0	16
	\$50,000-64,999	65	59	4	9	6	0	2	4	0	0	0	0	0	77
	\$65,000-79,999	38	30	4	0	1	1	1	2	0	0	0	0	0	44
	\$80,000-99,999	0	2	0	0	0	0	0	0	0	0	0	0	0	0
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11-12 MONTH	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000-64,999	3	3	0	0	0	0	0	0	0	0	0	0	0	3
	\$65,000-79,999	24	10	2	2	1	0	1	0	0	0	0	0	0	28
	\$80,000-99,999	2	3	0	0	0	0	0	0	0	0	0	0	0	2
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTALS</b>		147	116	13	12	9	2	4	6	0	0	0	0	0	173

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

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

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

OCCUPATION ACTIVITY	SALARY RANGE	BLACK NON- HISPANIC		HISPANIC		WHITE NON- HISPANIC		ASIAN OR PACIFIC ISLANDER		ETHNIC UNKNOWN		AMERICAN INDIAN O ALASKAN NATIVE		NON RESIDENT ALIENS		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M			
EXEC/ADMIN	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$50,000-64,999	1	4	0	2	12	11	0	0	0	0	0	0	0	0	0	13	17
	\$65,000-79,999	0	2	0	0	8	17	0	0	0	0	0	0	0	0	0	8	19
	\$80,000-99,999	1	2	1	1	20	10	0	0	0	0	0	0	0	0	0	22	13
	\$100,000-UP	1	2	0	0	15	13	0	2	0	0	0	0	0	0	0	16	17
<b>SUBTOTAL</b>		3	10	1	3	55	51	0	2	0	0	0	0	0	0	59	66	
OTHER PROF	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	\$40,000-49,999	4	3	1	1	21	14	1	0	0	0	0	0	0	0	27	18	
	\$50,000-64,999	7	6	2	0	50	34	0	2	0	1	0	0	0	0	59	43	
	\$65,000-79,999	2	1	0	2	15	18	0	0	0	0	0	0	0	0	17	21	
	\$80,000-99,999	1	0	0	0	2	1	0	0	0	0	0	0	0	0	3	1	
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>SUBTOTAL</b>		14	10	3	3	88	67	1	2	0	1	0	0	0	0	106	83	

TEC./PARAPROF	BELOW \$20,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
	\$20,000- 29,999	0	0	0	0	5	2	0	0	0	0	0	1	0	0	0	0	5	3
	\$30,000- 39,999	14	5	1	1	46	37	1	3	0	0	0	0	0	0	0	62	46	
	\$40,000- 49,999	3	4	1	0	26	11	0	0	0	1	0	0	0	0	0	30	16	
	\$50,000 AND UP	1	1	0	0	1	3	0	0	0	0	0	0	0	0	0	2	4	

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

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

OCCUPATION ACTIVITY	SALARY RANGE	BLACK NON- HISPANIC		HISPANIC		WHITE NON- HISPANIC		ASIAN OR PACIFIC ISLANDER		ETHNIC UNKNOWN		AMERICAN INDIAN O ALASKAN NATIVE		NON RESIDENT ALIENS		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M		
SUBTOTAL		18	10	2	1	79	53	1	3	0	1	0	1	0	0	100	69
CLERICAL/SEC.	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	21	2	6	2	69	11	6	1	0	0	0	0	0	0	102	16
	\$30,000- 39,999	13	0	6	0	102	10	5	1	0	0	0	0	1	0	127	11
	\$40,000- 49,999	1	0	0	0	5	1	0	0	0	0	0	0	0	0	6	1
	\$50,000 AND UP	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
SUBTOTAL		35	2	12	2	177	22	11	2	0	0	0	0	1	0	236	28
SKILLED CRAFT	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	0	2	0	0	1	4	0	0	0	0	0	0	0	0	1	6
	\$30,000- 39,999	0	3	0	2	0	36	0	0	0	1	0	3	0	0	0	45
	\$40,000- 49,999	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	10
	\$50,000 AND UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL		0	5	0	2	1	50	0	0	0	1	0	3	0	0	1	61

