

AGENDA

**ST. PETERSBURG COLLEGE BOARD OF TRUSTEES
TUESDAY, NOVEMBER 19, 2013**

**TARPON SPRINGS CAMPUS
FINE ARTS BUILDING, ROOM FA-132
600 KLOSTERMAN RD.
TARPON SPRINGS, FLORIDA**

SPECIAL MEETING: 8:30 A.M.

I. CALL TO ORDER

- A. Invocation
- B. Pledge of Allegiance

II. PRELIMINARY MATTERS

- A. Presentation of Retirement Resolutions and Motion for Adoption
 - 1. Dorothy Bell
- B. Recognitions/Announcements - None

III. COMMENTS

- A. Board Chair
- B. Board Members
- C. President
- D. Public Comment

IV. REVIEW AND APPROVAL OF MINUTES

Board of Trustees' Meeting of October 15, 2013 (*Action*)

V. MONTHLY REPORTS

- A. Board Attorney – Joseph H. Lang
- B. Acting General Counsel – Suzanne Gardner
- C. Mr. J.C. Brock, Provost, Allstate Campus
- D. Dr. Richard Mercadante, President Faculty Governance Organization (FGO)

VI. OLD BUSINESS (items previously considered but not finalized) – None

VII. NEW BUSINESS

A. STUDENT SUCCESS AND ACHIEVEMENT (*Information*)

1. Leepa Rattner Museum of Art Overview Presentation (*Information*)
Dr. Conferlete Carney and Ann Larsen
2. Bay Pines Update Presentation (*Information*)
Dr. John Chapin, Dr. Linae Boehme and Dr. Meg Delgato
3. Student Activity Budget Presentation (*Information*)
Jamelle Conner and Meeshalle Jackson, SGA President, Downtown

B. GRANTS/RESTRICTED FUNDS CONTRACTS – None

C. CAPITAL OUTLAY, MAINTENANCE, RENOVATION, AND CONSTRUCTION

1. Midtown Update/Progress Report (*Information*)

D. ADMINISTRATIVE

1. Human Resources
 - a. Personnel Report (*Action*)
 - b. Stop Loss Renewal (*Action*)
2. Finance
 - a. FY13-14 July 1- October 31 Fund 1 Financial Report (*Information*)
3. Bids, Expenditures, and Contracts
 - a. Request for Extension Pier Lease at Downtown Center (*Action*)
 - b. Florida College System Risk Management Consortium Agreement (*Action*)
4. Informational Reports - None
5. Agency Billings – None
6. Other
 - a. Naming of College Facilities – Tarpon Springs (*Action*)

E. ACADEMIC MATTERS

1. Developmental Education Reform Presentation, Dr. Martha Campbell, Dean of Communications and Dr. Jesse Coraggio (*Information*)

2. Developmental Education Plan (*Action*)

F. PROPOSED CHANGES TO BOT RULES MANUAL – **Public Hearing**

1. Rule 6Hx23-4.45 et al Testing of Students (*Action*)

2. Rule 6Hx23-4.48 Counseling and Advising (*Action*)

VIII. PRESIDENT’S REPORT

1. Performance Funding

IX. FUTURE AGENDA ITEMS

X. NEXT MEETING DATE AND SITE

December 10, 2013, Strategic Planning Workshop, EpiCenter Collaborative Labs

XI. ADJOURNMENT

If any person wishes to appeal a decision made with respect to any matter considered by the Board at its meeting November 19, 2013, he or she will need a record of the proceedings. It is the obligation of such person to ensure a verbatim record of the proceedings is made, §286.0105, Florida Statutes.

Items summarized on the Agenda may not contain full information regarding the matter being considered. Further information regarding these items may be obtained by calling the Board Clerk at (727) 341-3241.

***No packet enclosure**

Date Advertised: October 18, 2013

Confirmation of Publication

[Notice of meeting](#)

SPC St. Petersburg College

CENTER FOR PUBLIC SAFETY INNOVATION

The Center for Public Safety Innovation represents the combined fiscal and human resources of the College's In-Service/Continuing Education Programs and the Advanced and Specialized Public Safety-Related Training funded through grants and contracts.

- ❑ Managing college operational budgets and \$52 million of state and federal funding, developing career enhancement and workforce training and education using a variety of delivery methods
- ❑ Serving local, national and international students, communities and organizations
- ❑ Questions?



Faculty
Governance
Organization
(FGO)
Creativity Awards

*funded in part by the
SPC Foundation*



“The Arts make a fundamental difference in the education of our students, and enlightenment of our community”

Advancing Collegiate Education at LRMA

- ***LRMA is a Direct Support Organization of St. Petersburg College*** and a 501(c) 3 organization.
- Museum's #1 priority with SPC is to advance collegiate education through the arts
- Museum admission is always free to SPC students and faculty



Background & Key Dates

- 1996: College announces Leepa gift as the largest ever received: estimated art collection value: \$17.5 millions
- 2002: Museum Grand Opening
- 2002: H. Dean Rowe Award of Excellence in Architecture
- 2011: Florida's American Institute of Architecture (AIA) Award: Top 50 Buildings in Florida



Financial Infusion and Commitment

Museum Construction:

Leepa cash gift	\$2,500,000
Less construction costs	\$500,000
Other cash contributions	\$1,465,194
State Matching Funds	\$3,480,978
Currently remaining in pooled investments (SPC Foundation)	\$2,300,000

Annual College In-Kind Contributions

	2012 Audited FS	2013 Audited FS
Revenues	\$45,300	\$32,600
Personnel Expense	\$544,475	\$500,455
Current Expense	\$89,525	\$82,611
Total Expense	\$634,000	\$583,066

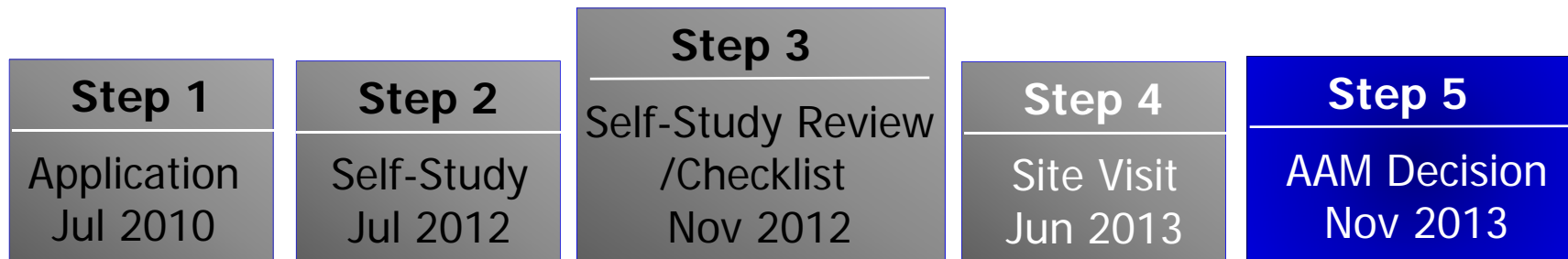




Key Strategies Going Forward

- 1) Achieve American Alliance of Museums Accreditation
- 2) Grow existing Endowment and Cash Assets
- 3) Contain and reduce the annual funding from College Budget

Path to Accreditation



- ✓ Pre-requisite museum assessment programs began in **Fall 2004**
- ✓ Formal notification from the Accreditation Commission is due in the next few weeks (Nov/Dec 2013).

<u>Benefits</u>	<u>SPC</u>	<u>LRMA</u>
Higher caliber exhibitions	✓	✓
Strengthen financials	✓	✓
National prestige	✓	✓

Fundraising Partnership with SPC Foundation

Benefits

- Established January 2013 to enhance fundraising capacities of both entities
- Includes shared resources and infrastructure support
- Eliminates redundancy of efforts
- Provides single contact with major donors

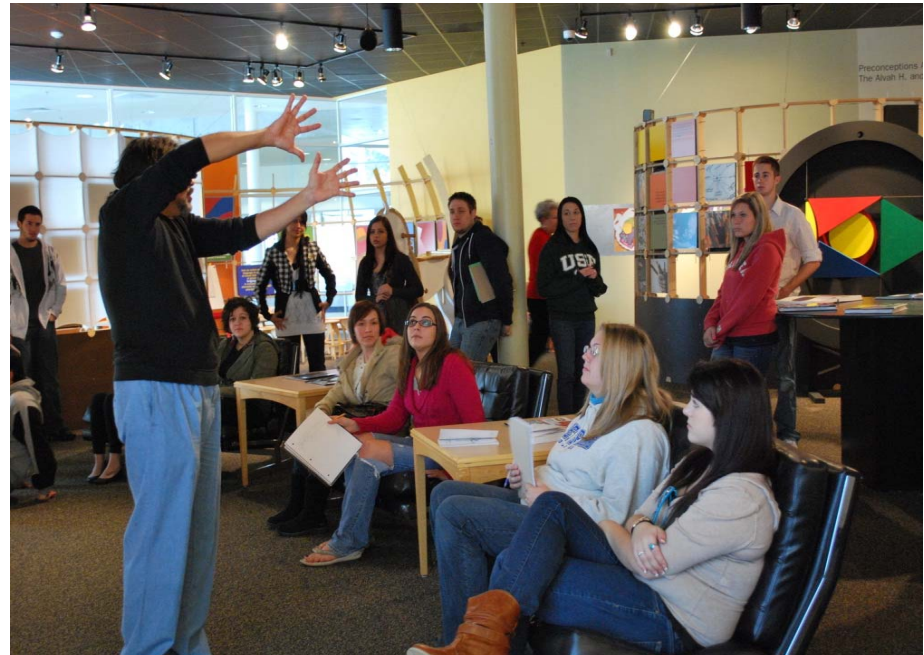


Results To Date

- Single largest gift secured for a LRMA event: \$51,000 for Inness Exhibitions in 2014 and 2016.
- Stone Crab Fest (October 19th): \$16,000 raised, event sold out early

Overview of Educational Programs

- LRMA is a learning lab for SPC students
- Faculty hold classes at LRMA and use art to develop critical thinking skills across disciplines



“LRMA is a wonderful place for learning; large, spacious rooms incredibly loaded with the stuff of sensation and impression... It is quite literally what a learning environment should be.”

-- Juan Flores, Assoc. Professor of Communications

Overview of Educational Programs



“Night at the Museum”

is held twice a year, connecting students & faculty with LRMA



Interactive experiences help change perceptions about the role museums can play in a complete education

Overview of Educational Programs



- **Out-of-Classroom support:** Docents provide interpretive help to students with course assignments in the Museum.



Jocelyn Kubus, SPC's first Student Intern in Museum Studies at LRMA, 2013

Overview of Educational Programs

- ***Another innovative teaching model at LRMA:***

A recent project led by Dr. Cher Gauweiler, College of Education, resulted in publication of visual and literary works created by her Elementary Education students in response to works of art at LRMA.

- ***“The very best example of the complementary & synergistic relationship between the SPC and LRMA Missions”***





“The Arts make a fundamental difference in the education of our students, and enlightenment of our community”

Within Reach

St. Petersburg College

SPC

SPC Bay Pines

A Hands-on STEM Learning Center

November, 19, 2013
Board of Trustees Meeting

An
Achieving
the Dream™
Institution



Within Reach

St. Petersburg College

SPC

Improve engagement, learning and success in Science, Technology, Engineering and Math for St. Petersburg College students.

Open opportunities for collaboration and research among middle and high school students and SPC students and faculty.

Serve as a community resource to increase awareness of STEM related subjects and issues.

Provide professional development for St. Petersburg College as well as local schools, colleges, universities, and community organizations.

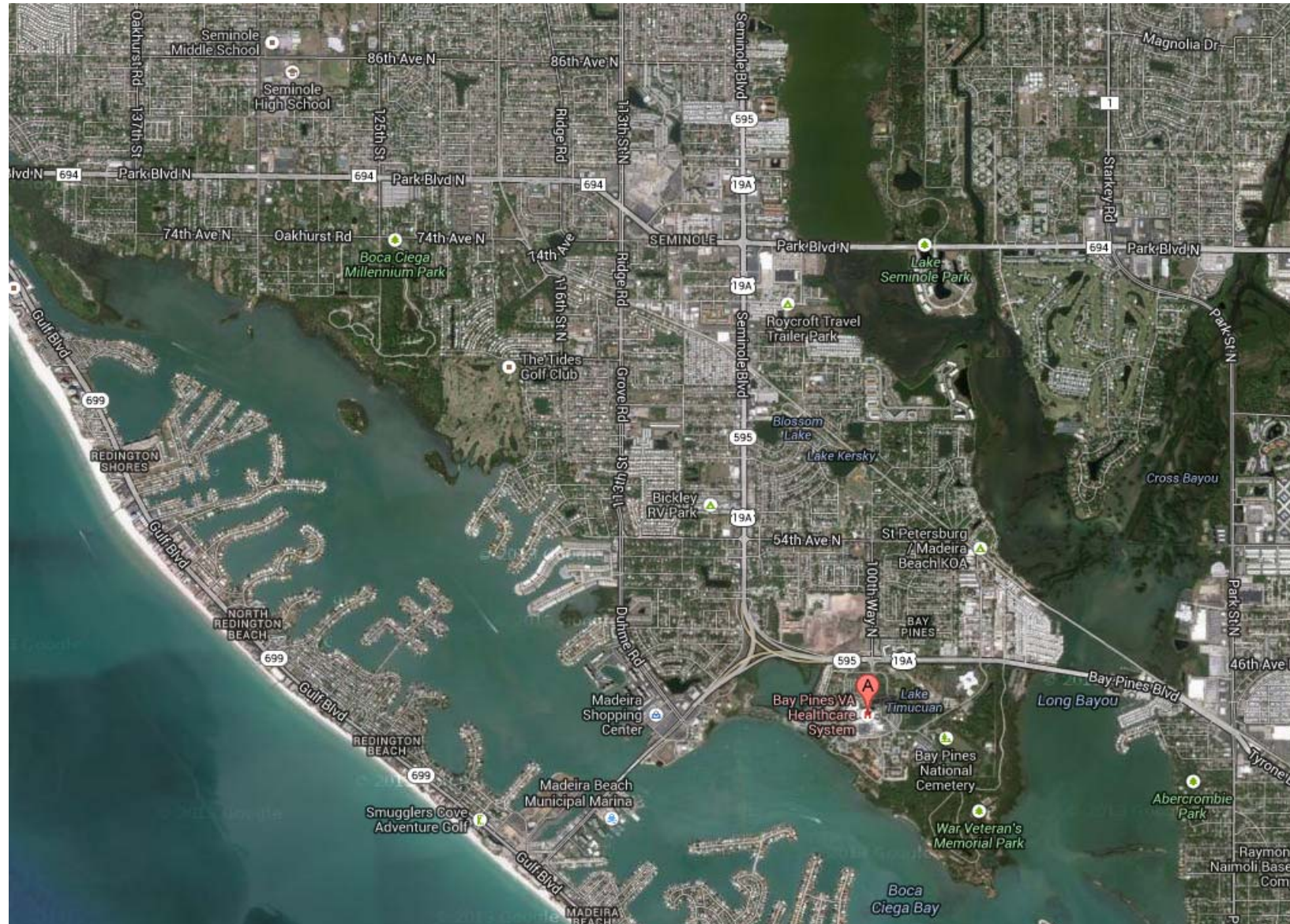
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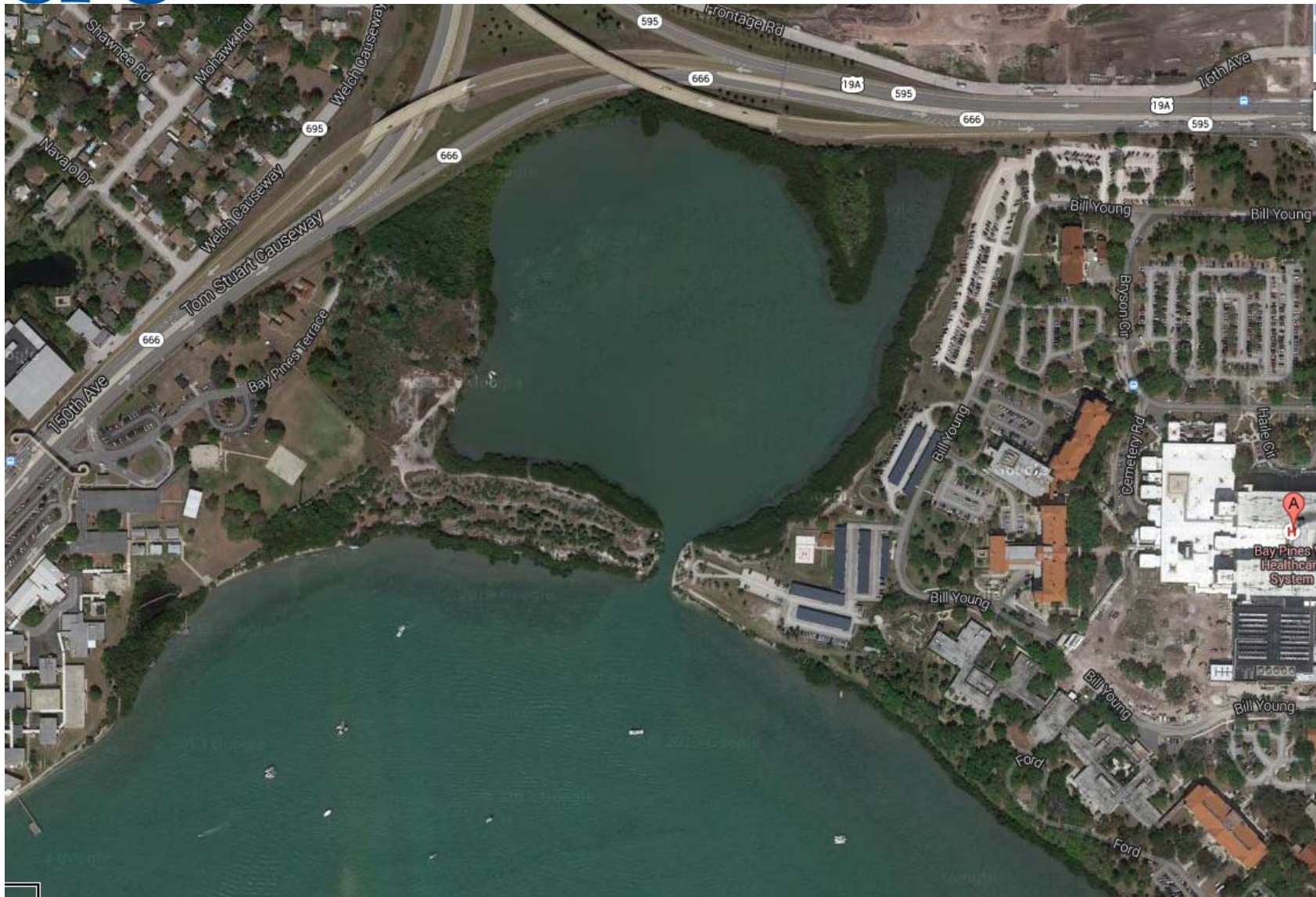
St. Petersburg College

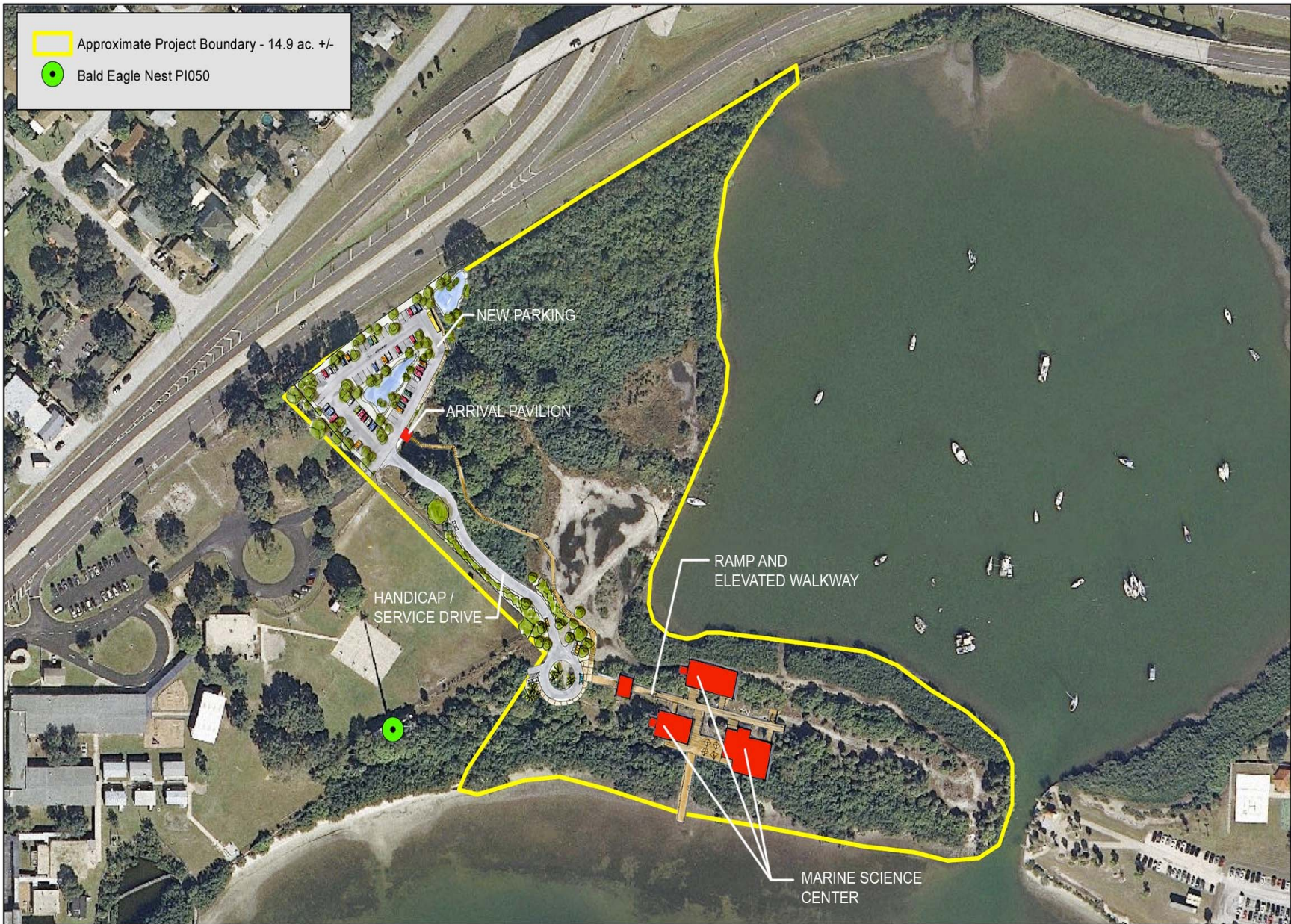
SPC



Within Reach

St. Petersburg College





CONCEPTUAL SITE PLAN
 SPC STEM Learning Center at Bay Pines



BUILDING MASS - PERSPECTIVE STUDY

SPC STEM Learning Center at Bay Pines

St. Petersburg College

SPC



CONCEPTUAL SPACES
SPC STEM Learning Center at Bay Pines



TERRACE / DECK STUDY
SPC STEM Learning Center at Bay Pines

Staff Development



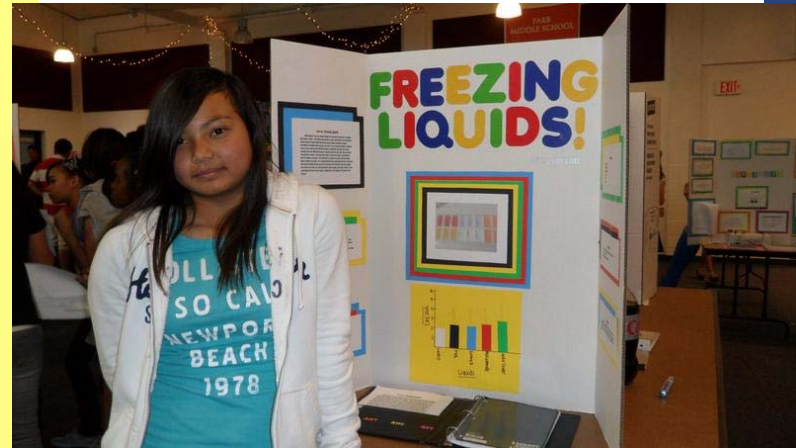
- STEM Certificates
- In-service Training
- Summer Institutes



Student Activities



- **Summer Camps**
- **Science Fairs**
- **Citizen Science Projects**



Within Reach

St. Petersburg College

SPC

Partnerships



Within Reach

St. Petersburg College
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Student Research



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Within Reach

St. Petersburg College

SPC

The Bay Pines project supports college values:

- Student Focused
- Increase diversity
- Promotes a culture of inquiry
- Develops partnerships
- Rewards innovation
- Provides professional development

Can create a culture of curiosity about Science, Technology, Engineering, and Math in all who participate in the activities.

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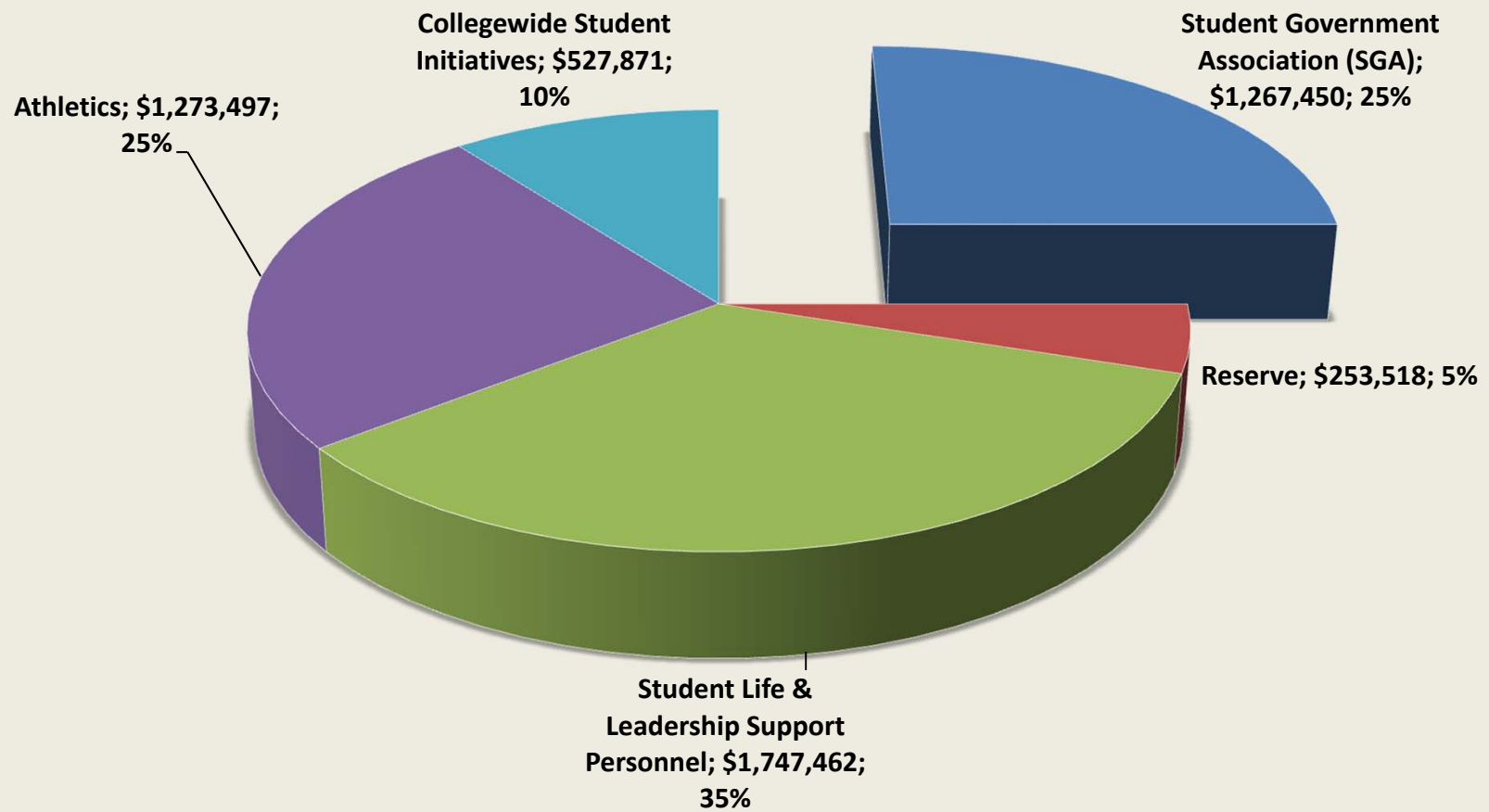
Student Activities Budget

Board of Trustees Meeting
Meeshalle Jackson, SGA President
Jamelle Conner, AVP Budget & Planning
November 19, 2013

Student Activity and Service Fee

- Collected as part of tuition and fees
- Benefits the student body in general
 - Student organizations and clubs
 - Events and organized activities
 - Educational Support (Tutoring, Leadership Development)
- Budget prepared jointly (students and administration)

FY13-14 Student Activities Budget \$5.1M



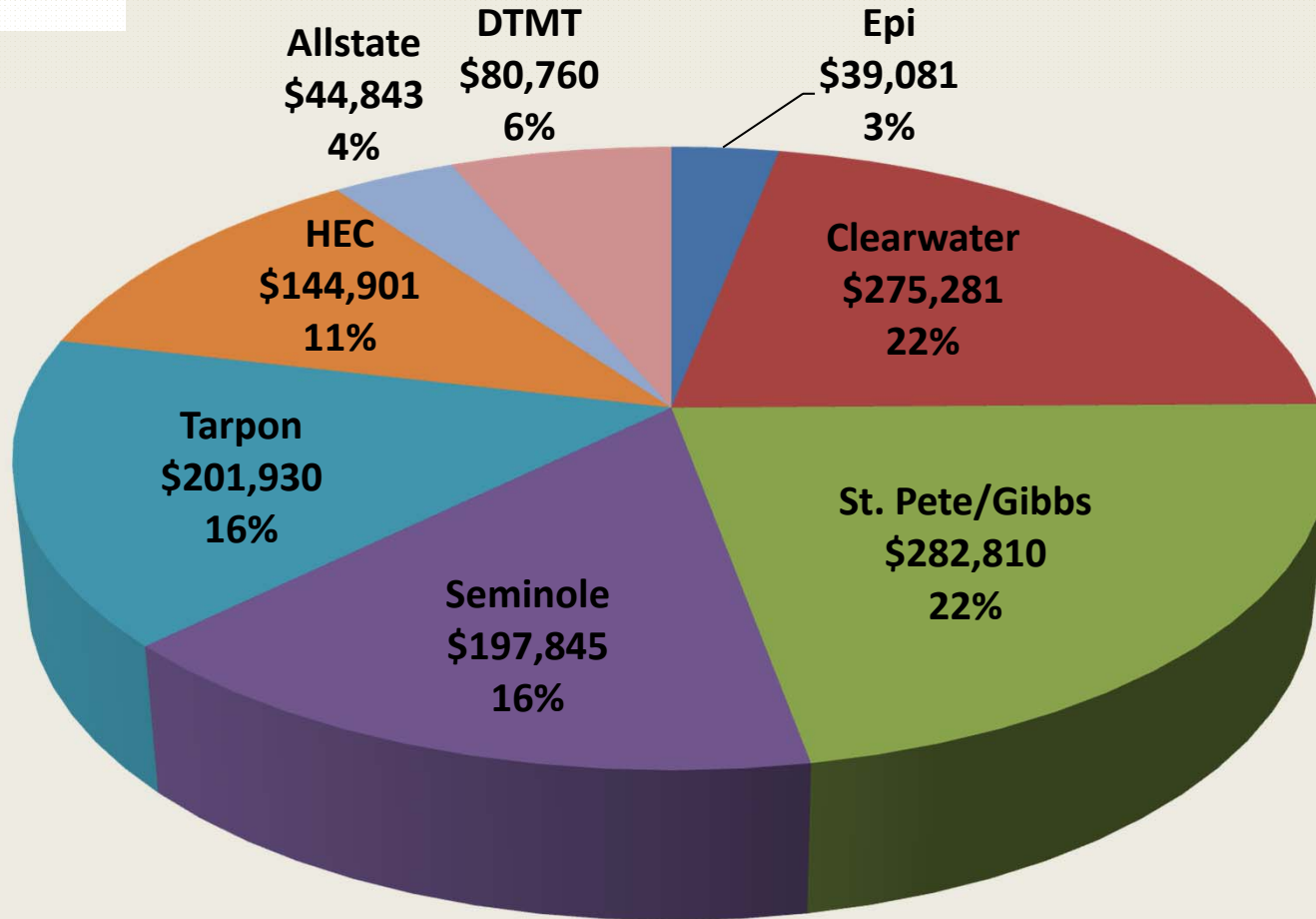
Engaged Student Learning

Real-life Leadership Experience

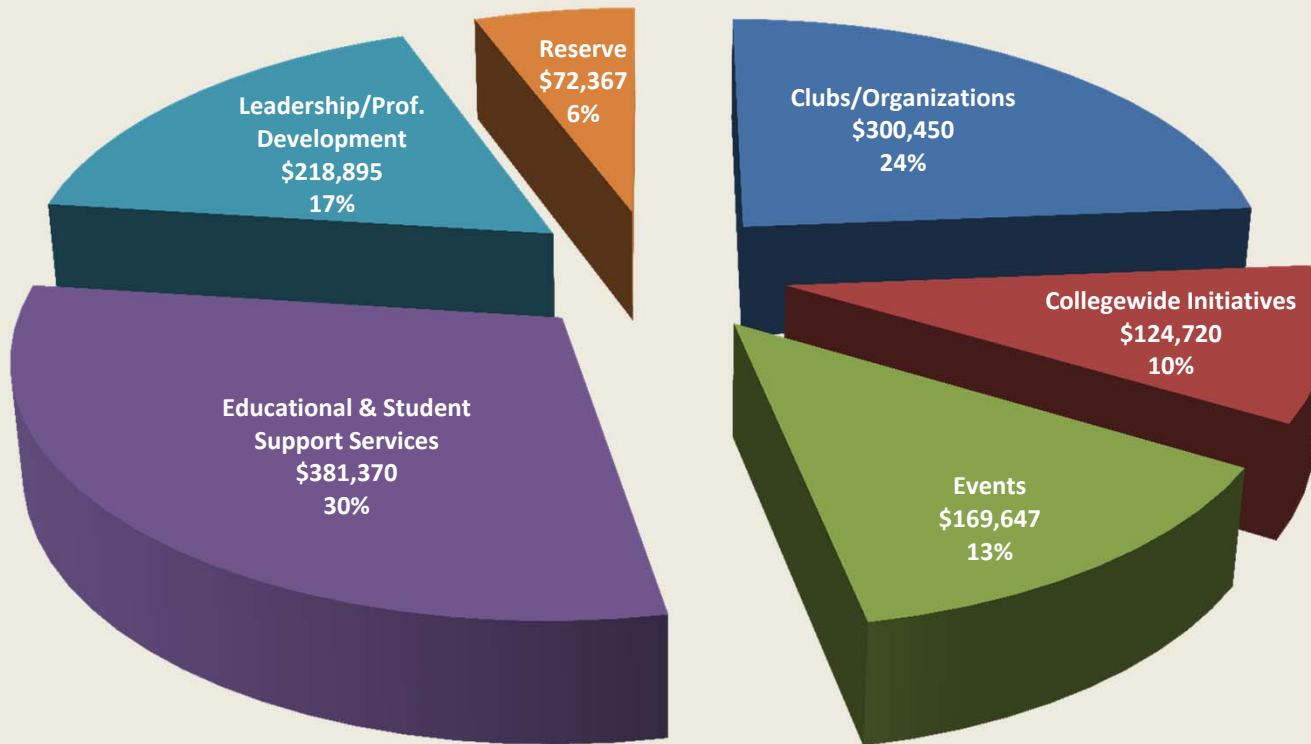


- Budget Development
- Building processes and procedures
- Review/approval of purchases
- Monitoring of spending against budget
- Presenting budget plans and actual results

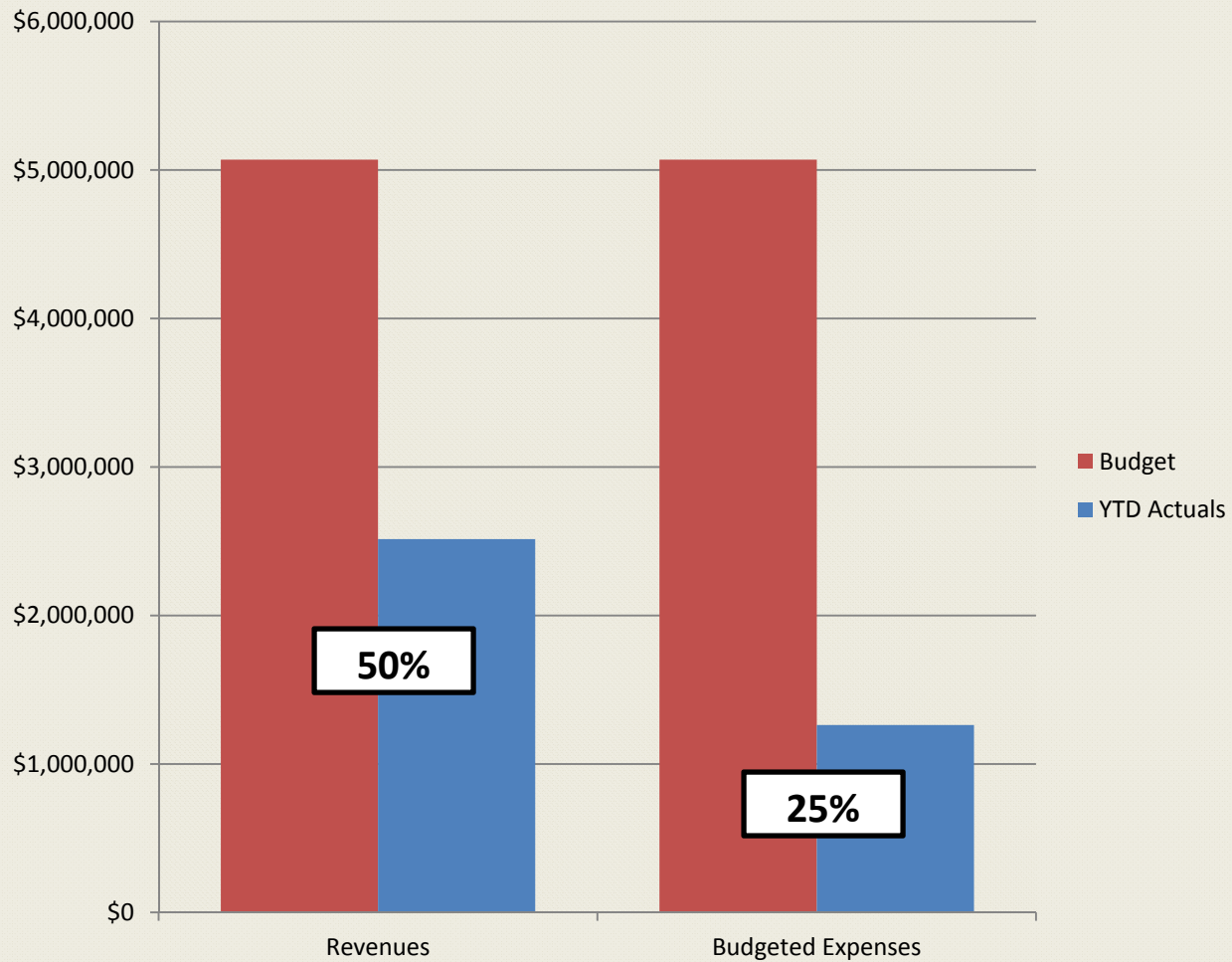
SGA \$1.3M Budget Allocation by Campus



SGA Budget Details



Revenues & Expenses



St. Petersburg College

SPC


Questions?



November 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: Midtown Update/Progress Report

At the September 17, 2013 meeting, the Board approved the selection of Lema Construction as the Construction Manager at Risk for the Midtown Center. Because of the previous delays in identifying a contractor, the normal construction management processes have had to be modified, placing a good deal more upfront work on the construction manager to bid and estimate the cost of the project. In the Midtown project, the strong commitment to assuring very significant local, minority participation at the subcontractor level is also creating some extra time and effort to be expended in the early weeks. Final review on the details of the financial and performance frameworks are presently being undertaken and the contract will be completed prior to the 11/ 19 meeting of the Board.

Nevertheless, the leadership team at Lema Construction, working with the SPC representatives have made significant progress toward the commencement of construction. To accelerate the project, an early bid package has been created for site development work. That package has been advertised and a pre-bid meeting was held on November 14th for prospective bidders. Bids for that work are due Friday, November 22, and the subcontract work will begin immediately thereafter. The scope of this work is not anticipated to exceed the existing approval authority of the president (presently at \$325,000). In the event that any item, necessary to keep the project moving during the semester break while the college is closed, exceeds that authority, I would ask the board to allow the president to execute the steps needed to authorize such needed work, upon consultation with the Chairman of the Board. Any such decisions will be brought to the board for ratification at its January meeting.

November 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: Personnel Report

Approval is sought for the following recommended personnel transactions:

HIRE Budgeted			
Effect. Date	Name	Department/Location	Title
10/28/2013	Benavides,Joseph	Student Activities CL	Administrative Svcs Specialist
10/23/2013	Levering,Pamela A	Provost SE	Administrative Svcs Specialist
10/10/2013	Yacso,Lisa M	Tech Prep - DO	Career & Technical Educ Coord
10/14/2013	Costello,Denise H	Corporate Training E&SS DO	Coord, Int'l Language Institute
10/14/2013	Arce,Mayra L	Custodial Services SE	Custodian
9/28/2013	Figueroa,Alexis	Custodial Services CL	Custodian
10/7/2013	Pelletier,Scott R	Emergency Medical Services HEC	EMS Program Support Coord
10/7/2013	Duncan,John H	Maintenance Services SE	Facilities Specialist
10/26/2013	Leeper,Benjamin David	Maintenance Services SE	Facilities Technician
10/14/2013	Fair,Timothy A	Orth & Prosth HEC	Faculty
9/30/2013	Jorgensen-Zidar,Nikole S	District Library CL	Instructional Support Spec.
10/12/2013	Duclos,Rodlet	District Library SPG	Library Services Technician
10/26/2013	Spatafora,Christopher M	SPC-Downtown	Performance Support Specialist
10/14/2013	Owens,Dale T	Campus Security CL	Security Officer
10/28/2013	Andrews,Patricia A	Volunteer Services SPG	Sr Administrative Svcs Assist
9/30/2013	Stammel,Elizabeth S	Letters SPG	Sr Administrative Svcs Assist
10/14/2013	Gonzalez,Alexander H	Registration SPG	Student Support Advisor
10/27/2013	Catlin,Kyrsten M	Central Records DO	Student Support Specialist
9/30/2013	Marth,Nicholas F	IT Network Help Desk	Technology Support Specialist

HIRE Temporary/Supplemental

Effect. Date	Name	Department/Location	Title
10/9/2013	Austin,Robert A.	Natural Science SE	Faculty - credit adjunct
10/10/2013	Butler,Heather A	Natural Science SPG	Faculty - credit adjunct
10/16/2013	Canary,Jett R	Fine & Applied Arts CL	Faculty - credit adjunct
10/28/2013	Fiore,Jennifer E	Fine & Applied Arts SPG	Faculty - credit adjunct
10/26/2013	Francis,Jennelle L	Veterinary Technology HEC	Faculty - credit adjunct
10/15/2013	Hahn,Karen H	Mathematics CL	Faculty - credit adjunct
10/11/2013	Howard,Deborah L	Natural Science SE	Faculty - credit adjunct
10/8/2013	Kish,George R	Natural Science TS	Faculty - credit adjunct
10/24/2013	Martin,Brett R	Distance Learning TV SE	Faculty - credit adjunct
10/26/2013	Maza,Joanna D	Veterinary Technology HEC	Faculty - credit adjunct
10/29/2013	Rinaldi,Nicholas G	Fine & Applied Arts CL	Faculty - credit adjunct
10/23/2013	Sloan,Brett A	Distance Learning TV SE	Faculty - credit adjunct
10/25/2013	Smith,Joyce A.	Distance Learning TV SE	Faculty - credit adjunct
10/11/2013	Sponagle,Kenneth F	Clearwater Campus Provost	Faculty - credit adjunct
10/9/2013	Torres,Marie-Louise	Letters SE	Faculty - credit adjunct
10/21/2013	Trentinella,Rosemarie	Provost CL	Faculty - credit adjunct
10/7/2013	Beeler,Bryan Curtis	Criminal Justice AC	Faculty - non-credit adjunct
10/7/2013	Darbonne,Jolene Marie	Criminal Justice AC	Faculty - non-credit adjunct
10/7/2013	Pelletier,Scott R	Emergency Medical Services HEC	Faculty - non-credit adjunct
10/29/2013	Banks,Ian M	Fine & Applied Arts CL	Faculty - supplemental
10/21/2013	Stultz,Damian K	Landscape Services HEC	OPS Career Level 1
10/21/2013	Weaver,Julie Ann	Academic & Student Affairs	OPS Career Level 1
10/28/2013	Bailey,Adam John	Student Activities SE	OPS Career Level 2
10/21/2013	Bredal,Michele L	Leepa/Rattner Museum - TS	OPS Career Level 2
10/28/2013	Kohl Amanda Rae	SPC-Downtown	OPS Career Level 2
10/31/2013	Kent,Courtney Shane	Facilities Plan & Inst Svcs	OPS Career Level 3
10/21/2013	Garcia,Jonathan	Human Resources	OPS Career Level 5
10/21/2013	Him,Kanica	Human Resources	OPS Career Level 5
10/21/2013	Murray,Fabre Latravia	District Library HEC	OPS Career Level 5
10/21/2013	Reyes,Daniel	Human Resources	OPS Career Level 5
10/21/2013	Daka,Philius	District Library HEC	OPS Professional
10/7/2013	Thompson,Kathy A	Nursing HEC	Percent-of-load

TRANSFER/PROMOTION Budgeted

Effect. Date	Name	Department/Location	Title
10/12/2013	Fisher,Lise L	Institutional Advancement DO	Social Media Manager
10/19/2013	Autry,Courtney C.	Counseling & Advisement CL	Student Support Advisor
9/28/2013	Page,Aja Monique	Registration SPG	Student Support Advisor

EMPLOYEE CONTRACTS

Effect. Date	Name	Department/Location	Title
12/19/13-6/30/14	Villaman, Sumati	Corporate Training E&SS CL	Language Institute Project Coord
12/19/13-6/30/14	Ludwig, Rebecca	BA Programs/UPC	Dean, College of Health Science
12/19/13-6/30/14	Senack Daum, Erin	Student Activities TS	Coord, Student Life & Leadership
12/19/13-6/30/14	Puckett, Shelly	Resource Development DO	Development Officer

TRAVEL OUTSIDE THE CONTINENTAL UNITED STATES

Effect. Date	Name	Department/Location	Title
5/8/2014-5/18/2014	Felos, Kimberly	Fine & Applied Arts	Instructor

This is a Study Abroad trip to visit the Athens Studios in Athens, Greece. The primary goal of this program is to expose students to ancient Greek studies while visiting Greece. These courses examine the general characteristics of religion, culture, society, art, history, math and literature of ancient Greece. Students will see how ancient Greece still contributes to Western societies and cultures today.

Funded by the Communications and Fine & Applied Arts Department. Total estimated cost to the College is \$3,718.00

10/19/13-10/26/13	Brown, Ragan	Graphics Design Technology	Instructor
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Visited Moloka'i, Hawaii, to be able to share with students the valuable techniques and upgrades in Graphics and Photography. Instructors from around the world came to train and share their knowledge in the industry. It was designed to boost skills and techniques.


Funded by the Graphics Design Technology Department. Total estimated cost to the College is \$1,500.00

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Patty Curtin Jones, Vice President, Human Resources; and the Strategic Issues Council Members bringing the actions forward, recommend approval.

Ssw1104131

November 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College
FROM: William D. Law, Jr., President 
SUBJECT: Renewal of College's Stop Loss Policy

Confirmation is sought to renew the College's stop-loss policy for its self-funded health plan effective January 1, 2014, according to the agreed-upon terms. The College carries stop-loss coverage on specific (individual person) as well as overall aggregate (college-wide) claims to reduce its risk of catastrophic loss. The recommendation is to maintain coverage at about the current deductible level. The College will re-evaluate the coverage levels as part of an overall review of the plan coverage leading into the 2015 plan year.

The College's policy would continue with Symetra Financial. The Symetra Financial aggregate and specific stop-loss premium is \$329,590, which represents an increase of 1.48% from the previous year. The terms of the agreement are as follows:

2014 Terms and Options:

Specific Terms: Limit: UNLIMITED/person mandated by Health Care Reform legislation

Aggregate Terms: Limit \$1,000,000, 125% Aggregate Margin

Covered Benefits: Medical & Prescription Drugs

Third-Party Administrator: Aetna

	<u>Current</u>	<u>Renewal</u>	<u>Variance</u>
Contract:	12/15	12/15	NC
Specific Deductible*:	\$350,000	\$350,000	NC
Aggregate Deductible:	\$19,679,704	\$19,321,264	-1.85%
Composite Enrollment:	1,358	1,351	-0.05%
Composite Spec. Rate:	\$ 16.42	\$ 18.83	+14.67%
Composite Agg. Rate:	\$ 3.51	\$ 1.50	-134%
Annual Premium Change:	\$324,779	\$329,590	** +1.48%


*Includes unlimited lifetime max feature mandated by Health Care Reform.

**Adjusted to reflect total cost based on current average enrollment and annualization of premium

Douglas S. Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Patty Curtin Jones, Vice President, Human Resources, and the Strategic Issues Council Members bringing the actions forward, recommend approval.

November 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College
FROM: William D. Law, Jr., President 
SUBJECT: FY13-14 July 1 – October 31 Fund 1 Financial Report

Attached for information is the Fund 1 financial report for FY13-14 July 1 – October 31 time period.

Financial Report Highlights Through October 31:

- Overall revenue is in line with budget with the exception of revenue from interest, dividends and investments, which is slightly down.
- Total Operating Cost is currently 1% under budget primarily due to management of current expenses implemented early in the year.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology, Jamelle Conner, Associate Vice President, Strategic Execution and Systems Support, recommend approval.

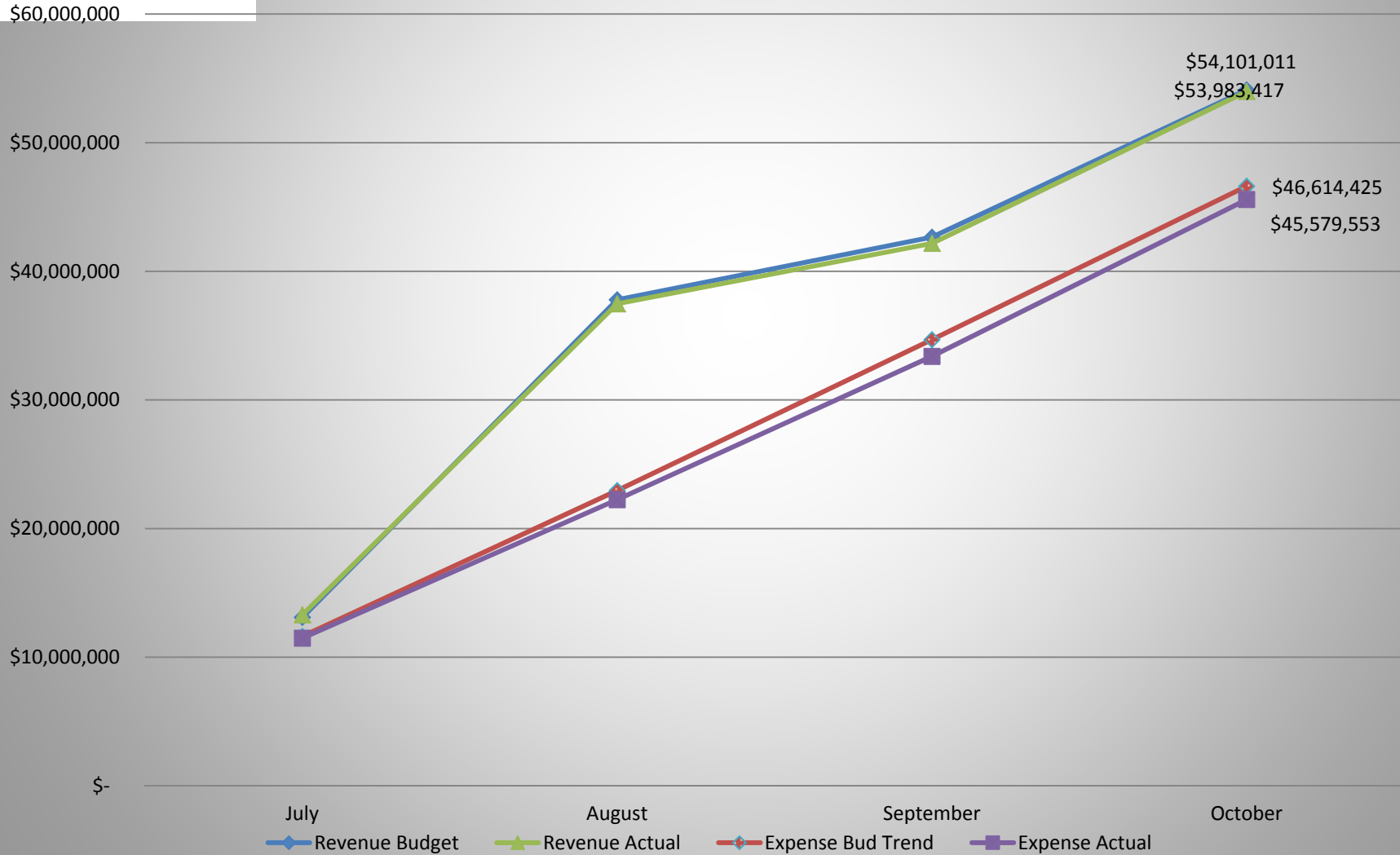
Attachments

Yvm110513

**Board of Trustees
Financial Report**
November 2013



St. Petersburg College FY13-14 Fund 1 Budget to Actuals





ST. PETERSBURG COLLEGE


FY2013-2014 RECURRING OPERATING BUDGET TO ACTUAL REPORTING: July 1 -October 31

Revenue	FY12-13 Budget	FY12-13 YTD Actual	% To Budget	FY13-14 Budget	FY13-14 YTD Actual	% of YTD Budgeted Revenue	Year to Date %	\$ YOY Variance	% YOY Variance
Revenue									
Student Tuition & Out-of-State Fees	\$ 61,326,755	\$ 30,344,621	49%	\$ 58,654,324	\$ 30,518,792	52%		\$ 174,171	1%
Learning Support Access Fee	\$ -	\$ -	0%	\$ 1,289,004	\$ 452,055	35%		\$ 452,055	0%
State Appropriation - CCPF	\$ 51,927,099	\$ 17,454,639	34%	\$ 52,970,253	\$ 17,696,215	33%		\$ 241,576	1%
State Appropriation - Lottery	\$ 10,870,305	\$ -	0%	\$ 12,517,061	\$ -	0%		\$ -	0%
Operating Cost for New Facilities	\$ 436,949	\$ -	0%	\$ 106,159	\$ -	0%		\$ -	0%
Distance Learning Fee	\$ 3,319,162	\$ 1,616,010	49%	\$ 3,284,455	\$ 1,604,343	49%		\$ (11,668)	-1%
Technology Fee	\$ 3,074,103	\$ 1,489,252	48%	\$ 2,906,697	\$ 1,495,418	51%		\$ 6,166	0%
Lab Revenue Fees	\$ 2,062,917	\$ 913,810	44%	\$ 2,232,165	\$ 890,231	40%		\$ (23,579)	-3%
Other Revenues	\$ 3,962,196	\$ 975,512	25%	\$ 3,492,617	\$ 782,335	22%		\$ (193,177)	-20%
Other Student Fees	\$ 1,992,768	\$ 546,055	27%	\$ 1,723,979	\$ 544,029	32%		\$ (2,026)	0%
Fund Transfers In	\$ 2,175,201	\$ -	0%	\$ 2,942,481	\$ -	0%		\$ -	0%
Revenue Stabilization Reserve	\$ 2,150,500	\$ -	0%	\$ 2,173,009	\$ -	0%		\$ -	0%
One-Time Non-Recurring Funds	\$ 1,569,328	\$ -	0%	\$ 1,569,328	\$ -	0%		\$ -	0%
Total Revenues - Fund 1x	\$ 144,867,283	\$ 53,339,899	37%	\$ 145,861,532	\$ 53,983,417	37%	37%	\$ 643,518	1%
Operating Costs									
Personnel & Benefits									
Instructional/Faculty-Full Time	\$ 27,970,430	\$ 8,263,254	30%	\$ 28,454,115	\$ 8,737,985	31%		\$ 474,731	6%
Administrative	\$ 20,405,375	\$ 6,870,564	34%	\$ 21,007,244	\$ 6,882,764	33%		\$ 12,200	0%
Career (Non-Instructional)	\$ 23,900,492	\$ 6,751,483	28%	\$ 24,054,680	\$ 6,724,779	28%		\$ (26,704)	0%
Adjunct/Supplemental	\$ 15,172,713	\$ 4,161,936	27%	\$ 15,050,760	\$ 3,991,268	27%		\$ (170,668)	-4%
Other Academic	\$ 539,935	\$ 80,340	15%	\$ 356,937	\$ 57,709	16%		\$ (22,631)	-28%
Non-Instructional OPS and Overtime	\$ 2,754,125	\$ 807,838	29%	\$ 2,883,895	\$ 702,225	24%		\$ (105,613)	-13%
Student Assistants	\$ 500,000	\$ 104,167	21%	\$ 500,000	\$ 164,878	33%		\$ 60,711	58%
Personnel Benefits	\$ 21,755,250	\$ 7,831,456	36%	\$ 22,370,182	\$ 8,690,441	39%		\$ 858,984	11%
Total Personnel & Benefits	\$ 112,998,321	\$ 34,871,039	31%	\$ 114,677,813	\$ 35,952,048	31%	31%	\$ 1,081,009	3%
Current Expense									
Travel	\$ 602,964	\$ 172,269	29%	\$ 602,964	\$ 160,279	27%		\$ (11,990)	-7%
Repairs & Maintenance	\$ 1,217,864	\$ 451,500	37%	\$ 1,017,864	\$ 369,020	36%		\$ (82,480)	-18%
Rentals/Leases	\$ 474,271	\$ 114,001	24%	\$ 478,271	\$ 101,234	21%		\$ (12,766)	-11%
Insurance (Non-Health)	\$ 1,725,368	\$ 1,104,646	64%	\$ 1,725,368	\$ 1,190,652	69%		\$ 86,006	8%
Utilities	\$ 6,235,055	\$ 2,099,421	34%	\$ 6,075,055	\$ 2,013,819	33%		\$ (85,602)	-4%
Services and Fees	\$ 4,972,079	\$ 1,330,704	27%	\$ 5,446,079	\$ 1,244,260	23%		\$ (86,444)	-6%
Scholarships/Fee Waivers	\$ 610,895	\$ 530,145	87%	\$ 1,510,895	\$ 403,000	27%		\$ (127,145)	-24%
Materials and Supplies	\$ 5,442,805	\$ 1,512,207	28%	\$ 6,208,402	\$ 1,574,917	25%		\$ 62,710	4%
Tech Expense/Licensing	\$ 2,504,455	\$ 1,105,017	44%	\$ 2,280,033	\$ 1,030,018	45%		\$ (74,999)	-7%
Bad Debt/Unemployment Comp/Misc	\$ 1,147,782	\$ (18,365)	-2%	\$ 1,147,782	\$ (54,976)	-5%		\$ (36,611)	199%
Other Current Expense	\$ 2,700,269	\$ 588,232	22%	\$ 1,409,697	\$ 359,228	25%		\$ (229,004)	-39%
Total Current Expense	\$ 27,633,806	\$ 8,989,777	33%	\$ 27,902,410	\$ 8,391,451	30%	35%	\$ (598,325)	-7%
Capital Spending									
Computer Refresh Leases	\$ 3,254,815	\$ 860,991	26%	\$ 2,400,968	\$ 992,241	41%		\$ 131,250	15%
Capital Purchases- Non-Recurring	\$ 980,341	\$ 245,692	25%	\$ 880,341	\$ 243,812	28%		\$ (1,880)	-1%
Total Capital Spending	\$ 4,235,156	\$ 1,106,683	26%	\$ 3,281,309	\$ 1,236,054	38%	49%	\$ 129,370	12%
Total Operating Costs - Fund 1x	\$ 144,867,283	\$ 44,967,499	31%	\$ 145,861,532	\$ 45,579,553	31%	32%	\$ 612,054	1%
Total Remaining Funds (Surplus/Deficit)	\$ 0	\$ 8,372,400		\$ -	\$ 8,403,863				

November 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: Amendment #5 to the Lease Agreement between St. Petersburg College and the St. Petersburg Pier Aquarium, Inc., for a Lease of Office Space at the Downtown Center

Authorization is requested to execute Amendment #5, which extends the lease agreement between St. Petersburg College and the St. Petersburg Pier Aquarium, Inc., for an additional 6 months, and to change the terms on the payment schedule from quarterly to monthly installations and to add the clause that the Agreement may be terminated by either party upon giving no less than thirty (30) days written notice.

On December 17, 2008, the Board approved the original lease agreement between St. Petersburg College and the St. Petersburg Pier Aquarium, Inc. The St. Petersburg Pier Aquarium has expressed an interest in renewing the lease agreement for six months. The lease rate will remain at \$10.00 per square foot per year for a total annual lease amount of \$4,500, making the value of the six-month contract \$2,250.00 (450 square feet x \$10.00 per square foot) and shall run from January 1, 2014 through June 30, 2014. The terms for the payment schedule will change from quarterly installations to monthly, due the first of the month, and to add the clause that the Agreement may be terminated by either party upon giving no less than thirty (30) day written notice. All other terms and conditions of the original Agreement shall remain the same.

The lease agreement amendment is being provided to the Board as required by Florida Statutes, Chapter 1013.15 Lease, rental, and lease-purchase of educational facilities and sites, Section (1):

Prior to entering into or executing any such lease, a board shall consider approval of the lease or lease-purchase agreement at a public meeting, at which a copy of the proposed agreement in its final form shall be available for inspection and review by the public, after due notice as required by law.

Doug Duncan, Senior Vice President, Administrative/Business Services and Information Technology; Jim Waechter, Associate Vice President, Facilities Planning and Institutional Services; Kevin Gordon, Provost, Downtown Center, recommend approval.

Attachment

tc

**FIFTH AMENDMENT TO
LEASE AGREEMENT
ST. PETERSBURG COLLEGE AND
PIER AQUARIUM, INC.**

THIS FIFTH AMENDMENT is entered into by and between the Board of Trustees of St. Petersburg College, a Florida public body corporate, whose mailing address is P.O. Box 13489, St. Petersburg, Florida 33733, (hereinafter, the “College”) and Pier Aquarium, Inc., a Florida non-profit corporation, whose mailing address is 800 Second Avenue Northeast Suite 2001, St. Petersburg, FL, 33701-3503 (hereinafter, the “Aquarium”).

WITNESSETH:

WHEREAS, the College and the Aquarium did enter into that certain Lease Agreement dated December 17, 2008 whereby the College leased to the Aquarium a portion of the College’s premises located at the College’s Downtown Center, 244 2nd Ave N., St. Petersburg, Florida, 33701 (the “Agreement”); as amended by that certain First Amendment executed by the College on December 15, 2009; as amended by that certain Second Amendment executed by the College on December 17, 2010; as amended by that certain Third Amendment executed by the College on December 8, 2011; as amended by that certain Fourth Amendment executed by the College on May 24, 2013 (collectively hereinafter “the Agreement”); and

WHEREAS, unless otherwise specifically stated in this Fifth Amendment to the contrary, the terms and definitions used herein shall have the same meaning as set forth in the Agreement; and

WHEREAS, the Lease Term is set to expire on December 31, 2013; and

WHEREAS, the College and Aquarium desire to extend the Agreement for an additional six (6) month term beginning on January 1, 2014 and continuing through and until June 30, 2014 on such terms and conditions as are set forth in the Agreement; and

NOW, THEREFORE, in consideration of the premises and one dollar and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties further agree as follows:

1. The recitals are true and correct and are incorporated herein by reference.
2. The Term of the Agreement shall be renewed for a period of six (6) months beginning on January 1, 2014 and continuing through and until June 30, 2014. The Base Rent for this renewal term shall remain the same as the Base Rent for the initial term at \$10.00 per square foot. Payment shall be made in monthly installments of \$375.00 due on the first day of each month during the Term.

3. Either party may terminate the Agreement upon 30 days prior written notice to the non-terminating party.

All other terms and conditions of the Agreement shall remain in full force and effect except as specifically modified herein. If any of the provisions of this Fifth Amendment conflict with any terms of the Agreement, the provisions of the Fifth Amendment shall govern and control.

IN WITNESS WHEREUNTO the parties set their hands and seals on the dates set forth below.

COLLEGE:

Board of Trustees of St. Petersburg College

Witnesses as to the College:

By: _____

By: _____

Name: _____

By: _____

Name: _____

Date: _____

AQUARIUM:

Pier Aquarium, Inc.

Witnesses as to the Aquarium:

By: _____

Name: _____

By: _____

Name: _____

Its: _____

By: _____


Name: _____

Date: _____

November 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: Florida College System Risk Management Consortium Agreement

Approval is sought to update and renew the College's Agreement with the Florida College System Risk Management Consortium for self-insurance coverage and risk management services.

The College joined the Florida Community College Risk Management Consortium (FCCRMC) in 1980. Membership through the Consortium Agreement was subsequently reauthorized in 1997, and the Agreement amended in 2004. The Consortium was formed pursuant to Chapter 440, Florida Statutes, to provide self-insurance coverage and services related to the general administration of risk management activities. Membership assessments under the Risk Management Program are established annually by the Consortium Council and prorated among the members.

The proposed revisions to the Agreement shall have the effect of updating its terms including changing the name of the Consortium and Council to the Florida College System Risk Management Consortium (FCSRMC) and the Florida College System Risk Management Council, respectively. Further, the revised language incorporates the provisions of §768.28, Florida Statutes, to reflect the protection of sovereign immunity of Florida College System institutions as political subdivisions of the state. The proposed Agreement has been reviewed by the member institutions, and is now being submitted by the FCSRMC Risk Manager for approval by the governing boards of each member institution.

The FCSRMC Agreement, included here as an attachment, shall be ongoing, however the Consortium may be terminated by mutual agreement of a majority of members.

Suzanne L. Gardner, Acting General Counsel; and Doug Duncan, Senior Vice President, Business Services and Information Technology, recommend approval.

slg1105132

Attachment

THIS AGREEMENT SUPERCEDES AND REPLACES ALL PREVIOUS
MEMORANDA OF AGREEMENT REGARDING THE
FLORIDA COLLEGE SYSTEM RISK MANAGEMENT CONSORTIUM

MARCH 01, 2014

March 01, 2014

AGREEMENT

FLORIDA COLLEGE SYSTEM RISK MANAGEMENT CONSORTIUM

THIS AGREEMENT is entered into by and among the several DISTRICT BOARDS OF TRUSTEES of FLORIDA COLLEGE SYSTEM member institutions, as indicated by the signatures and dates affixed hereto.

-WITNESSETH-

WHEREAS, the DISTRICT BOARDS OF TRUSTEES of FLORIDA COLLEGE SYSTEM member institutions, hereinafter referred to as the BOARD or BOARDS, desire to join together in cooperative effort to develop, implement and participate in a coordinated risk management program, hereinafter referred to as the RISK MANAGEMENT PROGRAM, for protection against certain risks to which the FLORIDA COLLEGE SYSTEM member institutions are exposed; and

WHEREAS, the BOARDS desire to pool liabilities under Chapter 440, Florida Statutes, for the purpose of administering the provisions of the Florida Workers' Compensation Act; and

WHEREAS, the BOARDS desire to pool their purchasing power to obtain optimum protection against loss of, or damage to, property owned by or under the control of each BOARD or group of BOARDS; and

WHEREAS, the BOARDS desire to pool their purchasing power to obtain optimum protection against claims of liability for acts or omissions of officers, employees, and/or agents of the BOARDS, and for injuries and losses of third parties; and

WHEREAS, the BOARDS desire to pool their purchasing power to obtain such other appropriate or necessary plans of insurance, and provide such services, as the BOARDS may seek, to the full extent of applicable laws.

NOW, THEREFORE, it is hereby understood and agreed as follows:

1. ALL BOARDS, which are parties to the AGREEMENT, shall be MEMBERS of, and participants in, the FLORIDA COLLEGE SYSTEM RISK MANAGEMENT CONSORTIUM, hereinafter referred to as the CONSORTIUM, the purpose of which is to develop, implement and administer a statewide cooperative RISK MANAGEMENT PROGRAM for the participating Florida College System member institutions.
2. Membership in the CONSORTIUM shall be for at least three (3) years. After participating for at least two (2) years, a MEMBER may provide notice of intent to withdraw from the program and

subsequently withdraw under the provisions of the Risk Management Manual, as from time to time, may be amended.

3. The CONSORTIUM may be terminated by the mutual agreement of a majority of the MEMBERS of the CONSORTIUM, subject to the fulfillment of any incurred contractual obligations. Any surplus funds or other assets shall be returned to the MEMBERS in proportion to the contributions made by the MEMBERS.
4. A FLORIDA COLLEGE SYSTEM RISK MANAGEMENT COUNCIL, hereinafter referred to as the COUNCIL, comprised of the Presidents of the member institutions acting in their capacities as the chief executive officers for and on behalf of their respective member institutions, shall formulate policies and procedures for administering the CONSORTIUM RISK MANAGEMENT PROGRAM.
5. A RISK MANAGEMENT OPERATIONS COMMITTEE shall be appointed consisting of no fewer than nine (9) voting members representing the MEMBERS of the CONSORTIUM, one (1) non-voting member representing The Division of Florida Colleges and one (1) non-voting member representing the Fiscal Agent to advise the COUNCIL on the administration of the Risk Management Program. The RISK MANAGEMENT OPERATIONS COMMITTEE shall follow the rules adopted in the Risk Management Manual.
6. The RISK MANAGEMENT PROGRAM shall provide:
 - A. Risk management services to include general administration of risk management activities, consultant services, staff assistance, inspections and investigations as appropriate, reporting and data analysis.
 - B. Defense of civil actions against the BOARDS, trustees, officers, agents or employees of the BOARDS arising from complaints for damages or injury suffered as a result of any act or omission of the BOARDS, the trustees or officers, agents and employees of the BOARDS arising out of and in the scope of their employment or function, to the extent and limits of coverage provided by the program of insurance of the CONSORTIUM, unless, in the case of a tort action, the officer, employee, or agent acted in bad faith, with malicious purpose, or in a manner exhibiting wanton and willful disregard of human rights, safety or property. Defense of such civil actions shall include, but not be limited to, any civil rights lawsuits seeking relief personally against the trustee, officer, agent or employee of the BOARDS for an act or omission under color of state law, custom or usage, wherein it is alleged that such trustee, officer, agent or employee has deprived another person of his rights, secured under the Federal Constitution or Laws.
 - C. Protection against claims and judgments for money damages in judicial actions against the BOARDS, trustees, or any officer, agent or employee of the BOARDS for acts or omissions of the trustees, officers, agents or employees of the BOARDS, while acting within the scope of their office or employment, to the extent and limits of coverage provided by the program of insurance of the CONSORTIUM.
 - D. Protection against liability arising under the provisions of the Florida Workers' Compensation Act.

- E. Protection against loss or damage to property owned or controlled by a MEMBER or MEMBERS of the CONSORTIUM to the extent and limits of coverage provided by the program of insurance of the CONSORTIUM.
 - F. Claims services by contract through a claims servicing company to include investigating and resolving claims, both casualty and property, loss prevention services, collecting and analyzing experience data, and distributing periodic reports of claims activities. The claims serving company shall be fully authorized in the State of Florida to serve self-insurers for Workers' Compensation under the appropriate statutory and regulatory provisions of the laws of the State of Florida.
7. The CONSORTIUM shall enter into an agreement with a member college designated as FISCAL AGENT. THE FISCAL AGENT shall receive, disburse and administer all monies due to, or payable from, the RISK MANAGEMENT PROGRAM in accordance with the policies and procedures adopted by the COUNCIL, as amended from time to time. Administrative functions shall include contracting for goods and services required by the CONSORTIUM, purchasing, payment of retained losses, collection of fees and other fiscal matters specifically related to the RISK MANAGEMENT PROGRAM. The FISCAL AGENT shall employ the Executive Director and such staff as may be needed to administer the RISK MANAGEMENT PROGRAM as recommended, from time to time, by the COUNCIL. The FISCAL AGENT shall be compensated for services to the RISK MANAGEMENT PROGRAM as provided in an annual agreement.
 8. An EXECUTIVE DIRECTOR OF RISK MANAGEMENT and appropriate staff shall be employed to administer the RISK MANAGEMENT PROGRAM in accordance with the policies and procedures adopted by the COUNCIL. For purposes of personnel administration, the EXECUTIVE DIRECTOR OF RISK MANAGEMENT and appropriate staff shall be employees of the college acting as the FISCAL AGENT for the CONSORTIUM.
 9. The annual cost of the RISK MANAGEMENT PROGRAM shall be pro-rated among the MEMBERS of the CONSORTIUM according to the procedures adopted by the COUNCIL. Annual assessments shall be fixed and not subject to change during the FISCAL year except as may be approved by the Council. Members shall remit their share of the annual costs to the FISCAL AGENT to meet the financial obligations of the CONSORTIUM.
 10. Each participating FLORIDA COLLEGE SYSTEM member institution is a public entity entitled to the privilege and protection of sovereign immunity, except to the extent that sovereign immunity has been waived by Florida Statutes Section 768.28. Each BOARD, on behalf of itself and its respective participating member institution, hereby reserves its sovereign immunity protections, and nothing in the agreement shall be deemed a waiver of a participating member institution's sovereign immunity protections as established and limited by Florida Statutes Section 768.28.
 11. This AGREEMENT shall be governed by and construed, implemented and enforced in accordance with the Laws of the State of Florida.

This AGREEMENT is made and entered into on this ____ day of _____
20____, as attested by the signatures affixed hereto.

THE DISTRICT BOARD OF TRUSTEES OF

SAINT PETERSBURG COLLEGE


(Seal)

BY: _____
(Chair)

November 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: Naming of College Facility

Approval is sought to name the Administration Building at the Tarpon Springs Campus in honor of Nick M. Billiris in recognition of his outstanding contributions to this campus as its founding Provost.

Board of Trustees Rule #6Hx23-6.14 provides guidance on naming St. Petersburg College Facilities. The intent of the rule is to allow the College to honor and recognize significant contributions to the College by an individual either through extraordinary service and/or philanthropic giving. The corresponding procedure to the above rule provides guidance on a committee process to consider recommendations before the President's review. The following college-wide committee was created to consider this naming opportunity at the Tarpon Springs Campus:

- Robert Fine, Vice Chair, Trustee
- Conferlete Carney, Provost
- John Chapin, Dean
- Laura Smith, Faculty
- Karen Estes, Faculty Emeritus
- Charles Almeida, SGA Representative
- Deborah Boyle, Chief of Staff
- Karen Nadeau, Senior Administrative Services Specialist

Mr. Billiris began his career at St. Petersburg College in 1970 and retired in 2003. Over his 33 years of dedicated service, Nick served as academic dean, student dean, registrar, activities director, program director, academic counselor, financial aid counselor and business office manager – all while teaching College Algebra every term to stay in touch with the classroom. He led the growth of the campus from 173 students in 1970 to over 3,000 students in 2003, and instilled the values of quality education and student success that remain as traditions on the campus today. Some of his most significant contributions included the development of approved course outlines now part of Florida's Common Course Numbering System, creating the original adjunct orientation training system, and championing data-driven decision making and strategic planning.

A college-wide naming celebration event is in the planning stages and will be held at the Tarpon Springs Campus in Spring, 2014.

Robert A. Fine, Vice Chair, William D. Law, Jr., President, and the above named committee members recommend approval.

RULE

SUBJECT	NAMING OF COLLEGE FACILITIES	PAGE
		6.14-1
LEGAL AUTHORITY	6Hx23-6.14	6/21/11 Revision #11-6

6Hx23-6.14 NAMING OF COLLEGE FACILITIES

I. INTENT AND PURPOSE

- A. The primary intent of this naming policy is to allow St. Petersburg College to honor and recognize significant contribution(s) to the College by an individual(s), both in extraordinary service to the College and/or philanthropic giving.
- B. When considering naming recommendations, it shall be the priority of the Board to advance the most essential elements of the College's mission by matching naming honors to recognize extraordinary service and contributions to the College and to consider substantial gifts, endowments or irrevocable pledges of substantial giving. In the case of philanthropic giving, the gifts and endowments being bestowed upon the College shall benefit and support the facility being named.

II. NAMING POLICIES

- A. Naming opportunities may be extended to both physical facilities of the College such as buildings, wings, rooms, auditoriums, etc., and intangible assets such as campus centers, institutes, departments, programs, etc., in both cases to be referred to within this Rule as College facilities.
- B. The following policies shall be established regarding naming opportunities and recommendations made to the President and the Board of Trustees:
 1. College facilities may be named for the purpose of either honoring individuals or groups for their extraordinary service to the College or in recognition of a significant gift, endowment, scholarship or program support donation to the St. Petersburg College Foundation. The amount of the gift or endowment shall be commensurate with the significance placed on the naming and its prominence in the facility.
 2. The Board may establish whether the naming of facility shall apply for the expected life of the facility or otherwise. In the

RULE

SUBJECT	NAMING OF COLLEGE FACILITIES	PAGE
		6.14-2
LEGAL AUTHORITY	6Hx23-6.14	6/21/11 Revision #11-6

event that the facility is demolished and rebuilt or is substantially renovated the Board may, at its discretion, discontinue the original name, transfer the name to a new facility, or rename the building.

3. Notwithstanding any naming agreement that may be in effect, the Board reserves the right to revoke the naming of a facility at its own discretion where it deems that such name, in the judgment of the Board, may subject the College to public disrepute and as a result not continue to be in the best interest of the College to maintain.
4. The President shall appoint a standing committee of the College for the purpose of bringing forth naming recommendations as may be appropriate during any given period and as opportunities arise. The committee's composition shall be determined by the President and shall normally include representatives from the impacted campus or site, including, but not limited to, faculty, staff, and student representatives. The Vice Chair of the Board of Trustees shall also serve on the committee.
5. The Committee shall submit its recommendations to the President in writing for further consideration. The President shall submit his or her recommendation to the Board for its consideration and final approval.
6. The Board shall approve the naming of any College facility as outlined herein, with the exception of the rooms, galleries, collections and exhibits of the Leepa-Rattner Museum of Art.
7. Upon approval of the Board the designated name shall be publicly disseminated and commemorated in signage in a manner consistent with the intent to honor those for which the facility or program is named.

Specific Authority: 1001.64(2) & (4), F.S.
 Law Implemented: 1001.64(5), F.S.
 History: 6/21/11. Adopted - 6/21/11. Effective - 6/21/11.

St. Petersburg College

SPC

Developmental Education Reform



SPC Board of Trustees November 2013

An
Achieving
the Dream
Institution





Preparing Students for College-level Work

<http://www.youtube.com/watch?v=pyqunSGZv-w>

Developmental Education Reform





Using high school/military records, students are grouped into one of two placement tracks.

Flexible Placement

- Applicable for students who are no longer required to take the placement test and qualify to enroll directly in college-level coursework based on their high school/military records.

Traditional Placement

- Applicable for all remaining students
- Requires valid test scores or completed coursework

Placement Tracks

- **Advisors use data to recommend coursework**
 - Completed college courses
 - Test scores (SAT/ACT/FCAT/PERT)
 - High school courses/GPA
- **If an electronic high school transcript is not available, staff can manually enter data using a program calculator to assist with recommendations for placement**

Flexible Placement Track

New

[Flexible Placement](#) | [College-Readiness](#) | [My Placement](#)

Flexible Placement Data

Student ID: 00000202007 Dough, Bogus

Official (HS Transcript Received): Yes No

How does the student qualify for Flexible Placement?

- Florida public high school graduate who started 9th grade in a Florida public high school in or after the 2003-2004 school year and earned a Florida standard high school diploma
- Active duty military

Academic Major: COMM-TR **Desired Major:**

Developmental Education History				College-Readiness Predictions			
Course Title	Attempts	Last Attempt	Grade	Math	Reading	Writing	
				Likely College Ready	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
				Developmental Education Recommended	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
				Developmental Education Strongly Recommended	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

High School
 Test Score
 College
 Other

PROCTOR.DEBBIE 10/09/2013 5:59:09PM [Save](#)

Academic Recommendations

Math	Reading	Writing		
MAT 0018	No Reading Required	ENC 0025	+	-
Get Ready for College Math		or ENC 0056	+	-
		or ENC 0055 with ENC 1101	+	-

Notes

Advisor Session Completed 1 10/09/2013 [Save](#)

[Return to Search](#) | [Previous in List](#) | [Next in List](#) | [Notify](#) | [Add](#) | [Update/Display](#) | [Include History](#) | [Correct History](#)

[Flexible Placement](#) | [College-Readiness](#) | [My Placement](#)

Flexible Placement Page

Flexible Placement College-Readiness **My Placement**

My Placement

Student ID: 00000202007 Dough,Bogus

Recommendations have been made for your placement in math, reading and writing. Please note that these recommendations are meant to be used only as guide. Students may choose to accept the recommendations, not accept the recommendations, or take the placement test. If students enroll in courses that are above or below their academic level and are not successful, there may be future academic or financial consequences. Please select your decision below or you may choose to take the placement test for more accurate placements.

College-Rediness Predictions

	Math	Reading	Writing
Likely College Ready	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Developmental Education Recommended	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Developmental Education Strongly Recommended	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Recommendations

Math	Reading	Writing
MAT 0018	No Reading Required	ENC 0025
Get Ready for College Math		or ENC 0056
		or ENC 0055 with ENC 1101

My Decisions

	Math	Read	Write
Accept the Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline the recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Save

For more information on academic placement recommendations and options, please visit www.spcollege.edu/options or meet with an advisor.



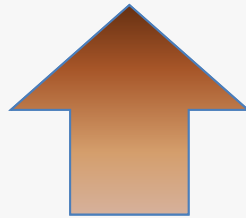
- *Get Ready for College: Math*
<http://www.spcollege.edu/ready/>
- Over 2,000 students have enrolled since May 8th
- *Get Ready for College: Reading* is being piloted and *Writing* is currently being developed.

Get Ready for College MOOCs

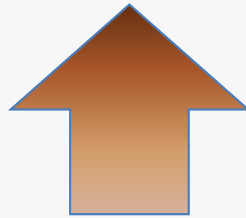
- **Developmental Mathematics courses:
Modularized and Compressed formats**
- **Adaptive Learning and Lecture methods**

Mathematics Reforms

STEM and Business
Programs

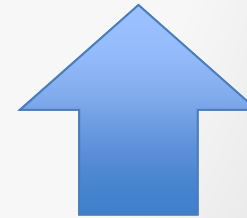


Calculus Track including
College Algebra

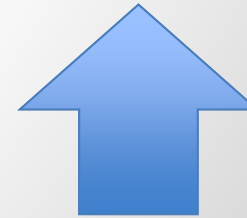


MAT1033:
Intermediate
Algebra

Health Sciences, Education,
Public Safety, etc.



Liberal Arts Math
or Statistics



MAT 1990: Exploration
of Mathematics &
Quantitative Reasoning

New Mathematics Pathway

- **Developmental Reading and Writing: Modularized format, same classroom, same instructor to promote opportunities for acceleration.**
- **My Bridge to Success: Reading classes (8 weeks, 2 credit format): Compressed, modularized, and accelerated courses**
- **Composition I offered with co-requisite of a Writing Improvement course (8 weeks, 1 credit format)**

Communications Reforms



- Enhanced online resources, including diagnostic tools, web resources, and faculty videos
- Supplemental Instruction (SI) for math and health sciences gateway courses – Intermediate Algebra, Statistics, and Anatomy & Physiology
- Supplemental Peer Mentors to provide study skills, basic computer, and Learning Management System assistance

Learning Support Interventions



- Four training modules for faculty, tutors and other academic staff in areas such as understanding students in general education, and embedding success strategies in courses.
- Five training modules for advising staff in areas such as evidence for flexible placement and developmental education advising

Developmental Education Training Plan




Questions



November 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College
FROM: William D. Law, Jr., President 
SUBJECT: Developmental Education Implementation Plan

Approval is sought for the attached Developmental Education Implementation Plan.

Developmental Education Reform is not new at St. Petersburg College. In Fall of 2010, 7,600 students enrolled in developmental courses. Less than 2/3 of those students were successful in their coursework. For example, 1 in 10 withdrew from developmental education courses, while 1 in 4 received failing grades. In Spring 2011 the college's deans of communication and mathematics implemented the Bridge to Success Courses in developmental reading, writing, and mathematics to improve student success in these courses.

The State of Florida is currently engaged in developmental education reform to provide students with additional paths to college transfer coursework. The intent of the reform is to provide students choices with quality academic pathways in an accelerated manner so students can decrease their time to degree.

SPC's college-wide Developmental Education Committee has been meeting since June 4, 2013 to develop our plan that addresses the requirements of the reform legislation while maintaining our focus on student success. Our strategies are grounded in data analysis and nationally recognized best practices. We will closely monitor the success of our plan and make improvements as warranted. Each state college is to submit their plan to the Florida College System Chancellor for review and approval.

Anne Cooper, Senior Vice President, Instruction and Academic Programs; Tonjua Williams, Senior Vice President, Student Services, recommend approval.

Attachment

Within Reach

St. Petersburg College

SPC

St. Petersburg College's Developmental Education Reform

*A Response to the Statutory Requirement for a
Developmental Education Implementation
Plan*

January 15, 2014

Requirements and Context

Section (s.) 1008.30, Florida Statutes (F.S.), excerpt:

(6)(a) Each Florida College System institution board of trustees shall develop a plan to implement the developmental education strategies defined in s. 1008.02 and rules established by the State Board of Education. The plan must be submitted to the Chancellor of the Florida College System for approval no later than March 1, 2014, for implementation no later than the fall semester 2014. Each plan must include, at a minimum, local policies that outline:

- 1. Documented student achievements such as grade point averages, work history, military experience, participation in juried competitions, career interests, degree major declaration, or any combination of such achievements that the institution may consider, in addition to common placement test scores, for advising students regarding enrollment options.*
- 2. Developmental education strategies available to students.*
- 3. A description of student costs and financial aid opportunities associated with each option.*
- 4. Provisions for the collection of student success data.*
- 5. A comprehensive plan for advising students into appropriate developmental education strategies based on student success data.*

Please enter the following information and submit to the Division of Florida Colleges no later than March 1, 2014. Florida College System institutions are recommended to submit plans by January 15, 2014, to Ms. Julie Alexander at julie.alexander@fldoe.org for approval by the chancellor no later than March 1, 2014.

COLLEGE: St. Petersburg College

SUBMITTED BY: Anne Cooper and Tonjua Williams

TITLE: Senior Vice Presidents

BOARD OF TRUSTEES APPROVAL DATE*: November 19, 2013 (review date)

** The board of trustees may appoint the president as designee.*

Introduction

Developmental Education Reform is not new at St. Petersburg College. Back in Fall of 2010, 7,600 students enrolled in developmental courses. Less than 2/3 of those students were successful in their coursework. For example, 1 in 10 withdrew from developmental education courses, while 1 in 4 received a failing grade*. Nationally statistics show students who start college in developmental courses are less likely to be successful and graduate. This is why in Spring 2011 the college's deans of communications and mathematics implemented the Bridge to Success Courses in reading, writing, and mathematics. The State of Florida is currently engaged in developmental education reform to provide students with additional paths to college transfer coursework. The intent of the reform is to provide students choices with quality academic pathways in an accelerated manner so students can decrease their time to degree.

On June 4, 2013, SPC convened a [Collaborative Lab engagement](#) with the newly formed Developmental Education Committee. The role of the committee is to provide support to the Developmental Education Reform process from multiple stakeholder perspectives. It is composed of over 75 administrators, faculty, advising staff, and professional development specialists and will meet next on December 6, 2013. The college-wide Developmental Education Committee has met on multiple occasions to review the plan as it has been developing. This standing college-wide committee will be responsible for reviewing on-going assessment results as well as monitoring the success of the developmental education reform process and making recommendations for improvement.

In addition, weekly joint meetings of the steering committee commenced to develop strategies for implementation. The participants for these meetings included the Senior Vice President of Instruction and Academic Programs, Senior Vice President of Student Affairs, Associate Vice President of Enrollment Services, Associate Vice President for Institutional Effectiveness, Research, and Grants, the Dean of Communications, and the Dean of Mathematics. The format of these meetings was a project management approach focused on curriculum changes, the development of a high school transcript-based prediction model, improving pedagogy for teaching developmental education students, and an integrated, personalized advising model.

SPC's Developmental Education Reform emanated from the groundwork from the meetings discussed above and included sound research and data analysis, flexible curriculum adjustments, and the input from three working groups of advisors and other student services staff.

*A failing grade is a grade of an 'F'. Additional students also received a grade of 'N'. A student receives this grade in a developmental course, when they complete the course, but do not successfully complete the required competencies.

I. Comprehensive Advising Plan

Enter a description of your comprehensive plan for advising students into appropriate developmental education strategies based on student success data. Also, include a description of policies that notify students about developmental education options and include details about the availability of opportunities for tutoring, extended time in gateway courses, free online courses, adult basic education, adult secondary education or private provider instruction (s. 1007.263, F.S.). Students who are not college ready based on common placement test scores must be informed of all the developmental education options and shall be allowed to choose a developmental education option (s. 1008.30(4)(b), F.S.).

St. Petersburg College embraces this legislative change and has adopted the approach that every student is unique and comes to SPC with different backgrounds, experiences, outlooks, and assumptions. It is our responsibility to go beyond a standardized test to measure college readiness. It is also our responsibility to provide students with all of the options available to support their success.

Our Academic Advisors play a critical role in student success. Designing a system that advisors and other front-line staff would use to provide students with recommendations and options was best designed by those on the front line. A large group of advisors, associate provosts, and district staff convened and the team was assigned to one of three working groups:

Group 1: Process for determining Flexible Placement (exempt). This group worked closely with our IT department and our Director of Admissions to see how the EDI High school transcripts could be used to automatically determine eligibility for Flexible Placement.

Group 2: Develop New Advising Pages. This group analyzed the process from the point when the transcript is received until the student has been advised of his or her new options. New advising pages were developed along with our IT department.

Group 3: Understanding Curriculum Choices to Better Advise Students. This group worked with the Deans to outline the new curriculum offerings and understand which courses were best suited for specific student characteristics (e.g., high school experience, etc.).

These three working groups met and identified several recommendations which were then vetted through campus and college leadership.

The key tenets of our advising strategy include promoting new options to all students, determining Flexible Placement (exempt) status as quickly as possible, ensuring that the Flexible Placement student is aware of his or her recommendations, and requiring all Flexible Placement students to meet with an advisor prior to registration.

All first-time St. Petersburg College students who are Traditional Placement (non-exempt) who test into at least one subject area of developmental education must attend New Student Orientation. Prior to orientation, these students will meet with an advisor who will discuss all of the new developmental education options with the student.

A student is not considered Flexible Placement (exempt) eligible until an official high school transcript is received (electronic or hard copy), or the student presents evidence that he or she is currently serving as active duty in the military. Once identified as a Flexible Placement student, a registration hold is placed on the student's record and the student is sent an [email](#) letting the student know that the student has new options and that the student must see an advisor prior to registration. As of November 7, 2013, 3,931 students have been identified as Flexible Placement students.

As a result of this new legislation, St. Petersburg College revised and is seeking approval of two Board of Trustee (BOT) Procedures. The Counseling and Advising, and the Placement Testing procedures were changed to reflect new policies implemented in response to SB1720. St. Petersburg College has taken a very proactive approach in implementing this legislation and our communication to students has been equally proactive. On October 28, the College emailed approximately 3,700 students, currently enrolled in a developmental education course who qualified as Flexible Placement, to inform them of the new options. They were instructed to consult with an academic advisor for more details. A new email account (readyforcollege@spcollege.edu) was established for students to ask questions about their status and is monitored by the College's cyber-advisors. Also, the College's website was updated to reflect our policy and communicate new developmental education options (<http://www.spcollege.edu/cpt/>).

All students at St. Petersburg College are encouraged to take advantage of out-of-classroom support in the learning support centers. Tutoring (online and in-person), supplemental instruction, and Library Orientations are discussed with students during academic advising sessions. Faculty members often bring their classes to the Learning Support Centers during the first two weeks of the term to emphasize the resources available to students.

As a direct result of SB1720, beginning in January of 2014, St. Petersburg College learning support centers will further increase the number of classes offering Supplemental Instruction (SI) to include all MAT 1033 Intermediate Algebra and BSC 2085 Human Anatomy & Physiology classes. Partnering with faculty, successful former students (supplemental instruction tutors) will arrange reviews and recitations based on material

currently covered in the course or in preparation for an upcoming assessment that can meet the needs of small or large groups of students enrolled in these courses. Student tutors who provide SI will also be engaged in tutoring other students when not providing reviews or recitations for their partnering faculty member. In addition, the learning centers will provide peer-led study skills assistance in the form of short, timely workshops that closely mirror the study skills articulated in the best practices literature as well as SLS 1101: The College Experience course.

Librarians will expand their library orientations to all ENC 1101 students in all modalities. This orientation will occur in all ENC 1101 courses in the second week of the semester and will serve as an informational session that introduces students to the library online catalog, takes them on a brief search through the databases, and advertises the services, locations, and hours of operation of all SPC learning centers and libraries. Additionally, libraries are selecting appropriate print and electronic materials that will assist students in all modalities of gateway courses. These new materials will be advertised to faculty in the college's internal newsletter and as an email from a campus librarian.

Finally, students will have access to Smarthinking, an online tutoring service available to SPC students through the college's learning management system (ANGEL). Students can receive instructional support in over 36 subjects via 'live' virtual sessions using whiteboard technology or through a paper submittal process that returns student work in 24-48 hours.

Flexible Placement College-Readiness My Placement

Flexible Placement Data

Student ID:

Official (HS Transcript Received): Yes No

How does the student qualify for Flexible Placement?

- Florida public high school graduate who started 9th grade in a Florida public high school in or after the 2003-2004 school year and earned a Florida standard high school diploma
- Active duty military

Academic Major: BUS-AS

Desired Major:

Course Title	Attempts	Last Attempt	Grade
ENC 0025	1	0480	
MAT 0028	1	0480	

College-Readiness Predictions			
	Math	Reading	Writing
Likely College Ready	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Education Recommended	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developmental Education Strongly Recommended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

High School Test Score College Other
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Academic Recommendations		
Math	Reading	Writing
MAT 0028	REA 0017	ENC 0025
or MAT 0055	or REA 0990	or ENC 0056
or MAT 0056	or REA 0056	or ENC 0055 with ENC 1101
Get Ready for College Math Free Course		

Notes

Student was advised previously after PERT scores to take Dev Writing 1 and Dev Math 1
 After reviewing flex plcmt, I sugg he consider ENC 0025 and MAT 0028

Advisor Session Completed KUBLER.SUE 10/30/2013 2:49:32PM Save

The *Flexible Placement Data* page is created when an electronic high school transcript is loaded or when a hard copy high school transcript is presented on campus or mailed to our admissions office. In either case, the conditions of entering 9th grade in a Florida public high school in or after 2003 and earning a standard high school diploma from a Florida public high school are verified prior to determining Flexible Placement eligibility. Based on prior academic data (test scores, college courses, or high school coursework) a college readiness prediction is made at the individual subject area. Corresponding recommendations are presented based on the prediction that is calculated. The advisor can input notes about the advising session, and when the session is complete, the registration hold is removed. If the prediction in any subject area is less than *Likely College Ready*, the student will have the opportunity to decline the associated recommendations and go directly into college level coursework. However, in an effort to help the student make the best decision, the advisors

have been provided with sample questions in the areas of [Math](#) and [English](#) which they can share with the student during the advising session.

The following math problems, provided to the advising team by the math faculty and Dean, represent the types of concepts that students would be expected to know prior to MAT1033 - Intermediate Algebra and MAT 1990 – Exploration of Mathematics and Quantitative Reasoning. The intent is to reinforce the foundational knowledge required to be successful in these courses.



MAT Sample College-Ready Items

12) Rationalize the denominator: $\sqrt{\frac{5}{6}}$

- A. $\frac{\sqrt{5}}{6}$
- B. $\frac{\sqrt{30}}{6}$
- C. $6\sqrt{5}$
- D. $\frac{5}{6}$

13) Find the y-intercept: $-6x - 2y = 8$

- A. $(0, -4)$
- B. $(-4, 0)$
- C. $\left(-\frac{4}{3}, 0\right)$
- D. $\left(0, -\frac{4}{3}\right)$

15) Divide: $(18x^9 + 12x^6 + 48x^3) \div (6x^3)$

- A. $3x^3 + 2x^2 + 8x$
- B. $3x^6 + 2x^3 + 8$
- C. $3x^{12} + 2x^9 + 8x^6$
- D. $3x^3 + 2x^2 + 8x$

16) Sales of frozen pizza for a club fund-raiser increased from \$500 one year to \$565 the next year. What was the percent of increase?

- A. 11.8 %
- B. 88.5 %
- C. 30 %
- D. 13 %

These math questions are also available in an online format and online sample questions are currently being developed for Reading and Writing.

Flexible Placement College-Readiness My Placement

College Readiness Data

Student ID:

Course History for Placement				Test Results (if there are any for CPT, PERT, SAT, ACT or FCAT)				
Course Title	Attempts	Last Attempt	Grade	Test ID	Component	Score	Date	Source

College-Readiness Predictions			
	Math	Reading	Writing
Likely College Ready	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Education Recommended	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developmental Education Strongly Recommended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Save

Please complete the following questions to make a prediction on college readiness. Calculate

▶ Writing

▶ Reading

▼ Math

Did the student successfully complete (A, B, C) MAT 0024, MAT 0028, MAT 0990, MAT 0055, MAT 0056, MAT 1033 or any course with a MAC, MGF, STA, MAP, MAD, MAE, MAS, MHF, or MTG prefix? Yes No

Did the student successfully complete (A, B, C) MAT 0012 or MAT 0018? Yes No

Did the student complete the Math for College Readiness course in High School with a grade of A or B? Yes No

Did the student complete the Math for College Readiness course in High School with a grade of C? Yes No

In high school, did the student successfully earn 1 or more units in AP or IB Math with a grade of A, B, C? Yes No

In high school, did the student successfully earn 2.5 or more units in Honors Math courses with grades of A, B, C? Yes No

▶ Other

Calculate

The *College Readiness Data* page is used by the staff (advisors and other front-line staff) to answer questions about the academic history and performance when a hard-copy high school transcript is presented. In the example above, the student has no prior placement test scores or college courses so the high school data is reviewed. In this example, the student completed the Math for College Readiness in high school with a grade of C and based on our high school transcript study we set a prediction of readiness at *Developmental Education Recommended* for the math subject area. Had this student completed this high school course with an A or B grade we would have set the prediction at *Likely College Ready*.

Flexible Placement

College-Readiness

My Placement

My Placement

Student ID:

Recommendations have been made for your placement in math, reading and writing. These recommendations were made based on information we received from your high school records, test scores, and/or college coursework. Please note that these recommendations are meant to be used only as a guide and may change if we receive additional information. If you have not already done so, you may choose to take the placement test for a more accurate assessment. If you enroll in courses that are above or below your academic level and are not successful, there may be future academic and/or financial consequences. It is your responsibility to make sure you are taking courses at the appropriate level. Please choose to accept or decline the recommendations listed below.

College-Readiness Predictions

	Math	Reading	Writing
Likely College Ready	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental Education Recommended	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developmental Education Strongly Recommended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Recommendations

Math	Reading	Writing
MAT 0028	REA 0017	ENC 0025
or MAT 0055	or REA 0990	or ENC 0056
or MAT 0056	or REA 0056	or ENC 0055 with ENC 1101
Get Ready for College Math Free Course		

My Decisions

	Math	Reading	Writing
Accept the Recommendations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Decline the Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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For more information on academic placement recommendations and options, please visit www.spcollege.edu/ready or meet with an advisor.

[Return to Search](#) [Notify](#)

[Add](#) [Update/Display](#) [Include History](#)

The *My Placement* page is viewable to staff and students, and can only be updated by the student. The page is not made viewable to the student until after the student meets with the advisor. It is on this page where the student will accept or decline the recommendations discussed with the advisor. The recommendation may be accepted or declined at the individual subject level, and the student may not register for classes until he or she has recorded a decision on this page.

St. Petersburg College developed five training modules and created an introductory video in Developmental Education Reform. Approximately 110 advisors and other front-line personnel have gone through the trainings below.

Description	Audience	Modality
Opening Developmental Education Reform Video	All front line staff and faculty	Online
General Overview	All front line staff and faculty	Online
Evidence for Flexible Training	All front line staff	Classroom and Online
New Advising Pages	All front line staff	Classroom and Online
Understanding Curriculum Choices	All front line staff	Classroom and Online
Advising Simulations - Role Playing	All front line staff	Classroom

On October 22, St. Petersburg College had its All College Day, which is an annual Staff & Professional Development day. Recognizing the importance of this legislative change and the opportunities it provides for our students, SPC created a special [advising track](#) for this day and concentrated on the New Advising Pages, Understanding Curriculum Choices, and Advising Simulation trainings.

II. Documented Student Achievements

Enter local policies that utilize documented student achievements in addition to common placement test scores (i.e., PERT, SAT, ACT, ACCUPLACER, FCAT 2.0 Reading) for advising students regarding enrollment options. Please check the boxes for student achievements that apply and add additional achievements in the space provided.

- High School Grade Point Average, Cumulative*
- High School Grade Point Average, Subject Area*
- Work History*
- Military Experience*
- Participation in Juried Competitions*
- Career Interests*
- Degree Major Declaration*
- Meta-Major/Program of Study Declaration*
- Achievement on an assessment other than a common placement test*

Other Student Achievements:

St. Petersburg College decided to undergo a study to review historical electronic transcript data from Florida public high schools. SPC has always loaded key data elements from the EDI transcript into its student information system. We explored additional fields that we could load and found that our student system was capable of loading high school courses, grades, and credits. We also found that we could group certain high school courses together by subject and create a subject grade point average. SPC did so in English, math, science, and foreign language. SPC loaded 4 years of EDI transcripts (2008-2011) and studied how graduates from Florida public high schools who would qualify as Flexible Placement students performed on the CPT. The results of this analysis form our [prediction model](#) and show that beyond the completion of traditional developmental education courses and placement testing, the completion of certain courses in high school (Florida College Prep courses, AP, IB, and Honors courses) can help predict how likely a student is prepared for college level courses. Other factors we found in our analysis included the un-weighted grade point average, certain subject grade point averages, the completion of dual enrollment courses and the completion of foreign language courses. Using high school data when traditional coursework or test scores were not available allowed us to make a prediction as to whether the student was Likely College Ready, Developmental Education Recommended, or Developmental Education Strongly Recommended in each of three areas: reading, mathematics, and writing.

In an effort to assist students in selecting a major, St. Petersburg College offers a free online career assessment tool to all students. Focus2 is an online career guidance program that helps students assess their interests, skills, values, and personality style, and then matches

occupations and appropriate college majors. With the implementation of meta-majors or academic pathways, St. Petersburg College has developed a new math track for liberal arts majors and students who would otherwise need statistics in lieu of algebra. Focus2 is used in the onboarding process for new students and quickly helps the student and the advisor hone in on the major that best matches the student's career interest.

III. Developmental Education Strategies

Enter local policies specifying developmental education strategies to be implemented. s. 1008.02, F.S., defines developmental education strategies in terms of modularized instruction, compressed course structures, contextualized developmental instruction and co-requisite developmental instruction. Please check the boxes for developmental education strategies that apply and add information in the space provided.

- Modularized instruction
- Compressed course structures
- Contextualized developmental instruction
- Co-requisite developmental instruction

Please provide specific details about the use of each strategy identified above. For example, if you selected modular instruction, please enter details about the modularization implementation, including specifics regarding course placement advising and registration, course numbers, targeting specific skill gaps, opportunities to quickly transition to gateway courses, etc.

Before the recent legislation, St. Petersburg College had already taken a proactive and comprehensive approach to promoting student success while redesigning developmental course options.

In Spring 2011, the Deans of Communications and Mathematics implemented *My Bridge to Success* courses in reading, writing, and mathematics through the Florida Developmental Education Initiative. This program included courses in modularized and compressed formats with adaptive learning and lecture methods.

In the two years that *My Bridge* courses have been offered, success rates for students in the eight-week *My Bridge to Success* courses, particularly in Reading and English, have been significantly higher than for students in the traditional format as reflected in the chart below. The *My Bridge to Success* program won the Chancellor's Best Practice Award for

Academic Affairs in October 2012. The My Bridge courses in all three areas—reading, writing, and mathematics—are central to the SPC’s developmental education strategies.

Traditional vs. Bridge Course Success Rate Comparison

Term	Course	Enrollment	Success	Withdraw
Fall 2012	Math Traditional Course (MAT0028)	2,190	57.4%	9.3%
	Math Bridge Course (MAT0990)	360	60.3%	6.1%
	Writing Traditional Course (ENC0025)	468	56.0%	16.9%
	Writing Bridge Course (ENC0990)	151	67.5%	7.9%
	Reading Traditional Course (REA0017)	564	65.2%	7.3%
	Reading Bridge Course (REA0990)	202	78.7%	4.5%
	Spring 2013	Math Traditional Course (MAT0028)	1,981	50.2%
	Math Bridge Course (MAT0990)	226	58.8%	8.8%
	Writing Traditional Course (ENC0025)	466	60.9%	9.7%
	Writing Bridge Course (ENC0990)	107	69.2%	10.3%
	Reading Traditional Course (REA0017)	507	66.3%	6.1%
	Reading Bridge Course (REA0990)	153	77.8%	5.2%

Source: Pulse, Business Intelligence, Student Success, 11-07-13

The Communications and Mathematics Deans convened their academic chairs and faculty regularly to make curriculum changes that would go into effect in Spring 2014. Registration for this term began on October 28, 2013. Every developmental education course was examined and offered in at least one of the new delivery strategies (compressed, modularized, or co-requisite). Recognizing that the intent of the legislation was to provide students with more developmental options, SPC developed a [cross-walk](#) between the predicted college readiness level and the recommended options by subject area.

In Spring 2014, SPC will offer quality developmental education courses in at least one of the three delivery strategies (compressed, modularized, or co-requisite) to reduce students’ time and costs to degree. These redesigned strategies will provide students with course options designed to meet their individual needs by targeting the specific skills that need remediation.

The Communications Department is offering the following developmental course options for students:

- ENC 1101 – Composition I sections with a 1 credit hour, writing improvement course ENC 0055 – Writing Improvement: My Bridge to Success, for individualized support
- Continuation of My Bridge to Success, 8 week, 2 credit classes

- Combined sections of ENC 0015/ENC 0025 – Developmental Writing I/II and REA 0007/REA 0017 – Developmental Reading I/II (same classroom, same time, same faculty, same textbooks)
- A new course, ENC 0027 Integrated Reading and Writing II (6 credit hours), is currently being planned for Fall 2014.

The Mathematics Department is fully committed to offering developmental math courses in the compressed and modularized format, including the following options:

- Modularized and compressed options for MAT 0018 – Developmental Mathematics I and MAT 0028 – Developmental Mathematics II, with the option to complete both courses in the same semester
- Continuation of the My Bridge to Success program by offering the 1-credit MAT 0055 – Gateway to Intermediate Algebra and 2-credit MAT 0056 – Elementary Algebra – My Bridge to Success, courses, with students having the opportunity to enroll in MAT 1033 in the same semester. MAT 0055 and MAT 0056 will be offered in the modularized format. Students who complete these courses will have the opportunity to enroll in MAT 1033-Intermediate Algebra in the same semester.
- Courses offered in the modularized format will involve the use of adaptive learning software, where each student will have a unique learning plan based on the results of an administered diagnostic at the beginning of the course. The faculty member will be closely involved in these courses, providing instruction which correspond to the students' learning plans. This will allow the students to be continuously engaged and provide the potential for them to complete courses early and progress in the mathematics sequence.
- A new course, MAT 0022 – Developmental Mathematics, which integrates the objectives from MAT 0018 and MAT 0028, will be offered in Fall 2014. This compressed course will be available in lecture and modularized format. Completion of this course will allow students to enroll in MAT 1033 or the new gateway course described below.

Since more students will begin in college-level general education courses and bypass developmental coursework, we have a learning support strategy in place including [Massive Open Online Courses \(MOOCs\)](#) and one credit hour supplemental courses. Additionally, there are weekly workshops, reviews, and supplemental peer mentors available to provide study skills, basic computer skills, and learning management system assistance.

A new mathematics pathway was designed for students whose degree requirements may include Liberal Arts Mathematics and/or Statistics. In Spring 2014, we will pilot a new gateway course: MAT 1990-Exploration of Mathematics & Quantitative Reasoning as an

alternative to MAT 1033 – Intermediate Algebra. Students whose degree requirements require MAC 1105 – College Algebra, will still be required to take MAT 1033.

Flexible placement students may choose to directly enroll in MAT 1033 or MAT 1990. Placement of math courses beyond MAT 1033 or MAT 1990 will require the Accuplacer College-Level Math test or documentation of prior coursework.

To communicate the changes in developmental education reform to our faculty, a series of faculty training modules have been developed this fall:

- Module 1, *Developmental Education Reform General Overview*, was developed for the entire college to inform all SPC employees of the changes surrounding developmental education.
- Module 2, *Understanding the Developmental Student in General Education*, raises awareness of the various characteristics of both traditional placement and flexible placement students in general education courses.
- Modules 3 and 4, *Embedding Success Strategies in General Education Courses* and *Implementing Success Strategies in General Education Courses*, respectively, provides and reinforces suggested best practices to help students succeed in our general education courses. This includes strategies from building a syllabus to maintaining student engagement and success as the semester progresses.

Target faculty for Modules 2-4 include those who teach developmental education courses, as well as the gateway courses in the various disciplines. Training for Modules 1 and 2 initially took place in October. Going forward, college employees will be able to access Module 1 online, while faculty training for Modules 2-4 will take place over the months of November, December, and throughout the spring semester.

IV. Description of Student Costs and Financial Aid Opportunities

Enter local policies related to student costs associated with enrollment options. Also include financial aid opportunities that may be available for each enrollment option. Examples of student costs are: tuition and fees disaggregated by developmental education strategy; laboratory fees; costs associated with online options and/or tutoring; textbook costs; local scholarships/grants for students who demonstrate a financial need; and emergency, time-limited financial assistance.

Below are the actual costs for tuition and fees, lab fees, online options, tutoring and textbooks for each of the enrollment options. The actual costs listed below are equivalent to other student fees based on the type of course and the amount of credit hours. No new costs or fees have been implemented as a result of developmental education reform. Due to the accelerated nature of the new course options, students can complete more quickly which could result in a reduction in costs.

Reading Options

College Recommendation	Option	Tuition & Fees	Lab Fees	Online Options	Tutoring	Textbooks
Reading						
Option 1						
Dev. Ed Strongly Recommended	REA0007 (MO)	431.00	0	50.00	Offered - no cost	92.65
Dev Ed Recommended	REA0017 4cr. (MO)	431.00	0	50.00	Offered - no cost	38.90
Likely College Ready	No Reading Required					
Option 2						
Dev. Ed Strongly Recommended	N/A	N/A	N/A	N/A	N/A	N/A
Dev Ed Recommended	REA0990(0056) (CO, MO)	107.75 or 215.50 or 323.25	0	12.50 / credit hr	Offered - no cost	30.00
Likely College Ready	No Reading Required					

Writing Options

College Recommendation	Option	Tuition & Fees	Lab Fees	Online Options	Tutoring	Textbooks
Writing						
Option 1						
Dev Ed Strongly Recommended	ENC0015 (MO)	431.00	0	50.00	Offered - no cost	34.00
Dev Ed Recommended	ENC0025 4cr. (MO)	431.00	0	50.00	Offered - no cost	24.20
Likely College Ready	ENC1101	323.25	0	37.50	Offered - no cost	61.15
Qualifies for Honors	Refer to Accuplacer Test Scores					
Option 2						
Dev Ed Strongly Recommended						
Dev Ed Recommended	ENC0056 (CO, MO)	215.50	0	NA	Offered - no cost	NA
Likely College Ready	ENC1101 + ENC0055 1cr. (CO, CR)	431.00	0	37.50	Offered - no cost	61.15
Qualifies for Honors	Refer to Accuplacer Test Scores					
Option 3						
Dev Ed Strongly Recommended	N/A	N/A	N/A	N/A	N/A	N/A
Dev Ed Recommended	ENC1101 + ENC0055 1cr. (CO, CR)	431.00	0	37.50	Offered - no cost	61.15
Likely College Ready	N/A	N/A	N/A	N/A	N/A	N/A
Qualifies for Honors	Refer to Accuplacer Test Scores					

Math Options

College Recommendation	Option	Tuition & Fees	Lab Fees	Online Options	Tutoring	Textbooks
Math						
Option 1						
Dev Ed Strongly Recommended	MAT0018 (CO)	323.25	0	37.50	Offered - no cost	85.00
Dev Ed Recommended	MAT0028 (CO)	431.00	0	50.00	Offered - no cost	85.00
Likely College Ready	MAT1033 or MAT1990	323.25	0	37.50	Offered - no cost	82.00
Higher level Math Courses	<i>Refer to Accuplacer Test Scores</i>					
Option 2						
Dev Ed Strongly Recommended	MAT0018 (MO)	323.25	0	37.50	Offered - no cost	85.00
Dev Ed Recommended	MAT0028 (MO)	431.00	0	50.00	Offered - no cost	85.00
Likely College Ready						
Higher level Math Courses	<i>Refer to Accuplacer Test Scores</i>					
Options 3						
Dev Ed Strongly Recommended	Get Ready for College - Math MOOC	0.00	0	0.00	0	0.00
Dev Ed Recommended	MAT0055 - 1 credit (MO) or MAT0056 - 2 credits (MO)	107.75 or 215.50	0	12.50/credit hr	Offered - no cost	NA
Likely College Ready	N/A	N/A	N/A	N/A	N/A	N/A
Higher level Math Courses	<i>Refer to Accuplacer Test Scores</i>					
Options 4						
Dev Ed Strongly Recommended	N/A	N/A	N/A	N/A	N/A	N/A
Dev Ed Recommended	Get Ready for College - Math MOOC	0.00	0	0.00	0	0.00
Likely College Ready	N/A	N/A	N/A	N/A	N/A	N/A
Higher level Math Courses	<i>Refer to Accuplacer Test Scores</i>					

Regarding financial aid for all enrollment options, there is no difference and/or change in a student's eligibility for financial assistance at SPC. The hours taken will count the same way that have in the past and students retain full eligibility for aid. The amount of their financial aid is based on their enrollment level for most forms of aid and for Florida Bright Futures. Hours that are remedial do not count towards enrollment as per state statute.

V. Student Success Data Collection

Enter details about your plan for collecting data related to student success based on your plan. s. 1008.30(6)(b), F.S., requires Florida College System institutions to submit an annual accountability report beginning October 31, 2015, that will include student success data associated with each developmental education strategy implemented by the institution. The Division of Florida Colleges will work with Florida College System institutions to determine an appropriate format that will facilitate analysis and identification of successful strategies.

Examples of student success data are: course enrollment disaggregated by exempt or non-exempt status; course enrollment disaggregated by developmental education strategy or option; percentage of successful course completions (grade of C or better) disaggregated by developmental education strategy and gateway course; average time to successful completion of developmental education disaggregated by strategy or option; for those who successfully complete developmental education, average time to completion of gateway course; and average time to degree completion disaggregated by exempt and non-exempt status.

The evaluation plan for SPC's Developmental Education Reform will be based on measures of student characteristics and student behaviors associated with the implementation of the Developmental Education Reform. As has been stated earlier in this document, the new legislation is about providing students choices in their educational experience. As such, the evaluation model will take into account a student's initial 'exception' status (traditional vs. flexible placement) as well as the choices that a student makes in regards to their preparation for college readiness. The areas of evaluation will include student enrollment, developmental course success, time-to-college readiness, and time-to-completion.

Student groups will be created according to their initial 'exemption' status: traditional or flexible placement. Within each of these student groups, students have choices. The various options will be examined for each student group. For Flexible Placement (exempt) students, a second hierarchy will be created to evaluate those students who accept the college's recommendations as compared to those students who choose not to accept the college's recommendations. Please see the table at the beginning of the next page for details.

Evaluation Measures by Student Group

I. Traditional Placement	1. Course enrollment disaggregated by developmental education strategy or option
	2. Success Rate (grade of C or better) disaggregated by developmental education strategy or option
	3. Average time to successful completion of developmental education disaggregated by strategy or option
	4. Average time to completion of gateway course
	5. Average time to degree completion
II. a. Flexible Placement (Accepted College Recommendation)	1. Course enrollment disaggregated by developmental education strategy or option
	2. Success Rate (grade of C or better) disaggregated by developmental education strategy or option
	3. Average time to successful completion of developmental education disaggregated by strategy or option
	4. Average time to completion of gateway course
	5. Average time to degree completion
II. b. Flexible Placement (Did Not Accept College Recommendation)	1. Course enrollment disaggregated by developmental education strategy or option
	2. Success Rate (grade of C or better) disaggregated by developmental education strategy or option
	3. Average time to successful completion of developmental education disaggregated by strategy or option
	4. Average time to completion of gateway course
	5. Average time to degree completion

Student group data (traditional placement and flexible placement) will be collected as part of the student intake process during the evaluation of student high school transcripts. Student choice information will be determined during their course registration process. Information regarding the student's choice to accept or not accept the college's recommendation in regards to the student's developmental education level options is collected in the student data system (PeopleSoft) prior to a flexible placement student's course registration.

SPC will develop dashboards in its *Pulse Business Intelligence System* to facilitate the use of these data elements by key stakeholders. Currently, over 400 administrators, faculty, and staff have access to the system. The *Pulse Business Intelligence System* was developed out of a need for timely information to maximize decisions affecting student success and a desire for these conversations to occur with commonly defined metrics. The system will support the on-going monitoring of the plan and facilitate the analysis and identification of successful strategies. Recognized for its innovation and contribution to academic advancement, the *Pulse Business Intelligence System* received the 2013 Exemplary Practice award from the Association of Florida College's Institutional Effectiveness Planning and Professional Development Commission.

VI. Additional Components

Please enter any additional related policies or procedures.

The College Experience

During the 2012-13 academic year, a significant emphasis was given to monitoring the implementation of five initiatives related to student success under the umbrella of the College Experience program. With the overarching goal of student success and achievement, SPC deliberately focused on what students experienced from application through graduation. The College Experience includes all processes/systems, activities and programs that support, nurture and impact student success from inquiry through graduation. The main strategic initiatives include (1) The Individualized Student Learning Plan, (2) Expanded Out-of-Classroom Support, (3) Early Alert and Student Coaching, (4) Integrated Academic and Career Services, and (5) a in-person New Student Orientation (NSO). The strategic initiatives are intended to improve student success while eliminating achievement gaps among student groups and help students finish what they start.

The College Experience is more than a project or program. A strategic focus on the above initiatives has changed the fabric of St. Petersburg College's culture and student success has truly become our number one priority. SPC holds an open weekly and online meeting whereby leading indicators for success are examined. Scrutinizing results is important, but SPC has embarked on a concerted effort to identify lead measures that "move the needle" with increasing the success of our students. These support systems will assist both traditional and flexible placement students.

Summary

St. Petersburg College has fully embraced developmental education reform and supports the concept that one standardized test should not be the only way to gauge readiness for college. We believe that our strategies for supporting this reform are grounded in data analysis and will provide students with options that are unique to their needs. We will closely monitor the success of our students and make continuous improvements to our process. St. Petersburg College is committed to helping students start strong, stay in school, and graduate on time - student success is our No. 1 priority.

November 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: Board of Trustees' Rules

Approval is sought for the following proposed changes to the Rules Manual, which are being submitted for your consideration.

6Hx23-4.45 Testing of Students The proposed changes will update the Rule and bring the Rule into compliance with new legislation. *Submitted by Tonjua Williams*

6Hx23-4.48 Counseling and Advising The proposed changes will update the Rule and bring the Rule into compliance with new legislation. *Submitted by Tonjua Williams*

Suzanne L. Gardner, Acting General Counsel, recommends approval.

slg1031131

Attachment

RULE

SUBJECT	TESTING OF STUDENTS	PAGE
		4.45-1
LEGAL AUTHORITY	6Hx23-4.45	5/18/10 Revision #10-5

6Hx23-4.45 TESTING OF STUDENTS

~~The College requires~~ offers the Common Placement Test (CPT) to assist students and advisors in selecting the appropriate introductory mathematics and communications courses, testing to quantitatively demonstrate students' preparation and likelihood for successful matriculation. The Computerized Placement Test (CPT) is utilized to determine placement into the appropriate developmental English, reading, and mathematics courses and as one means to determine placement into college level English, reading, and mathematics courses. CPT scores are used to demonstrate readiness to perform college level work, and for placement as determined by the rules of the Florida Department of Education (State Board of Education Rule 6A-10.0315).

The Board authorizes the President, or his or her designee, to establish procedures regarding the testing and placement of students in furtherance of these policies. In addition, the following policy shall be implemented:

- I. Students who have entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a Florida standard high school diploma, or a student who is serving as an active duty member of any branch of the United States Armed Services, shall not be required to take the Common Placement Test and shall not be required to enroll in developmental education instruction. However, a student who is not required to take the CPT and is not required to enroll in developmental education under this paragraph may opt to be assessed and to enroll in developmental education instruction.
- II. Students who have taken the Common Placement Test and whose score on the test indicates a need for developmental education shall be advised of all available educational options and, after advisement, shall be allowed

to enroll in the developmental education option of his or her choice.

The following italicized provisions, in pertinent part, shall be moved to a College Procedure

I. Placement Testing

Except as noted below, new degree or certificate seeking students in credit courses are required to take the CPT, SAT, ACT or other approved placement instrument. The test must be taken prior to the student's first registration. Test results are used to aid in advisement and course placement.

Students not required to take a placement test (unless the student plans to take a course that has Placement Test scores as a prerequisite) include:

- A. transient students from other colleges and universities;*
- B. students who have earned an Associate in Arts, Bachelor, or higher degree;*
- C. non-degree seeking students;*
- D. students transferring to St. Petersburg College with sufficient evidence for course placement in reading, writing or mathematics from the transferring institution;*
- E. students with passing scores on the SAT I (440 Math and 440 Verbal) or Enhanced ACT (17 English, 18 Reading and 19 Math) taken within the past 2 years;*
- F. English as a Second Language students who take an approved Placement Test for ESL (i.e., CELT, LOEP).*

II. Assessment Testing

- A. All students pursuing a certificate or an A.S. degree will be required to complete an End of Program Assessment which shall be used in certifying attainment of the standards of performance established for the program.*
- B. Associate in Arts degree students and students wishing to transfer to or graduate from a bachelor program must satisfactorily meet the College-Level Academic Skills*

requirement (CLAS) unless they have been granted a waiver.

C. Students pursuing all degrees and certificates may be required to participate in an Assessment of General Education Outcomes.

III. To qualify for admission to the College and for financial assistance, students who are not high school graduates or who do not possess the GED must demonstrate ability to benefit from college-level programs at SPC by completing the Computerized Placement Test with passing scores in all three areas of reading comprehension, sentence skills, and arithmetic. All three subject areas must be taken during the same sitting for initial testing and retests when attempting to demonstrate the ability to benefit.

IV. Students shall be allowed one free attempt at the CPT. A retest fee shall be implemented upon the second attempt. See the schedule of fees for retest amounts. The same fee shall be charged whether the student is retesting in one or all subject areas.

V. Appeals to Waive the CLAS Requirements

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 proficiency in one or more sections of the College-Level Academic Skills area (CLAS), 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.

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. *Students who have failed to demonstrate the CLAS requirement (or any subtest) four times and who believe they have demonstrated appropriate proficiency through coursework may appeal for a waiver.*
- B. *The President or designee will appoint a collegewide CLAS Appeals Committee to consider all appeals by St. Petersburg College students to waive the requirements of CLAS for the granting of the Associate in Arts degree. The Committee will be chaired by the vice president of Academic & Student Affairs 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 to demonstrate the CLAS requirement (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 CLAS and that they should be granted a waiver for all or part of the CLAS requirements, will submit their appeal in writing to their campus associate provost, provost, or designee who will forward the appeal to the vice president of Academic & Student Affairs, the chairperson of the collegewide CLAS 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 after the deadline to apply 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*

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 CLAS based on the results of its review and within the guidelines established by Florida Administrative Code 6A-10.0311. The Committee may recommend the denial of a waiver for the appealed CLAS requirements or may specify modifications for future administrations of CLAS 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 Academic & Student Affairs 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 CLAS Appeals' Committee is final and cannot be further appealed.*

Specific Authority: 100.64(2) & (4) F.S.

Law Implemented: 1001.64(4) & (8), 1001.02, 1001.03, 1007.263, 1008.30, F.S.; Rules 6A-10.0315 and 6A-10.0311, F.A.C.

Law Implemented: 1001.64(4) & (8), 1001.02, 1001.03, F.S.; Rule 6A-10.0314 F.A.C.

History: Adopted - 11/20/79 (effective 8/18/80); Emergency Amendment 10/27/82, 8/16/84, 12/12/84. Amended 11/30/81, 2/18/82 (effective 8/24/82 for Session I, 1982-83),

4/19/82, 10/27/82, 11/23/82, 6/22/84 (effective 8/20/84 for Session I, 1984-85), 12/12/85 (effective 1/6/86 for Session II, 1985-86), 8/21/86, 4/16/87, 1/26/89 (effective - Session II, 1988-89), 9/13/90, 2/19/91. Filed - 2/19/91. Effective 2/19/91, 8/22/91. Filed- 8/22/91. Effective- 8/22/91; 2/21/92. Filed - 2/21/92. Effective - 2/21/92; 1/19/93. Filed - 1/19/93. Effective - Session II, 1992-93; 5/18/99. Filed - 5/18/99. Effective - 5/18/99; 6/20/00. Filed - 6/20/00. Effective - Session I, 2000-01; 11/20/07. Filed – 11/20/07. Effective – 11/20/07; 5/18/10. Filed – 5/18/10. Effective – 5/18/10. Effective – 5/18/10; 11/19/13. To Be Filed – 11/19/13.
Proposed Date To Become Effective – Upon Board Approval.

RULE

SUBJECT	COUNSELING AND ADVISING	PAGE
		4.48-1
LEGAL AUTHORITY	6Hx23-4.48	11/15/05 Revision #05-11

6Hx23-4.48 COUNSELING AND ADVISING

- ~~I. Students entering the College for the first time are required to meet with a counselor or academic advisor prior to registering for classes.~~

- ~~II. An advisement module report (ADV) delineating student progress in a declared program of study will be provided by the College via MySPC mail each term to students enrolled in a degree or certificate program.~~

- ~~III. Students in job improvement or enrichment program codes will be notified upon completion of eighteen (18) semester hours they must meet with a counselor or academic advisor prior to registration.~~

- I. Academic advising and counseling is an integral part of student success and is available for all St. Petersburg College students.

- II. Academic advising is required for the following groups of students:
 - a. Students who are required to take the Common Placement Test (CPT) and whose scores place them into developmental education.

 - b. Students who are not required to take the Common Placement Test under the College's Developmental Education Reform policy.

- III. Academic advising is available at all campuses and at most learning sites, as well as online by phone and email, and various methods of electronic communication.

- IV. The Board authorizes the President, or his or her designee, to develop and implement procedures related to student academic counseling and advising.

RULE

SUBJECT	COUNSELING AND ADVISING	PAGE
		4.48-2
LEGAL AUTHORITY	6Hx23-4.48	11/15/05 Revision #05-11

Specific Authority: 1001.64(2) & (4), F.S.
Law Implemented: 1001.64(4)(b), 1007.263, 1008.30, F.S.

History: Adopted - 11/30/79 (effective 8/18/80). Amended - 9/20/84, 4/27/89. Filed - 4/27/89. Effective - 4/27/89; 11/16/99. Filed - 11/16/99. Effective - 11/16/99; 11/15/05. Filed - 11/15/05. Effective - December 2005; 11/19/13. To Be Filed - 11/19/13. Proposed Date To Become Effective - Upon Board Approval.