SERVICE/MAINT.	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	2	18	6	12	15	57	6	16	0	3	0	1	0	0	29	107
	\$30,000- 39,999	1	1	1	0	7	9	0	0	0	0	0	0	0	0	9	10
	\$40,000- 49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000 AND UP	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
SUBTOTAL		3	19	7	13	22	67	6	16	0	3	0	1	0	0	38	119
TOTALS																	
		73	56	25	24	422	310	19	25	0	6	0	5	1	0	540	426

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FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY D. OTHER PART-TIME EMPLOYEES  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 FALL ENDING TERM 2009 - 2010  
 ST. PETERSBURG

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

OCCUPATION ACTIVITY	NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		HISPANIC		BLACK NON- HISPANIC		ETHNIC UNKNOWN		WHITE NON- HISPANIC		TOTAL FEMALE	TOTAL MALE
	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
INSTR COMBINED	1	0	5	5	6	8	11	30	34	33	118	98	522	558	697	732
EXEC/ADMIN	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	2
OTHER PROF	0	0	0	0	0	0	1	0	12	2	10	4	57	14	80	20
TEC./PARAPROF	0	0	0	0	0	0	3	0	3	1	2	0	49	17	57	18
CLERICAL/SEC.	0	0	1	0	0	0	6	0	3	2	5	3	57	21	72	26
SKILLED CRAFT	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6
SERVICE/MAINT.	0	0	0	0	0	1	1	0	4	1	4	0	24	14	33	16
TOTALS																
	1	0	6	5	6	9	22	30	56	40	139	105	709	631	939	820

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM

IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY

TENURE STATUS BY RANK, ETHNICITY AND GENDER

ST. PETERSBURG

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

TENURE STATUS	RANK	HISPANIC		ASIAN OR PACIFIC ISLANDER		BLACK NON-HISPANIC		WHITE NON-HISPANIC		NON RESIDENT ALIENS		AMERICAN INDIAN OR ALASKAN NATIVE		ETHNIC UNKNOWN		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M		
TENURED	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	7	2	3	6	9	9	103	78	0	0	0	0	0	0	122	95
SUBTOTAL		7	2	3	6	9	9	103	78	0	0	0	0	0	0	122	95
ON TRACK	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	2	0	1	0	3	2	29	25	0	0	0	0	0	0	35	27
SUBTOTAL		2	0	1	0	3	2	29	25	0	0	0	0	0	0	35	27
NOT ON TRACK	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	0	0	0	1	1	15	13	0	0	0	0	0	0	0	16	14
SUBTOTAL		0	0	0	0	1	1	15	13	0	0	0	0	0	0	0	16	14
TOTALS																		
		9	2	4	6	13	12	147	116	0	0	0	0	0	0	0	173	136

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 ST. PETERSBURG

----- CCNUM=ST. PETERSBURG UNITID=137078 -----

OCCUPATION ACTIVITY	TENURE STATUS	WHITE NON- HISPANIC		BLACK NON- HISPANIC		NON RESIDENT ALIENS		AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		HISPANIC		ETHNIC UNKNOWN		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M		
INSTR COMBINED	TENURED	3	2	0	0	0	0	0	0	0	0	0	0	0	0	3	2
	ON TRACK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NOT ON TRACK	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
EXEC/ADMIN		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER PROF		3	1	0	0	0	0	0	0	0	0	0	0	0	0	3	1
TEC./PARAPROF		1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
CLERICAL/SEC.		1	2	1	0	0	0	0	0	0	0	0	0	0	0	2	2
SKILLED CRAFT		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERVICE/MAINT.		0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
TOTALS																	
		10	7	1	0	0	0	0	0	0	0	0	0	0	0	11	7

CCTCMIS - RFALLIPS 10/28/2009 23:05:47  
 SOURCE: APR2010  
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED