

## MINUTES OF THE APRIL 16, 2013 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

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The Board of Trustees of St. Petersburg College met on Tuesday, April 16, 2013 at the St. Petersburg College EpiCenter, 13805 – 58<sup>th</sup> Street N., Largo, Florida. The following Board members were present: Chairman Deveron M. Gibbons, Bob Fine, Vice Chair; Terrence E. Brett and Dale Oliver. Also present were William D. Law, Jr., President of St. Petersburg College and Secretary to the Board of Trustees, and Joseph H. Lang, Board Attorney.

Proof of public notice of this meeting is included as part of these minutes. Notices were duly posted.

### NOTICE OF MEETING BOARD OF TRUSTEES, ST. PETERSBURG COLLEGE

The Board of Trustees of St. Petersburg College will hold a public meeting to which all persons are invited, commencing at 8:30 a.m. on Tuesday, April 16, 2013, at the EpiCenter (Rm. 1-453), 13805 58th Street North, Largo, Florida. The meeting will be held for the purpose of considering routine business of the College; however, there are no rules being presented for adoption or amendment at this meeting.

A copy of the agenda may be obtained within seven (7) days of the meeting on the [SPC Board of Trustees website](#) at [www.spcollege.edu](http://www.spcollege.edu), or by calling the Board Clerk at (727) 341-3241.

If any person wishes to appeal a decision made with respect to any matter considered by the Board, he or she will need a record of the proceedings. It is the obligation of such person to ensure that a verbatim record of the proceedings is made. Section 286.0105, Florida Statutes.

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency five business days before the meeting by contacting the Board Clerk at 727-341-3241. If you are planning to attend the meeting and are hearing impaired, please contact the agency five business days before the meeting by calling 727-791-2422 (V/TTY) or 727-474-1907 (VP).

**MINUTES OF THE APRIL 16, 2013 MEETING OF THE BOARD OF  
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**13-066.** In accordance with the Administrative Procedure Act, the following Agenda was prepared:

**AGENDA**

**ST. PETERSBURG COLLEGE BOARD OF TRUSTEES  
TUESDAY, APRIL 16, 2013**

**EPICENTER MEETING ROOM (1-453)  
13805 – 58<sup>TH</sup> STREET N.  
LARGO, FLORIDA**

**REGULAR 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 - **None**
- B. Recognitions/Announcements
  - 1. Lynae Richardson – Sandy Miller Award (Women’s Basketball)
  - 2. Coach Denisha Davidson – 2012-13 Southern Conference Coach of the Year (Women’s Basketball)
  - 3. Model United Nations – Students, Faculty, & Staff (Dr. Anne Cooper)
  - 4. Wounded Warrior Kilimanjaro Research Expedition Flag Presentation (Dr. Phil Nicotera & Arlene Gillis)

**III. COMMENTS**

- A. Board Chair
- B. Board Members
- C. President

**IV. REVIEW AND APPROVAL OF MINUTES**



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Board of Trustees' Meeting of March 19, 2013

**V. MONTHLY REPORTS**

- A. Board Attorney – Joseph H. Lang
- B. Acting General Counsel – Suzanne Gardner
- C. Dr. Jim Olliver, Provost, Seminole Campus;  
Dr. Richard Flora, Dean, College of Veterinary Technology
- D. Dr. Richard Mercadante, Faculty Governance Organization President

**VI. OLD BUSINESS (items previously considered but not finalized)**

- A. Midtown Project Update (Action)
- B. Administrative & Professional Classification and Compensation Study: Review and Implementation (Action)
  - 1. Salary Schedule (*Information*)
  - 2. Classification & Compensation Review Power Point (*Information*)

**VII. NEW BUSINESS**

- A. STUDENT SUCCESS AND ACHIEVEMENT
  - Survey of Entering Student Engagement (SENSE) (*Information*)  
(Dr. Cooper & Dr. Williams)
  - Campus Safety & Security Presentation (*Information*) (Bill Grey)
  - Student Support – Mobile Application\* (*Information*) (Dr. Duncan)
- B. BIDS, EXPENDITURES AND CONTRACTS (through Purchasing)
  - 1. Quarterly Informational Report of Exempt and Non-Exempt Purchases  
(*Information*)
- C. OTHER EXPENDITURES AND CONTRACTS – **None**
- D. GRANTS/RESTRICTED FUNDS CONTRACTS
  - 1. Application/Acceptance

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- a. Coordinated Child Care of Pinellas, Inc. - Public Safety Youth Initiatives  
*(Action)*
  - b. Florida Department of Education – Common Core State Standards Grant  
*(Action)*
  - c. U.S. Air Force—Educational Service Agreement for Dental Hygiene Training  
*(Action)*
  - d. U.S. Department of Health and Human Services, Health Resources and  
Services Administration—Nursing Workforce Diversity (NWD) *(Action)*
- E. CAPITAL OUTLAY, MAINTENANCE, RENOVATION, AND  
CONSTRUCTION
- 1. Quarterly Informational Report of Construction Contract Approvals Not  
Exceeding \$325,000 *(Information)*
- F. AGENCY BILLINGS - **None**
- G. ADMINISTRATIVE MATTERS
- 1. Human Resources
    - a. Personnel Report *(Action)*
    - b. Annual Contract Recommendations *(Action)*
    - c. Equity Report *(Action)*
  - 2. Finance
    - a. Fund 1 Financial Report for FY12-13 July 1- March 31 *(Information)*
    - b. 2013-2014 Preliminary Budget *(Information)*
- H. ACADEMIC MATTERS
- 1. Massive Open Online Course (MOOC) for Math Remediation *(Information)*  
(Dr. Anne Cooper and Dr. Jesse Coraggio)
  - 2. Baccalaureate Process Update *(Information)*

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(Dr. Anne Cooper and Djuan Fox)

I. PROPOSED CHANGES TO BOT RULES MANUAL – Public Hearing - **None**

**VII. PUBLIC SPEAKING FORUM**

**IX. PRESIDENT’S REPORT**

A. Legislative Update (*Information*)

**X. FUTURE AGENDA ITEMS**

**XI. NEXT MEETING DATE AND SITE**

May 21, 2013, Clearwater Campus

**XII. ADJOURNMENT**

If any person wishes to appeal a decision made with respect to any matter considered by the Board at its meeting April 16, 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: April 5, 2013

Confirmation of Publication

[Notice of meeting](#)

**Revised AGENDA**

ST. PETERSBURG COLLEGE BOARD OF TRUSTEES  
**TUESDAY, APRIL 16, 2013**

EPICENTER MEETING ROOM (1-453)  
13805 – 58<sup>TH</sup> STREET N.

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LARGO, FLORIDA

**REGULAR 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 - **None**
- B. Recognitions/Announcements
  - 1. Lynae Richardson – Sandy Miller Award (Women’s Basketball)
  - 2. Coach Denisha Davidson – 2012-13 Southern Conference Coach of the Year (Women’s Basketball)
  - 3. Model United Nations – Students, Faculty, & Staff (Dr. Anne Cooper)
  - 4. Wounded Warrior Kilimanjaro Research Expedition Flag Presentation (Dr. Phil Nicotera & Arlene Gillis)

**III. COMMENTS**

- A. Board Chair
- B. Board Members
- C. President

**IV. REVIEW AND APPROVAL OF MINUTES**

Board of Trustees’ Meeting of March 19, 2013

**V. MONTHLY REPORTS**

- A. Board Attorney – Joseph H. Lang
- B. Acting General Counsel – Suzanne Gardner
- C. Dr. Jim Olliver, Provost, Seminole Campus;

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- Dr. Richard Flora, Dean, College of Veterinary Technology  
D. Dr. Richard Mercadante, Faculty Governance Organization President

**VI. OLD BUSINESS (items previously considered but not finalized)**

- B. Midtown Project Update (Action)
- B. Administrative & Professional Classification and Compensation Study: Review and Implementation (Action)
1. Salary Schedule (*Information*)
  2. Classification & Compensation Review Power Point (*Information*)

**VII. NEW BUSINESS**

**A. STUDENT SUCCESS AND ACHIEVEMENT**

- Survey of Entering Student Engagement (SENSE) (*Information*)  
(Dr. Cooper & Dr. Williams)
- Campus Safety & Security Presentation (*Information*) (Bill Grey)
- Student Support – Mobile Application\* (*Information*) (Dr. Duncan)

**B. BIDS, EXPENDITURES AND CONTRACTS (through Purchasing)**

1. Quarterly Informational Report of Exempt and Non-Exempt Purchases  
(*Information*)

**C. OTHER EXPENDITURES AND CONTRACTS – None**

**D. GRANTS/RESTRICTED FUNDS CONTRACTS**

1. Application/Acceptance
  - a. Coordinated Child Care of Pinellas, Inc. - Public Safety Youth Initiatives  
(*Action*)
  - b. Florida Department of Education – Common Core State Standards Grant  
(*Action*)

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- c. U.S. Air Force—Educational Service Agreement for Dental Hygiene Training (*Action*)
    - d. U.S. Department of Health and Human Services, Health Resources and Services Administration—Nursing Workforce Diversity (NWD) (*Action*)
  - E. CAPITAL OUTLAY, MAINTENANCE, RENOVATION, AND CONSTRUCTION
    - 1. Quarterly Informational Report of Construction Contract Approvals Not Exceeding \$325,000 (*Information*)
  - F. AGENCY BILLINGS - **None**
  - G. ADMINISTRATIVE MATTERS
    - 1. Human Resources
      - a. Personnel Report (*Action*)
      - b. Annual Contract Recommendations (*Action*)
      - c. Equity Report (*Action*)
    - 2. Finance
      - a. Fund 1 Financial Report for FY12-13 July 1- March 31 (*Information*)
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  - H. ACADEMIC MATTERS
    - 1. Massive Open Online Course (MOOC) for Math Remediation (*Information*) (Dr. Anne Cooper and Dr. Jesse Coraggio)
    - ~~2. Baccalaureate Process Update (*Information*) (Dr. Anne Cooper and Djuan Fox)~~
  - I. PROPOSED CHANGES TO BOT RULES MANUAL – Public Hearing - **None**
- VII. PUBLIC SPEAKING FORUM**
- IX. PRESIDENT’S REPORT**

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B. Legislative Update (*Information*)

**X. FUTURE AGENDA ITEMS**

**XI. NEXT MEETING DATE AND SITE**

May 21, 2013, Clearwater Campus

**XII. ADJOURNMENT**

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**\*No packet enclosure**

Date Advertised: April 5, 2013

Confirmation of Publication

[Notice of meeting](#)

**13-067. Under Item I, Call to Order**

The meeting was convened by Chairman Gibbons at 8:38 a.m. The invocation was given by Mr. Brett and was immediately followed by the Pledge of Allegiance.

**13-068. Under Item II, Preliminary Matters**

None

**13-069. Under Item II-B, Recognitions/Announcements**

Recognitions/Announcements –

1. Lynae Richardson – Sandy Miller Award (Women’s Basketball)
2. Coach Denisha Davidson – 2012-13 Southern Conference Coach of the Year (Women’s Basketball)



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3. Model United Nations Distinguished Delegation Award – Students, Faculty, & Staff  
(Dr. Anne Cooper)
4. Wounded Warrior Kilimanjaro Research Expedition Flag Presentation  
(Dr. Phil Nicotera & Arlene Gillis)

Mr. Mark Strickland presented Ms. Lynae Richardson the Sandy Miller Award in recognition of both her academic and athletic achievements. He then recognized Coach Denisha Davidson as the 2012-13 Southern Conference Coach of the Year for Women's Basketball. The Board members offered their congratulations to both award recipients.

Dr. Anne Cooper invited the SPC Model United Nations team to come before the Board. The 23-member team received a Distinguished Delegation Award for their representation of the countries of Congo and Columbia at the Model UN in March 2013. She noted that only 20% of the teams received an award. Dr. Cooper also recognized Dean Joseph Smiley, Earl Fratus and Dr. Randy Lightfoot for their support of this team.

Dr. Law commented that the work that goes into the Model UN participation endures over a long period of time that culminates in an intense week of competition and intellectual growth with colleges and universities around the country and the world. He acknowledged the time and energy that the students put into this effort and congratulated them on this impressive achievement.

Mr. Oliver shared that he had breakfast with Brian Beyer, an SPC Student, and learned more about the Model UN. He felt it was commendable that the St. Petersburg College delegation received recognition out of 200 participating institutions. Chairman Gibbons also thanked the team for representing the College so well. One of the team's students thanked Dr. Law and the Board for their support.

Dr. Phil Nicotera and Dr. Arlene Gillis introduced Retired Navy Captain David Olson to the Board. Captain Olson is the Director of the Combat Wounded Veteran Challenge. He led an expedition of individuals wounded in combat on a climb to the summit of Mt. Kilimanjaro in January 2013. St. Petersburg College partnered with the expedition to study the effects of extreme temperatures on prosthetics and orthotics worn by the participants. Expedition flags that were taken along and signed after the summit climb were presented to Dr. Law and Dr. Nicotera for their support of the expedition. Captain Olson expressed his desire that the partnership between his organization and the College would continue in the future.

**13-070. Under Item III, Comments**

Opportunity was given for comments from the Board Chair, Board Members and the President.

There were no comments.

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### **13-071. Under Item IV, Review and Approval of Minutes**

The minutes of the March 19, 2013 Meeting of the Board of Trustees of St. Petersburg College were presented by the chairman for approval. Mr. Oliver moved approval of the minutes as submitted. Mr. Fine seconded the motion. The motion passed unanimously.

### **13-072. Under Item V, Monthly Reports**

Under Monthly Reports, Chairman Gibbons requested a report of any new business from Mr. Joseph Lang, Board Attorney and Ms. Suzanne Gardner, Acting General Counsel. There were no reports.

Chairman Gibbons called upon designated provosts and the Faculty Senate president to share their monthly reports.

Dr. Jim Olliver, Provost, Seminole Campus, presented information on Google Indoor Mapping software designed for use at the Seminole Campus. This software allows students and patrons to use their portable Android devices to find their way around the buildings on campus. Dr. Olliver showed a brief video that describes the software and its uses. He recognized Chad Mairn, Librarian, St. Petersburg/Gibbs Campus, for leading this initiative. They expect the tool to be available for use during the fall semester. He noted that as a security concern, only locations that the college selects such as classrooms will be identified in the mapping software.

Dr. Richard Flora, Dean, College of Veterinary Technology, presented information to the Board regarding out-of-classroom opportunities for vet tech students. In particular, he noted an exchange program with Danish students where six students come to St. Petersburg College for two weeks and, in June and July, three students from St. Petersburg College will go to Denmark for two weeks. In both cases, the visiting students will trail their counterparts. He commented that some of the expenses have been defrayed through the involvement of the Foundation. He recognized two of the Danish students and their advisor who are currently visiting St. Petersburg College.

Dr. Richard Mercadante, Faculty Governance Organization President, presented information regarding the proposed legislation to reinstate the General Education credit requirement back to 36 credits from the recently mandated 30 credits. A team of 40 members has been working on complying with the new requirements; however, Dr. Mercadante commented that the return to 36 hours "looked hopeful." The team working on the General Education requirements is co-chaired by Dr. Cooper and Dr. Mercadante. In addition, Dr. Mercadante offered some examples of recent faculty/administration collaborative efforts that have yielded constructive dialog on concerns and issues.

Dr. Mercadante then reviewed the work of five FGO Creativity Award winners that received up to \$5,000 each to support their projects. The first grant recipient, Dr. Cher Gauweiler, worked with students in her elementary education class to develop a creative journal where her students

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published individual written compositions that responded to artwork from the Leepa Ratner museum. The second grant recipient, Dr. Ray Menard, from the natural science department who wanted to combine approaches from multiple scientific disciplines in order to conduct faculty and student research determine which herbs and spices have an inhibitory effect on the growth of bacteria. Dr. David Manson is the next grant recipient and an accomplished musician who is producing 1,000 professional recorded DVDs of the Helios Jazz Orchestra and distributing complimentary copies to school music directors and others. Dr. Monica Lara and Dr. Heyward Mathews were awarded a grant to help set up a high quality marine biology lab in which students will collaborate with faculty and gain first-hand experience in scientific research. The final grant recipient is Linda Yakle who will be walking 300 miles throughout Spain this summer as she shares this experience with students in her Humanities class; she will be following the medieval Camino pilgrimage route and will bring an international experience to students in real time videos and interactive blogs.

**13-073. Under Item VI, Old Business**  
Under Old Business,

A. Midtown Project Update (Action)

Dr. Law described to the Board the redesign of the bid process for the Midtown Project. With the combined efforts of the College's counsel and outside counsel, it was determined that previous bids should be rejected and a new RFQ process be used for this project. Dr. Law stated that he thought there could be a revised recommendation for a construction manager presented to the Board in 60 days. Chairman Gibbons recognized the effort that has gone into this new process and asked that Mr. Oliver, who has extensive construction experience, act as of the selection process. He recommended that a Screening Committee, which will be comprised of members of the College, and community members, who are recommended by each Board member, do the initial review of all the bids and present three to five unranked finalists to the Selection Team. The Selection Team, consisting of Dr. Law and Mr. Oliver, would then evaluate the shortlisted firms and make their final candidate to the Board.

Chairman Gibbons also stated that all meetings held in regard to this process would be filmed and taped. In addition, he asked that information about the location of the corporate headquarters for the bidding organizations be included under Point A on page 7 of the Request for Qualification (RFQ).

The Board entertained two separate motions as follows:

Mr. Fine motioned that the previous bids for the Midtown project be rejected. Mr. Brett seconded the motion. The motion passed unanimously.

Mr. Brett motioned the authorization to use the revised RFQ process and Mr. Fine seconded the motion. The motion passed unanimously.

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Dr. Law commented that this project elicited a significant change into longstanding practice to focus on the surrounding community. Chairman Gibbons commended Dr. Law on his willingness to make changes and he thanked all participants in the process.

### B. Administrative & Professional Classification and Compensation Study: Review and Implementation (Action)

Dr. Law noted that this topic was a continuation of the presentation given in the previous month and that each Board member was given additional information since then. Mr. Brett moved approval. Mr. Oliver seconded the motion and the motion passed unanimously.

#### **13-074. Under Item VII-A, Student Success and Achievement**

Under New Business, the president called upon Dr. Anne Cooper, Senior Vice President Academic & Student Affairs; Dr. Tonjua Williams, Vice President, Academic & Student Affairs; Bill Grey, Emergency Management Coordinator and Dr. Doug Duncan, Senior Vice President Administrative/Business Services and Information Technology, who presented information under Item VII-A, Student Success and Achievement.

- Survey of Entering Student Engagement (SENSE)
- Campus Safety & Security Presentation
- Student Support – Mobile Application\*

#### Survey of Entering Student Engagement

Dr. Tonjua Williams and Dr. Anne Cooper presented information to the Board on the Survey of Entering Student Engagement (SENSE). This national survey, administered by Community College Survey of Student Engagement (CCSSE), was completed by 245 institutions in 38 states in September, 2012. It is designed to capture how incoming students feel about the college they are attending. Dr. Cooper shared that data suggests students who are engaged from the first day are more likely to be retained. Dr. Williams shared a series of slides showing St. Petersburg College's results as compared to Top Performing colleges, Extra Large colleges and Achieving the Dream colleges. In every area except "Engaged Learning," St. Petersburg College ranked higher than both the Extra Large and Achieving the Dream Colleges. Dr. Williams shared that St. Petersburg College also completed the survey in 2011 and showed either flat or increased performance in all but one area: learning engagement. Dr. Cooper said that it takes approximately 3 years to impact the scores.

In the area of Highest and Lowest Student Engagement, survey questions asked about the frequency the student uses writing, math or computer labs, interacts with other students via

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electronic devices for school assignments, or works with other students on class assignments. Dr. Cooper commented that they have asked for funding for a stipend for a study project to see how the College can improve in these areas. Dr. Cooper stressed that effective communication is the key. Dr. Williams summarized by saying that student engagement is ongoing, but it starts at the front door and that the College is moving in the right direction with a focus on communication and Individual Learning Plans.

Mr. Brett asked if the College Experience and 5 x 180 initiatives have been in place long enough to influence the scores on the survey. Dr. Williams shared that there is a tool in place and that academic advisors are asking more life information questions. She stated that the Learning Plan has made significant changes and that there now exist enough data to show that these initiatives are helping. Mr. Brett asked how many students now have Learning Plans and Dr. Williams answered that almost 9,000 students now have plans, an increase from 3,000 students that had plans last year.

Mr. Brett also asked about pilot projects to increase student engagement and Dr. Cooper explained that some classes are taking a more collaborative approach for assignments in which the whole team is responsible for the outcome of a project. This prepares students better for the work world.

### Campus Safety & Security Presentation

Mr. Bill Grey presented information regarding St. Petersburg College's response to five questions posed by the Disaster Resilient Universities Network.

Question #1: Is emergency management a priority for senior campus executives?

Mr. Grey shared that the College has an Emergency Management Council that meets once per semester to review the emergency management plan. There are campus incident response teams at each campus. There are also threat assessment and personal protection and safety plans. The College Web site also contains information in this area.

Question #2: What plans are in place to protect students, faculty and staff?

Mr. Grey shared that there are approximately 40 in-house officers who have completed a FEMA course "Active Shooter on Campus" video training, is part of the required staff training and discussed at student orientations. The College has also partnered with local law enforcement to conduct on site trainings so that they are familiar with the various campus sites.

Question #3: Has a comprehensive emergency notification plan been implemented?

Mr. Grey described a multi-layer plan that contains outdoor/indoor technologies and electronic messaging services such as InformaCast and School Messenger. These systems provide the ability to send messages through speakers, faculty desktop computers, the telephone system, text messages, cell phones, email and voicemail. In addition, Security Alert icons have been installed on both classroom and office computers.

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Question #4: What are the highest priority hazards facing the college?

Mr. Grey shared that timely and comprehensive notification of an incident as well as the updating of information and procedures were high priorities. The College is conducting tests and drills regularly and addressing and correcting any deficiencies that are found. The procedures are updated every year.

Question #5: How is compliance with State and Federal laws managed?

Mr. Grey shared that the 2007 Governor's Task Force Recommendations, the Florida Statute 252.365, and the Jeanne Clery Act have all been adopted and are in place.

Dr. Law commented that he asked the Safety and Security team to focus on incidents for this presentation, but wanted the Board to be aware that there is a comprehensive Continuity of Operations Plan in place in the event of hurricanes or other disasters.

Mr. Brett asked Mr. Grey to introduce Dan Barto, the College's Director of Security, Risk Management and Safety Operations, and Joe Berry, the Safety & Security Supervisor at the Clearwater Campus.

### Student Support - Mobile Application

Dr. Duncan presented information regarding a mobile application named "SPC on the Go." The app has been implemented and is live. It allows students to register for classes, check on their financial aid status, see maps, and find events and many other functions. The app allows students to interact with any of the services that are currently available on the computer version of the College's system. He added that all buildings are mapped for the outside views, and the internal mapping will be added later. Dr. Duncan asked the team that worked on this project to stand and be recognized.

Team members were: Dr. Doug Duncan, Shane Graham, Avinash Deshpande, Scott Kearney, Sharon Bobowski, Bijoy Jacob, Bhavik Patel, Tim Staney, Barbara Wolter, Staci Brink, Lisa Wilkes, Lise Fisher, and Wilma Norton.

### **13-075. Under Item VII-B, Bids, Expenditures and Contracts**

The Board considered Items VII-B.1 under Bids, Expenditures and Contracts (through Purchasing). Item VII-B.1 was accepted as information only.

No discussion

### **13-076. Under Item VII-C, Other Expenditures and Contracts**

None

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**13-077. Under Item VII-D, Grants/Restricted Funds Contracts**

The Board considered Items VII-D.1a-d, Applications for and Acceptance of Grants/Restricted Funds (if awarded). Mr. Brett moved approval. Mr. Fine seconded the motion. The motion passed unanimously.

Information regarding these items is as follows:

Dr. Law noted that some of the grants are replacement grants for the summer programs. They include youth programs at the Allstate facility. They go toward strengthening of the K12 Initiative. There are also grants for in-service training for public school teachers in partnership with Indian River State College. There is a Dental Hygiene grant that is a continuity of a 10-year grant for 12 students per year working with Air Force personnel. This grant will continue for another six years. Lastly, there is a grant focusing on Nursing Workforce Diversity.

Chairman Gibbons commented that he often asks nurses where they were trained and stated that many of them were trained at St. Petersburg College. He recently spoke to a hospital administrator who shared that the nurses coming to that hospital from the St. Petersburg College program were by far the most qualified. Dr. Law asked the Dean of Nursing, Dr. Susan Baker, to stand and be recognized.

**13-078. Under Item VII-E, Capital Outlay, Maintenance, Renovation, and Construction**

The Board considered Capital Outlay, Maintenance, Renovation, and Construction Items VII-E.1. Item VII-E.1 was accepted as information only.

No discussion

**13-079. Under Item VII-F, Agency Billings**

None

**13-080. Under Item VII-G, Administrative**

The Board considered Personnel Items VII-G.1-2. The Board was asked to vote on Item G.1a-c. Mr. Fine moved approval. Mr. Oliver seconded the motion. The motion passed unanimously.

Information regarding these items is as follows:

1. Human Resources
  - a. Personnel Report (*Action*)
  - b. Annual Contract Recommendations (*Action*)
  - c. Equity Report (*Action*)



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### 2. Finance

- a. Fund 1 Financial Report for FY12-13 July 1- March 31 (*Information*)
- b. 2013-2014 Preliminary Budget (*Information*)

Dr. Duncan shared that the budget trends have remained the same. The focus is on keeping spending in line. The College is maintaining a surplus of approximately \$4M. Dr. Duncan stated that the College has received money from the State Lottery and that \$6M should be received over the next three months.

Dr. Duncan presented information regarding the proposed 2013-2014 budget to the Board. He stated that the College does not have the final funding information from the State, but has made adjustments in the budget for tuition remaining the same as this year. There is a projection for tuition revenue of \$58.6M by the end of the year, a decrease of about \$2.7M. Dr. Duncan said that cuts in revenue as well as the generation of new revenue will be a focus. An access fee to learning support of \$1 or \$2 is being considered. Also, \$1M is being reallocated to Public Education Capital Outlay (PECO) from Technology Infrastructure, among other reallocations. There will be about \$4.4M in revenue to fund priorities. Dr. Duncan noted an increase for retirement funding of \$1.2 and a \$2.5M increase for salaries. That leaves approximately \$700K for strategic priority funding. A final budget will be brought to the Board for approval in May 2013.

Dr. Williams commented that enhancements to the College Experience, Learning Plan and student advising as well as veterans and disability support are being considered. Dr. Cooper stated that funding is also being requested for online course redesign. She felt this initiative was important to remain competitive in this field and there would be a shift towards competency-based learning. There is a budget item for consultants and travel to study this issue in more depth. In addition, Dr. Cooper noted that there are budget amounts for Science, Technology, Engineering and Mathematics (STEM) expansion and online support services as well as tutoring support. Dr. Duncan stated that with these items just listed, a deficit of \$193K will occur and that adjustments will be made to the final budget to account for that amount.

Dr. Duncan added that there is recurring funding of approximately \$7M for technology systems and infrastructure, \$2.4M for desktop computers and computer lab funding, and \$2.4M for recurring capital equipment and maintenance as well as renovation funding. Some larger equipment needs to be replaced.

Dr. Law shared with the Board that the College is focusing on taking care of its employees, supporting students outside of the classroom, taking care of infrastructure systems and continuing to move into new programs. The funding does not consider increased enrollment. Dr.

## MINUTES OF THE APRIL 16, 2013 MEETING OF THE BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

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Law emphasized that the funding is moving towards “the front lines” and that each campus is getting a new position for this.

Mr. Fine asked if the proposed \$2.5M salary increase represented a 2.5% increase across the board and Dr. Law answered that it did. Dr. Law stated that if the Board was comfortable with the budget as presented, he anticipates presenting a balanced budget for a vote by the Board at May’s meeting.

### **13-081. Under Item VII-H, Academic Matters**

The Board considered Item VII-H, Academic Matters. Item VII-H.1-2 was accepted as information only.

Information regarding this item is as follows:

#### 1. Massive Open Online Course (MOOC) for Math Remediation

Dr. Cooper and Dr. Coraggio presented information regarding the Massive Open Online Course (MOOC) for Math Remediation. A team of 10 people have been meeting once a week since the beginning of the term to develop this course. The concept of a MOOC is to allow free access to a course that could contain tens of thousands of students. It is self-paced and Dr. Coraggio noted that completion is an issue with this type of course. The College’s focus is on using MOOCs for developmental education with a primary initiative around Math. The course is adaptive in that the students can take assessments along the way which will guide them towards units that address their specific needs. The current Math MOOC is in pilot phase and is planned to go live in May. It will be free to any student in Florida.

Dr. Coraggio stated that the Math MOOC is designed for remediation, not direct instruction. It is a refresher course that will help students with the placement test for Math. It will be certified through the results achieved on the placement test. Dr. Coraggio shared a brief video that will become part of the registration process. He recognized the team that has been working on this initiative and stated that he hoped that some grant money could be obtained from the State for this project.

Team members were: Mark Billiris, Jimmy Chang, Dr. James Connolly, Dr. Jesse Coraggio, Jamie Ferrazano, Dan Fumano, Audra Liswith, Nancy Munce, Wilma Norton, Carol Weideman and Vicki Westergard.

Mr. Brett asked if other community colleges were providing MOOCs and Dr. Coraggio said that so far he had not heard of any other community colleges doing so. He shared that this initiative speaks to the College’s focus on open admission and that it sets the College apart as a leader in this area.

**MINUTES OF THE APRIL 16, 2013 MEETING OF THE BOARD OF  
TRUSTEES OF ST. PETERSBURG COLLEGE**

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**13-082. Under Item VII-I, Proposed Changes to BOT Rules Manual**

None

**13-083. Under Item VIII, Presentation from the Public**

Information regarding this item is as follows: None

**13-084. Under Item IX, President's Report**

Under the President's Report, Dr. Law discussed the following:

Dr. Law shared three areas of focus with the Board. The first is the emerging public policy on developmental education. He stated that there is some pressure to include this in college level courses and felt that it made it more difficult for students who are not ready for college. Secondly, the dual enrollment program currently supports 2,900 students. Dr. Law noted that the College has handled the increase in this program without additional funding and that there is no revenue from dual enrollment, but that it is a very popular program. Thirdly, Dr. Law addressed the area of online learning enhancement. The Florida Board of Governors has designated the University of Florida to take a lead in this area. Dr. Law commented that there is a benefit to St. Petersburg College to continue to provide this service and that the College has maintained a number one position in online learning.

Dr. Law commented that funding was not great, but the Florida College System is lobbying for an additional \$20M to go into the community college general fund. That would mean an additional \$1.2M for St. Petersburg College. He mentioned that a group of student went to Tallahassee last week and met with a number of Senators and Legislators there. He shared that the College is at the forefront of some of the major initiatives and that it is doing things to drive public policy.

Dr. Law reminded the Board that graduation is May 4<sup>th</sup> at Tropicana Field at 10:00am and advised them to arrive early. He thanked Chairman Gibbons for his assistance over the past month with legislative issues. Chairman Gibbons stated that he would be saddened to see Mr. Brett's term as a trustee come to an end in May and encouraged him to submit his application to continue. Mr. Brett responded that he was approaching five and a half years of serving on the Board and that it was time to pass the baton. Mr. Brett will serve until a new trustee is appointed.

**13-085. Under Item X, Future Agenda Items**

Under Future Agenda Items, none.

**13-086. Under Item XI, Next Meeting Date and Site**

The Board confirmed its next meeting date and site as May 21, 2013, 8:30 a.m., at the Clearwater Campus.

**13-087. Under Item XII, Adjournment**

**MINUTES OF THE APRIL 16, 2013 MEETING OF THE BOARD OF  
TRUSTEES OF ST. PETERSBURG COLLEGE**

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Having no further business to come before the Board, Chairman Gibbons adjourned the meeting at 10:32 a.m.

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**William D. Law, Jr.**

**Secretary, Board of Trustees**  
St. Petersburg College  
FLORIDA

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**Deveron Gibbons**

**Chairman, Board of Trustees**  
St. Petersburg College  
FLORIDA

# Model United Nations



- SPC's Model United Nations team has received the Distinguished Delegation Award at the National Model United Nations conference.
- Only 20 percent of teams at the conference earn an award at the New York competition.
- SPC Faculty Earl Fratus and Randy Lightfoot traveled with the team.
- Students are:

Alex Adams  
Courtney Benter  
Brian Beyer  
Christopher Dery  
Catrina Hopkins  
Adriann Hulland  
Scott Kosanovich  
Aviva Levy

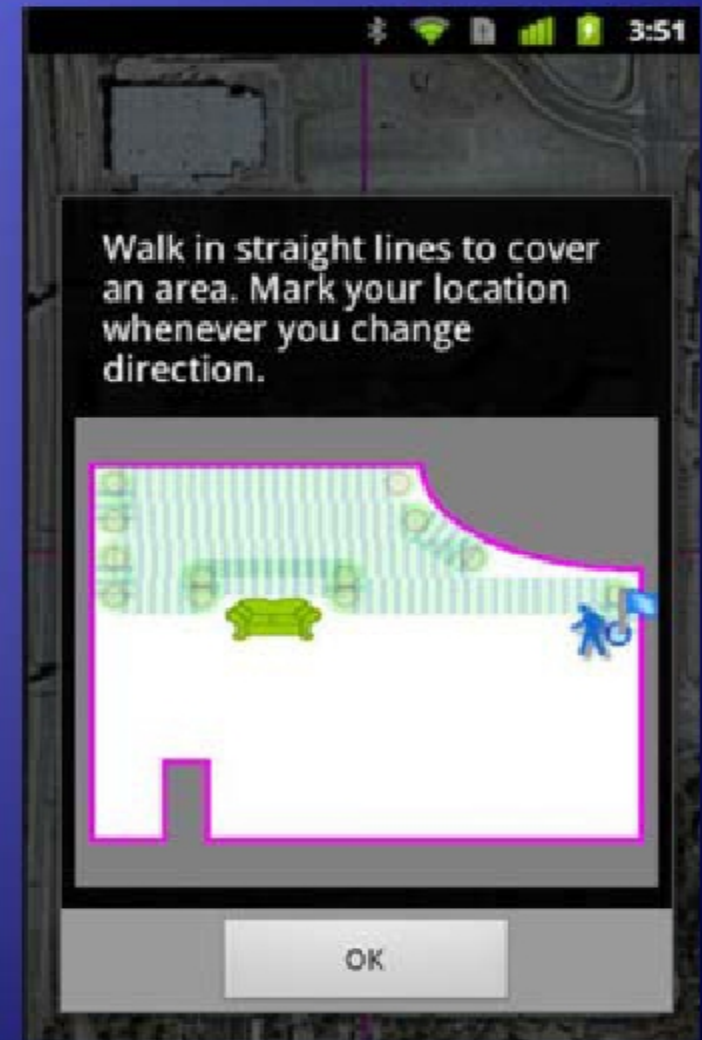
Batya Levy  
Amanda Long  
Jordan Moeller  
Wayne Nealy  
Tahsin Noor  
Kira Rib  
Daniel Rojas  
Chris Smith

Lisa Stevens  
Rebekah Tally  
Ashlie Taylor  
Moriah Vincent  
James Wardell  
Chris Ward  
Lars Warn



# Google Indoor Mapping

- The research shows ...
- Overview
- Survey process



# Google Indoor Mapping

Here's how your map lined up. If it looks good, click **accept**. If not, you can move the markers until the map looks right.

Go back

Accept this alignment





# SCHOOL OF VETERINARY TECHNOLOGY

## Externships

Clearwater Marine Aquarium

Florida Aquarium

Georgia Sea Turtle Center

Lemur Conservation Foundation

Lowry Park Zoo

Palm Beach Zoo

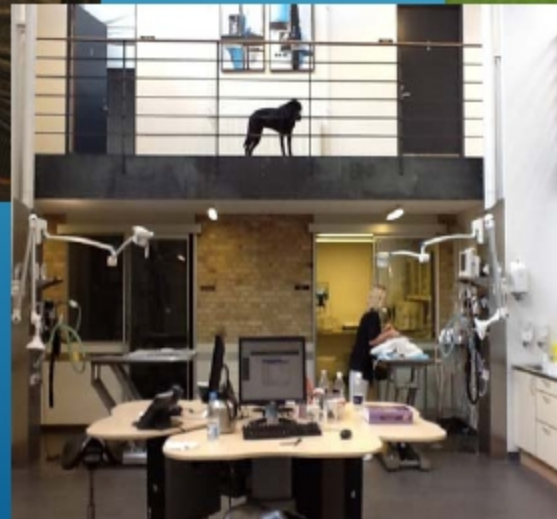
University of Tennessee

University of Florida

White Oak Conservation  
Center

# DENMARK EXCHANGE PROGRAM

## Hansenberg College



# FGO


## Faculty Governance Organization

1. General education changes
2. Faculty/administration collaboration
3. FGO grant

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT: Revised Request for Statements of Qualifications (RFQ) Construction Manager at Risk- Midtown Education Center**

Authorization is requested to reject all statements of qualifications and proceed with the attached revised Request for Statements of Qualifications (RFQ) for Construction Manager at Risk services Midtown Education Center.

Despite a great deal of time and effort, our previous selection process for this important project contained a procedural flaw that could jeopardize the continued progress of the project. In reviewing the evaluation and selection process with our counsel, we also determined that the process could be strengthened to allow for a clearer understanding of the evaluation and decision making process. All of the efforts to strengthen the 'beneficial local impact' value of the process have been preserved, indeed have been strengthened with these changes. The role of the president in the evaluation and recommendation process has been similarly clarified.

The attached RFQ incorporates corrections and enhancements deemed necessary to the selection process, including:

1. Use of a two-step selection process. In the first step, a Screening Committee will review Statements of Qualifications and by using a non-numerical system, determine three to five firms to advance to the second step. In the second step, a Selection Team will require interviews with, and perhaps presentations by, the three to five firms advanced by the Screening Committee.

The Selection Team will evaluate and score each firm and submit in order of preference the three firms deemed to be the most highly qualified to perform the required services. The submission will be made through the College President to the Board, with a recommendation by the President to negotiate with the highest ranking firm.

The Selection Team will be designated the operative committee to fulfill all requirements of Florida Statute and Florida Administrative Code required for selection processes. The Screening Committee will be advisory and not responsible for any portion of state statute or code.

2. Clarification that the Screening Committee will be expanded to include persons recommended by the Board of Trustees with background and experience in community leadership and will be chaired by an appointed member of the Board.
3. Clarification that the Selection Team will be headed by the College President and an appointed member of the Board.
4. Clarification that the same assessment factors will be used in both steps of the selection process.

The attached RFQ contains information relative to each of the six selection criteria areas:

- A. General Information
- B. Ability and Financial Capability
- C. Related Experience
- D. Scheduling and Cost Control
- E. On-Site & In-House Office Staff
- F. Beneficial Community Impact

The strengthening of the community impact emphasis of the proposals is continued in the attached RFQ to reflect the Board's intent of maximizing community involvement in the project.

All Screening Committee and Selection Team meetings will be video-recorded and attended by the Board and College attorneys.

Recommendations for the final selection will be presented at the June 2013 Board meeting for approval.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology, Jim Waechter, Associate Vice President Facilities Planning, recommend approval.


Attachments

dd111312

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Administrative & Professional Classification and Compensation Study: Review and Implementation

**Following a comprehensive review of St. Petersburg College's Classification & Salary Schedule by consultant Fox Lawson & Associates (FLA), approval is sought to update the 2012-2013 Administrative and Professional (A&P) Salary Schedule.**

In July 2011, Minnesota-based Fox Lawson & Associates (FLA) started its comprehensive review of SPC's positions and pay, the first such review since 1998.

The primary goals were to:

- 1) review all job functions to ensure employees are appropriately classified, job descriptions are up-to-date and in compliance with federal regulations;
- 2) review compensation to determine if pay is both internally equitable and externally competitive in the market; and
- 3) create clearer job families and career paths for employees.

In June 2012, the Board of Trustees adopted the recommendations for the Career Service portion of the Classification & Salary Schedule. Shortly thereafter, FLA commenced its review of A&P positions.

In February 2013, Fox Lawson submitted its findings and recommendations to the College. (This review also included 23 Career Service positions that, due to the nature of their work or changes to the function, had been set aside for review with A&P positions.)

In addition to determining that the College's pay structure is "highly competitive" with the market, FLA recommended a new classification and salary schedule with:

- updated job descriptions and titles;
- fewer A&P classification titles, from 184 to 88;
- adjustment of 68 positions to new pay grades out of the 378 positions reviewed during the A&P phase;
- employees occupying these positions would receive salary adjustments to the minimum of the new A&P grade for the designated classification.

The annualized estimated cost of the total adjustments is \$200,000 which is about 0.18% of 2012-13 budgeted personnel costs.

The A&P salary schedule implementation will include related pay adjustments and updates (job title, grade, etc.). Any changes in compensation would be reflected in paychecks no later than May 3, 2013, retroactive to the paycheck of March 8, 2013.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Patty Curtin Jones, Vice President, Human Resources & Public Affairs; and the Cabinet members bringing the actions forward, recommend approval.

Ssw0311131



# CLASSIFICATION & SALARY SCHEDULE 2012-2013

<u>CLASSIFICATION SERIES</u>	<u>CLASSIFICATION TITLE</u>	<u>Minimum</u>	<u>Maximum</u>	
<b>CAREER SERVICE</b>				
	<b>GRADE 1</b>	\$22,446	\$32,546	<b>Annual</b>
		\$10.79	\$15.65	<b>Hourly</b>
Custodial Services	Custodian			
Landscaping	Landscaper			
Library Services	Library Services Technician			
Print Services	Print Services Technician			
	<b>GRADE 2</b>	\$25,032	\$36,296	<b>Annual</b>
		\$12.03	\$17.45	<b>Hourly</b>
Administrative Services	Administrative Services Assistant			
Accounting Support	Accounting Support Assistant			
Transportation	Bus Operator			
Facilities	Lead Custodian			
Custodial Services	Lead Custodian			
Materials Management	Materials Management Assistant			
Security	Security Officer			
Landscaping	Senior Landscaper			
Student Support	Student Support Assistant			
	<b>GRADE 3</b>	\$27,618	\$40,046	<b>Annual</b>
		\$13.28	\$19.25	<b>Hourly</b>
Administrative Services	Senior Administrative Services Assistant			
Library Services	Senior Library Services Technician			
Security	Senior Security Officer			
	<b>GRADE 4</b>	\$29,846	\$44,172	<b>Annual</b>
		\$14.35	\$21.24	<b>Hourly</b>
Academic Records	Academic Records Specialist			
Accounting Support	Accounting Support Technician			
Administrative Services	Administrative Services Specialist			
Multimedia Services	Multimedia Services Assistant			
Museum	Museum Technician			
Print Services	Senior Print Services Technician			
Sign Language Interpretation	Sign Language Interpreter			
Student Support	Student Support Specialist			
Veterinary	Veterinary Technician			
	<b>GRADE 5</b>	\$32,400	\$47,953	<b>Annual</b>
		\$15.58	\$23.05	<b>Hourly</b>
Accounting Support	Accounting Support Specialist			
Custodial Services	Custodial Supervisor			
Facilities	Facilities Specialist			
Graphic Design	Graphic Designer			
Human Resources	Human Resources Specialist			
Information Technology	Information Technology Technician			
Instructional Support	Instructional Specialist			
Instructional Technology	Instructional Technology Specialist			
Laboratory Support	Laboratory Specialist			
Landscaping	Landscaper Supervisor			
Library Services	Library Services Paraprofessional			
Materials Management	Materials Management Specialist			
Multimedia Services	Multimedia Services Specialist			
Performance Support	Performance Support Specialist			
Institutional Research	Research Specialist			
Risk Management	Risk Management Specialist			
Security	Security Supervisor			
Administrative Services	Senior Administrative Services Specialist			
Sign Language Interpretation	Senior Lead Sign Language Interpreter			
Veterinary	Senior Veterinary Technician			
Information Technology Support	Technology Support Specialist			
Transportation	Transportation Supervisor			

**CLASSIFICATION & SALARY SCHEDULE 2012-2013**

<b>CLASSIFICATION SERIES</b>	<b>CLASSIFICATION TITLE</b>	<b>Minimum</b>	<b>Maximum</b>	
	<b>GRADE 6</b>	\$34,675	\$52,013	<b>Annual</b>
		\$16.67	\$25.01	<b>Hourly</b>
Sign Language Interpretation	Lead Sign Language Interpreter			
Recruiting	Recruiter			
Custodial Services	Senior Custodial Supervisor			
Facilities	Senior Facilities Specialist			
Instructional Support	Senior Instructional Specialist			
Materials Management	Senior Materials Management Specialist			
Student Support	Student Support Advisor			
Information Technology Support	Senior Technology Support Specialist			
	<b>GRADE 7</b>	\$37,849	\$56,773	<b>Annual</b>
		\$18.20	\$27.29	<b>Hourly</b>
Academic Records	Academic Records Supervisor			
Accounting Support	Accounting Support Supervisor			
Administrative Services	Administrative Services Supervisor			
Administrative Services	Executive Administrative Services Specialist			
Information Technology	Information Technology Specialist			
Human Resources	Senior Human Resources Specialist			
	<b>GRADE 8</b>	\$41,654	\$62,481	<b>Annual</b>
		\$20.03	\$30.04	<b>Hourly</b>
Facilities	Facilities Supervisor			
Materials Management	Materials Management Supervisor			
Print Services	Print Services Supervisor			
Information Technology Support	Technology Support Supervisor			
<b>ADMINISTRATIVE &amp; PROFESSIONAL</b>				
	<b>GRADE A</b>	\$43,248	\$60,547	<b>Annual</b>
Academic Program	Academic Program Coordinator			
Academic Records	Academic Records Coordinator			
Museum	Assistant Curator			
Curriculum Development	Curriculum Developer			
Development	Development Specialist			
Human Resources	Human Resources Coordinator			
Library Services	Information Resources Librarian			
Laboratory Support	Laboratory Coordinator			
Media Services	Media Services Coordinator			
Marketing/Communications	Multimedia Content Developer			
Performance Operations	Performance Operations Manager			
Range	Range Master			
Institutional Effectiveness	Research Analyst			
Risk Management	Risk Management Coordinator			
Student Activities	Student Activities Coordinator			
Student Support	Student Support Counselor			
Multimedia Services	Videographer			
	<b>GRADE B</b>	\$46,226	\$64,717	<b>Annual</b>
Finance/Accounting	Accounting & Financial Analyst			
Business Development	Business Development Representative			
Library Services	College Archivist			
Emergency Management	Emergency Management Coordinator			
Facilities	Facilities Coordinator			
Coaching	Head Coach			
Human Resources	Human Resources Trainer			
Instructional Support	Instructional Support Coordinator			
Legal Services	Legal Services Coordinator			
Project Management	Project Manager			
Academic Program	Senior Academic Program Coordinator			
Student Support	Senior Student Support Counselor			

# CLASSIFICATION & SALARY SCHEDULE 2012-2013

<b>CLASSIFICATION SERIES</b>	<b>CLASSIFICATION TITLE</b>	<b>Minimum</b>	<b>Maximum</b>	
	<b>GRADE C</b>			
Museum	Curator	\$49,410	\$69,174	<b>Annual</b>
Development	Development Officer			
Grants	Grant Writer			
Graphic Design	Graphic Design Manager			
Human Resources	Human Resources Manager			
Institutional Effectiveness	Institutional Effectiveness Coordinator			
Instructional Technology	Instructional Technology Analyst			
Marketing/Communications	Marketing/Communications Manager			
Materials Management	Materials Management Manager			
Multimedia Services	Producer			
Finance/Accounting	Senior Accounting & Financial Analyst			
Facilities	Senior Facilities Coordinator			
Performance Operations	Senior Performance Operations Manager			
	<b>GRADE D</b>			
		\$53,707	\$75,190	<b>Annual</b>
Facilities	Facilities Manager			
Grants	Grant Management Coordinator			
Information Technology	Information Technology Analyst			
Instructional Support	Instructional Support Manager			
Instructional Technology	Instructional Technology Coordinator			
Performance Operations	Performance Operations Director			
Security	Security Director			
Development	Senior Development Officer			
Instructional Technology	Senior Instructional Technology Analyst			
Student Support	Student Support Manager			
	<b>GRADE E</b>			
		\$59,356	\$83,098	<b>Annual</b>
Multimedia Services	Broadcast Services Manager			
Business Development	Business Development Officer			
Marketing/Communications	Marketing/Communications Assistant Director			
Information Technology	Senior Information Technology Analyst			
	<b>GRADE F</b>			
		\$61,938	\$92,906	<b>Annual</b>
Academic Program	Academic Program Manager			
Finance/Accounting	Accounting & Financial Director			
Human Resources	Human Resources Operations Director			
Institutional Effectiveness	Institutional Effectiveness Director			
Library Services	Library Program Director			
Materials Management	Materials Management Director			
Museum	Museum Director			
Performance Operations	Executive Performance Operations Director			
	<b>GRADE G</b>			
		\$66,203	\$99,305	<b>Annual</b>
Academic Management	Academic Program Director			
Administrative Services	Chief of Staff			
Student Support	Student Support Director			
	<b>GRADE H</b>			
		\$70,762	\$106,144	<b>Annual</b>
Facilities	Facilities Director			
Information Technology	Information Technology Manager			
Instructional Technology	Instructional Technology Director			
	<b>GRADE I</b>			
		\$85,007	\$127,510	<b>Annual</b>
Administrative Management	Administrative Director			
Student Services	Associate Provost			
Information Technology	Information Technology Director			
Institutional Effectiveness	Executive Institutional Effectiveness Director			
Academic Management	Senior Academic Program Director			
Student Services	Student Services Executive Director			

**CLASSIFICATION & SALARY SCHEDULE 2012-2013**

<b>CLASSIFICATION SERIES</b>	<b>CLASSIFICATION TITLE</b>	<b>Minimum</b>	<b>Maximum</b>	
	<b>GRADE J</b>			
Academic Management	Executive Academic Program Director	\$98,763	\$148,145	<b>Annual</b>
Business Development	Executive Academic Program Director			
Administrative Management	Executive Administrative Director			
	<b>GRADE K</b>			
Academic Management	Associate Academic Vice President	\$105,565	\$158,348	<b>Annual</b>
Administrative Management	Associate Administrative Vice President			
Academic Management	Dean			
Student Services	Provost			
Student Services	Associate Student Services Vice President			
	<b>GRADE L</b>			
Administrative Management	Administrative Vice President	\$114,747	\$172,120	<b>Annual</b>
Development	Administrative Vice President			
	<b>GRADE M</b>			
Academic Management	SVP Instruction & Academic Programs	\$126,815	\$190,222	<b>Annual</b>
Administrative Management	SVP Admin/Business Svs. & IT			
Student Services	SVP Student Services			



**Fox Lawson & Associates**  
a Division of Gallagher Benefit Services, Inc.  
*Compensation and Human Resources Specialists*

# St. Petersburg College

## Classification and Compensation Study



**Gallagher Benefit Services, Inc.**  
thinking ahead

## Objectives of the Study and Study Phases

- **Internal equity**- Assignment of jobs to the correct pay grade based on updated **duties and responsibilities**
- Development of a **job evaluation system**
- **External equity** -Determine **fair market value** of jobs
- Reduce the # of classifications in the A & P salary schedule
- Create clearer job families and career paths for employees

# Process: Internal Equity

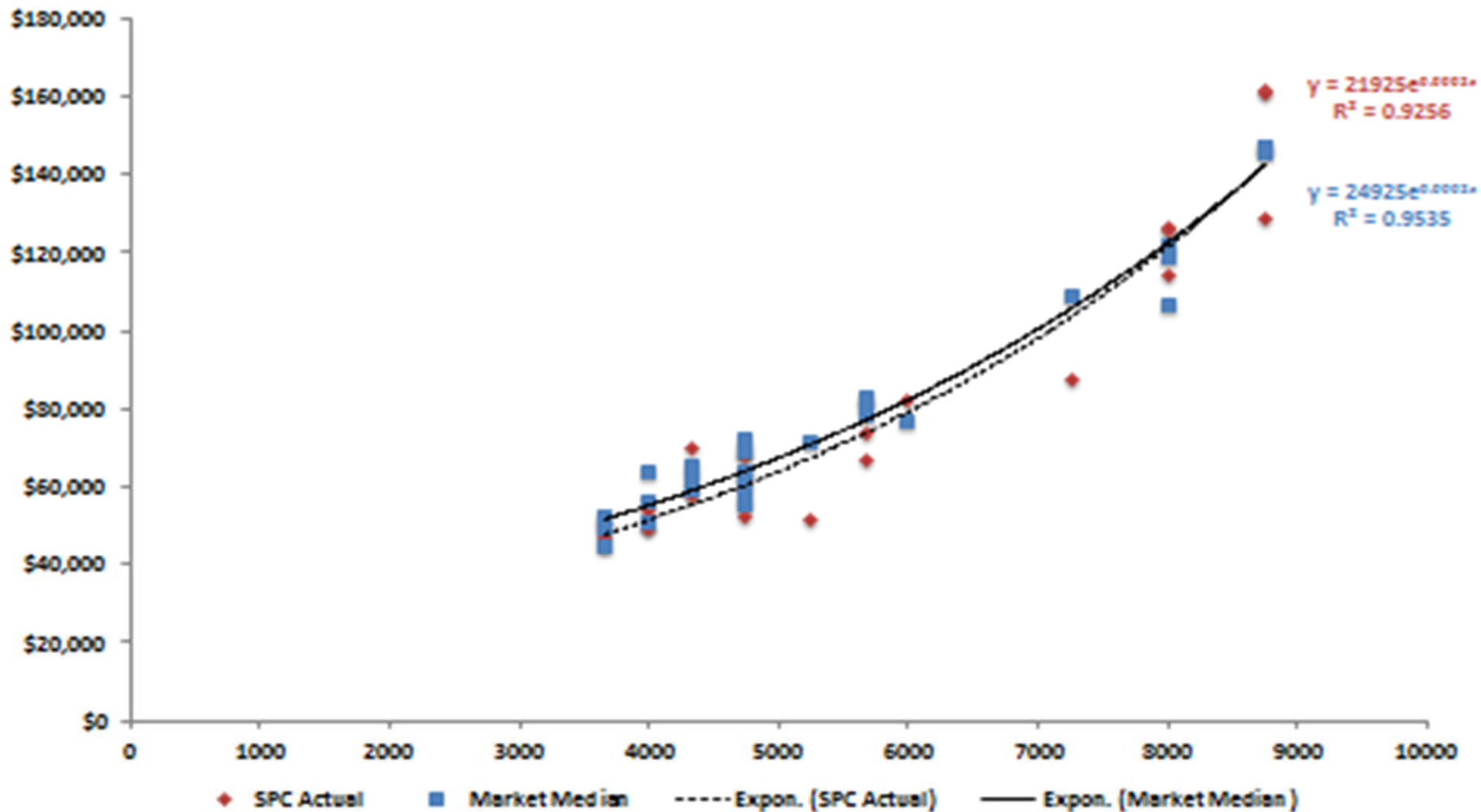
- **A & P employees complete position description questionnaire (PDQ)**
- **Supervisor review and interviews with College leadership**
- **Interviewed employees** to verify job duties as necessary
- **Conduct Job Evaluation:**
  - Establishes a job value hierarchy
  - Helps to grade a new or changed job
- **Evaluations reviewed and verified by College Leadership**
- **Positions placed in associated grades**



## Process: External Equity

- Select benchmarks - **Identified comparable positions for 39 of the 88 classifications**
- Identify labor market - **Higher Ed and local private sector**
- Collect and verify salary data – **published salary surveys**
- Develop recommended pay plan/grades
- Assign jobs to pay grades

# Market Analysis: External Equity



## Results: External Equity

- The following guidelines are used when determining the competitive nature of current compensation:
  - $\pm 5\%$  = **Highly Competitive**
  - $\pm 10\%$  = Competitive
  - $\pm 10-15\%$  = Possible misalignment with market
  - $>15\%$  = Significant misalignment with market
- The college is considered **Highly Competitive** with the market
  - Based on comparing the market actual salaries with the College actual salaries, the College actual salaries are **-1.5% below market on average**

## Results: Grades and Salary Ranges (based on market midpoint)

DBM Evaluation	New Grade	Proposed Minimum	Proposed Midpoint	Proposed Maximum	Range Spread
SPC Current Minimum		\$41,388			
C41	A	\$43,248	\$51,898	\$60,547	40%
C42	B	\$46,226	\$55,472	\$64,717	40%
C43	C	\$49,410	\$59,292	\$69,174	40%
C44/C51	D	\$53,707	\$64,449	\$75,190	40%
C45/C52	E	\$59,356	\$71,227	\$83,098	40%
D61	F	\$61,938	\$77,422	\$92,906	50%
D62	H	\$66,203	\$82,754	\$99,303	50%
D63	I	\$70,762	\$88,453	\$106,144	50%
D64/D71	J	\$76,917	\$96,146	\$115,376	50%
D65/D72	K	\$83,007	\$106,258	\$127,510	50%
E81	L	\$92,400	\$115,500	\$138,600	50%
E82	M	\$98,763	\$123,454	\$148,145	50%
E83	N	\$105,565	\$131,956	\$158,348	50%
E91	O	\$114,747	\$143,433	\$172,120	50%
E92	P	\$126,815	\$158,519	\$190,222	50%
SPC Current Maximum				\$185,587	

## Results: Develop transition plans and costs

- **Utilize “increase to the minimum method”**
  - A&P salaries below new minimum – 70 employees
  - Estimated “increase to the minimum” implementation cost:
    - Adjustments to A&P positions - \$200,000, which is about 0.2% of 2012-13 personnel costs
- **Implement job evaluation methodology that is:**
  - Transparent to employees
  - Understandable
  - Fair
  - Easy to use
- **Reduction of A & P Classifications (184 to 88)**

# Results

- Breakdown of 70 employees with pay adjustments
- Related to Information Technology: 12
- **By location, non-IT: 58**
  - Allstate: 3
  - Clearwater: 8
  - District Office: 12
  - EpiCenter: 13
  - Health Education Center: 9
  - Palladium: 2
  - St. Petersburg/Gibbs: 4
  - Seminole: 4
  - Tarpon Springs: 3



## Final Report

The following documents and information have been provided to College Human Resources separately:

- Classification Descriptions
- Job evaluation ratings
- Grade assignments
- Pay recommendations
- Transition plan details



# St. Petersburg College

## *SENSE 2012 Findings*

### *Board of Trustees Meeting*



## *Survey of Entering Student Engagement (SENSE):*

### *Overview*

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- Helps community colleges discover why some entering students persist and succeed, and others do not
- A product and service of the Center for Community College Student Engagement at the University of Texas at Austin
- Utilizes a three-year cohort which include [245 institutions](#) from 38 states, the District of Columbia, British Columbia, Nova Scotia, and the Northern Marianas
- Administered during the 4<sup>th</sup> and 5<sup>th</sup> weeks of the fall academic term

SPC Board of Trustees Meeting

# *Survey of Entering Student Engagement (SENSE):* A Tool for Community Colleges

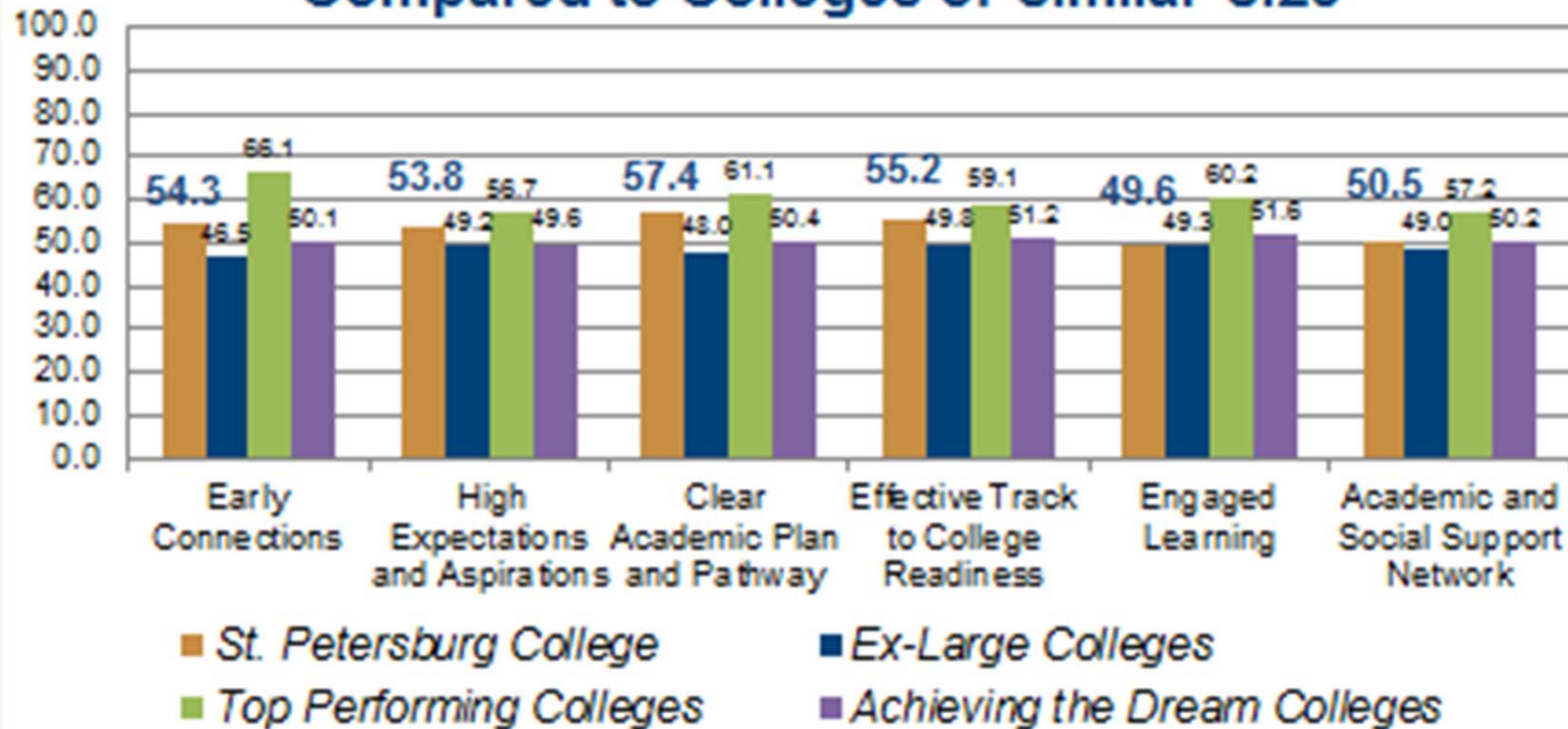
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- As a tool for improvement, *SENSE* helps us
  - Understand students' critical early experiences
  - Identify and learn from practices that engage entering students
  - Identify areas in which we can improve
- Basic principles
  - Grounded in research about what works to retain and support entering students
  - Reports data publicly
  - Is committed to using data for improvement



# SENSE Benchmarks

## SENSE Benchmark Scores for St. Petersburg College Compared to Colleges of Similar Size



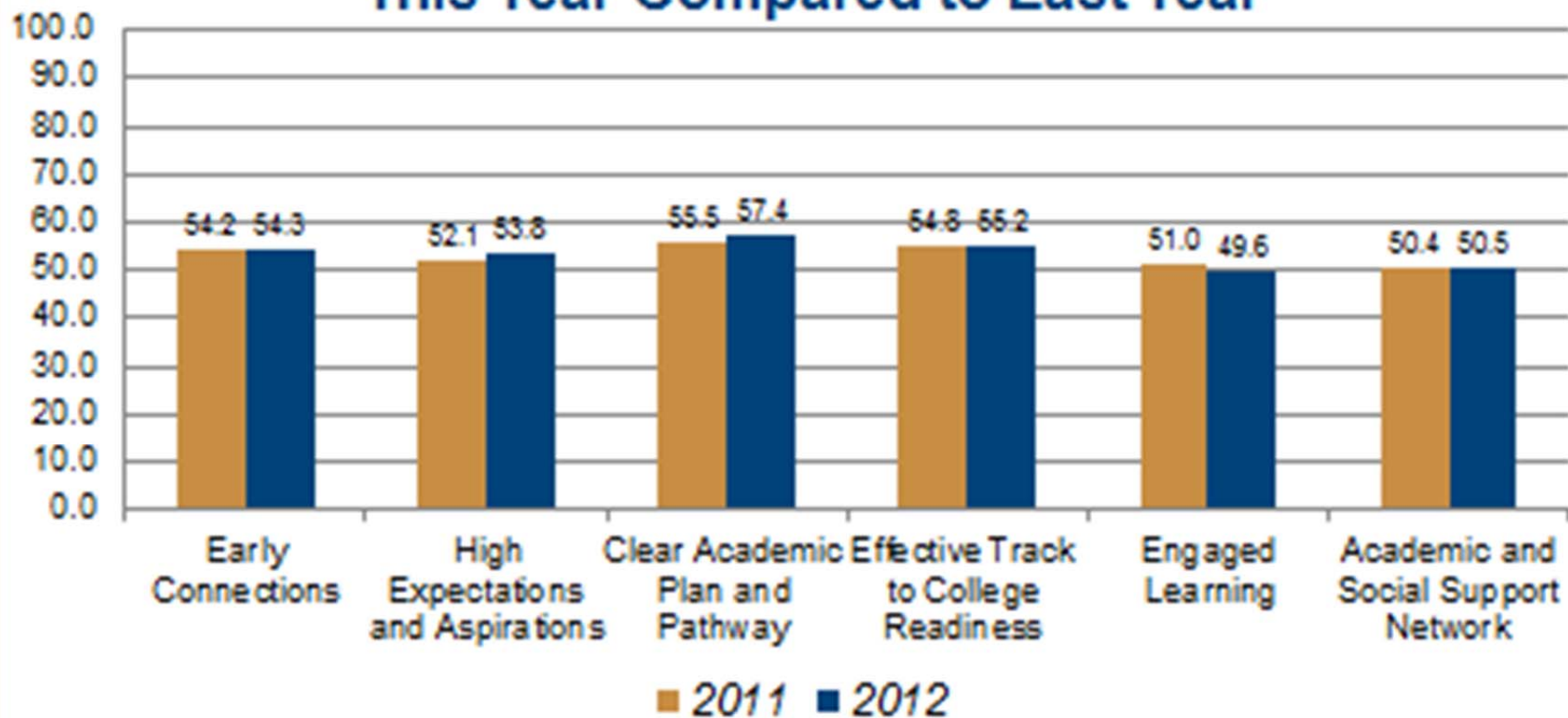
SPC Board of Trustees Meeting

Source: 2012 SENSE data

Note: Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents.

# SENSE Benchmarks

## SENSE Benchmark Scores for St. Petersburg College This Year Compared to Last Year



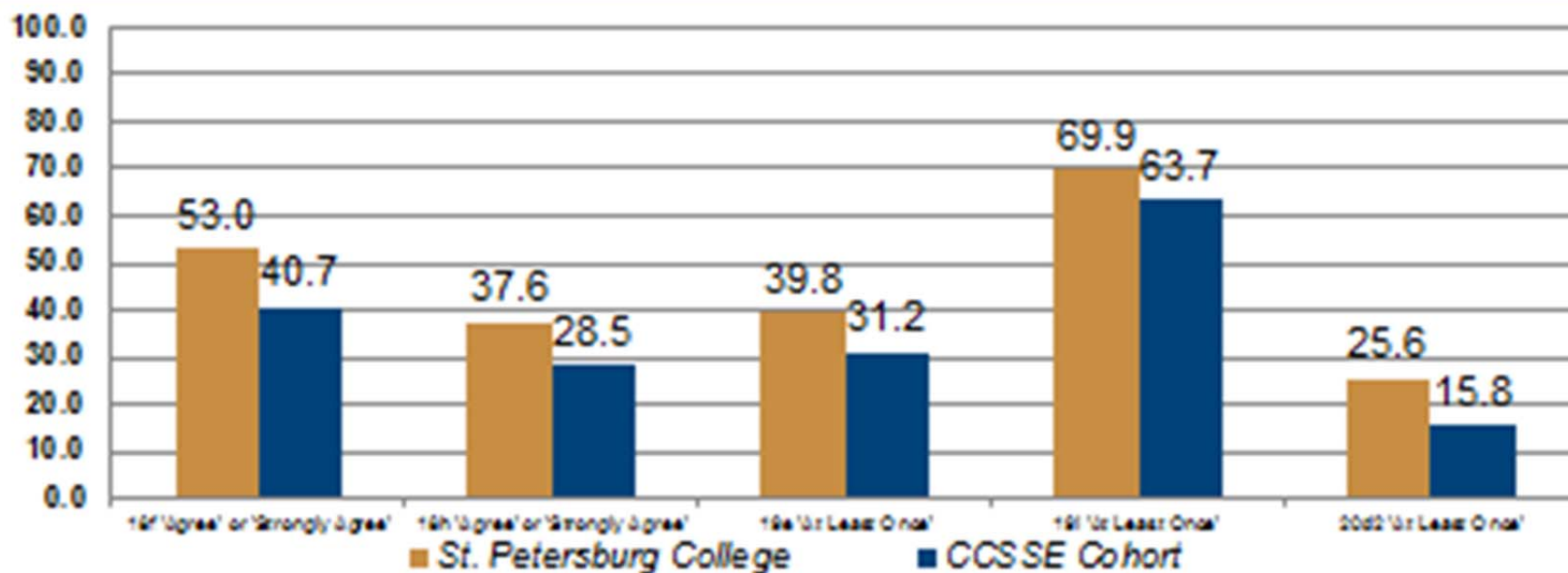
SPC Board of Trustees Meeting

Source: 2012 SENSE data

Note: Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents.

# Aspects of Highest Student Engagement

SENSE Item Scores for St. Petersburg College  
Compared to 2012 SENSE Cohort



Benchmark	Item Number	Item
Clear Academic Plan and Pathway	10f	An advisor helped me to set academic goals and to create a plan for achieving them
Clear Academic Plan and Pathway	10h	A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take
Engaged Learning	10e	Frequency: Participated in supplemental instruction
Engaged Learning	10i	Frequency: Used an electronic tool to communicate with an instructor about coursework
Engaged Learning	20d2	Frequency: Used face-to-face tutoring

For items 10, strongly agree and agree responses are combined.

For items 10, except 10i, 10d, 10e, and 10f, once, two or three times, and four or more times responses are combined.

For items 20, once, two or three times, and four or more times responses are combined.

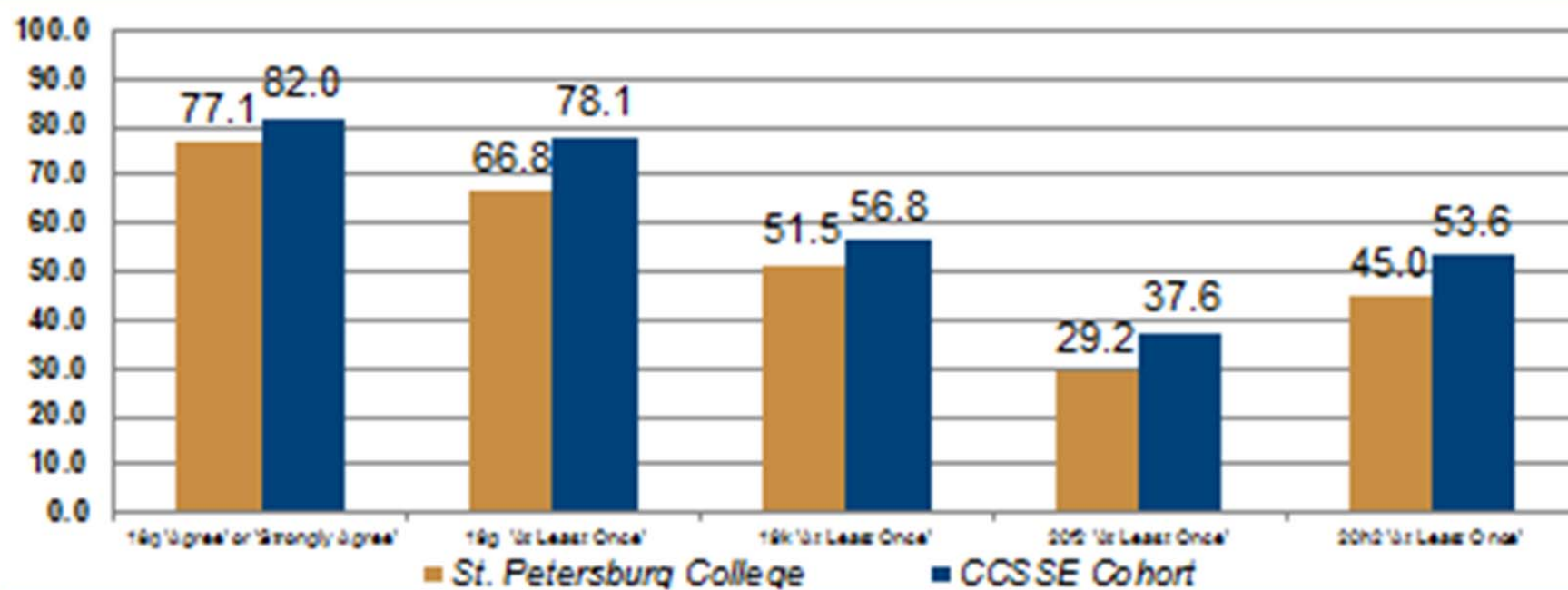
Source: 2012 SENSE data

SPC Board of Trustees Meeting



# Aspects of Lowest Student Engagement

SENSE Item Scores for St. Petersburg College  
Compared to 2012 SENSE Cohort



Benchmark	Item Number	Item
Academic and Social Support Network	10g	At least one other student whom I did not previously know learned my name
Engaged Learning	10g	Frequency: Worked with other students on a project or assignment during class
Engaged Learning	10k	Frequency: Used an electronic tool to communicate with another student about coursework
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab
Engaged Learning	20h2	Frequency: Used computer lab

Note: For items 10, strongly agree and agree responses are combined.

For items 10, except 10k, 10l, 10k, and 10k, once, two or three times, and four or more times responses are combined.

For items 20, once, two or three times, and four or more times responses are combined.

Source: 2012 SENSE data

SPC Board of Trustees Meeting



# 2013 High Impact Practice Institute

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*1. Orientation*

*2. Academic Goal Setting and Planning*

*3. Student Success Course*

*4. Academic Alert and Intervention System*

*5. Tutoring*

# *Communication*

SPC Board of Trustees Meeting

# Summary

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- At SPC, student engagement is an ongoing initiative! The front door is the most effective place to start.
- We are moving in the right direction, but certainly have more work to do. Focus strategic communication and training plan, so whole college family has part in student success.

Thank You

SPC Board of Trustees Meeting

# St. Petersburg College: Security and Emergency Management

- The Disaster Resilient Universities (DRU) network developed a series of questions for the purpose of presenting safety, security, and emergency management information to Boards of Trustees.
- The DRU network provides a resource to increase communication, coordination, and collaboration between colleges and universities around the world.
  - Is Emergency Management a Priority for Senior Campus Executives?
  - What Plans Are In Place To Protect Students, Faculty and Staff?
  - Has a Comprehensive Emergency Notification Plan Been Implemented?
  - What are the Highest Priority Hazards Facing the College?
  - How Is Compliance With State and Federal Laws Managed?

# Is Emergency Management a Priority for Senior Campus Executives?

- \* The Emergency Management Council (Plan)
- \* Campus Incident Response Teams
- \* Threat Assessment Plan / Personal Protection and Safety Plan

**Emergency Management Council**

Establishing an Emergency Management Council  
Responsible for regularly reviewing campus  
emergency plans and training.



Completing a Comprehensive Review  
Of College's Emergency Management Plan.



**IN AN EMERGENCY - DIAL 911 - FOLLOWED BY A CALL TO CAMPUS SECURITY**  
**Police / Fire / Medical - All Campuses - Dial 911 from the college phone**  
**Security Dispatch - Extension x2560 - Outside 727-791-2560**

On April 30, 2007 by Executive Order 07-72 the Governor's Office established the requirement that each college and university in the state of Florida create an emergency management council. The council is comprised of representatives in order to include administrators from the highest levels of the institution, as well as appropriate representatives of the faculty, staff, and student body. The council is responsible for quarterly review of college emergency plans and activities.



Emergency Management Council



Emergency Management Plan



Continuity of Operations Plan



Forms



Threat Assessment



Emergency Alert System



Automated External Defibrillator



Security Alert Icon Program



International Department



Drills & Exercises



EM Resources



Hurricane Preparedness

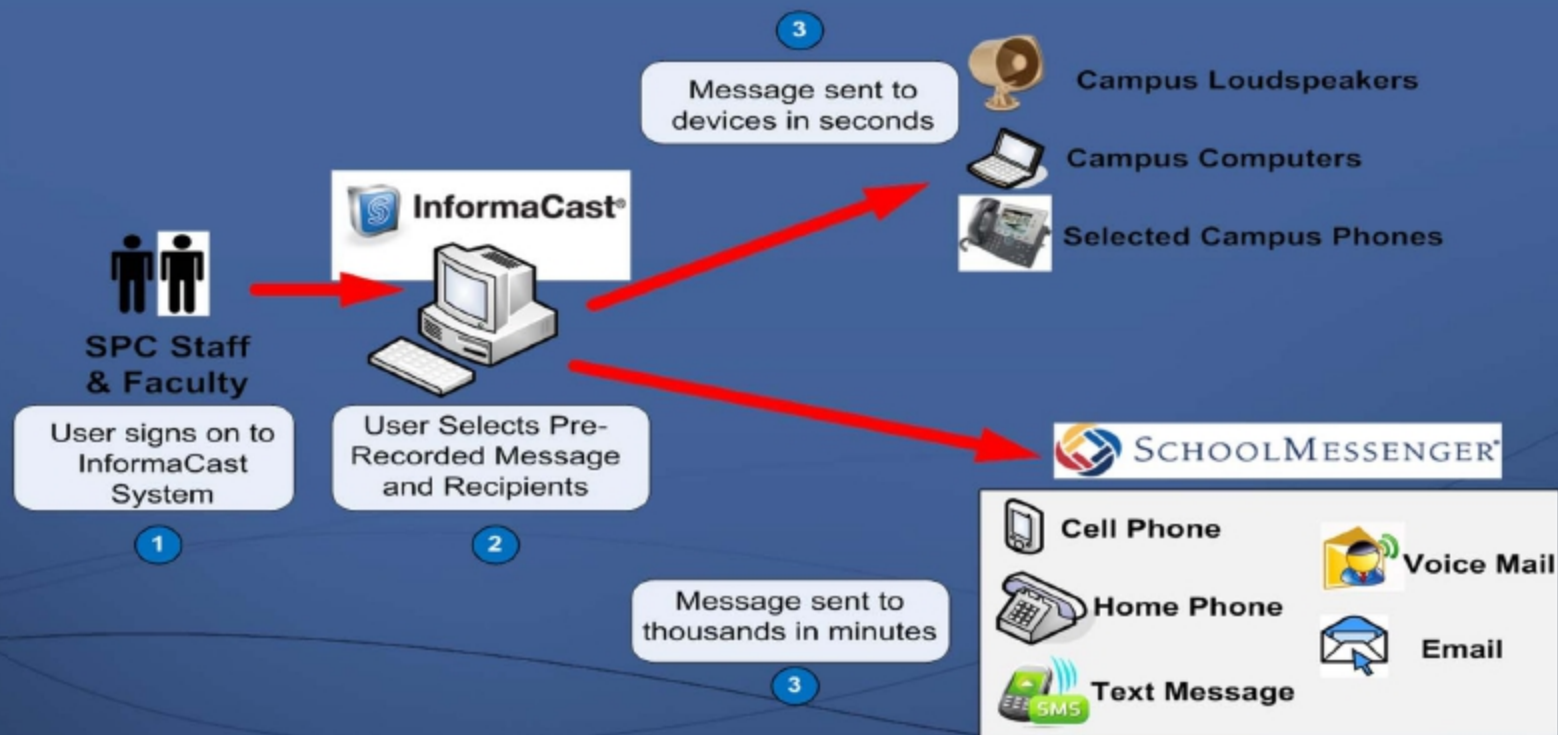
# What Plans Are In Place To Protect Students, Faculty and Staff?

- \* College wide Security Services (40 Officers)
  - In-house officers are all licensed in the state of Florida
  - Officers receive continuous training in incident response, conflict resolution, and incident de-escalation
  - Officers are certified in the Incident Command System and receive training from Florida Department of Law Enforcement
  - Officers have completed active shooter training through FEMA
- \* SPC has partnered with local law enforcement agencies
  - conduct walk through of all sites to review floor plans, aerial maps, and to conduct training



# Has a Comprehensive Emergency Notification Plan Been Implemented?

- \* Outdoor / Indoor Technologies
- \* Electronic Messaging Services



# Security Alert

Security Alert ICONs have been installed on classroom and office computers in case of emergencies



Upon activation the alert is sent to pre-designated Security Officers where the message “security alert activated in room xxx” is displayed



# TRAINING

- \* Incident Response Teams
  - have been established on each campus site and trained in the Incident Command System utilizing tabletop and simulated drills
- \* Threat Assessment Teams
  - have been established on each campus and trained using protocols established by the DOE and Secret Service
- \* Student training
  - available on line through the “Overview of the SPC EMP”, the Emergency Response Guide, and the “*Shots Fired on Campus*” video

# What are the Highest Priority Hazards Facing the College?

- \* Timely and comprehensive notification of an incident
- \* Conduct regular tests and drills
- \* Address and correct any related deficiencies immediately
- \* Ensure information / procedures are updated and disseminated in a systematic and timely manner

# How Is Compliance With State and Federal Laws Managed?

- \* 2007 Governor's Task Force Recommendations-  
adopted and in place
- \* Florida Statute 252.365 – Continuity of Operations  
Plan- adopted and in place
- \* Jeanne Clery Act – adopted and in place

# Evacuation

- \* SPC ALERT! EVACUATE immediately. An emergency has occurred. Leave the building at once in a safe manner.




Questions?

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Quarterly Informational Report of Exempt and Non-Exempt Purchases

This informational report includes purchases above Category 2 (currently \$35,000.) but not exceeding Category 5 (\$325,000.) as specified in Board of Trustee's Rule 6Hx23-5.12. These transactions during the preceding quarter have been approved by the President's designee and may be exempt from the bidding procedure pursuant to the State Board of Education Procurement Requirements 6A-14.0734.

Because each transaction stands on its own and does not occur in sequence with other transactions, a cumulative dollar amount is not implied when the same vendor appears more than once on the report. A summary appears at the end of the report, grouping vendors that appear on the report more than once, showing a total for each during the period.

The acronyms "SBE" and "BOT" stand for the State Board of Education and the St. Petersburg College Board of Trustees, respectively.

**The listing is by Purchase Order Number:**

1. **P.O. #85945 – DPW Training and Associates LLC** – This is in the amount of **\$300,700.00** for development and delivery of computer based training for National Guard military personnel nationwide as requested by the National Guard Bureau. **This is grant funded. Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption I: "Single Source procurements..." **Recommended** by James Brock, Campus Executive Officer, and approved by Anne Cooper, Senior Vice President of Academic and Student Affairs.
2. **P.O. #85974 – FEDEX National LTL** – This is in the amount of **\$40,000.00** for FEDEX express shipping for the period of 10/1/12 to 9/30/13. **This is grant funded. Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption D: "Purchases at unit or contract prices..." **Recommended** by James Brock, Campus Executive Officer, and approved by Doug Duncan, Senior Vice President of Administrative/Business Services and Information Technology.
3. **P.O. #86038 – Premier Agendas INC** – This is in the amount of **\$75,250.00** for the 2013-2014 edition of the student planner. **Authority:** SBE & BOT Rule 6Hx23-5.12,

Exemption I: “Single Source procurements...” **Recommended** by Patrick Rinard, Associate Vice President, Enrollment Management Academic and Student Affairs, and approved by Anne Cooper, Senior Vice President of Academic and Student Affairs.

4. **P.O. #86329 – Health and Wellness Professionals INC** – This is in the amount of **\$72,650.00** for medical staff for health fairs. **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption G: “Professional services...” **Recommended** by Patty Jones, Vice President, Human Resources and Public Affairs, and approved by Doug Duncan, Senior Vice President of Administrative/Business Services and Information Technology.
5. **P.O. #86345 – Audio Visual Innovations** – This is in the amount of **\$46,606.83** for audio visual equipment and installation. **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption H: “Contract Prices...” per State Contract Pricing #880-000-09-1 and SPC bid 01-12-13. **Recommended** by Daya Pendharkar, Associate Vice President, Information Systems, and approved by Doug Duncan, Senior Vice President of Administrative/Business Services and Information Technology.
6. **P.O. #86397 – School Board of Pinellas County** – This is in the amount of **\$68,733.00** for adjunct pay in Fine Arts, Letters, Math, and Social Science. **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption G: “Professional services...” **Recommended** by Catherine Kennedy, Associate Vice President, University Partnership Center, and approved by Anne Cooper, Senior Vice President of Academic and Student Affairs.

**Change orders listed in numeric order:**

1. **P.O. #82593 – Geller and Associates:** This change order is in the amount of **\$38,500.00** increase (new total is \$77,000.00). To provide continuation of consultation and professional services at the Law Enforcement Executive Sessions. **This is grant funded.** **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption G: “Professional services...” **Recommended** by James Brock, Campus Executive Officer, and approved by Anne Cooper, Senior Vice President of Academic and Student Affairs.
2. **P.O. #83541 – Gem Supply:** This change order is in the amount of **\$25,000.00** increase (new total is \$70,000.00). For custodial supplies campus wide. **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption D: “Contract pricing...” per SPC Bid #8-08-09. **Recommended** by Jim Waechter, Associate Vice President, Facilities Planning and Institutional Services, and approved by Doug Duncan, Senior Vice President of Administrative/Business Services and Information Technology.
3. **P.O. #83542 – Gem Supply:** This change order is in the amount of **\$25,000.00** increase (new total is \$75,000.00). For custodial supplies campus wide. **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption D: “Contract pricing...” per SPC Bid #8-08-09. **Recommended** by Jim Waechter, Associate Vice President, Facilities Planning and Institutional Services, and approved by Doug Duncan, Senior Vice President of Administrative/Business Services and Information Technology.



4. **P.O. #84378 – Semantic Space:** This change order is in the amount of **\$30,176.00** increase (new total is \$114,080.00). For consultant to provide technical and functional support in project My Learning Plan, Online Application Center, and PeopleSoft CS9.0. **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption H: “Informational Technology services ...” **Recommended** by Daya Pendharkar, Associate Vice President, Information Systems, and approved by Doug Duncan, Senior Vice President of Administrative/Business Services and Information Technology.

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**Summary of Vendors Appearing More Than Once (exclusive of change orders)**

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NA

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**For Information: Excerpt from Board of Trustees Rule 6Hx23-5.12 Purchasing**

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All non-exempt purchases exceeding the Category Two threshold amount [\$35,000] as specified in Section 287.017, Florida Statutes, require a formal sealed competitive solicitation requested from at least three responsible vendors, when possible. In addition, competitive solicitation awards exceeding the Category Five threshold amount [\$325,000] as specified in Section 287.017, Florida Statutes, must be approved by the Board of Trustees. Whenever two or more such solicitations, which are equal with respect to price, quality, and service, are received for the procurement of commodities or services, a solicitation response received from a business that certifies it has implemented a drug-free workplace program as specified in Section 287.087, Florida Statutes, shall be given preference in the award process. In the event it is desired to competitively solicit commodities or services that are included in the exempt from competitive solicitation category, the competitive solicitation must originate through Purchasing.

**The following are exceptions to competitive solicitations:**

- A. Purchases under Sections 946.515 (PRIDE) and 946.519 (The State Department of Corrections), Florida Statutes.
- B. Educational tests, textbooks, instructional materials and equipment, films, filmstrips, video tapes, disc or tape recordings or similar audiovisual materials, and computer-based instructional software.
- C. Library books, reference books, periodicals, and other library materials and supplies.
- D. Purchases at the unit or contract prices established through competitive solicitations by any unit of government established by law or non-profit buying cooperatives.
- E. Food.
- F. Services or commodities available only from a single or sole source.

G. Professional services, including, but not limited to artistic services, instructional services, health services, environmental matters, attorneys, legal services, auditors, and management consultants, architects, engineers, and land surveyors. Services of architects, engineers, and land surveyors shall be selected and negotiated according to Section 287.055, Florida Statutes. For the purposes of this paragraph, “professional services” shall include services in connection with environmental matters, including, but not limited to the removal of asbestos, biological waste, and other hazardous material.

H. Information technology resources defined as all forms of technology used to create, process, store, transmit, exchange, and use information in various forms of voice, video and data and shall also include the personnel costs and contracts that provide direct information technology support consistent with each individual college’s information technology plan.

I. Single Source procurements for purposes of economy or efficiency in standardization of materials or equipment.

J. Emergency purchases not in excess of the Category Two threshold [\$35,000] as specified in Section 287.017, Florida Statutes as provided for in P6Hx23-5.123.

**(Rule Authority: State Board of Education Rule 6A-14.0734 Bidding Requirements.)**


This Quarterly Informational Report was compiled by Paul Spinelli, Director of Procurement and Asset Management.

Pas 04012013

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Coordinated Child Care of Pinellas, Inc. - Public Safety Youth Initiatives

**Confirmation is sought for a proposal that was submitted, subject to Board of Trustees' approval, to Coordinated Child Care (CCC) of Pinellas, Inc. by St. Petersburg College's Allstate Center to provide afterschool and summer programs to multiple Pinellas County sites. Permission is also sought to accept funding for this proposal, and if awarded, enter into any amendments, extensions or agreements as necessary, within the original intent and purpose of the grant.**

The Allstate Center staff will provide afterschool and summer programs to multiple Pinellas County Out of School Time (OST) sites. These programs include the iCORPS summer camp program that is conducted at the Allstate Center Campus, and new offerings conducted at the individual sites that have been requested and approved by CCC. The camp focuses on improving the perception between at-risk youth and public safety officers. The new programs cover topics that address the negative consequences of becoming involved with gangs, bullying, drugs, alcohol, school violence, guns, anger issues, hate crimes, etc. These programs target middle and high school students. The College anticipates serving approximately 200 youth.

The period of performance commenced approximately March 4, 2013 and will end on September 30, 2013. The anticipated revenue to the College will be approximately \$21,504.48. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; James C. Brock, Campus Executive Officer and Eileen LaHaie, Executive Director, Center for Public Safety Innovation, recommend approval.

Attachment

el040313

**BOT INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** April 16, 2013

**Funding Agency or Organization:** Coordinated Child Care of Pinellas, Inc.

**Name of Competition/Project:** Public Safety Youth Initiatives

**SPC Application or Sub-Contract:** SPC Application

**Grant/Contract Time Period:** **Start:** 3/4/13 **End:** 9/30/13

**Cabinet Member:** James C. Brock

**Manager:** Eileen LaHaie

**Focus of Proposal:**

The Allstate Center staff at St. Petersburg College is proposing to provide afterschool and summer programs to multiple Pinellas County Out of School Time sites. These programs include the iCORPS summer camp program that is conducted at the Allstate Center campus, and new offerings being conducted at the individual sites that have been requested and approved by Coordinated Child Care of Pinellas, Inc. The programs focus on improving the perception between at-risk youth and public safety officers and targets middle and high school youth.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel & Benefits	\$ 9,955.06
Travel	\$ 3,252.08
Program Materials	<u>\$ 8,297.34</u>
Total Budget	\$ 21,504.48

**Funding:**

Total amount from funder:	\$21,504.48
Amount/value of match:	Cash: N/A
	In-kind: N/A
Required match or cost sharing:	No <input checked="" type="checkbox"/> Yes
Voluntary match or cost sharing:	No <input checked="" type="checkbox"/> Yes
Source of match/cost sharing:	N/A
Negotiated indirect cost:	N/A
(Fixed) administrative fee:	N/A
Software/materials:	N/A

Equipment:	N/A
Services:	N/A
Staff Training:	N/A
FTE:	N/A
Other:	N/A

**College Goals and Institutional Initiatives Addressed:**

College Goal:	III. Promote the community's economic and cultural development with non-credit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives.
Institutional Initiative(s):	3. Continue to promote SPC as a cultural center of the community through development of new partnerships and initiatives.
<b>SPC 7/24 Initiative Addressed:</b>	
Focus:	4. Managing with Scarce Resources
Observable Project:	Increase Non-state Resources

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College  
**FROM:** William D. Law, Jr., President *WDL*  
**SUBJECT:** Florida Department of Education – Common Core State Standards Grant

**Confirmation is sought for a proposal that was submitted, subject to Board of Trustees' approval, to the Florida Department of Education (FLDOE) by Indian River State College in partnership with St. Petersburg College for the Common Core State Standards (CCSS) grant opportunity.** Known as the Florida Common Core Professional Development Consortium (FCCPD), this multi-institutional consortium of 11 state colleges and two state universities, led by Indian River State College, will work collaboratively to develop and deliver professional development for the six tools that have been created to support the Common Core State Standards implementation in Florida. **Permission is also sought to accept funding for this proposal, if awarded, and enter into any amendments, extensions or agreements as necessary, within the original intent and purpose of the grant.**

The FCCPD Consortium will address four specific goals to assist the Florida Department of Education in preparing Florida educators to implement the CCSS. The Consortium will: 1) create professional development for teachers, administrators and pre-service teacher education faculty and students in both face-to-face and online formats; 2) develop internet-based tutorials for each tool, including purpose and manner in which they may be accessed; 3) provide face-to-face training on the access and use of online professional development to teachers in every school district in Florida; and 4) establish an internet-based repository for digital professional development resources relating to the six tools in a sustainable format for future use by the FDOE.

As a member of this Consortium, SPC will contribute to the creation of the professional development modules and also provide trainings and professional development on these tools to the College's assigned school districts (Pinellas, Pasco and Hillsborough).

The estimated period of performance will be from April 1, 2013 through June 30, 2014. The total project budget is projected to be \$7.2 million over 15 months. Of this amount, the College anticipates receiving approximately \$205,368 for its services over same project period. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; Anne Cooper, Senior Vice President of Academic and Student Affairs; Kim Hartman, Dean, College of Education and Carla Rossiter, Coordinator, Assessment Baccalaureate Programs College of Education, recommend approval.

Attachment  
js0403132



**BOT INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** April 16, 2013

**Funding Agency or Organization:** Florida Department of Education

**Name of Competition/Project:** Common Core State Standards

**SPC Application or Sub-Contract:** Sub-Contract

**Grant/Contract Time Period:** **Start:** 4/1/2013 **End:** 6/30/14

**Cabinet Member:** Anne Cooper

**Manager:** Kim Hartman

**Focus of Proposal:**

The Florida Common Core Professional Development Consortium (FCCPD) will work to create and provide professional development to support the successful implementation of the Common Core State Standards (CCSS). Trainings will take place through online modules, face-to-face instruction and train-the-trainer methods. The target audiences for these professional development sessions and modules are K-12 teachers, administrators, pre-service teacher education faculty and students. Online tutorials will be a key component and will be available through an internet-based repository for digital professional development in a sustainable format. An assessment component will also be included to ascertain participant learning gains, user feedback and tool usage.

SPC will serve as a subcontracted partner with Indian River State College (lead) and nine other community colleges: Broward College, College of Central Florida, Chipola State College, Daytona State College, Edison State College, Florida State College at Jacksonville, Miami-Dade College, Northwest Florida State College and St. John's River; and two state universities: Florida State University and Florida Gulf Coast University.

SPC will contribute to the creation of the professional development modules, as well as provide trainings and professional development on these tools to the College's assigned school districts (Pinellas, Pasco and Hillsborough).

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel (OPS)	\$ 88,250
Fringe (FICA Only)	\$ 990
Equipment	\$ 7,700
Supplies	\$ 22,000
Travel	\$ 11,199

Other – Training/Meetings	\$ 34,200
Other – Professional Fees	\$ 11,250
Contractual	\$ 20,000
Admin (5%)	\$ 9,779
Total Budget	\$ 205,368

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below) \$ 205,368

Total amount from funder: \$ 205,368

Amount/value of match:	Cash:	N/A
	In-kind:	N/A
Required match or cost sharing:	No X	Yes
Voluntary match or cost sharing:	No X	Yes
Source of match/cost sharing:	N/A	
Negotiated indirect cost:	N/A	
(Fixed) administrative fee:	N/A	
Software/materials:	N/A	
Equipment:	N/A	
Services:	N/A	
Staff Training:	N/A	
FTE:	N/A	
Other: Personnel/Fringe	N/A	

**College Goals and Institutional Initiatives Addressed:**

College Goal: III. Promote the community’s economic and cultural development with noncredit programs, continuing education, lifelong learning, and targeted partnerships and leadership initiatives.

Institutional Initiative(s): 1. Expand outreach to new students and business clientele for the use of Non-Credit Continuing Education Programs, including Collaborative Labs, with the goal of making them financially self-sustaining.

**SPC 7/24 Initiative Addressed:**

Focus: 5. One College  
Observable Project: Workforce and Community Mission

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College  
**FROM:** William D. Law, Jr., President *WDL*  
**SUBJECT:** U.S. Air Force—Educational Service Agreement for Dental Hygiene Training

**Confirmation is sought for the continuation of services under the Educational Service Agreement for Dental Hygiene Training grant awarded by the U.S. Air Force that was initiated in November 2002.** The purpose of the Dental Hygiene Training program is to improve quality care to military personnel by utilizing dental hygienists who have graduated from an accredited dental hygiene program. **Permission is also sought to accept funding for this proposal, if awarded, and enter into any amendments, extensions or agreements as necessary, within the original intent and purpose of the grant.**

SPC's role will be to continue to provide accredited entry dental hygiene education to approximately 12 Air Force military personnel per year for six years. The funding will support tuition, fees, support staff, faculty and supplies. This program has been in place since November of 2002 and we are seeking approval for continuation through 2019. The selected students would begin the program each Session III and complete the two-year program graduating in May of each year.

The period of performance for the continuation is projected to be from May 2013 through May 2019. The total project budget for two-year period increments is estimated at \$362,000. This is the estimated cost to train 12 students for two years and may increase each two-year period depending on tuition rates at the time. There are no anticipated direct costs to the College. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; Anne Cooper, Senior Vice President, Academic and Student Affairs; Rebecca Ludwig, Dean, College of Health Sciences; and Joan Tonner, Dental Hygiene Program Director, College of Health Sciences, recommend approval.

Attachment

js0403132



Required match or cost sharing:	No <input checked="" type="checkbox"/> Yes
Voluntary match or cost sharing:	No <input checked="" type="checkbox"/> Yes
Source of match/cost sharing:	N/A
Negotiated indirect cost:	N/A
(Fixed) administrative fee:	N/A
Software/materials:	N/A
Equipment:	N/A
Services:	N/A
Staff Training:	N/A
FTE:	12 full-time students per two-year period
Other:	N/A

**College Goals and Institutional Initiatives Addressed:**

College Goal:	I. Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs.
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Institutional Initiative(s):	1. Develop and implement new academic programs/program tracks in high-demand areas in response to workplace and student demands.
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**SPC 7/24 Initiative Addressed:**


Focus:	5. One College
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Observable Project:	Workforce and Community Mission
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April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** U.S. Department of Health and Human Services, Health Resources and Services Administration—Nursing Workforce Diversity (NWD)

**Confirmation is sought for a proposal that was submitted, subject to Board of Trustees' approval, to the U.S. Department of Health and Human Services, Health Resources and Services Administration by St. Petersburg College for the Nursing Workforce Diversity (NWD) grant.** The purpose of NWD is to increase nursing education opportunities for individuals who are from disadvantaged backgrounds, including racial and ethnic minorities that are underrepresented among registered nurses. **Permission is also sought to accept funding for this proposal, if awarded, and enter into any amendments, extensions or agreements as necessary, within the original intent and purpose of the grant.**

To address the need for a diverse nursing workforce, SPC is proposing a program that will enhance the development of a nursing education pipeline. The primary goals of the SPC NWD program are to outreach to disadvantaged and minority individuals wanting to pursue nursing as a career, while helping to address economic and educational barriers to increase enrollments, improve retention and improve graduation rates.

The SPC NWD project will strengthen the nursing career pathway by targeting training to students in two key focus areas: (1) the Pre-Entry Level: Pre-Entry into Nursing program; and (2) the Advanced Level: Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program. The proposed project focuses on the pre-entry and post degree spectrums of the nursing career pathway as a strategy to address the lack of preparedness and competitiveness to enter into nursing education on the front end, while helping address the dire demand for BSN credentialed nurses on the backend. It is anticipated that 54 participants will be served over the three-year project through dedicated support services and partial scholarships.

The estimated period of performance will be from July 1, 2013 through June 30, 2016. The total project budget is estimated to be \$908,997 over three years. See attached Information Summary for additional information.

Suzanne L. Gardner, Acting General Counsel; Anne Cooper, Senior Vice President, Academic & Student Affairs; and Susan Baker, Dean, College of Nursing, recommend approval.

Attachment

js0403132



**BOT INFORMATION SUMMARY  
GRANTS/RESTRICTED FUNDS CONTRACTS**

**Date of BOT Meeting:** April 16, 2013

**Funding Agency or Organization:** U.S. Department of Health and Human Services, Health Resources and Services Administration

**Name of Competition/Project:** Nursing Workforce Diversity (NWD)

**SPC Application or Sub-Contract:** SPC Application

**Grant/Contract Time Period:** **Start:** 7/1/13 **End:** 6/30/16

**Cabinet Member:** Anne Cooper

**Manager:** Susan Baker

**Focus of Proposal:** The SPC NWD program targets the training of minority and/or disadvantaged students to pursue or advance their nursing career. Florida has a strong demand for a well-educated nursing workforce that is driven by three key factors: (1) significant social and health disparities among minority and disadvantaged populations; (2) the Institute of Medicine's (IOM) 80% by 2020 BSN Recommendation; and (3) lack of readiness for minority and/or disadvantaged students to access highly competitive nursing programs. To support the demand for nurses and to respond to IOM recommendation, SPC will recruit participants from its student body and two key workforce partners operating in the targeted region of South St. Petersburg: Bayfront Medical Center (Bayfront) and Pinellas County Health Department (PCHD).

SPC will lead this project as the education provider and will provide academic support to both the Pre-Entry into Nursing and RN to BSN participants; SPC will also provide partial scholarships to RN to BSN participants. The Pinellas County Health Department and Bayfront Medical Center will serve as workforce partners and assist the College in outreach and recruitment to disadvantaged and minority individuals wanting to pursue nursing as a career.

**Budget for Proposal:**

(Only Major categories—This is an estimated budget description based on expected funding and services. Specific budget categories may vary as the funding amount and/or services change.)

Personnel	\$ 586,819
Fringe	\$ 156,013
Travel	\$ 28,224
Supplies/Materials	\$ 13,200
Other - Scholarships	\$ 60,000

Indirect \$ 64,741  
 Total Request \$ 908,997

**Funding:**

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below) \$ 908,997

Total amount from funder: \$ 908,997

Amount/value of match: Cash: N/A  
 In-kind: N/A  
 Required match or cost sharing: No  Yes  
 Voluntary match or cost sharing: No  Yes  
 Source of match/cost sharing: N/A  
 Negotiated indirect cost: N/A  
 (Fixed) administrative fee: N/A  
 Software/materials: N/A  
 Equipment: N/A  
 Services: N/A  
 Staff Training: N/A  
 FTE: N/A  
 Other: N/A

**College Goals and Institutional Initiatives Addressed:**

College Goal: I. Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs

Institutional Initiative(s): 1. Develop and implement new academic programs/program tracks in high-demand areas in response to workplace and student demands

**SPC 7/24 Initiative Addressed:**


Focus: 1. Focus on Student Success

Observable Project: 1. Student Support Systems

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** Quarterly Informational Report of Construction Contract Approvals Not Exceeding \$325,000

Board of Trustees Rules 6Hx23-6.09 and 6Hx23-6.10 authorize the President to approve construction contracts and change orders to construction contracts for extensions of time and for increases in an amount not to exceed CATEGORY FIVE, Florida Statutes 287.017 (currently \$325,000), with the stipulation that the Board of Trustees will be informed of these approvals on a quarterly basis. This memo is to **inform the Board of Trustees** of the following items approved from January 1, 2013 through March 31, 2013.

**1. Authorization was received for Change Order #1, Extension of Time, for IROK Constructional Services, Project #186-U-11-1, Demolition of Annex 1 for Parking - EpiCenter.**

This *Type II Miscellaneous Construction Manager at Risk Services, Collegewide (up to \$1 Million)* project consisted of the demolition of the Annex 1 building and installation of two parking lights in the existing Annex 1 parking lot.

The request for time extension was due to the delay of delivery and subsequent installation of long lead electrical equipment and materials for the parking lot lighting. There was no change to the contract amount due to the time extension.

Funding Source for the total project budget:

Public Education Capital Outlay (PECO)		\$39,460.16
Student Capital Improvement Fees (SCIF)		\$40,271.91
State Board of Education Bond Funds (SBE Bonds)		\$85,267.93
<b>Total Project Budget:</b>		<b>\$165,000.00</b>

**2. Authorization was received for Change Order #1, Final Accounting for Construction Manager at Risk, A. D. Morgan Corporation, Project #1707-T-11-2, Renovate/Remodel Adjacent Church Facilities, Clearwater Campus.**

This *Type II Miscellaneous Construction Manager at Risk Services, Collegewide (not over \$1 Million)* project consists of remodeling the existing 4,000 square foot building

on the Clearwater Campus (formerly the church property) for the Collaborative Center for Emerging Technologies. This project was substantially complete August 10, 2012.

Change Order #1, provides for the deduction of the contingency from the overall project.

Contingency: This change deducted the balance of the surplus Owner's Contingency from the final contract amount.

Change Order #1, in the deductive amount of (\$290.51) for this project is detailed below:

<b>Original GMP:</b>	<b>\$312,047.00</b>
Owner Contingency:	(\$290.51)
<b>Change Order #1:</b>	<b>(\$290.51)</b>
<b>Final GMP:</b>	<b>\$311,756.49</b>

Funding Source for the total project budget:

Student Capital Improvement Fee (SCIF) Funds	\$74,202.60
Sale of Clearwater Gym Proceeds	\$183,832.09
State Board of Education Bond (SBE Bond) Funds	\$54,580.56
Public Education Capital Outlay Funds- Sum of the Digits (SODA) Funds	\$232,934.30
<b>Total Project Budget:</b>	<b>\$545,549.55</b>

3. **Approval was received for the Guaranteed Maximum Price of \$45,537.00 and to issue all necessary purchase orders for Project #186-B-09-6, Site Improvement Bay Pines Center.**

This *Type II Miscellaneous Construction Manager at Risk Services, (up to \$1 Million)* project consists of demolishing (2) two existing buildings at the Bay Pines site. This work includes the demolition of the utilities to the building.

The Guaranteed Maximum Price (GMP) for this project is \$45,537.00 with a total project budget of \$230,790.00. This project is scheduled to be completed on June, 10 2013.

Funding Source for the total project budget:

Public Education Capital Outlay (PECO) Funds – Bay Pines Marine Science Labs/Classroom	\$205,907.80
Public Education Capital Outlay (PECO) Funds - General Renovate/Remodel, Roofs, HVAC, ADA, Utilities, Site Improvements Collegewide (186)	\$24,670.53
Student Capital Improvement Fee (SCIF) Funds	\$211.67
<b>Total Project Budget:</b>	<b>\$230,790.00</b>

4. **Approval was received for the Guaranteed Maximum Price of \$160,832.00 and to issue all necessary purchase orders for Project #1707-E-09-8, Demolition of Vet Tech Building and Construction of O&P Parking Lot, Health Education Center.**

This *Type II Miscellaneous Construction Manager at Risk Services, (up to \$1 Million)* project consists of demolishing the old Vet Tech Building, including utilities as well as re-establishing telecommunications lines that currently go through the Vet Tech Building to the main Health Education Center Building. This work is being accomplished so that a future parking lot can be constructed.

The Guaranteed Maximum Price (GMP) for this project is \$160,832.00 with a total project budget of \$234,053.17. This project is scheduled to be completed July 1, 2013.

Funding Source for the total project budget:

Public Education Capital Outlay Funds- Sum of the Digits (SODA Funds)		\$28.80
Foundation Florida Academic Improvement Trust Funds (FAITF)		\$234,024.37
<b>Total Project Budget:</b>		<b>\$234,053.17</b>

This information is provided by Doug Duncan, Senior Vice President, Business Services and Information Technology; Jim Waechter, Associate Vice President, Facilities Planning and Institutional Services; pursuant to Board of Trustees Rules 6Hx23-6.09 and 6Hx23-6.10.

bjk040213(4)

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President *WDL*

**SUBJECT:** Personnel Report

**Approval is sought for the following recommended personnel transactions:**

<b>HIRE Budgeted</b>			
<b>Effect. Date</b>	<b>Name</b>	<b>Department/Location</b>	<b>Title</b>
3/18/2013	Tomoser,Christie A	Central Records DO	Academic Records Specialist
3/11/2013	Danser,Traci M	Central Records DO	Administrative Svcs Assistant
3/11/2013	Jablonski,Joseph R	Engineering Technology CL	Coordinator I, Project
3/25/2013	Patton,Kate M	Resource Development DO	Development Specialist
3/11/2013	Gordon,Sandra M	District Library DO	Information Res. Librarian
3/20/2013	Taylor,Giovanna Angela	Natural Science CL	ProgDir -Medical Devices Grant
3/11/2013	Daun,Melinda R	Tech Prep - DO	Sr Administrative Svcs Assist
3/18/2013	Stoll,Sharon L	Campus Security HC	Sr Security Officer
3/25/2013	Fisher,Lasilas C	Associate Provost CL	Student Support Advisor
3/11/2013	Walden,Kim E	SSS TRIO Grant - DO	Student Support Specialist

<b>HIRE Temporary/Supplemental</b>			
<b>Effect. Date</b>	<b>Name</b>	<b>Department/Location</b>	<b>Title</b>
3/19/2013	Despain,Aaron L.	BA Programs/UPC	Adjunct Bach Prog.
3/11/2013	Meier III,Robert H	BA Programs/UPC	Adjunct Bach Prog.
3/19/2013	Walzer,Ann E.	BA Programs/UPC	Adjunct Bach Prog.
3/11/2013	Schulze,James E	Social Science SE	Contributed Service
3/11/2013	Duncan,James Ian	Academic & Student Affairs	Contributed Service
3/11/2013	Haddock,Retha J	Enrollment Management DO	General Support
3/11/2013	Tippin,Tracy Love	Mathematics TS	Instructor - Temporary Credit
3/19/2013	Dimarco,Charles J	Business Administration SP	Instructor - Temporary Credit
3/25/2013	Johnson,Hannah A	Mathematics TS	Instructor - Temporary Credit
3/30/2013	Kleinsorge,James T	Criminal Justice AC	Instructor - Temporary Credit
3/30/2013	McGann,William P.	Criminal Justice AC	Instructor - Temporary Credit
3/19/2013	Poliquin,Michael R	Business Administration SP	Instructor - Temporary Credit
3/11/2013	Roeder,Diane L	Business Technologies CL	Instructor - Temporary Credit
3/22/2013	Starr,Teresa G	Foreign Language SE	Instructor - Temporary Credit



3/25/2013	Trombley,Kelly S	Veterinary Technology HC	Instructor - Temporary Credit
3/19/2013	Waterhouse,Don B.	Business Administration SP	Instructor - Temporary Credit
3/13/2013	Abiera,,Joseph A	Corporate Training E&SS DO	Instructor- Temporary Non-Cred
4/1/2013	Brunson,Pierce B	Corporate Training E&SS DO	Instructor- Temporary Non-Cred
3/30/2013	Ernst,Lynn A	Criminal Justice AC	Instructor- Temporary Non-Cred
3/14/2013	Lahlou,Khal	Corporate Training E&SS DO	Instructor- Temporary Non-Cred
3/30/2013	Wolf,Rebecca Lynn	Criminal Justice AC	Instructor- Temporary Non-Cred
3/11/2013	Barto,Denise L	District Library DO	OPS Career Level 1
3/11/2013	Baum,Steven J	Academic & Student Affairs	OPS Career Level 1
3/11/2013	Huff III,John August	Academic & Student Affairs	OPS Career Level 1
3/25/2013	Sanchez,LaDonna L	District Library DO	OPS Career Level 1
3/11/2013	Moser,Brian S	Admin Information Systems	OPS Career Level 5
3/18/2013	Gooch,Kelly L	Fac Plan/Construction DO	OPS Career Level 6
3/18/2013	Watson,Frank E.	Academic & Student Affairs	OPS Career Level 6
3/16/2013	Briggs,Jeffrey B	BA Programs/UPC	Other Professional- Temporary
3/11/2013	Walden,Kim E	SSS TRIO Grant - DO	Student Support Specialist
3/16/2013	Everhart,Colin M	Natural Science CL	Supplemental Instr - Credit
3/25/2013	Kishbaugh,Greta L	Business Administration SP	Supplemental Instr - Credit

**TRANSFER/PROMOTION Budgeted**

Effect. Date	Name	Department/Location	Title
3/18/2013	Giraldi,April J.	Business Office SPG	Accounting Support Technician
2/4/2013	Leighton,Lisa Ann	Mathematics SPG	Administrative Svcs Specialist
2/4/2013	Fusari,Krista D.	Tech Prep - DO	Coordinator I, Project
3/18/2013	Baker,Tracy S	Campus Security CL	Sr Security Officer

**FOREIGN TRAVEL**

Effect. Date	Name	Department/Location	Title
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4/7/13-4/13/13      Navarro, Rafael      Center for Pub. Safety Innov. AC      Adjunct Instructor

To visit San Salvador, El Salvador, to provide for nationally recognized training programs, to keep SPC in compliance with the grant funder, and to fulfill the requirements of the grant project.

Funded by the Center for Public Safety Innovation. Total estimated cost to the College is \$2,136.55

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5/03/13-5/18/13      Lightfoot, Randy      Social Science TS      Instructor

To visit Londonderry, UK, to offer SPC students the educational opportunity to apply the political, international, and historical culture of Northern Ireland to the study of SOP 2002: Social Psychology and INR 2002: International Relations.

Funded by the Social Science Department. Total estimated cost to the College is \$4,320.69

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

Ssw040113

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President *WDL*

**SUBJECT:** Executive/Administrative/Managerial and Professional Annual Contract Recommendations

**Approval is sought for the following recommended personnel actions concerning administrative and professional appointments, which shall be enforced via contracts for employment.**

Name	Title	Department	Contract Dates
Adler-Leidersdorff, Cory M	Coord., Palladium Comm. Relatns	SPC-Downtown	7/1/13-6/30/14
Andrews, Paul J.	Coordinator II, Project	Criminal Justice AC	7/1/13-6/30/14
Apicerno, Amy	Crd., Collegewide Wkfrc Intrn	BA Programs/UPC	7/1/13-6/30/14
Atkinson, Loree B	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Bailey, Joan D.	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Baker, Susan A	Dean, Baccalaureate Programs	BA Programs/UPC	7/1/13-6/30/14
Barlow, Stephen R.	Systems Analyst-LearnMgrSystem	Learning Mgt Network Sys	7/1/13-6/30/14
Barto, Daniel P	Dir., Sec., Risk Mgt, Safety Ops	Facilities Plan & Inst Svcs	7/1/13-6/30/14
Bates, Angel M.	Bacc. Program Specialist	BA Programs/UPC	7/1/13-6/30/14
Bawell, Jennifer D.	Information Res. Librarian	District Library DO	7/1/13-6/30/14
Beck, Rosanne	Coord, Program Development	Criminal Justice AC	7/1/13-6/30/14
Beckman, Ryan Robert	Head Coach	Athletics - DO	7/1/13-6/30/14
Beecham, Ruby L.	Grants Accountant	Accounting Services	7/1/13-6/30/14
Beinart, Lori S	Nursing Skills Facilitator	Nursing HC	7/1/13-6/30/14
*Bell, Dorothy J.	College Archivist	District Library DO	7/1/13-12/31/13
Bellomo, Mary O.	Curriculum Development Special	NTPI/WMD Grant - AC	7/1/13-6/30/14
Bennett, Michael J.	AVP, Fin. Asst., Schol, Vet Svcs.	Academic & Student Affairs	7/1/13-6/30/14
Biszewski-Eber, Susan	Crd., Collegewide Wkfrc Intrn	BA Programs/UPC	7/1/13-6/30/14
Bley, Lauren Dupont	Coordinator II, Project	Criminal Justice AC	7/1/13-6/30/14
Bliss, William S.	Mgr. Web Program. & Spport	Instructional Computing SE	7/1/13-6/30/14
Bobowski, Sharon A.	Mgr. Enterprise Sys. Devel/Spt	Admin Information Systems	7/1/13-6/30/14
Bodie, Matthew D.	Learning Resources Specialist	District Library DO	7/1/13-6/30/14
Booth, Patrick D.	Coord. Enrollment Mgt. Svcs.	Academic & Student Affairs	7/1/13-6/30/14
Bowen, Paul M	Associate Provost	Associate Provost CL	7/1/13-6/30/14
Bowman, Margaret	Dir., Curriculum & Prog. Mgt.	BA Programs/UPC	7/1/13-6/30/14
Boyce, Ronald G.	HR Program Coordinator	Human Resources Benefits	7/1/13-6/30/14
Boyle, Constance M.	Student Success Specialist	Provost SPG	7/1/13-6/30/14

Boyle,Deborah Seslar	Chief of Staff	President	7/1/13-6/30/14
Brink,Staci D.	Manager, Marketing	Institutional Advancement DO	7/1/13-6/30/14
Brock Jr,James C	Campus Exec. Officer	Academic & Student Affairs	7/1/13-6/30/14
Brown,Jill C.	Education Specialist - Impact	College of Education	7/1/13-6/30/14
Brown,Joshua V	Program Director I	District Library DO	7/1/13-6/30/14
Brown,Trenette	Mgr.Proj.Adm.Svcs.,CP	NTPI/WMD Grant - AC	7/1/13-6/30/14
Brumbaugh,Doug	Videographer	NTPI/WMD Grant - AC	7/1/13-6/30/14
*Brush,Amy A	Coordinator II, Project	Tech Prep - DO	7/1/13-10/31/13
Buster,Patricia A.	Coor. Museum Education	Leepa/Rattner Museum - DO	7/1/13-6/30/14
Byrd,Terry G.	Program Director I	Criminal Justice AC	7/1/13-6/30/14
Cade,Jerrold R	Student Success Specialist	SPC-Downtown	7/1/13-6/30/14
Call,Ian H.	Program Director I	Provost SPG	7/1/13-6/30/14
Callahan,Doyle William	Systems Analyst - Acad. System	Learning Mgt Network Sys	7/1/13-6/30/14
Callahan,Marisa C.	Interior Designer	Facilities Plan & Inst Svcs	7/1/13-6/30/14
Campbell,Martha E.	Dean, Lower Division	Academic & Student Affairs	7/1/13-6/30/14
Carbart,George E.	Coord, Student Support Svcs	SSS TRIO Grant - DO	7/1/13-6/30/14
Carnahan,Michael	Analyst/Programmer	Instructional Computing SE	7/1/13-6/30/14
Carney,Conferlete	Provost	Academic & Student Affairs	7/1/13-6/30/14
Caron,Ashley L.	Coord.,Accred.&Bacc. Assess.	Academic Effective & Assessmt	7/1/13-6/30/14
Cavanagh,Jeffrey D	Coord., Veteran Affairs	Academic & Student Affairs	7/1/13-6/30/14
Cesta,Jeffrey L.	Dir.,Early College/Dual Enroll	Academic & Student Affairs	7/1/13-6/30/14
Chang,Jimmy H.	Dean, Lower Division	Academic & Student Affairs	7/1/13-6/30/14
Chapin,John M	Dean, Lower Division	Academic & Student Affairs	7/1/13-6/30/14
Chen,Allison Yi-Hui	Program Director II	Nursing HC	7/1/13-6/30/14
Clinton,Tyrone	Associate Provost	Associate Provost SP	7/1/13-6/30/14
Collier,Terry L.	Coord., Special Projects	Provost AC	7/1/13-12/18/13
Colson,Judy C	Coord.,Early College/Dual Enrl	Academic & Student Affairs	7/1/13-6/30/14
Conn,Richard A.	Analyst/Programmer/Developer	Admin Info Sys - Development	7/1/13-6/30/14
Connell,Margaret A.	Director, Disability Resources	Special Needs - DO	7/1/13-6/30/14
Conner,Jamelle J	Assoc VP, Plan,Budget,Compl	BusSVITSystems	7/1/13-6/30/14
Connolly,James L.	Dir, Corporate Training	Corporate Training E&SS DO	7/1/13-6/30/14
Cooper,Anne M	SVP Instruction & Academic Prog.	President	7/1/13-6/30/14
Coraggio,James T	Assoc VP, Inst Eff Rsrc Grants	Academic & Student Affairs	7/1/13-6/30/14
Creamer,David V.	Dir, Network Systems & TV Ops	Learning Mgt Network Sys	7/1/13-6/30/14
Crumbley Sr,Earnest P	Coach	Athletics - DO	7/1/13-6/30/14
Crumbley,Shirley A.	Coord.,Women on the Way	Special Programs/Intl Educ DO	7/1/13-6/30/14
Crumley,Paul Michael	Web Programmer/Analyst	Instructional Computing SE	7/1/13-6/30/14
Curtis,Richard J.	Systems Analyst	Learning Mgt Network Sys	7/1/13-6/30/14
Cyr,Kathryn M.	Fiscal and Business Analyst	Accounting Services	7/1/13-6/30/14
Dale,Sean A.	Systems Analyst-LearnMgrSystem	Learning Mgt Network Sys	7/1/13-6/30/14
Dambroski,Nicole K.	Mgr.,PS Student Sys. Develop.	Admin Info Sys - Development	7/1/13-6/30/14
Davide,Kristy Sue	Coord., End User Prod. Dev.	BusSVITSystems	7/1/13-6/30/14
Davidson,Denisha L.	Coach	Athletics - DO	7/1/13-6/30/14
Davis,Glenn E.	Coord., EMS/CME Program	EMS/CME - HC	7/1/13-6/30/14
Davis,Kevin L	Program Director II	Funeral Services HC	7/1/13-6/30/14

Davis,Rodrigo M	Associate Provost	Associate Provost TS	7/1/13-6/30/14
DeCarlo,Sandra L	Outreach Specialist	Provost SE	7/1/13-6/30/14
Demers,Susan S.	Dean, Pub. Policy&Legal Studies	BA Programs/UPC	7/1/13-6/30/14
Derussy,Vivian C.	Interior Designer	Facilities Plan & Inst Svcs	7/1/13-6/30/14
Deshpande,Avinash A.	Coordinator, Systems Admin.	Admin Information Systems	7/1/13-6/30/14
DiDio,Celeste	Analyst/Programmer/Developer	Admin Info Sys - Development	7/1/13-6/30/14
Disler,Heather H.	Learning Resources Specialist	District Library DO	7/1/13-6/30/14
Dixon,Vernadean J.	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist CL	7/1/13-6/30/14
Dodson,Pamela S	PS Funct.Area Coord/Trainer	Admin Info Sys - Student	7/1/13-6/30/14
Dougherty,Damon Jackson	Production Manager, Palladiium	SPC-Downtown	7/1/13-6/30/14
Drew,Maria	Coord, Admissions&Registration	Central Records DO	7/1/13-6/30/14
Duncan,Douglas S.	SVP Admin/Business Svcs. & IT	President	7/1/13-6/30/14
Dvoracsek,Joseph D.	Director of Student Success	Provost SE	7/1/13-6/30/14
Enlow,Bernard R	Snr. Network/Design & Sec. Eng	Network Systems Support	7/1/13-6/30/14
Ervin,Joshua Andrew	Snr. Network/Design & Sec. Eng	Information Systems	7/1/13-6/30/14
Ewell,Michael A.	Academic Department Coordinato	BA Programs/UPC	7/1/13-6/30/14
Fell,Susan P.	Director, Admissions & Records	Academic & Student Affairs	7/1/13-6/30/14
Ferrazano,Jamie P.	Dir. Learning Mgt. & Stud.&NS	Instructional Computing SE	7/1/13-6/30/14
Finklea,Evelyn M	Program Director II	Letters SPG	7/1/13-6/30/14
Fisher,Lise L	Social Media Mktg. Specialist	Institutional Advancement DO	7/1/13-6/30/14
Fleming,John M	Program Director II	Radiography HC	7/1/13-6/30/14
Flora,Richard M.	Dean, School of Veterinary	Veterinary Technology HC	7/1/13-6/30/14
Ford,Stephen L	Outreach Specialist	Counseling & Advisement TS	7/1/13-6/30/14
Fox,Djuan E.	Coord.,Bacc. Plan& Prog. Dev.	BA Programs/UPC	7/1/13-6/30/14
Frank,Brian	Dean, Public Safety	Provost AC	7/1/13-6/30/14
Frank,Rebecca A	Program Director I	District Library DO	7/1/13-6/30/14
Fredriksen,Jeffrey E.	Systems Analyst	Admin Information Systems	7/1/13-6/30/14
Fritch,Karen L.	Instructional Technologist	Instructional Computing SE	7/1/13-6/30/14
Furnas,Theresa K.	Assoc VP, Fin. & Bus. Services	BusSVITSystems	7/1/13-6/30/14
Gardner,Daniel L	Coord.,Inst.Rsrch/Plan/Rptng	Institutional Research	7/1/13-6/30/14
Gardner,Suzanne L.	Acting General Counsel	President	7/1/13-6/30/14
Garrett,Tracy L	Coord, Program Development	BA Programs/UPC	7/1/13-6/30/14
Gerew,Eileen M.	Manager, Payroll	Payroll	7/1/13-6/30/14
Gerst,Mary E	Coord,Student Life Leadership	Associate Provost HC	7/1/13-6/30/14
Gill,Davie	Coord,Student Life Leadership	Student Activities SPG	7/1/13-6/30/14
Gillis,Arlene	Program Director II	BA Programs/UPC	7/1/13-6/30/14
Gillman,Anna G.	Environmental Services Coordin	Facilities Plan & Inst Svcs	7/1/13-6/30/14
Godcharles,Timothy W	Instructional Technologist	Instructional Computing SE	7/1/13-6/30/14
Gonyea,James C.	Director, Career Develop. Svcs	Academic & Student Affairs	7/1/13-8/31/13
Goodbread,Elizabeth B	Program Director II	Provost TS	7/1/13-6/30/14
Gordon,Kevin D.	Provost	Academic & Student Affairs	7/1/13-6/30/14
Graham,Gary W.	ProgDirectorII -FL Trade Grant	Natural Science CL	7/1/13-6/30/14
Graham,Shane L	Analyst/Programmer	Admin Info Sys - Student	7/1/13-6/30/14
Gray,Cheryl L.	Senior Analyst/Programmer	Admin Info Sys - Student	7/1/13-6/30/14
Gray,Kathy W.	Coord, Admissions&Registration	Academic & Student Affairs	7/1/13-6/30/14
Green,Sonja T.	Coordinator, Business Office	Business Sys & Student Acc	7/1/13-6/30/14
Gregor,Jennifer L	Information Res. Librarian	District Library DO	7/1/13-6/30/14

Grey, William R.	Program Director I	Criminal Justice AC	7/1/13-6/30/14
Guzman II, Luis A.	Sr. Web Analyst/Programmer	Admin Info Sys - Development	7/1/13-6/30/14
Hanrahan, Patricia L	Dir., Curriculum & Prog. Mgt.	BA Programs/UPC	7/1/13-6/30/14
Hartman, Kimberly J	Dean, Baccalaureate Programs	College of Education	7/1/13-6/30/14
Heisler, Laura	Coordinator II, Project	Florida Natl. Guard Grant - AC	7/1/13-6/30/14
Henning, Andrea A.	Exec. Dir., Collaborative Lab	Academic & Student Affairs	7/1/13-6/30/14
Henningsen, Stephanie	Coord, Student Life Leadership	Student Activities CL	7/1/13-6/30/14
Hesting, Karen L.	Instructional Technologist	Instructional Computing SE	7/1/13-6/30/14
Hill, Darren C	Sr. Web Analyst/Programmer	Instructional Computing SE	7/1/13-6/30/14
Hogans, Linda L.	Dir, Special Programs	College Student Supp Svcs DO	7/1/13-6/30/14
Hollowell, Raynette D	Disability Resource Specialist	OSSD - SP	7/1/13-6/30/14
Hopkins, Dorothy	Analyst/Programmer	Admin Info Sys - HR & Finance	7/1/13-6/30/14
Hughes, Tiffany Dawn	Coordinator, Development	Resource Development DO	7/1/13-6/30/14
Hunt, Janette N	Coord., Budget Support & Dev.	Business Services DO	7/1/13-6/30/14
Ison, Anabella M	College Engineer	Facilities Plan & Inst Svcs	7/1/13-12/18/13
Jacob, Bijoy	Analyst/Programmer	Admin Info Sys - Development	7/1/13-6/30/14
Jakubowski, Richard Y.	Web Programmer/Analyst	Instructional Computing SE	7/1/13-6/30/14
Jakupovic, Danijel	Analyst/Programmer/Developer	Admin Info Sys - Development	7/1/13-6/30/14
Janusz, Dawn M.	Coordinator I, Project	Provost HC	7/1/13-6/30/14
Jeffries, Jane L.	Project Technologist	NTPI/WMD Grant - AC	7/1/13-6/30/14
Jenkins, Bradley	Associate Dean, Engineering Tech	Engineering Technology CL	7/1/13-6/30/14
Johns, Charlotte D	Scholar & Stu Fin Assist Officer	Scholarships/Stu Fin Assist SP	7/1/13-6/30/14
Jolliff-Johnson, Cynthia E	Associate Provost	SPC-Downtown	7/1/13-6/30/14
Jones, Patricia C.	VP., HR & Public Affairs	BusSVITSystems	7/1/13-6/30/14
Joseph, Deborah M.	Dir., Curriculum & Prog. Mgt.	College of Education	7/1/13-6/30/14
Jurkovic, Frank M.	Coord, Student Life Leadership	Student Activities SPG	7/1/13-6/30/14
Kaas, Kevin	Chief Television Engineer	Network Systems Support	7/1/13-6/30/14
Kearney, Scott P	Analyst/Programmer/Developer	Admin Information Systems	7/1/13-6/30/14
Keller III, Don R	Bacc. Program Specialist	BA Programs/UPC	7/1/13-6/30/14
Kelley, Nancy	Associate Provost	Associate Provost HC	7/1/13-6/30/14
Kennedy, Catherine Crist	Assoc VP, Univ. Partnership Ctr.	BA Programs/UPC	7/1/13-6/30/14
Kent-Roberts, Sherri M	School Partnership Liaison	College of Education	7/1/13-6/30/14
Kerr, Cheryl	Program Director II	Human Services HC	7/1/13-6/30/14
Kerwin, Denise D.	Program Director I	Nursing CE	7/1/13-6/30/14
Kibler, Theresa	Web Programmer/Analyst	Instructional Computing SE	7/1/13-6/30/14
King, Merrian D.	Electronic Center Coordinator	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Kirchgraber, Todd A.	Program Director I	Florida Natl. Guard Grant - AC	7/1/13-6/30/14
Kirsch, Ramona R	Director, International Prog.	Provost SPG	7/1/13-6/30/14
Klement, David E	Exec. Dir., Inst. Strat. Pol. Sol	Provost SE	7/1/13-6/30/14
Knipp, Paula J	Information Res. Librarian	District Library DO	7/1/13-6/30/14
Kolenda, James J.	Producer, NTPI	NTPI/WMD Grant - AC	7/1/13-6/30/14
Kramer, Rebecca J.	Program Director II	Physical Therapist Asst HC	7/1/13-6/30/14
Kruger, Wayne D.	Dir, Scholar & Stu Fin Asst	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Krupp, Jason	Dir., Bacc. Prog. Stud. Success	BA Programs/UPC	7/1/13-6/30/14

Kuhn,Damon M.	Manager, MAP	Associate Provost HC	7/1/13-6/30/14
LaHaie,Eileen M.	Exec. Dir., Ctr.PubSafeInnov.	Criminal Justice AC	7/1/13-6/30/14
Larsen,Ann	Acting Dir, Museum of Fine Arts	Provost TS	7/1/13-6/30/14
Lawler,Jacqueline R.	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist CL	7/1/13-6/30/14
Lennox,Jill	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Leonard,Michele R.	Bacc. Program Specialist	BA Programs/UPC	7/1/13-6/30/14
Leopold,Joseph S.	Director of Learning Resources	District Library DO	7/1/13-6/30/14
Liswith,Audra D.	Collegewide Testing Coord.	Academic & Student Affairs	7/1/13-6/30/14
Littlewood,Christopher S.	Coordinator II, Project	NTPI/WMD Grant - AC	7/1/13-6/30/14
Lockhart,Amy G.	Senior Accountant	Accounting Services	7/1/13-6/30/14
Long,Douglas D.	Producer, NTPI	NTPI/WMD Grant - AC	7/1/13-6/30/14
Ludwig,Rebecca L	Dean, College of Health Sci	BA Programs/UPC	7/1/13-6/30/14
Lumia,James Christopher	Director Internships	College of Education	7/1/13-6/30/14
Malizia,Kelly E	Program Director II	District Library DO	7/1/13-6/30/14
Malla,Steven T.	Coordinator, Wellness	Wellness	7/1/13-6/30/14
Marks,Alice M.	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist CL	7/1/13-6/30/14
Martinez,Robert A.	Bus. Devel. Officer-Collab.Lab	Academic & Student Affairs	7/1/13-6/30/14
Mayhew,Pamela H	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist SP	7/1/13-6/30/14
McFadden,Stephen R.	Videographer	Instructional Television SE	7/1/13-6/30/14
Meegan,Patrick T.	Videographer	NTPI/WMD Grant - AC	7/1/13-6/30/14
Meigs,Michael C.	Dir, Bus Systems & Stu Acctg	Business Services	7/1/13-6/30/14
Metz,Starla R	Principal, Collegiate HS	Provost SPG	7/1/13-6/30/14
Mikles,Stephen P.	Program Director II	Respiratory Care HC	7/1/13-6/30/14
Miles,Brian P.	Associate General Counsel	College Attorney DO	7/1/13-6/30/14
Miller,Lavester P.	Coordinator II, Project	CJI AA/AS DOC AC	7/1/13-6/30/14
Miller,Michael P.	Coordinator II, Project	Florida Natl. Guard Grant - AC	7/1/13-6/30/14
Moczynski,Linda M.	Analyst/Programmer	Admin Info Sys - Student	7/1/13-6/30/14
Mohr,Jane E.	Facilities Accounting Mgr.	Facilities Plan & Inst Svcs	7/1/13-6/30/14
Molinaro,Dana L.	Coordinator I, Project	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Moore,Randall	Mgr.,Const. Proj.&Cert.Bldg Ad	Facilities Plan & Inst Svcs	7/1/13-6/30/14
Moran, Cheri	Student Success Specialist	Counseling & Advisement TS	7/1/13-6/30/14
Munce,Nancy	Instructional Technologist	Instructional Computing SE	7/1/13-6/30/14
Mundorff,Sheryl	Bacc. Program Specialist	BA Programs/UPC	7/1/13-6/30/14
Myers,Breanna Marie	Head Coach	Athletics - DO	7/1/13-6/30/14
Neiberger,Anne N.	Coordinator II, Project	Provost HC	7/1/13-6/30/14
Nenstiel,Gregory A	Dean, Baccalaureate Programs	BA Programs/UPC	7/1/13-6/30/14
Neu,Frances Zacharias	VP, Inst. Adv & Exec. Dir Foun	President	7/1/13-6/30/14
Newberry,Sheila A.	Program Director II	Health Information Mgmt HC	7/1/13-6/30/14
Nguyen,Shirley T	Analyst/Programmer/Developer	Admin Information Systems	7/1/13-6/30/14
Nicotera,Phillip V.	Provost	Provost HC	7/1/13-6/30/14
Norton,Wilma	Asst Dir, Marketing&PublicInfo	Institutional Advancement DO	7/1/13-6/30/14
Nosewicz,James E.	Budget Specialist	Budget, Planning & Compliance	7/1/13-6/30/14
Oathout,Kathleen C	Dir. of Operations-Palladium	SPC-Downtown	7/1/13-6/30/14
Ocasio,Faith C.	Web Programmer/Analyst	Instructional Computing SE	7/1/13-6/30/14
O'Dowd,Cecelia Messina	Coordinator, Lifelong Lrn/CFK	Corporate Training E&SS DO	7/1/13-6/30/14
Olliver,James	Provost	Academic & Student Affairs	7/1/13-6/30/14
Orama,Juanita	Coordinator I, Project	Provost HC	7/1/13-6/30/14
Parker,Jeremy Russel	Systems Analyst	Admin Information Systems	7/1/13-6/30/14



Paschall,Janine P.	Bacc. Program Specialist	BA Programs/UPC	7/1/13-6/30/14
Pearce,Frederick E.	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist TS	7/1/13-6/30/14
Pedicone, James	Dir. Design & Constr. Svcs	Facilities Plan & Inst Serv DO	7/1/13-6/30/14
Peerenboom,Jill	Coord, Curriculum Services	Course & Curric Develop DO	7/1/13-6/30/14
Peplow,Jeremy S.	Videographer	Institutional Advancement DO	7/1/13-6/30/14
Perez,Jorge Enrique	Program Director I	District Library DO	7/1/13-6/30/14
Petersen,Dale E	Laboratory Manager	BA Programs/UPC	7/1/13-6/30/14
Petrick,Patrick J	Project Technologist	Academic & Student Affairs	7/1/13-6/30/14
Phillips,Kimberly C	Fin. Assist. Officer-Clock Hr.	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Piper,Angela M	Course Delivery Manager	Instructional Computing SE	7/1/13-6/30/14
Plamondon,Amy Danielle	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Powlett,Maycill M	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Proctor,Deborah M.	Mgr.FunctionalUser Stu.Sys.Sup	Academic & Student Affairs	7/1/13-6/30/14
Przyborowski,Marta F	Outreach Specialist	SPC-Downtown	7/1/13-6/30/14
Quinn,Edel T.	Accountant/Business Manager	Resource Development DO	7/1/13-6/30/14
Rager,Sandra	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist CL	7/1/13-6/30/14
Reed,Gwendolyn H.	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist SP	7/1/13-6/30/14
Reesher,Shaeleigh A	Career Development Specialist	Associate Provost HC	7/1/13-6/30/14
Reifler-Alessi,Linda S	Information Res. Librarian	District Library DO	7/1/13-6/30/14
Rinard,Patrick W.	Assoc. VP, Enrollment Mgt.	Academic & Student Affairs	7/1/13-6/30/14
Rivera, Angelo	Mgr. Custodial & Landscape Svcs	Custodial Services CL	7/1/13-6/30/14
Roberts,Geneo A	Program Director II	Nursing HC	7/1/13-6/30/14
Root,Anamarie	Coord, Staff & Prof. Develop.	Human Resources	7/1/13-6/30/14
Rossiter,Carla M	Coord.,Assessment-BA Prog.	Baccalaureate Programs/UPC	7/1/13-6/30/14
Rowe,Ayanna Amerigo	Bacc. Program Specialist	BA Programs/UPC	7/1/13-6/30/14
Ruechel,Jennifer K.	Manager, MAP	Registration SPG	7/1/13-6/30/14
Russell,Nancy L.	Academic Department Coordinato	Business Technologies SP	7/1/13-6/30/14
Schuett,Jacquelyn R	Crd. II, Proj.-Inst.Strategic	President	7/1/13-6/30/14
Seay,Antonio R.	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist SP	7/1/13-6/30/14
Senack-Daum,Erin L.	Coord,Student Life Leadership	Students Activities TS	7/1/13-6/30/14
Sengphrachanh,Phonedavanh	HR Program Coordinator	Human Resources Employment	7/1/13-6/30/14
Setterlind,Sharon R	Dean, Coll. of Computer & IT	Academic & Student Affairs	7/1/13-6/30/14
Shapiro,Alan B.	Instructional Technologist	Instructional Computing SE	7/1/13-6/30/14
Shears,Brenda C.	MAP Coordinator	Provost SE	7/1/13-6/30/14
Sherman,Tiffani L.	Producer, NTPI	Florida Natl. Guard Grant - AC	7/1/13-6/30/14
Shultz,Kathleen G	Grant Writer	Director of Grants DO	7/1/13-6/30/14
Sibbio,Ralph A	EMS Program Support Coord.	Emergency Medical Serv. HC	7/1/13-6/30/14
Silvers,Stefanie C.	Disability Resource Specialist	OSSD - HC	7/1/13-6/30/14
Singer,Julia R	Nursing Skills Facilitator	Nursing HC	7/1/13-6/30/14
Sintes,Nicholas M.	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Skryd,Jacqueline Marie	Director of Grants Development	Academic & Student Affairs	7/1/13-6/30/14
Sloss,John P	Analyst/Programmer	Admin Info Sys - Development	7/1/13-6/30/14
Smiley,Joseph	Dean, Lower Division	Academic & Student Affairs	7/1/13-6/30/14
Smith,Joseph L.	Coordinator II, Project	Criminal Justice AC	7/1/13-6/30/14
Smith,Pamela S.	Coordinator, Legal Services	College Attorney DO	7/1/13-6/30/14

Smith,Todd	Dir, Scholar & Stu Fin Asst	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Snare II,Clayton L	Coord.,Early College/Dual Enrl	Academic & Student Affairs	7/1/13-6/30/14
Spinelli,Paul	Dir, Procurement/Asset Mgt.	Business Services	7/1/13-6/30/14
Staney,Timothy P	Web Content Manager	Institutional Advancement DO	7/1/13-6/30/14
Stanisic,Zoran	Mgr., New Systems Development	Admin Information Systems	7/1/13-6/30/14
Steele,Jonathan E.	Dean, Lower Division	Academic & Student Affairs	7/1/13-6/30/14
Stepanovsky,Nerina J.	Program Director II	Emergency Medical Serv. HC	7/1/13-6/30/14
Sterner,Ann M.	Systems Analyst-LearnMgrSystem	Learning Mgt Network Sys	7/1/13-6/30/14
Stevens,Paul J	Project Technologist	NTPI/WMD Grant - AC	7/1/13-6/30/14
Stewart,Matthew D	Train.&Dev. Design/Facilitator	Human Resources	7/1/13-6/30/14
Strickland,Mark F.	Associate Provost	SPC-Downtown	7/1/13-6/30/14
Stubbs,Aimee Cekau	Disability Resource Specialist	Provost SE	7/1/13-6/30/14
Swift,Christopher	Technology Project Manager	SE Public Safety Institute AC	7/1/13-6/30/14
Terry,James C	Dir., Public Safety Academies	Fire Science AC	7/1/13-9/30/13
Thiel,Janice L.	Dir, Quality Enhancement Plan	Academic & Student Affairs	7/1/13-12/31/13
Thomas,Phil C.	Manager, MAP	Counseling & Advisement CL	7/1/13-6/30/14
Thompson,Andy W	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	7/1/13-6/30/14
Thompson,Barbara L	Disability Resource Specialist	OSSD - TS	7/1/13-6/30/14
Tonner,Joan E.	Program Director II	Dental Hygiene HC	7/1/13-6/30/14
Torres,Irene P	Nursing Skills Facilitator	Nursing HC	7/1/13-6/30/14
Tufts,Shannon S.	Mgr.,Network Sys. & Sec. Ops	Admin Info Systems - SE	7/1/13-6/30/14
Turk,Melanie	Coord.Int'l. Language Institute	Corporate Training E&SS DO	7/1/13-6/30/14
Tymms,Magaly B	Associate Assessment Director	Academic Effective & Assessmt	7/1/13-6/30/14
Veloff,Steven J	Project Technologist	NTPI/WMD Grant - AC	7/1/13-6/30/14
Villaman,Sumati	Coordinator I, Project	Corporate Training E&SS DO	7/1/13-6/30/14
Vitale,Alisha	Director, Enrollment Mgt.	Enrollment Management DO	7/1/13-6/30/14
Vittetoe,Stanley O.	Provost	Academic & Student Affairs	7/1/13-6/30/14
Waechter, James	AVP, Facilities Plan&Inst Scvs	Maintenance Services DO	7/1/13-6/30/14
Waechter,Dawn D.	Coord,Student Life Leadership	Student Activities SE	7/1/13-6/30/14
Walker,Gail E.	Coordinator II, Project	Florida Natl. Guard Grant - AC	7/1/13-6/30/14
Walter,William T	Systems Analyst	Admin Information Systems	7/1/13-6/30/14
Westergard,Victoria L.	Exec. Dir.,eCampus,Web & IT	Provost SE	7/1/13-6/30/14
White,Karen Kaufman	Provost	Academic & Student Affairs	7/1/13-6/30/14
White,Scott B	Head Volleyball Coach	Athletics - DO	7/1/13-6/30/14
Whitelaw,Robert L.	Museum Curator	Art Education Center DO	7/1/13-6/30/14
Wilborn,Paul L.	Exec. Director, Palladium	SPC-Downtown	7/1/13-6/30/14
Wilkins,Pamela A	Bacc. Program Specialist	BA Programs/UPC	7/1/13-6/30/14
Williams,Tonjua L.	SVP Student Services	Academic & Student Affairs	7/1/13-6/30/14
Williams,Tonya J	Disability Resource Specialist	OSSD - SP	7/1/13-6/30/14
Williams,Yvonne G	Train.& Dev. Design/Facilitator	Human Resources	7/1/13-6/30/14
Wolff,Kimberly P.	Program Director II	District Library DO	7/1/13-6/30/14
Wolter,Barbara Simpson	Coordinator I, Project	Institutional Advancement DO	7/1/13-6/30/14
Womer,Lynda G.	Associate Provost	Provost SE	7/1/13-6/30/14
Woodruff Jr,Edward W	Government Relations Director	President	7/1/13-6/30/14
Woods,Vonda L.	Director, Accounting Services	Business Services	7/1/13-6/30/14
Wright, Diana	Dir. Facilities Services	Maintenance Services DO	7/1/13-6/30/14
Wright,Lacrecia M.	Coordinator II, Project	College Reach Out Program DO	7/1/13-6/30/14

Writt,Jeremy L.	Coordinator I, Project	Florida Natl. Guard Grant - AC	7/1/13-6/30/14
Yevstigneyeva,Nadia	Dir. Honors College	Academic & Student Affairs	7/1/13-6/30/14
Zebert,Ann L	Senior Accountant	Accounting Services	7/1/13-6/30/14

\*Enrolled in Deferred Retirement Option Program (DROP)—contract will end at DROP termination date

**Career reappointed as Administrative/Professional resulting from Classification & Compensation Study**


Bawell,Alexander H.	Technology Support Specialist	BA Programs/UPC	7/1/13-6/30/14
Carr,Catherine E.	Coord, Information	District Impressions DO	7/1/13-6/30/14
Casebier,Kenneth T.	Performance Support Specialist	SPC-Downtown	7/1/13-6/30/14
Crane,Casey Killen	Coord, Information	Institutional Advancement DO	7/1/13-6/30/14
Dimmer,Theresa R.	Research Assistant	Institutional Research	7/1/13-6/30/14
Dipolito,Mary L	Web Design Specialist	Instructional Computing SE	7/1/13-6/30/14
Fumano Jr,Daniel Joseph	Technology Support Specialist	Corporate Training E&SS DO	7/1/13-6/30/14
Jones,Nancy L.	Sr. House Mgr-Palladium	SPC-Downtown	7/1/13-6/30/14
Kallassy Jr,Carl P	Supv. Television Ops	Instructional Television	7/1/13-6/30/14
LeBoeuf,James J.	Special Services Specialist	New Initiative Program - HC	7/1/13-6/30/14
McCormack,Cristina D.	Coordinator, Business Services	Leepa/Rattner Museum - DO	7/1/13-6/30/14
Mercer,Mary S	Client Account Rep-Dist.Lrng	Corp. Training E&SS DO	7/1/13-6/30/14
Robinson,Amanda A	Museum Collections Manager	Leepa/Rattner Museum - DO	7/1/13-6/30/14
Robinson,LaNona G.	Client Account Representative	Health CE- AC	7/1/13-6/30/14
Schrader-Smith,Kara L.	Risk Management Services Spect	Facilities Plan & Inst Svcs	7/1/13-6/30/14
Seay,Marianne	Senior Staff Assistant	Provost AC	7/1/13-6/30/14
Steele,Beatrice S.	Facilities Plan&Project Spec	Facilities Plan & Inst Svcs	7/1/13-6/30/14
Tearett,Yalonda R	Volunteer Specialist	Enrollment Management DO	7/1/13-6/30/14

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Anne M. Cooper, Senior Vice President, Instruction & Academic Programs; Tonjua Williams, Senior Vice President Student Services; and Patty Curtin Jones, Vice President, Human Resources & Public Affairs; recommend approval.

Ssw0412133

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College  
**FROM:** William D. Law, Jr., President   
**SUBJECT:** 2012-2013 Equity Report

**Approval is sought to submit the 2012-2013 Equity Report to the Florida Department of Education, Division of Florida Colleges.**

Consistent with the requirements of Sections 1000.05 and 1012.86, Florida Statutes, each Florida College System institution is required to submit an annual update of local plans related to educational equity in the areas of athletics, education, and employment. I am pleased to provide this year's update for your review.

While equity reporting is exhaustive, I have extracted key performance outcomes for your review.

**STUDENT DATA**

**Participation**

- The participation of African-American students increased across the past three years from 12.1% to 14.7% of our credit seeking student body.
- The overall participation of Hispanic students increased across the past three years from 6.9% to 8.8%.
- The representation of African-American male student among our first-time in college students increased across the past three years from 6.5% to 9.1%.
- The representation of Hispanic students among our first-time in college students increased across the past three years from 9.4% to 10.6%.
- The representation of minority students among our first-time in college students increased from 32% to 38%.

**Completion and Retention**

- The representation of African-American students completing Associate in Arts degrees increased across the past three years from 8.0% to 9.3%.
- Our completion goals for both African-American and Hispanic students completing an Associate in Arts degree was met.

- The overall (all groups) fall to fall retention rate for first time/full-time in college students declined from 70% to 67%.
- The fall to fall retention rate for first time/full-time in college African-American male students declined from only 1.0% as compared to 15% the previous year.
- The overall (all groups) fall to fall retention rate for first time/part-time in college students increased from 55% to 70%.
- The fall to fall retention rate for first time/part-time in college African-American male students increased from 47% to 54% after a decline the previous year.

## **EMPLOYEE DATA**

In most cases the individual categories are at or above the Census benchmarks with exception of the following categories:

**Executive/Administrative/Managerial Staff who hold a graduate degree or higher**

- Hispanic – Male (0.9% vs. 2.1%)
- White – Male (44% vs. 49.7%)
- Other Minorities – Female (1.7% vs. 2.0%)
- Other Minorities – Male (0.9% vs. 2.9%)

**Full-time Instructional Staff**

- Hispanic – Male (1.1% vs. 2.1%)
- White – Male (35.6% vs. 49.7%)
- Other Minorities – Female (1.6% vs. 2.0%)

**Full-time Continuing Contract Instructional Staff**

- Hispanic – Male (1.3% vs. 2.1%)
- White – Male (37.1% vs. 49.7%)
- Other Minorities – Female (1.8% vs. 2.0%)

Minority representation has increased in recent years. Notable observations include:

**Executive/Administrative/Managerial Staff**

- Modest gains were reported for African American female employees in the last five years (2.6% to 4.3%).
- Modest gains were reported for Other Minority employees in the last five years (1.7% to 2.6% participation).
- Male/Female representation has been fairly equal where male representation hovers around 52.6% of total EAM employees.

**Full-time Instructional Staff**

- Modest gains were reported for African American employees in the last five years (7.8% to 9.0%).
- Modest gains were reported for Hispanic employees in the last five years (3.6% to 4.5%).



- Steady gains were reported for Other Minority employees in the last five years (3.2% to 5.3%).

**Full-time Continuing Contract Instructional Staff**

- Modest gains were reported for African American employees in the last five years (7.2% to 8.0%).
- Modest gains were reported for Hispanic employees in the last five years (3.6% to 4.0%).
- Steady growth in Other Minority employees in the last five years (4.1% to 6.3%).

I am happy to have your questions, comments and guidance in the most critical area.

Thank you.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Anne M. Cooper, Senior Vice President, Academic & Student Affairs; Patty Curtin Jones, Vice President, Human Resources & Public Affairs; and Pamela S. Smith, Director, Equal Access and Equal Opportunity; recommend approval.

Attachment

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**The Florida College System  
Annual Equity Update Report  
Guidelines for 2012/2013**

For

**St. Petersburg College**

Produced by:

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



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## **General Information and Applicable Laws for Reporting**

The purpose of the Annual College Equity Update Report is to provide a current status report of the college's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. Annual updates to college equity reports meet requirements under the following Florida Statutes and implementing State Board Rules in the Florida Administrative Code (FAC):

- §1000.05, Florida Statutes (F.S.) Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act."
- Implementing Rule 6A-19.010, FAC, Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, FAC, Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- Implementing Rule 6A-10.041, FAC, Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rules 6A-.001 – 6A-19.010, FAC, not previously mentioned and which address educational equity.

Additionally, the Annual College Equity Update Report serves to document efforts by each college in the Florida College System to meet federal laws related to civil rights and nondiscrimination in the treatment and admission of students and employees. Applicable federal laws and regulations enforced by the U.S. Department of Education, U. S. Department of Justice, and the Equal Employment Opportunity Commission include the following:

- Sections IV through VIII of The Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, and Handicap (referred hereafter as, "Guidelines")
- Title VI of the Civil Rights Act of 1964 and implementing regulations under 34 Code of Federal Regulations (C.F.R.) Part 100
- Title IX of the Education Amendments of 1972 and implementing regulations under 34 C.F.R. Part 106
- Section 504 of the Rehabilitation Act of 1973 and implementing regulations under 34 C.F.R. Part 104
- Age Discrimination Act of 1975
- Title II of the Americans with Disabilities Amendments Act of 2008 and implementing regulations under 28 C.F.R. Part 35
- Genetic Information Nondiscrimination Act of 2008

The Report should be prepared according to the following parts:

- Part I. Description of Plan Development
- Part II. Policies and Procedures that Prohibit Discrimination
- Part III. Strategies to Overcome Underrepresentation of Students
- Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
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Each part has instructions for completion along with appropriate legal citations. Each college is encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines.

One bound copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2013. The report should be submitted by mail to the Florida Department of Education, DFC, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: [lynda.earls@fldoe.org](mailto:lynda.earls@fldoe.org). For assistance or questions, call 850-245-9468.

## **PART I**

### **Description of Plan Development**

The college should provide the following as required under State Board Rule 6A-19.010, FAC.

**A. Describe the process used to prepare the report:**

The process used to prepare the 2012-13 Annual Equity Update Report was a collaborative, team approach, which included the departments of Institutional Research, Academic Effectiveness & Assessment, Academic & Student Affairs, and Human Resources, as well as, the Equity Office.

**B. List the names and titles of persons involved in the development of the report:**

- Martha Campbell, Dean of Communications – Clearwater Campus
- Jimmy Chang, Dean of Mathematics – St. Petersburg/Gibbs Campus
- Peg Connell, Director of Disability Resources – EpiServices
- Anne Cooper, Senior Vice President of Academic & Student Affairs – District Office
- James Coraggio, Associate Vice President of Institutional Effectiveness, Research & Grants – EpiCenter
- Sabrina Crawford, Executive Director of Institutional Effectiveness & Research – EpiCenter
- Theresa Dimmer, Research Specialist for Institutional Effectiveness & Research – EpiCenter
- Djuan Fox, Coordinator, Special Projects for Baccalaureate Programs – EpiCenter
- Daniel Gardner, Coordinator of Institutional Research & Reporting – EpiCenter
- Suzanne Gardner, Acting General Counsel – District Office
- Kevin Gordon, Provost – Downtown/Midtown Campuses
- Patty Jones, Vice President, Human Resources & Strategic Communications – EpiServices
- Davanh Sengphrachanh, Human Resources Program Coordinator – EpiServices
- Pam Smith, Director, Equal Access and Equal Opportunity – District Office
- Mark Strickland, Associate Provost and Athletic Director – Downtown Campus
- Sylvia Whelan, Executive Staff Assistant for Human Resources – EpiServices
- Tonjua Williams, Vice President of Academic & Student Affairs – EpiCenter

**C. Describe the participation of any advisory groups or persons:**

- Martha Campbell, Dean of Communications
- Jimmy Chang, Dean of Mathematics
- Peg Connell, Director of Disability Resources
- Anne Cooper, Senior Vice President of Academic & Student Affairs
- James Coraggio, Associate Vice President of Institutional Effectiveness, Research & Grants
- Davanh Sengphrachanh, Human Resources Program Coordinator
- Pam Smith, Director, Equal Access and Equal Opportunity
- Mark Strickland, Associate Provost and Athletic Director
- Tonjua Williams, Vice President of Academic & Student Affairs

**D. Provide the date of the report's adoption by the governing board:**

The plan was adopted by the St. Petersburg College Board of Trustees on April 16, 2013.

## PART II

### Policies and Procedures that Prohibit Discrimination

#### A. Policy and Procedure Review Process:

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

- Members of one or more of the College's leadership teams/committees review and approve rules and policies prior to their submission to the College's Board of Trustees.
- All rules and policies that are approved for submission to the Board of Trustees are sent to Board members one week prior to the Board meeting. This gives Board members the opportunity to review the rules and policies to determine if they have any questions or issues.
- Rules and policies are considered by the Board of Trustees at their monthly meeting, and a vote is taken to approve any new or revised rules and policies.
- Once the new or revised rules and policies are approved by the Board of Trustees, they are implemented by the College administration.

#### B. Policy of Nondiscrimination:

Provide the college's policy/policies of nondiscrimination adopted by the college's governing board. This may be inserted as Appendix 1.

The following policies regarding nondiscrimination are attached as Appendix 1.

1.34 Discrimination Grievance Rule

2.01 Equal Employment Opportunity/Affirmative Action

**Check for compliance!** Does your college's policy of nondiscrimination address the following as required by state and federal laws that prohibit discrimination? Items 1 – 3 are provided as a checklist to ensure that requirements are met related to nondiscrimination policies. Check all that are in compliance:

1. Rule 6A-19.010(1)(f), FAC: Discrimination is prohibited against:

- a. Students:
- b. Employees:
- c. Applicants for admission:
- d. Applicants for employment:
- e. The general public:

2. Discrimination is prohibited based on:

- a. Race:
- b. Ethnicity:
- c. National origin:
- d. Color:
- e. Gender or Sex:
- f. Disability:



- g. Marital status: X
- h. Age: X
- i. Genetic Information: X

3. Both federal and state laws require that no person in this state shall, on the basis of race, ethnicity, national origin, color, sex or gender, age, disability, genetic information or marital status, **be excluded from participation in, be denied the benefits of, or be subjected to discrimination under public education program or activity, or in any employment conditions or practices.** The College's policy contains this or similar language: X yes or \_\_\_ no

**C. NEW for report! Regular Notification: Rule 6A-19.010(f), FAC:** In addition to the policy adopted by the governing board, the plan shall include a description of the procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units and the general public of this policy. Please describe these procedures, using space as needed.

- The College includes a link to its nondiscrimination statement at the bottom of all website pages which is viewable by visitors to and users of the College's website, including staff, students, applicants for employment and admission, parents, collective bargaining units and/or the general public. The text of College's nondiscrimination statement also appears on various pages of the College's website such as: the Equal Opportunity Statement page; the Equal Access/Equal Opportunity page; and the Human Resources Employment Opportunities page.
- The College includes its nondiscrimination statement in other College online and/or hard copy materials such as:
  - the College Catalog;
  - the Student Handbook and Planner;
  - the Faculty Manual;
  - the student Application for Admission to the College;
  - position advertisements for employment at the College;
  - the Application for Employment at the College;
  - individual College program brochures;
  - the College Mission, Vision and Values;
  - College forms, used by staff, students, parents and others doing business with the College;
  - the RESPECT Poster, disseminated college-wide and posted in prominent areas;
  - student and employee orientation information; and
  - Requests for Proposal, for prospective bidders wanting to do business with the College.
- The College's Faculty Governance Organization and its Career Service Employee Council are made aware of the College's nondiscrimination statement in their role of representing faculty and career service employees.

The College's website and its online/hard copy materials are reviewed and updated periodically and are made available to staff, students, applicants for employment and admission, parents, collective bargaining units and the general public, as applicable.

**D. Continuous Notice of Nondiscrimination:** Provide a copy of the college's continuous notice (statement) of nondiscrimination as posted in the college's public places (course catalog, posters,

application forms, etc.) as Appendix 2. Please provide the source and/or name of the document from which the notice in Appendix 2 is taken:

- The College's continuous notice of nondiscrimination is attached as Appendix 2 and is located on the College's website at: <http://www.spcollege.edu/pages/dynamic.aspx?id=1403> and on the College's EA/EO site located at: <http://www.spcollege.edu/eaeo/>. A link located at the footer of the College's homepage takes users to these two sites.
- Also attached as Appendix 2 is the College's RESPECT Poster, which is updated annually and disseminated college-wide. The Poster is posted in classrooms, in break rooms, on bulletin boards, and in many other prominent areas throughout the College.
- The College's notice of nondiscrimination also appears in other College materials such as the College Catalog, the Student Handbook and Planner and other College brochures/materials such as those identified in the College's response to Section C. above.

#### **E. Notice of Equity Officer/Coordinator:**

Designation of Coordinators is required by state and federal laws:

- Rule 6A-19.010(g), FAC: Equity Coordinator. The implementation plan shall identify the person(s) by name and title, designated to coordinate the institution's compliance with Section 1000.05, F.S. and Rules 6A-19.0010.010, FAC. The identity of the Equity Coordinator shall be included in the regular notification of the policy of nondiscrimination.
- Title IX, 34 C.F.R. §106.8(a) requires designation of at least one employee to coordinate efforts to comply with and carry out Title IX responsibilities. Notification is required for all students and employees and must include the name, office address, and telephone number of the responsible employee or employees.
- Section 504, 34 C.F.R. §104.7(a) requires the designation of at least one person to coordinate Section 504 compliance efforts.
- Title II, 28 C.F.R. §35.107 requires the designation of at least one employee to coordinate efforts to comply with and carry out Title II responsibilities. This includes investigation of any complaint communicated to the public entity alleging noncompliance with the regulation or alleging prohibited actions. Any public entity is required to make available to all interested individual the name, office address and telephone number of the responsible employee or employees.

#### **Equity Coordinator(s):**

- a. Please provide the name and contact information for the person(s) designated to coordinate the college's compliance with Rule 6A-19.010, FAC, Title IX, Section 504, and Title II, using space as appropriate.

- Name: [Pamela Smith](#)
- Title: [Director, Equal Access and Equal Opportunity](#)
- Phone Number: [727-341-3261](#)
- Address: [P.O. Box 13489](#)  
[St. Petersburg, Florida 33733-3489](#)

- b. Is the identity of the equity coordinator included in the regular notification (statement) of the policy of nondiscrimination as required under Rule 6A-19.010(g), FAC? **Yes.**
- c. Does the nondiscrimination notice include the name, address, and phone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures, including responsibilities as the Title IX Coordinator as required under Title IX, Section 106.8, and under Title II? **Yes.**

**F. NEW! Grievance or Complaint Procedures:** Please provide as Appendix 3, a copy of the grievance or complaint procedures for use by students, applicants, and employees who allege discrimination. Under Rule 6A-19.010(h), FAC, grievance or complaint procedures should address the following at a minimum:

- 1. The procedure shall be available to all students and their parents, employees, and applicants for admission or employment.
- 2. Notification of these procedures shall be placed in prominent and common information sources.
- 3. Procedures shall be designed to encourage prompt and equitable resolution of student, employee and applicant complaints but shall not prohibit individuals from seeking redress from other available sources.
- 4. Procedures shall prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.

See the College’s Discrimination Grievance Rule 1.34 and Discrimination Grievance Procedure 1.34 attached as Appendix 3.

**G. Revised Policies and Procedures – only related to Civil Rights and Grievance Procedures**

Submit as Appendix 4, any policies and procedures related to the following civil rights and grievance procedures for which revisions have been made since submission of the college’s last Annual Equity Update Report.

1. Policy(s) Prohibiting Discrimination

- i. Revisions made: (yes)  (no)
- ii. If yes, name of policy(s) and date of Board approval: **Board Approval – August 21, 2012; Presidential Approval January 9, 2013.\***

\*On August 21, 2012, the College’s Board authorized the College administration to make necessary non-substantive corrections or updates to its policies when identified and deemed appropriate. On January 9, 2013, the College President approved and the College corrected its nondiscrimination statement by adding *ethnicity* as a protected category.

The policies that were updated to add *ethnicity* to the nondiscrimination statement are attached as Appendix 4 and are as follows:

- 1.34 Discrimination Grievance Rule
- P1.34 Discrimination Grievance Procedure
- 2.01 Equal Employment Opportunity/Affirmative Action
- 2.010 Harassment and Relationships Policy and Definitions

2. Student and/or Employee Grievance Procedures
  - i. Revisions made: (yes) \_\_\_ (no) X
  - ii. If yes, name of procedures(s) and date of revision: N/A
  
3. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment
  - i. Revisions made: (yes) \_\_\_ (no) X
  - ii. If yes, name of policy(s) and date of Board approval: N/A
  
4. AIDS/HIV Infectious Disease Policy/Procedures
  - i. Revisions made: (yes) \_\_\_ (no) X
  - ii. If yes, name of policy and date of Board approval/date of revision: N/A

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

## PART III

### Strategies to Overcome Underrepresented Students

#### Plan for Diversity in Student Participation

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

#### A. Student Enrollments

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

Florida College System  
College: St. Petersburg  
Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2009-10	511	4,650	10.99	3,146	36,858	8.54
	2010-11	771	5,674	13.59	4,011	40,586	9.88
	2011-12	659	5,573	11.82	4,119	41,805	9.85
Male	2009-10	304	4,650	6.54	1,324	36,858	3.59
	2010-11	483	5,674	8.51	1,801	40,586	4.44
	2011-12	508	5,573	9.12	2,042	41,805	4.88
Total	2009-10	815	4,650	17.53	4,470	36,858	12.13
	2010-11	1,254	5,674	22.10	5,812	40,586	14.32
	2011-12	1,167	5,573	20.94	6,161	41,805	14.74

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FI. DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: St. Petersburg**  
**Student Participation-Enrollments**

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2009-10	240	4,650	5.16	1,514	36,858	4.11
	2010-11	324	5,674	5.71	1,934	40,586	4.77
	2011-12	330	5,573	5.92	2,212	41,805	5.29
Male	2009-10	196	4,650	4.22	1,045	36,858	2.84
	2010-11	282	5,674	4.97	1,318	40,586	3.25
	2011-12	262	5,573	4.70	1,467	41,805	3.51
Total	2009-10	436	4,650	9.38	2,559	36,858	6.94
	2010-11	606	5,674	10.68	3,252	40,586	8.01
	2011-12	592	5,573	10.62	3,679	41,805	8.80

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FI. DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: St. Petersburg**  
**Student Participation-Enrollments**

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2009-10	101	4,650	2.17	801	36,858	2.17
	2010-11	134	5,674	2.36	960	40,586	2.37
	2011-12	175	5,573	3.14	1,117	41,805	2.67
Male	2009-10	120	4,650	2.58	584	36,858	1.58
	2010-11	156	5,674	2.75	740	40,586	1.82
	2011-12	160	5,573	2.87	850	41,805	2.03
Total	2009-10	221	4,650	4.75	1,385	36,858	3.76
	2010-11	290	5,674	5.11	1,700	40,586	4.19
	2011-12	335	5,573	6.01	1,967	41,805	4.71

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FI. DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: St. Petersburg**  
**Student Participation-Enrollments**

Race: White		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2009-10	1,596	4,650	34.32	16,795	36,858	45.57
	2010-11	1,754	5,674	30.91	17,515	40,586	43.16
	2011-12	1,762	5,573	31.62	17,604	41,805	42.11
Male	2009-10	1,582	4,650	34.02	11,649	36,858	31.61
	2010-11	1,770	5,674	31.19	12,307	40,586	30.32
	2011-12	1,717	5,573	30.81	12,394	41,805	29.65
Total	2009-10	3,178	4,650	68.34	28,444	36,858	77.17
	2010-11	3,524	5,674	62.11	29,822	40,586	73.48
	2011-12	3,479	5,573	62.43	29,998	41,805	71.76

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FI. DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: St. Petersburg**  
**Student Participation-Enrollments**

Race: All		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2009-10	2,448	4,650	52.65	22,256	36,858	60.38
	2010-11	2,983	5,674	52.57	24,420	40,586	60.17
	2011-12	2,926	5,573	52.50	25,052	41,805	59.93
Male	2009-10	2,202	4,650	47.35	14,602	36,858	39.62
	2010-11	2,691	5,674	47.43	16,166	40,586	39.83
	2011-12	2,647	5,573	47.50	16,753	41,805	40.07
Total	2009-10	4,650	4,650	100.00	36,858	36,858	100.00
	2010-11	5,674	5,674	100.00	40,586	40,586	100.00
	2011-12	5,573	5,573	100.00	41,805	41,805	100.00

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FI. DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**Florida College System**  
**College: St. Petersburg**  
**Student Participation-Enrollments**

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2009-10	59	35	576	453
	2010-11	56	69	572	683
	2011-12	42	60	532	782
Male	2009-10	39	31	300	328
	2010-11	38	66	287	480
	2011-12	28	69	278	548
Total (ALL)	Rpt Year				
	2009-10	98	66	876	781
	2010-11	94	135	859	1,163
	2011-12	70	129	810	1,330

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FI. DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).



## 1. Program Analysis:

Provide a summary of the results of analyses of student enrollments by race, gender, students with disabilities and students with limited English proficiencies. (Use space as needed.)

### Enrollment and FTIC Enrollment

Overall enrollment has increased each year: 36,858, 40,586, 41,805 respectively. FTIC enrollment showed it first small decline which is shared amongst gender distribution: 4,650, 5,674, 5,573 respectively. The percent of increase from the prior year for each category is presented below.

Enrollment Analysis – Percent Change							
FTIC	2009-10	2010-11	2011-12	Overall	2009-10	2010-11	2011-12
Total FTIC	0.4%	22.0%	-1.8%	Total Overall	3.2%	10.1%	3.0%

### Students with Disabilities Enrollment

Students with self-reported disabilities have been steadily increasing and now represent a little more than three percent (3.2%) of total enrollment (1,330 students, 129 of which are FTIC).

Enrollment Analysis – Percent of Total			
Disabled	2009-10	2010-11	2011-12
Females	2.0%	2.8%	3.1%
Males	2.2%	3.0%	3.3%
Total FTIC	2.1%	2.9%	3.2%

### Limited English Proficient Enrollment

Although overall enrollment has increased in recent years, the number of students with limited English proficiencies has shown a slight decline for the past three years. Overall enrollment has gone from 876 to 810, and FTIC enrollment has declined from 98 to 70. Females consistently form the larger percentage of the enrollment numbers in this category.

Limited English Proficiency - Percent Change							
FTIC	2009-10	2010-11	2011-12	Overall	2009-10	2010-11	2010-11
Total FTIC	-23.4%	-4.1%	-25.5%	Total Overall	5.0%	-1.9%	-5.7%

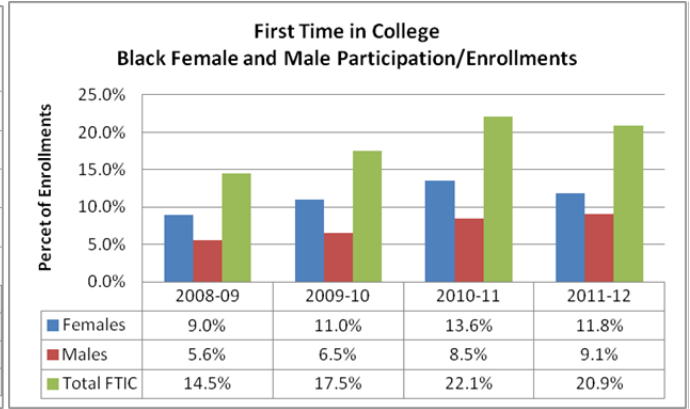
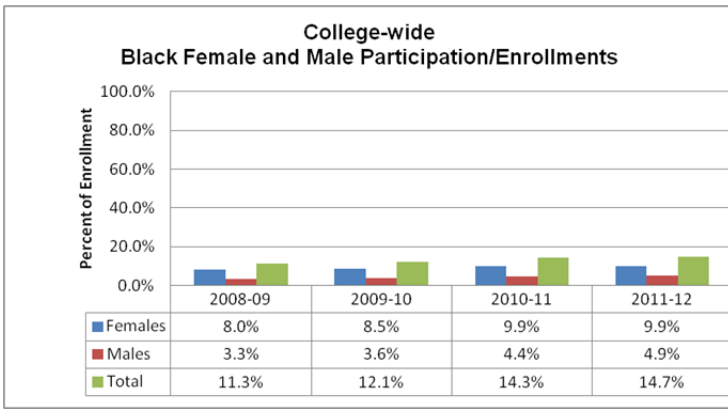
FTIC	2009-10	2010-11	2011-12
Females	59	56	42
Males	39	38	28
Total FTIC	98	94	70

Overall	2009-10	2010-11	2011-12
Females	576	572	532
Males	300	287	278
Overall	876	859	810

### Enrollment by Ethnicity and Gender

The Graphs below show the percentage of enrollment for each ethnic group. The Enrollment Analysis tables below show the percentage point differences comparing one year to the prior year for both FTIC and Overall college students.

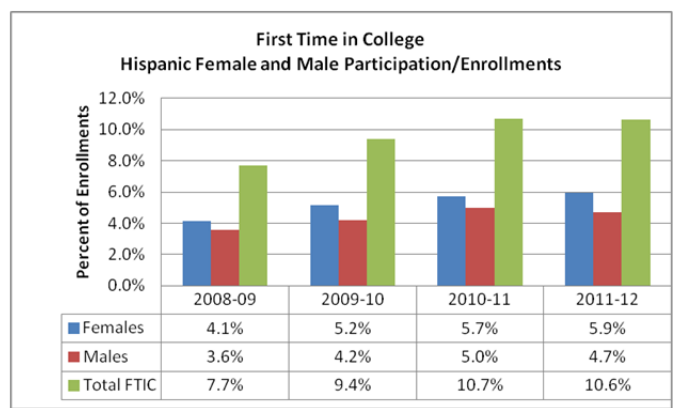
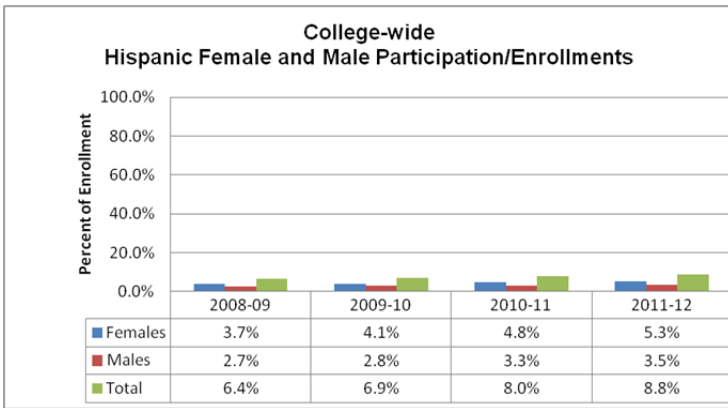
**Black student enrollment by gender, overall, and FTIC**



Enrollment Analysis Percentage Point Difference							
	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11		2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
<b>Black Student Enrollment</b>							
Females	2.0%	2.6%	-1.8%	Females	0.6%	1.3%	0.0%
Males	1.0%	2.0%	0.6%	Males	0.3%	0.9%	0.4%
<b>Total FTIC</b>	<b>3.0%</b>	<b>4.6%</b>	<b>-1.2%</b>	<b>Total Overall</b>	<b>0.8%</b>	<b>2.2%</b>	<b>0.4%</b>

The overall participation of Black students increased across the past three years from 12.1% to 14.7%. Representation of Black FTIC students increased from 17.5% to 20.9%, with a small decrease of females in the most recent year.

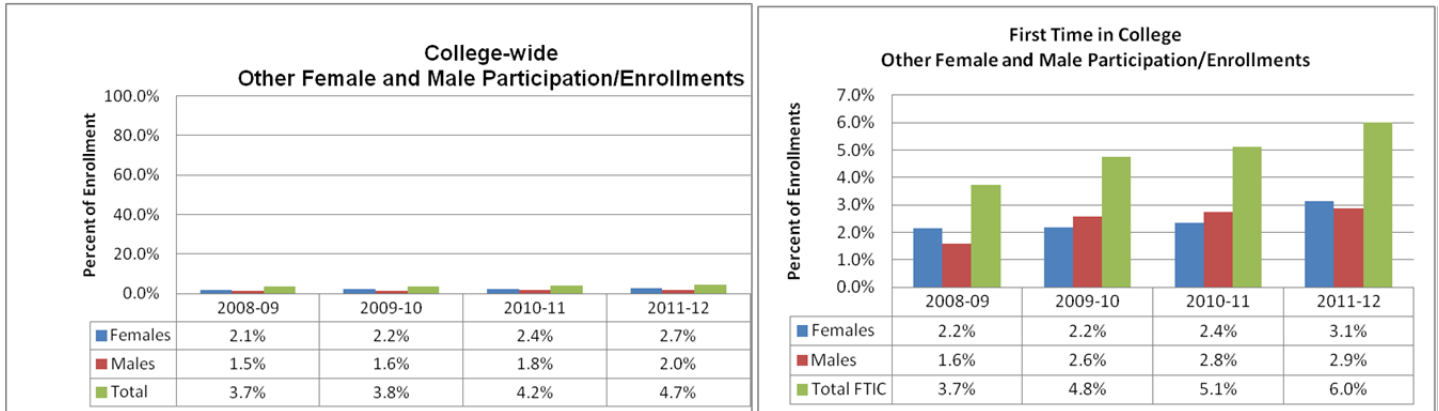
**Hispanic student enrollment by gender, overall, and FTIC**



Enrollment Analysis Percentage Point Difference							
	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11		2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
<b>Hispanic Student Enrollment</b>							
Females	1.0%	0.6%	0.2%	Females	0.4%	0.7%	0.5%
Males	0.7%	0.8%	-0.3%	Males	0.1%	0.4%	0.3%
<b>Total FTIC</b>	<b>1.7%</b>	<b>1.3%</b>	<b>-0.1%</b>	<b>Total Overall</b>	<b>0.5%</b>	<b>1.1%</b>	<b>0.8%</b>

The overall participation of Hispanic students increased across the past three years from 6.9% to 8.8%. Representation of Hispanic FTIC students increased from 9.4% to 10.6%, with a small decrease of males in the most recent year.

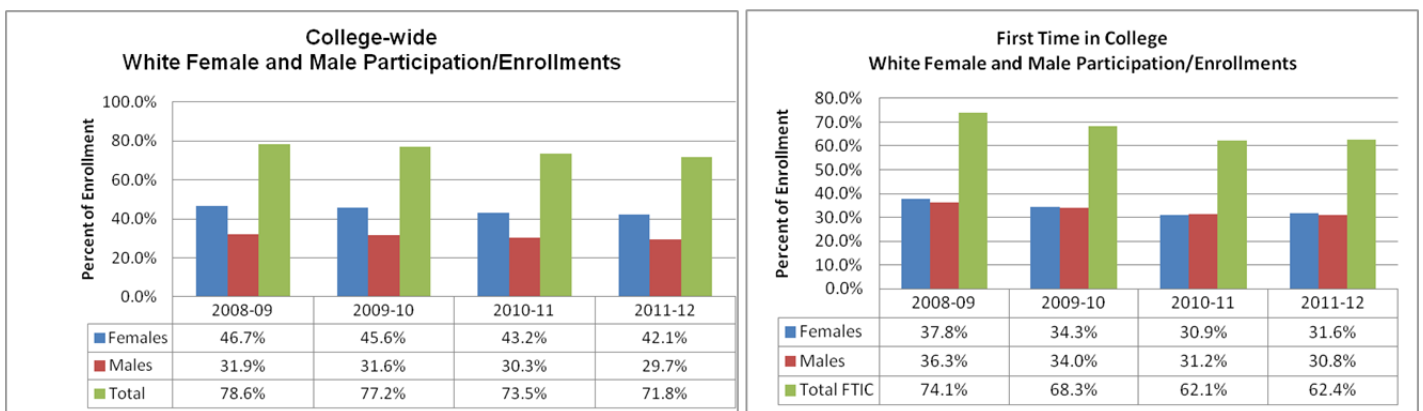
**Other student enrollment by gender, overall, and FTIC**



Enrollment Analysis Percentage Point Difference							
	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11		2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
<b>FTIC</b>				<b>Overall</b>			
<b>Other Student Enrollment</b>							
Females	0.0%	0.2%	0.8%	Females	0.0%	0.2%	0.3%
Males	1.0%	0.2%	0.1%	Males	0.1%	0.2%	0.2%
<b>Total FTIC</b>	<b>1.0%</b>	<b>0.4%</b>	<b>0.9%</b>	<b>Total Overall</b>	<b>0.1%</b>	<b>0.4%</b>	<b>0.5%</b>

The overall participation of Other students increased across the past three years from 3.8% to 4.7%. Representation of Other FTIC students increased from 4.8% to 6.0%.

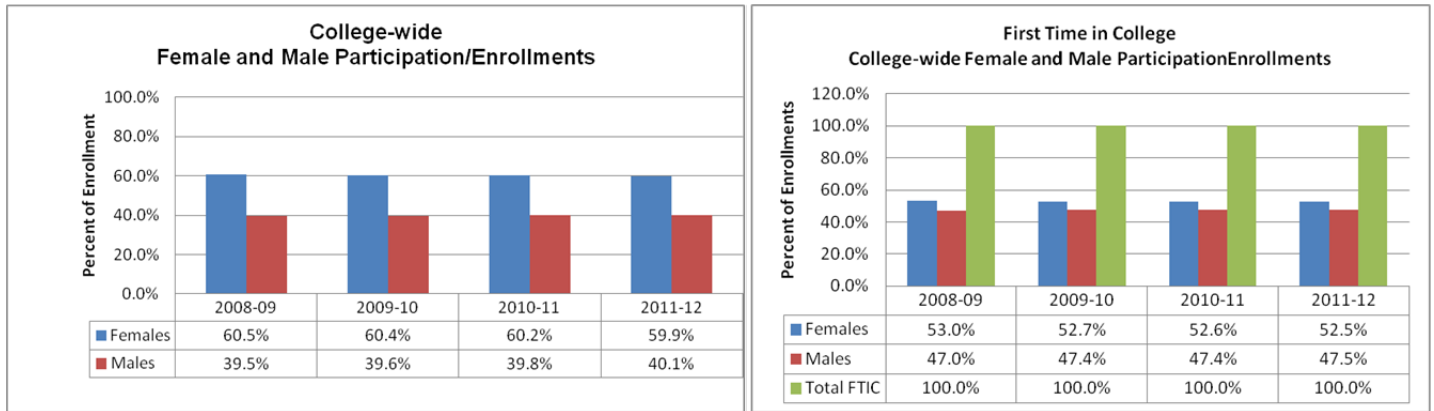
**White student enrollment by gender, overall, and FTIC**



Enrollment Analysis Percentage Point Difference							
	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11		2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
<b>FTIC</b>				<b>Overall</b>			
<b>White Student Enrollment</b>							
Females	-3.4%	-3.4%	0.7%	Females	-1.1%	-2.4%	-1.1%
Males	-2.3%	-2.8%	-0.4%	Males	-0.3%	-1.3%	-0.7%
<b>Total FTIC</b>	<b>-5.7%</b>	<b>-6.2%</b>	<b>0.3%</b>	<b>Total Overall</b>	<b>-1.4%</b>	<b>-3.7%</b>	<b>-1.7%</b>

The overall participation of White students decreased across the past three years from 77.2% to 71.8%. Representation of White FTIC students decreased from 68.3% to 62.4%, with a slight increase of females in the most recent year.

### College-wide student enrollment by gender, overall, and FTIC



Enrollment Analysis Percentage Point Difference								
	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11		2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11	
<b>FTIC</b>				<b>Overall</b>				
<b>All Student Enrollment</b>								
Females	-0.4%	-0.1%	-0.1%	Females	-0.2%	-0.2%	-0.2%	
Males	0.4%	0.1%	0.1%	Males	0.2%	0.2%	0.2%	

The percentage of women represented in enrollment remains consistent with only small percentages of decreases. Male enrollment has shown small percentages of increases.

## 2. Achievement of goals:

Based on goals from previous equity reports, identify areas where goals set by the College were achieved. A table is provided to use as appropriate.

### Prior Year Goals

- The College will continue its recruitment efforts to increase the enrollment of FTIC male student population.

The current year shows a decline (1.6%) in the number of male FTIC students compared to the prior year. FTIC male students also represent a smaller percentage of the total (-0.8%). Although the total number of FTIC students slightly declined, the percentage of males in the FTIC cohort increased slightly (+0.1%). Considering the unusual 2010-11 increases, the most recent slight decline still maintains a large increase from 2009-10 benchmarks.

Enrollment Analysis – Percentage Increase/Decrease			
FTIC	2009-10	2010-11	2011-12
Females	-0.3%	21.9%	-1.9%
Males	1.1%	22.2%	-1.6%
<b>Total FTIC</b>	<b>0.4%</b>	<b>22.0%</b>	<b>-1.8%</b>

Enrollment Analysis - FTIC Percent of Overall Total			
FTIC	2009-10	2010-11	2011-12
Females	11.0%	12.2%	11.7%
Males	15.1%	16.6%	15.8%

Total FTIC	12.6%	14.0%	13.3%
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Enrollment Analysis – Participation Rates			
FTIC	2009-10	2010-11	2011-12
Females	52.7%	52.6%	52.5%
Males	47.4%	47.4%	47.5%

- The College will continue its recruitment efforts to increase the enrollment of the FTIC minority population.

Although the number of FTIC students declined slightly, the total representation of minority students continued to increase.

Enrollment Analysis – FTIC Percent of Total			
Minority	2009-10	2010-11	2011-12
Females	28.8%	34.8%	41.2%
Males	22.8%	28.2%	34.2%
<b>Minority Total</b>	<b>25.9%</b>	<b>31.7%</b>	<b>37.9%</b>

### Modified Goals:

- The College will continue its recruitment efforts to increase the enrollment of FTIC male student population with a goal of 37% by 2013-14.
- The College will continue its recruitment efforts to increase the enrollment of FTIC minority population with a goal of 40% by 2013-14.

### **3. Methods and Strategies**

List the methods and strategies to be used by the college to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project, targeted group, goals and timeframe for achieving stated goals.

- The College continues to refine the registration process for the Fall and Spring terms, and promote the early completion of the Federal Financial Aid application. The staff in the Financial Aid department has expanded financial aid and budget workshops to include classroom, community and high school classroom visits, to help students and their parents understand and complete the application for Pell grants and loans. FAFSA nights are held to make help potential students navigate the process for filing for financial aid.

New methods and strategies to increase enrollment and achieve goals:

- The College is expanding its partnership with the county school system to support high schools that are falling behind. Examples of some of the collaborative initiatives are:
  - Career days involving SPC staff and high school staff
  - Administration of the College Placement Test
  - Campus visits and tours of special programs
  - Support college readiness; administer the PERT to 11<sup>th</sup> graders
  - Focus 2 at the high schools
  - College Reach out
  - GED Partnerships
  - Junior Achievement
  - Big Brothers/Big Sisters
  - Johnnie Ruth Clarke scholarship events

- Summer of Success programming
  - Midtown Campus open houses
  - Publicize availability of SPC college readiness specialist to Pinellas County Schools at [www.spcollege.edu/guidance](http://www.spcollege.edu/guidance)
  - AVID programming directed towards at risk students – focuses on career readiness activities at the high schools.
  - Provide paper applications to high schools that may have students without computer access or skills.
2. The College will target businesses and organizations to present special programs and learning opportunities to attract their members to the College.
- Minister groups? FAST
  - Minister’s Dinner with the President
  - Tampa Bay Higher Education Alliance
  - Foundation work with Francis
  - Job Corps
  - Pinellas County Foundation – Doorways
  - TASC0 – teen afterschool programs offered by community organization – SPC college readiness specialists attend various events.
  - Silver donor sponsor for Mayor’s awards breakfast for local students
  - Relationship with Tomlinson HS/Center where a large number of GED students work to get their degree, have a SPC branded room to attract those students to enroll at SPC, largely on at-risk African American males.
3. As an Achieving the Dream institution, St. Petersburg College has committed to a student-centered model of Institutional Improvement. Based on five principles, the model frames the overall work of helping more students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. The strategies and goals that will be developed during the 2012-13 AY will support the achievement of the goals of this report.

### **B. Student Completions (college degree and certificate programs)**

This year’s report evaluates degree and certificate completions from 2009-10 to 2011-12 by race, gender, disability, and minority LEP skills of students achieving A.A. Degrees, A.S. Degrees, or Certificates of Completions (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2011/12 through 2012/13.

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

### Florida College System College: St. Petersburg Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2009-10	147	2,305	6.38	60	809	7.42	23	623	3.69
	2010-11	170	2,434	6.98	70	874	8.01	18	604	2.98
	2011-12	193	2,890	6.68	62	896	6.92	21	546	3.85
Male	2009-10	37	2,305	1.61	18	809	2.22	27	623	4.33
	2010-11	61	2,434	2.51	15	874	1.72	16	604	2.65
	2011-12	74	2,890	2.56	19	896	2.12	26	546	4.76
Total	2009-10	184	2,305	7.98	78	809	9.64	50	623	8.03
	2010-11	231	2,434	9.49	85	874	9.73	34	604	5.63
	2011-12	267	2,890	9.24	81	896	9.04	47	546	8.61

CCTCMIS = CCEE0192 01/14/2013 10:32:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

### Florida College System College: St. Petersburg Student Participation/Completions

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2009-10	90	2,305	3.90	35	809	4.33	19	623	3.05
	2010-11	98	2,434	4.03	34	874	3.89	14	604	2.32
	2011-12	136	2,890	4.71	39	896	4.35	14	546	2.56
Male	2009-10	45	2,305	1.95	10	809	1.24	22	623	3.53
	2010-11	56	2,434	2.30	18	874	2.06	33	604	5.46
	2011-12	74	2,890	2.56	22	896	2.46	14	546	2.56
Total	2009-10	135	2,305	5.86	45	809	5.56	41	623	6.58
	2010-11	154	2,434	6.33	52	874	5.95	47	604	7.78
	2011-12	210	2,890	7.27	61	896	6.81	28	546	5.13

CCTCMIS = CCEE0192 01/14/2013 10:32:37 Source: AA1A2010, AA1A2011, AA1A2012

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**Florida College System**  
**College: St. Petersburg**  
**Student Participation/Completions**

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2009-10	56	2,305	2.43	24	809	2.97	8	623	1.28
	2010-11	51	2,434	2.10	21	874	2.40	9	604	1.49
	2011-12	63	2,890	2.18	25	896	2.79	6	546	1.10
Male	2009-10	32	2,305	1.39	14	809	1.73	8	623	1.28
	2010-11	29	2,434	1.19	9	874	1.03	11	604	1.82
	2011-12	54	2,890	1.87	17	896	1.90	13	546	2.38
Total	2009-10	88	2,305	3.82	38	809	4.70	16	623	2.57
	2010-11	80	2,434	3.29	30	874	3.43	20	604	3.31
	2011-12	117	2,890	4.05	42	896	4.69	19	546	3.48

CCTCMIS = CCEE0192 01/14/2013 10:32:37 Source: AA1A2010, AA1A2011, AA1A2012

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Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: St. Petersburg**  
**Student Participation/Completions**

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2009-10	1,148	2,305	49.80	468	809	57.85	216	623	34.67
	2010-11	1,203	2,434	49.42	515	874	58.92	212	604	35.10
	2011-12	1,368	2,890	47.34	465	896	51.90	187	546	34.25
Male	2009-10	750	2,305	32.54	180	809	22.25	300	623	48.15
	2010-11	766	2,434	31.47	192	874	21.97	291	604	48.18
	2011-12	928	2,890	32.11	247	896	27.57	265	546	48.53
Total	2009-10	1,898	2,305	82.34	648	809	80.10	516	623	82.83
	2010-11	1,969	2,434	80.90	707	874	80.89	503	604	83.28
	2011-12	2,296	2,890	79.45	712	896	79.46	452	546	82.78

CCTCMIS = CCEE0192 01/14/2013 10:32:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled



**Florida College System**  
**College: St. Petersburg**  
**Student Participation/Completions**

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2009-10	1,441	2,305	62.52	587	809	72.56	266	623	42.70
	2010-11	1,522	2,434	62.53	640	874	73.23	253	604	41.89
	2011-12	1,760	2,890	60.90	591	896	65.96	228	546	41.76
Male	2009-10	864	2,305	37.48	222	809	27.44	357	623	57.30
	2010-11	912	2,434	37.47	234	874	26.77	351	604	58.11
	2011-12	1,130	2,890	39.10	305	896	34.04	318	546	58.24
Total	2009-10	2,305	2,305	100.00	809	809	100.00	623	623	100.00
	2010-11	2,434	2,434	100.00	874	874	100.00	604	604	100.00
	2011-12	2,890	2,890	100.00	896	896	100.00	546	546	100.00

CCTCMIS = CCEE0192 01/14/2013 10:32:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**Florida College System**  
**College: St. Petersburg**  
**Student Participation/Completions**

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
Female	2009-10	30	43	17	33	7	8
	2010-11	33	59	20	47	8	6
	2011-12	39	83	21	33	3	11
Male	2009-10	21	37	6	8	8	7
	2010-11	18	34	7	14	6	5
	2011-12	18	51	7	15	4	17
Total (ALL)	Rpt Year						
	2009-10	51	80	23	41	15	15
	2010-11	51	93	27	61	14	11
	2011-12	57	134	28	48	7	28

CCTCMIS = CCEE0192 01/14/2013 10:32:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

## 1. Program Analysis

Identify areas of disproportionate program completions of students of a particular race, sex, handicap, or national origin minority having limited English proficiency skills. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.

### Overall

The number of program completers has increased twelve percent (12.0%) in 2009-10, almost five percent (4.7%) in 2010-11, and over ten percent (10.7%) in 2011-12. The distribution across programs continues to show the largest percentage of completers earn AA degrees.

All Completers				
Year	Total	AA Degrees	AS Degrees	Certificates
2009-10	3,737	61.7%	21.6%	16.7%
2010-11	3,912	62.2%	22.3%	15.4%
2011-12	4,332	66.7%	20.7%	12.6%

### Students with Disabilities or Limited English Proficiency

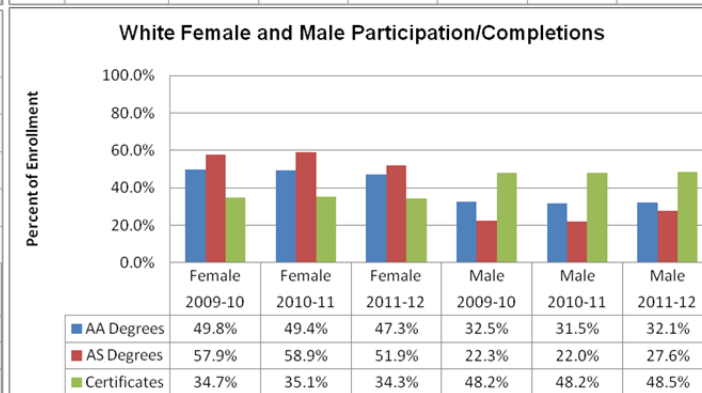
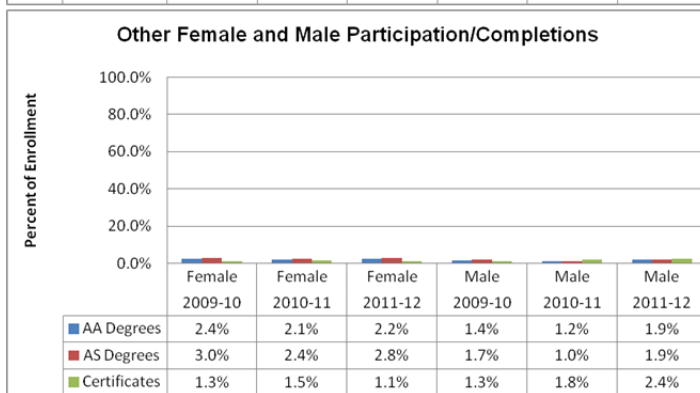
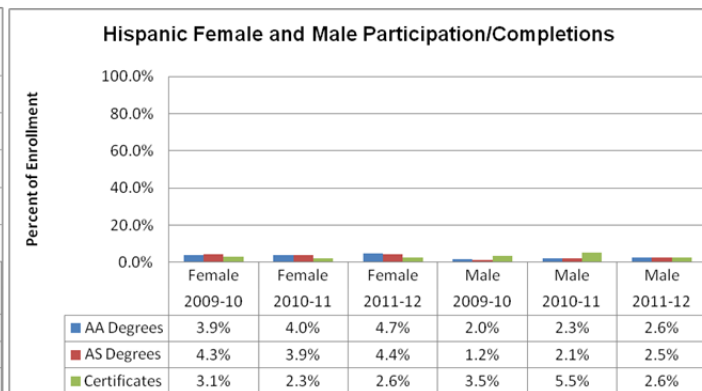
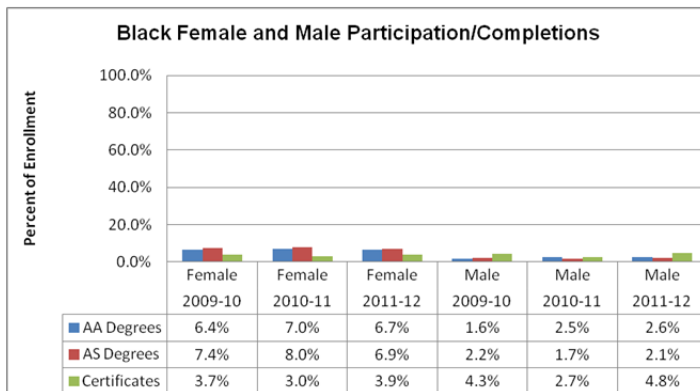
The number of students with self-reported disabilities and the number of students with limited English proficiency has been steadily increasing with the largest percentage of completers in both of these groups earning AA degrees.

Completers with Self-Reported Disabilities				
Year	Total	AA Degrees	AS Degrees	Certificates
2009-10	136	58.8%	30.1%	11.0%
2010-11	165	56.4%	37.0%	6.7%
2011-12	210	63.8%	22.9%	13.3%

Limited English Proficiency Completers				
Year	Total	AA Degrees	AS Degrees	Certificates
2009-10	89	57.3%	25.8%	16.9%
2010-11	92	55.4%	29.3%	15.2%
2011-12	97	58.8%	28.9%	12.4%

### Completion by Ethnicity and Gender

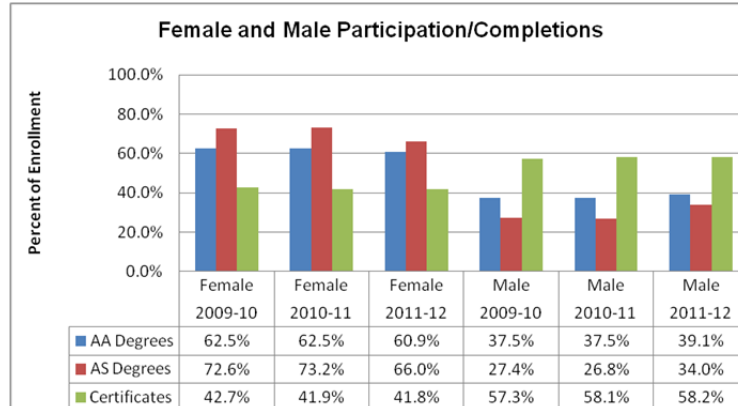
The graphs below present trends in degree and certificate completions by ethnic and gender classifications for the past three years. The Enrollment Analysis tables below show the percentage point differences comparing one year to the prior year with breakdowns for gender.



Completion Analysis – Percentage Point Differences									
Gender	AA Degrees			AS Degrees			Certificates		
	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
	<b>White Student Completion</b>								
Females	-0.5%	-0.4%	-2.1%	0.0%	1.1%	-7.0%	2.7%	0.4%	-0.8%
Males	1.2%	-1.1%	0.6%	-1.5%	-0.3%	5.6%	-2.5%	0.0%	0.4%
<b>Total</b>	<b>0.5%</b>	<b>-1.4%</b>	<b>-1.5%</b>	<b>-1.5%</b>	<b>0.8%</b>	<b>-1.4%</b>	<b>0.1%</b>	<b>0.4%</b>	<b>-0.5%</b>
<b>Black Student Completion</b>									
Females	0.5%	0.6%	-0.3%	0.0%	0.6%	-1.1%	-0.4%	-0.7%	0.9%
Males	-0.6%	0.9%	0.1%	0.1%	-0.5%	0.4%	0.2%	-1.7%	2.1%
<b>Total</b>	<b>-0.1%</b>	<b>1.5%</b>	<b>-0.3%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>-0.7%</b>	<b>-0.2%</b>	<b>-2.4%</b>	<b>3.0%</b>
<b>Hispanic Student Completion</b>									
Females	0.1%	0.1%	0.7%	0.4%	-0.4%	0.5%	0.5%	-0.7%	0.2%
Males	-0.2%	0.4%	0.3%	0.3%	0.8%	0.4%	-0.4%	1.9%	-2.9%
<b>Total</b>	<b>-0.1%</b>	<b>0.5%</b>	<b>0.9%</b>	<b>0.7%</b>	<b>0.4%</b>	<b>0.9%</b>	<b>0.1%</b>	<b>1.2%</b>	<b>-2.7%</b>
<b>Other Student Completion</b>									
Females	0.2%	-0.3%	0.1%	0.1%	-0.6%	0.4%	0.4%	0.2%	-0.4%
Males	-0.5%	-0.2%	0.7%	0.7%	-0.7%	0.9%	-0.4%	0.5%	0.6%
<b>Total</b>	<b>-0.2%</b>	<b>-0.5%</b>	<b>0.8%</b>	<b>0.7%</b>	<b>-1.3%</b>	<b>1.3%</b>	<b>0.0%</b>	<b>0.7%</b>	<b>0.2%</b>

- Across the past three years the percentage of Black males and females completing AA and Certificate degrees increased, whereas AS degrees have decreased. However, the decrease in Black males has not fallen below the 2009-10 levels as of yet.
- Our Hispanic population has shown overall increases in both AA and AS degree program completion with a decrease for both genders in Certificate completions.
- Our Other Student and White student population has shown decreases in all areas for the female population, and small increases for all areas for the male population.

## Overall Completions by Gender



Completion Analysis – Percentage Point Differences									
Gender	AA Degrees			AS Degrees			Certificates		
	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
	<b>All Student Completion</b>								
Females	0.0%	0.0%	-1.6%	0.4%	0.7%	-7.3%	3.2%	-0.8%	-0.1%
Males	0.0%	0.0%	1.6%	-0.4%	-0.7%	7.3%	-3.2%	0.8%	0.1%

- The overall completion percentages for our female population shows declines in all areas with AS declines the most significant, whereas our male population shows increases in all areas with AS increases the most significant.

## 2. Achievement of goals:

Based on the data, modify goals as necessary. Report goals below:

### Prior Year Goals

- Black students: Increase the number of Black students completing an AA degree to 254 by 2013. The goal was met.

Black Completions				
Year	Gender	AA Degrees	AS Degrees	Certificates
2008-09	Female	118	56	24
2009-10	Female	147	60	23
2010-11	Female	170	70	18
2011-12	Female	193	62	21
2008-09	Male	44	16	24
2009-10	Male	37	18	27
2010-11	Male	61	15	16
2011-12	Male	74	19	26
2008-09	Total	162	72	48
2009-10	Total	184	78	50
2010-11	Total	231	85	34
2011-12	Total	267	81	47

- Hispanic students: Increase the number of Hispanic students completing an AA degree to 170 by 2013. The goal was met.

Hispanic Completions				
Year	Gender	AA Degrees	AS Degrees	Certificates
2008-09	Female	77	30	15
2009-10	Female	90	35	19
2010-11	Female	98	34	14
2011-12	Female	136	39	14
2008-09	Male	43	7	23
2009-10	Male	45	10	22
2010-11	Male	56	18	33
2011-12	Male	74	22	14
2008-09	Total	120	37	38
2009-10	Total	135	45	41
2010-11	Total	154	52	47
2011-12	Total	210	61	28

**Modified Goals:**

- Black students: Increase the number of Black students completing an AA degree to 290 and the number of Black, Male students completing an AA degree to 84 by 2014.
- Increase the overall percentage of minority students completing an AA degree to 22% of the total population by 2014.

**3. Methods and Strategies:**

List the methods and strategies used by the college to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project/program, targeted group, goals and timeframe for achieving stated goals.

- Student Life Plan Project - St. Petersburg College has always been student-centered. However, the college realizes that it must do a better job of ensuring that each student experiences the type of success that ultimately will lead to a better job and a higher standard of living. At SPC, there are already a number of programs and procedures in place that benefit students, but the college believes that it can do better. The College is in the process of developing stronger support systems to guide students toward a successful academic performance and refining our initiatives to better align available resources with student needs. Students will need to take more responsibility for their own success and the College intends to provide support and training to help them do this. As a result of the committee’s yearlong commitment, two new institutional policies have been developed, the revised Academic Standing Policy and the Student Life Retention Policy. The revised Academic Standing Policy now includes a progression component (complete 67% of all college-level coursework) as well as the GPA requirement (2.0 cumulative GPA), and mirrors Financial Aid SAP Requirements. Students who are now placed on academic suspension have specific academic and support requirements that must be completed before re-enrolling. The Student Life Retention Policy was implemented this spring. While the term has not yet ended, over 150 students have already been identified in weekly reports and have been contacted for advising and support services. This number will increase dramatically as grades are posted at the end of the term.
- The College Experience at St. Petersburg College - “The pressure is on community colleges to again make the United States the No. 1 producer of workers with professional credentials in the global market.” (Dorsey, 2011) To that end, community colleges must embrace a framework of accountability for the full range of services, processes and support programs provided to students. An intentional review and data-driven

improvement plan in these areas would result in increased student through-put and success rates. With the overarching goal of student success and achievement, SPC is deliberately focusing on what students experience from application through graduation. Led by the campus Provosts, and supported by district and campus staff, The College Experience includes all processes/systems, activities and programs that support, nurture and impact student success from inquiry through graduation. Since January 2011, the focus has been student services and processes, a student-learning plan, facilities in advising areas, staff training, and mandatory on campus orientation. In addition, the College has put into place new innovations in the areas of student planner (registration enhancement), student involvement in decision making (student activities budget), an early alert/warning system and several other initiatives designed to help students succeed. This approach requires stakeholders to create effective processes that provide a clear path of navigation for students through services, programs and systems enabling them to earn their certificate, degree or other credentials according to their educational and career goals.

- My Learning Plan – The My Learning Plan (MLP) project is one of five strategic project initiatives at St. Petersburg College under a larger values-based, student completion and success initiative called The College Experience.

The overall goal of the MLP project is to:

*Increase student graduation rates and progression towards graduation by implementing a completion-by-planning-and-design student progression model wherein advising coaches partner with students to complete an academic plan with and owned by the student. This model, together with other information and tools, is named herein as the Individualized Student Learning Plan (ISLP).*

There are other related goals of the MLP project, including:

- increasing the number of students completing a formal Academic Plan;
- providing students a more consolidated yet comprehensive, anytime-anywhere online access for viewing their career goal, academic plan, etc.; and
- improving the readiness and efficiency of out-of-classroom support staff as well as faculty in supporting our students in their success and goal for reaching graduation.

At present, the SPC My Learning Plan (MLP) is viewed as being more holistic in design in that it will be the core online access point through which academic progress information is delivered to students. Among those requirements being viewed are: student information, academic plan options for prescriptive and non-prescriptive models, course or credit hour limitations, student progression tracking (on-track or off-track), and integration in some form (links, tabs, messaging, etc.) into Career Assessment, the Early Alert, and student life issues that will be delivered to and viewable by SPC students, faculty and staff.

Over 8,000 currently enrolled students currently have Learning Plans. Based on the early research results, further research, review, and changes will be made to strengthen the tool and achieve the optimum learning plan process for our students.

- Face-to-Face Orientation – Last year, a face-to-face orientation college-wide pilot for new degree or certificate seeking students who score in two or more areas of development courses was implemented. This year, the pilot was extended to included students who test into any developmental areas. Students from this population who met the above criteria were contacted and informed that they must attend a face-to-face orientation session. The intended outcomes for the face-to-face orientation include that students have:
  - An understanding of SPC’s academic programs;
  - An understanding of behaviors which contribute to his/her academic success;
  - An understanding of how to use the MySPC Portal, ANGEL, and the Student Email system.

- A thorough understanding of how to obtain as well as maintain financial assistance throughout their post-secondary educational endeavors and the importance of doing so.
  - An awareness of the availability of assistive college-based resources offered to engage the student, enhance the student's experience, and empower the student for academic success.
- Credit Hour Commitment Model – The objectives of the Credit Hour Commitment Model are to ensure that students have the appropriate expectation for the amount of time required for each class and to establish a common metric that can be applied to all courses regardless of modality and schedule pattern.

The proposed Credit Hour Commitment Model is to:

- *Ensure students understand the amount of time required for each credit/class,*
- *Demonstrate our consensus on a credit hour metric consistent across instructional modalities,*
- *Preserve the role of faculty in defining high quality and time efficient courses and programs, and*
- *Ensure institutional integrity consistent with Title IV expectations.*

Future development will include a web-based Life/School Balance calculator to assist students in selecting the 'right' class schedule combination based on other life responsibilities such as family and work.

- Out-of-Classroom Support - Out- of-classroom support for student learning is predominantly achieved through SPC libraries, including all electronic materials, and the various tutoring centers located on six campuses as well as Smarthinking, an online tutoring service offered to all students as a link within ANGEL.
- Men Achieving Excellence (MAX) is an initiative developed specifically to create a full service support model to recruit, support, retain, and improve success rates of male students. Furthermore, by expanding upon a previous initiative called Brother to Brother that had a historical retention rate of 80%, the focus is to use a dedicated position on each campus to build campus support centers that will include mentoring, career services, high school/college connections, dedicated resources available to members, and advising. Additional data that supports this initiative is currently tracked weekly and includes First Time in College, participation in the New Student Orientation, course enrollment, withdrawals, and number of withdrawals with "F"s. Connecting success rates to other college initiatives, such as the New Student Orientation, will allow future disaggregation of data to determine whether these initiatives are having a positive effect upon this particular population.
- As an Achieving the Dream institution, St. Petersburg College has committed to a student-centered model of Institutional Improvement. Based on five principles, the model frames the overall work of helping more students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. The strategies and goals that will be developed during the 2012-13 AY will support the achievement of the goals of this report.

### **C. Student Retention by Race and Gender**

The College 2012-13 Update Report should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2010-11 FTIC students returning Fall 2011-12 and Fall 2011-12 FTIC students returning Fall 2012-13.

Florida College System

College: St. Petersburg

Full-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	2	5	148	194	4	6	63	42	99	163	788	768	37	45	1,141	1,223	2,364
Num. Retained	2	4	79	117	2	5	48	32	63	128	494	547	19	35	707	868	1,575
% Retained	100	80	53	60	50	83	76	76	64	79	63	71	51	78	62	71	67

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Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: St. Petersburg

Full-Time Student Retention (FTIC)2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	6	9	142	191	7	5	49	37	95	137	717	790	47	57	1,063	1,226	2,289
Num. Retained	2	4	77	129	4	4	36	31	64	104	490	591	35	37	708	900	1,608
% Retained	33	44	54	68	57	80	73	84	67	76	68	75	74	65	67	73	70

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Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall 2010 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall Enrollment



Florida College System

College: St. Petersburg

Part-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	0	2	184	303	2	6	24	27	79	96	556	760	28	31	873	1,225	2,098
Num. Retained	0	0	84	151	1	5	14	14	40	57	273	450	16	21	428	698	1,126
% Retained	0	0	46	50	50	83	58	52	51	59	49	59	57	68	49	57	54

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Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: St. Petersburg

Part-Time Student Retention (FTIC)2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	2	0	168	369	2	4	22	26	102	105	616	651	74	73	986	1,228	2,214
Num. Retained	0	0	79	217	1	1	11	15	50	71	309	390	31	47	481	741	1,222
% Retained	0	0	47	59	50	25	50	58	49	68	50	60	42	64	49	60	55

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Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall 2010 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall Enrollment

**1. Identify areas by race and gender where the retention rates have not improved from the previous year.**

Students identified as first-time in college (FTIC) degree/certificate seeking students in the beginning of fall were used to establish the cohort (IPEDS definitions). Those that returned the following fall were considered retained. For 2011-12, it appears that there were gains in rate of retention for part-time students while full-time students experienced declines.

**a. Full-time students:**

The tables below show retention rates and the percentage point difference comparison for full-time students. Decreases are highlighted in green.

Full-time Retention Rate			
Gender	Race/Ethnicity	2010-11	2011-12
Male	Non-Resident	33.0%	100.0%
Male	Black	54.0%	53.0%
Male	American Indian	57.0%	50.0%
Male	Asian	73.0%	76.0%
Male	Hispanic	67.0%	64.0%
Male	White	68.0%	63.0%
Male	Unknown/Not Reported	74.0%	51.0%
Female	Non-Resident	44.0%	80.0%
Female	Black	68.0%	60.0%
Female	American Indian	80.0%	83.0%
Female	Asian	84.0%	76.0%
Female	Hispanic	76.0%	79.0%
Female	White	75.0%	71.0%
Female	Unknown/Not Reported	65.0%	78.0%
Male	All	67.0%	62.0%
Female	All	73.0%	71.0%
Total	All	70.0%	67.0%

Full-time Retention Rate - Percentage Point Differences			
Gender	Race/Ethnicity	2010-11 vs. 2009-10	2011-12 vs. 2010-11
Male	Non-Resident	-31.0%	67.0%
Male	Black	-15.0%	-1.0%
Male	American Indian	-10.0%	-7.0%
Male	Asian	-6.0%	3.0%
Male	Hispanic	3.0%	-3.0%
Male	White	0.0%	-5.0%
Male	Unknown/Not Reported	6.0%	-23.0%
Female	Non-Resident	8.0%	36.0%
Female	Black	-12.0%	-8.0%
Female	American Indian	5.0%	3.0%
Female	Asian	4.0%	-8.0%
Female	Hispanic	0.0%	3.0%
Female	White	-2.0%	-4.0%
Female	Unknown/Not Reported	-13.0%	13.0%
Male	All	-1.0%	-5.0%
Female	All	-4.0%	-2.0%
Total	All	-3.0%	-3.0%

- Though our male population continues to struggle with year-to-year retention, the 2011-12 cohort shows significant improvement in overall declines other than the unknown/unreported category.

**b. Part-time students:**

The tables below show retention rates and the percentage point difference comparison for part-time students. Decreases were shown in green.

Part-time Retention Rate				
Gender	Race	2009-10	2010-11	2011-12
Male	Non-Resident	0.0%	0.0%	33.0%
Male	Black	50.0%	47.0%	54.0%
Male	American Indian	0.0%	50.0%	57.0%
Male	Asian	63.0%	50.0%	73.0%
Male	Hispanic	39.0%	49.0%	67.0%
Male	White	47.0%	50.0%	68.0%
Male	Unknown/Not Reported	46.0%	42.0%	74.0%
Female	Non-Resident	0.0%	0.0%	44.0%
Female	Black	61.0%	59.0%	68.0%
Female	American Indian	50.0%	25.0%	80.0%
Female	Asian	64.0%	58.0%	84.0%
Female	Hispanic	69.0%	68.0%	76.0%
Female	White	58.0%	60.0%	75.0%
Female	Unknown/Not Reported	50.0%	64.0%	65.0%
Male	All	47.0%	49.0%	67.0%
Female	All	58.0%	60.0%	73.0%
Total	All	53.0%	55.0%	70.0%

Part-time Retention Rate - Percentage Point Differences			
Gender	Race	2010-11 vs. 2009-10	2011-12 vs. 2010-11
Male	Non-Resident	0.0%	33.0%
Male	Black	-3.0%	7.0%
Male	American Indian	50.0%	7.0%
Male	Asian	-13.0%	23.0%
Male	Hispanic	10.0%	18.0%
Male	White	3.0%	18.0%
Male	Unknown/Not Reported	-4.0%	32.0%
Female	Non-Resident	0.0%	44.0%
Female	Black	-2.0%	9.0%
Female	American Indian	-25.0%	55.0%
Female	Asian	-6.0%	26.0%
Female	Hispanic	-1.0%	8.0%
Female	White	2.0%	15.0%
Female	Unknown/Not Reported	14.0%	1.0%
Male	All	2.0%	18.0%
Female	All	2.0%	13.0%
Total	All	2.0%	15.0%

**2. Identify methods and strategies the college will implement in efforts to increase the retention rates. If methods and strategies differ between full-time and part-time students, please provide information accordingly.**

- The Early Alert program has been expanded from developmental courses in the Fall semester to developmental and gateway courses in the Spring semester. The current program has been expanded to 19,857 students. This includes 14,540 students enrolled in gateway courses and 5,317 students enrolled in developmental courses.
- Students who test in to one or more developmental courses are required to co-enroll in the SLS 1101 – The College Experience and the SLS1126 - Mentoring Course. SLS 1126. The SLS1126 mentoring course is staffed

by advisors and student success coaches, who serve as mentors to SLS students and help the students personalize the college experience to ease the transition to college and foster academic success.

- The general student advising model has dramatically changed. The new developmental advising model provides a much more comprehensive case management approach in which students are provided necessary assistance in the areas of academic planning, career advisement, as well as resources in the areas of life issues that may be impediments to student success.
- Student Life Plan Project - St. Petersburg College has always been student-centered. However, the college realizes that it must do a better job of ensuring that each student experiences the type of success that ultimately will lead to a better job and a higher standard of living. At SPC, there are already a number of programs and procedures in place that benefit students, but the college believes that it can do better. The College is in the process of developing stronger support systems to guide students toward successful academic performance and refining our initiatives to better align available resources with student needs. Students will need to take more responsibility for their own success, and the College intends to provide support and training to help them do this. As a result of the committee's yearlong commitment, two new institutional policies have been developed, the revised Academic Standing Policy and the Student Life Retention Policy. The revised Academic Standing Policy now includes a progression component (complete 67% of all college-level coursework) as well as the GPA requirement (2.0 cumulative GPA), and mirrors Financial Aid SAP Requirements. Students who are now placed on academic suspension have specific academic and support requirements that must be completed before re-enrolling. The Student Life Retention Policy was implemented this spring. While the term has not yet ended, over 150 students have already identified in weekly reports and have been contacted for advising and support services. This number will increase dramatically as grades are posted at the end of the term.
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  - An understanding of SPC’s academic programs;
  - An understanding of behaviors which contribute to his/her academic success;
  - An understanding of how to use the MySPC Portal, ANGEL, and the Student Email system.
  - A thorough understanding of how to obtain as well as maintain financial assistance throughout their post-secondary educational endeavors and the importance of doing so.
  - An awareness of the availability of assistive college-based resources offered to engage the student, enhance the student’s experience, and empower the student for academic success.
- Credit Hour Commitment Model – The objectives of the Credit Hour Commitment Model are to ensure that students have the appropriate expectation for the amount of time required for each class, and to establish a common metric that can be applied to all courses regardless of modality and schedule pattern.

The proposed Credit Hour Commitment Model is to:

- *Ensure students understand the amount of time required for each credit/class,*
- *Demonstrate our consensus on a credit hour metric consistent across instructional modalities,*
- *Preserve the role of faculty in defining high quality and time efficient courses and programs, and*
- *Ensure institutional integrity consistent with Title IV expectations.*

Future development will include a web-based Life/School Balance calculator to assist students in selecting the ‘right’ class schedule combination based on other life responsibilities such as family and work.

- Out-of-Classroom Support - Out- of-classroom support for student learning is predominantly achieved through SPC libraries, including all electronic materials, and the various tutoring centers located on six campuses as well as Smarthinking, an online tutoring service offered to all students as a link in ANGEL.

**D. Student Success Rates in Gatekeeper Mathematic Courses by Race**

The College 2012-13 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, MGF1106, and STA2023) from 2009-10 through 2011-12. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

**Notes regarding the Disparity reports:**

1. Success is defined as grades of A, B, C, and S
2. Courses with grades of X, P, PR, and Z are excluded from the data.
3. In the Gap Comparison Table, a ***negative gap*** indicates that the percentage of successful black or Hispanic students completing the courses is less than the percentage of successful white students. A ***positive gap*** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.
4. ***NEW!*** Statistics 2023 (Statistical Methods I) has been added in the reporting year.
5. ***Important!*** MAT 0028 has been recently implemented as the highest level course in developmental mathematics, replacing MAT 0024. Colleges determined the term of implementation, but all colleges were expected to implement by spring 2012. For next year's report, the template will be revised to reflect this number change.

**Charts of Success Rates in Gatekeeper Mathematic Courses by Race**

Florida College System  
Part III Student Participation  
Gatekeeper Courses: Disparity Gaps

Success Rates for White Students at St. Petersburg Fall End-of-Term

White	2009-10			2010-11			2011-12		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT0024	649	1,106	58.68	791	1,380	57.32	692	1,116	62.01
MAT1033	1,119	2,101	53.26	1,232	2,160	57.04	1,176	2,054	57.25
MAC1105	745	1,216	61.27	725	1,201	60.37	787	1,300	60.54
MGF1106	411	520	79.04	401	578	69.38	421	566	74.38
STA2023	0	0	0.00	0	0	0.00	684	1,056	64.77

CCTCMIS - Disparity Gap 01/17/2013 17:55:53

Source: SDB2009 - SDB2012 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

Florida College System  
Part III Student Participation  
Gatekeeper Courses: Disparity Gaps

Success Rates for Black Students at St. Petersburg Fall End-of-Term

Black	2009-10			2010-11			2011-12		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT0024	117	262	44.66	176	424	41.51	203	432	46.99
MAT1033	133	319	41.69	177	401	44.14	157	394	39.85
MAC1105	67	153	43.79	71	175	40.57	78	191	40.84
MGF1106	50	78	64.10	52	83	62.65	52	97	53.61
STA2023	0	0	0.00	0	0	0.00	68	142	47.89

CCTCMIS - Disparity Gap 01/17/2013 17:55:53

Source: SDB2009 - SDB2012 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

Florida College System  
Part III Student Participation  
Gatekeeper Courses: Disparity Gaps

Success Rates for Hispanic Students at St. Petersburg Fall End-of-Term

Hispanic	2009-10			2010-11			2011-12		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT0024	64	112	57.14	93	158	58.86	107	168	63.69
MAT1033	106	209	50.72	130	276	47.10	151	282	53.55
MAC1105	66	104	63.46	73	138	52.90	110	178	61.80
MGF1106	30	37	81.08	34	55	61.82	41	59	69.49
STA2023	0	0	0.00	0	0	0.00	75	134	55.97

CCTCMIS - Disparity Gap 01/17/2013 17:55:53

Source: SDB2009 - SDB2012 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

Florida College System  
Part III Student Participation  
Gatekeeper Courses: Disparity Gaps

Gap Comparison in Percentage Successful at St. Petersburg Fall End-of-Term

Course	2009-10		2010-11		2011-12	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT0024	-14.02	-1.54	-15.81	1.54	-15.02	1.68
MAT1033	-11.57	-2.54	-12.90	-9.94	-17.40	-3.70
MAC1105	-17.48	2.19	-19.80	-7.47	-19.70	1.26
MGF1106	-14.94	2.04	-6.73	-7.56	-20.77	-4.89
STA2023	0.00	0.00	0.00	0.00	-16.88	-8.80

CCTCMIS - Disparity Gap 01/17/2013 17:55:53

Source: SDB2009 - SDB2012 Community College Office of Evaluation  
DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).



## 1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2009-10 through 2011-12.

The tables below show the success rates and percentage point differences comparing one year to the prior year. The highest success rates for each course and Race/Ethnic category were shown in green. In general, it appears that black students appear to be the least successful, though they are showing gains in MAT0024. No comparison data was available for STA2023 (Statistical Methods I) since this was the first year it was added.

Success Rate					
Race/Ethnicity	Course	2008-09	2009-10	2010-11	2011-12
Black	MAC1105	45.8%	43.8%	40.6%	40.8%
Hispanic	MAC1105	53.9%	63.5%	52.9%	61.8%
White	MAC1105	58.7%	61.3%	60.4%	60.5%
Black	MAT0024	51.1%	44.7%	41.5%	47.0%
Hispanic	MAT0024	64.6%	57.1%	58.9%	63.7%
White	MAT0024	60.8%	58.7%	57.3%	62.0%
Black	MAT1033	41.9%	41.7%	44.1%	39.9%
Hispanic	MAT1033	58.3%	50.7%	47.1%	53.6%
White	MAT1033	55.3%	53.3%	57.0%	57.3%
Black	MGF1106	58.3%	64.1%	62.7%	53.6%
Hispanic	MGF1106	60.5%	81.1%	61.8%	69.5%
White	MGF1106	73.2%	79.0%	69.4%	74.4%
Black	STA2023				47.9%
Hispanic	STA2023				56.0%
White	STA2023				64.8%

For 2011-12, students were more successful for all courses and Race/Ethnicity categories with the exception of black students taking MAT1033 and MGF1106, which were the lowest rates reported in the last four years. Decreases were shown in green.

Success Rate - Percentage Point Difference			
MAT0024	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
White	-2.1%	-1.4%	4.7%
Black	-6.4%	-3.2%	5.5%
Hispanic	-7.4%	1.7%	4.8%
MAT1033	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
White	-2.0%	3.8%	0.2%
Black	-0.2%	2.5%	-4.3%
Hispanic	-7.6%	-3.6%	6.5%
MAC1105	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
White	2.6%	-0.9%	0.2%
Black	-2.0%	-3.2%	0.3%
Hispanic	9.6%	-10.6%	8.9%
MGF1106	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
White	5.8%	-9.7%	5.0%
Black	5.8%	-1.5%	-9.0%
Hispanic	20.6%	-19.3%	7.7%
STA2023	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
White	0.0%	0.0%	n/a
Black	0.0%	0.0%	n/a
Hispanic	0.0%	0.0%	n/a

The table below shows a gap comparison, a **negative gap** indicates that the percentage of black or Hispanic students successfully completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. In general, the gap appears to be much larger for black students, while Hispanic students appear to be most successful in MAT0024 and MAC1105.

Disparity Gap					
Race/Ethnicity	Course	2008-09	2009-10	2010-11	2011-12
Black-White Gap	MAT0024	-9.8%	-14.0%	-15.8%	-15.0%
Black-White Gap	MAT1033	-13.4%	-11.6%	-12.9%	-17.4%
Black-White Gap	MAC1105	-12.9%	-17.5%	-19.8%	-19.7%
Black-White Gap	MGF1106	-14.9%	-14.9%	-6.7%	-20.8%
Black-White Gap	STA2023				-16.9%
Hispanic-White Gap	MAT0024	3.8%	-1.5%	1.5%	1.7%
Hispanic-White Gap	MAT1033	3.0%	-2.5%	-9.9%	-3.7%
Hispanic-White Gap	MAC1105	-4.8%	2.2%	-7.5%	1.3%
Hispanic-White Gap	MGF1106	-12.7%	2.0%	-7.6%	-4.9%
Hispanic-White Gap	STA2023				-8.8%

The table below shows a comparison of the actual disparity gap compared to the prior year. For 2011-12, it appears that gap decreased in all areas with the exception of black students taking MAT1033 AND MGF1106. Both Black and Hispanic students were less successful in STA2023.

There were significant improvements in the Hispanic-White Gap for all courses, however, MAT1033, MGF1105, and STA2023 still had a negative gap. The Black-White Gap was in the double digits for all courses with two courses experienced further widening of the Black-White Gap (MAT1033, MGF1106).

Disparity Gap - Percentage Point Difference – Prior to Current year			
MAT0024	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
Black-White Gap	-4.3%	-1.8%	0.8%
Hispanic-White Gap	-5.3%	3.1%	0.1%
MAT1033	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
Black-White Gap	1.8%	-1.3%	-4.5%
Hispanic-White Gap	-5.6%	-7.4%	6.2%
MAC1105	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
Black-White Gap	-4.6%	-2.3%	0.1%
Hispanic-White Gap	7.0%	-9.7%	8.7%
MGF1106	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
Black-White Gap	0.0%	8.2%	-14.0%
Hispanic-White Gap	14.7%	-9.6%	2.7%
STA2023	2009-10 vs. 2008-09	2010-11 vs. 2009-10	2011-12 vs. 2010-11
Black-White Gap			-16.9%
Hispanic-White Gap			-8.8%

## 2. Continuous Improvement Process:

Based on the analysis of the college's data for each course, identify methods and strategies the college will implement and monitor to improve success rates and/or close the black/white gaps and Hispanic/white gaps in the success rates of the mathematics gatekeeper courses. Please include any programs the college has implemented that target a particular race or ethnicity.

SPC has begun implementation and will continue to develop and utilize the following strategies to continue to address disparity gaps in gatekeeper math courses.

- Expand student support services at Downtown and Midtown campuses especially in the Learning Support Centers Expanded tutoring services to include assistance in science, reading, and foreign languages. In addition we provided 10 hours weekly per student peer mentoring in the areas of study skills, time management, and college prep. We also have dedicated 15 hours weekly library services at the Midtown campus and 20 dedicated hours at the Downtown campus.
- Promote and expand My Bridge to Success program, a competency and module-based individual learning alternative to the MAT 0028 course, designed to reduce student's time in Developmental Math courses. Helps with acceleration option.
- Adding college wide textbooks for College Algebra, Pre-Calculus, and Calculus series.
- Introduce new state wide Developmental Mathematics I and Developmental Mathematics II classes with a college wide text and syllabus and continued efforts at promoting student success.
- Offer tutoring at all locations including Smarthinking (24/7 online tutoring) to promote peer-to-peer learning opportunities and ensure access to academic support at a wide range of times.
- Continue to provide final exam reviews to increase first time successful completion of all gatekeeper courses.
- Encourage faculty to identify and share "best practices" that improve outcomes for academically at risk students.
- The Early Alert program has been expanded from developmental courses in the Fall semester to developmental and gateway courses in the Spring semester. The current program has been expanded to 19,857 students. This includes 14,540 students enrolled in gateway courses and 5,317 students enrolled in developmental courses. This includes both levels of developmental math as well as MAT 1033 and STA 2023.

**Part IV**  
**Substitution Waivers for Admissions and Course Substitutions**  
**for Students with Disabilities**  
**This Part applies to all college academic programs.**

**Florida Statutes (F.S.)**

**§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations:** Applies to any student with a disability, as defined in §1007.02(2), F.S., who is otherwise eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability.

**§1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations:** Applies to any student with a disability, as defined in §1007.02(2), F.S., in a public postsecondary educational institution shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by Sections 1007.264 and 1007.265, Florida Statutes, Rule 6A-10.041, FA.C, and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.

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

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

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

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

**Rule 6A-10.041(3), FAC,** requires that the policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

**Rule 6A-10.041(4), FAC**, requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

- A.** **Rule 6A-10.041, FAC**, was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. For the 2012/2013 Equity Update Report, colleges should submit as Appendix 5, copies of the policies and procedures developed for compliance with Rule 6A-10.041, FAC.

Attached as Appendix 5 are the College's current policy and procedures related to this Section (Rule 6Hx23-4.02 – *Admission Requirements*; Procedure P6Hx23-4.02 *Admission – General*; and Procedure P6Hx23-4.021 – *Procedure to Identify Students with Learning and Other Disabilities*). The College is currently in the process of updating and revising its procedures in compliance with the requirements of Rule 6A-10.041, FAC.

- B.** **Rule 6A-10.041(6)** states, "Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within The Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010."

**Provide the following information for eligible students with disabilities, using Form CSR01.**

### Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	1	MAT 0012	CGS 1000	Mathematics
		MAT 0024 & MAT 1033	CGS 1100	Mathematics
Specific Learning Disabilities	15	MAT 0012	MGF 1107	Mathematics
		MAT 1033	CGS 1070 CGS 1100	Mathematics
		MAT 0024	STA 2023	Mathematics
		MGF 1106	ACG 2071	Mathematics
		MGF 1106	CGS 1999	Mathematics
Orthopedic Impairment	1	MAT 0024 & MAT 1033	CGS 1000	Mathematics
Speech Impairment	0			
Emotional or Behavioral Disability	9	MAT 0028	CGS 1000	Mathematics
		MAT 1033	MGF 1107	Mathematics
Autism Spectrum Disorder	1	MAT 1033	MGF 1107	Mathematics
Other Health Impairment	4	MGF 1106	CGS 1999	Mathematics
		MAT 1033	CGS 1100	Mathematics
		MAT 0024	MGF 1107	Mathematics
		MGF 1107	CGS 1100	Mathematics

How many requests for course substitutions were requested and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.)

Semester	Number of substitutions requested	Number of substitutions granted
Fall	17	13
Spring	5	5
Summer	5	4

**PART V**  
**GENDER EQUITY IN ATHLETICS**  
**(Do not include Part V if the college does not offer intercollegiate athletics)**

**§1006.71, F.S., Gender Equity in Intercollegiate Athletics:** applicable to postsecondary institutions offering athletic programs states that, “Each community college and state university shall develop a gender equity plan pursuant to §1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings, and funds allocated for administration, recruitment, comparable coaching, publicity and promotion, and other support costs.” An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished. The college’s annual assessment of its gender equity plan should be included in this part.

This year’s Gender Equity in Athletics Update should include:

- A. an assessment of its athletic programs on each of the statutory areas listed below;
- B. a copy of the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2012 (submitted annually to the U.S. Department of Education Policy and Budget Development Staff and as required by section 485(g) of the Higher Education Act of 1965); and
- C. *Corrective Action Plan*, if applicable. The college may find it necessary to update an existing plan or create a new Corrective Action Plan if it determines it is out of compliance with any of the following components of the Florida Educational Equity Act.

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

- 1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders. *We currently have 4 women’s teams and 2 men’s teams.*
- 2. Participation rates are substantially proportionate to the enrollment of males and females as *noted below in the athletic participation table.*
- 3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities. *We have two locker rooms; one for men’s basketball and one for women’s basketball. All other sports dress prior to practice and or games. But again, space is proportionate with having 4 women teams and 2 men’s teams.*
- 4. Scholarship offerings for athletes. *Total # of scholarships that are available for women by sport: Volleyball-14, Basketball-15, Softball-18 & Tennis-9. Total # of scholarships that are available for men by sport: Basketball-12 and Baseball-18*
- 5. Funds allocated for:
  - a. The athletic program overall: *\$1,378,755*
  - b. **Administration:** *Administration is set up by which the Athletic Director reports to the VP for Academic and Student Affairs, who in-turn reports to the president.*
  - c. **Recruitment:** *Recruitment is at the discretion of the coach with periodic involvement from the athletic administration. They (Head Coaches) all have budgets that they can draw from to pay for recruitment, equipment, travel, etc.*

- d. **Comparable coaching:** We have 5 full-time head coaches (Men's basketball, Men's baseball, Women's basketball, Women's softball & Women's volleyball) and one part-time head coach (Women's tennis).
  - e. **Publicity and Promotion:** Publicity and promotion occurs via St. Petersburg College's website (on the athletic page and events calendar), along with electronic signage that posts game dates/times for our sports. Additionally, there are schedules printed per sport that are created and handed out in the community. And lastly, college staff and coaches use blogs, Twitter, and Facebook.
  - f. **Other support costs:** come by way of foundation dollars raised by each sport.
  - g. **Travel and per diem allowances:** are allowed for each team who travels outside of the district and payment for travel comes from within their team budget. Per diem costs are also allowable when the teams travel overnight.
6. **Provision of equipment:** is noted under 5 (c) above.
  7. **Scheduling of games and practice times:** Men's and Women's basketball split time in the gym with women's volleyball. Tennis team practices and plays its matches off campus, as does softball and baseball.
  8. **Opportunities to receive tutoring:** Our student athletes have access to free tutoring labs open Monday-Thursday 7:30am-8:00pm, Friday 7:30am-3:00pm, Saturday 9:00am-2:00 pm & closed Sunday.
  9. **Compensation of coaches and tutors:** The athletic department funds partial salaries for all coaches with the exception of the tennis coach, softball coach, and baseball coach, who are paid entirely out of the athletic department. The other percentage of the coach's salaries comes from the other departments in which they are assigned to. The tutors are paid out of another departmental fund; not athletics.
  10. **Medical and training services:** Student athletes that are not covered by their parents or guardians insurance are covered by St. Petersburg College's insurance plan.
  11. **Housing and dining facilities and services:** Student athletes who receive full scholarships (tuition, book stipend, food allowance and housing supplement) have the ability to select and live in housing of their choice. The college does not sign lease agreements for housing. Gibbs and Clearwater Campuses both have college approved food vendors where student athlete may dine if that's their desire.

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

The Athletic Department, with feedback from the VP of Academic and Student Affairs and the President, is carefully monitoring academic success each semester as part of the college's overall goal of ensuring a quality student experience. In addition to monitoring academic success, we are also closely monitoring matriculation from semester to semester and year to year. Therefore, we are able to address areas if improvement is needed and highlight successes that are occurring in each sport. The statistical analysis comes via our Business Intelligence System and PeopleSoft.



**B. Data Assessment:** Colleges should also include data related to: employment of athletic directors and coaches; sports offerings for males and females; and student athletic participation rates by gender for 2011-12 and 2012-13.

- 1) In response to this requirement, the college should insert the EADA Survey Federal Report for 2012 as Appendix 6.
- 2) To determine if the student athletic participation rates are proportionately equal to the college's rates of male and female enrollment, the college should complete the following table based on data from the EADA Survey Federal Report:

**Athletic Participation by Gender Compared to Student Enrollments by Gender for 2011-12 and 2012-13**

	2011-2012			2012-2013			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	35	53	88	Total Number of Athletes	39	51	90
% of Athletes by Gender	40	60	100%	% of Athletes by Gender	43%	57%	100%
Total Number Enrollments	17537	26461	43998	Total Number Enrollments	16260	24841	41101
% of Enrollments by Gender	40%	60%	100%	% of Enrollments by Gender	40%	60%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	0%	0%		Record the difference between the percent of athletes and the percent of students enrolled:	3%	3%	

**Proportionality of Participation:**

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

**2011-2012:** yes (yes/no)

**2012-2013:** yes (yes/no)

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

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

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

**D.** If there are any disparities in section A or B, or if the college has a disproportionate rate of female participates compared to female enrollments, a priority Corrective Action Plan for compliance shall be included in this report.

### Corrective Action Plan for Non-Compliance Components in Athletics

Specify modifications proposed for 2012-13 and include a time line for completion of the plan.

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

**E. Presidential Evaluation:**

Has the local or District Board of Trustees evaluated the College President on the extent to which gender equity goals were achieved during the previous year?

Yes  No  Month and Date of Evaluation: 4/17/2012

If not, please ensure completion of the evaluation prior to submission of the 2012-13 Annual Equity Update Report.

## **PART VI**

### **EMPLOYMENT EQUITY ACCOUNTABILITY PLAN**

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

#### **A. Data, Analysis and Benchmarks**

##### **Employment Analysis**

Data to evaluate employment trends for females and minorities in senior level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff, and continuing contract instructional positions are from the Annual Personnel Report (APR) and includes the collection years of 2008-09 through 2012-13.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2011-12 with 2012-13. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

##### **Benchmarks**

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

**Executive/Administrative/Managerial Staff:**

**Florida College System**

**College: St. Petersburg**

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

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

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2008-09		2009-10		2010-11		2011-12		2012-13			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2011-12 2012-13	% DIF 2011-12 2012-13
Black	Female	1,913	1.8	1,043	1.9	8.13%	3	2.6	3	2.4	5	4.6	6	5.5	5	4.3	-1	( 16.7%)
	Male	1,309	1.2	676	1.2	4.22%	12	10.3	10	8.0	9	8.3	10	9.2	8	6.9	-2	( 20.0%)
	Total	3,222	3.0	1,719	3.1	12.4%	15	12.8	13	10.4	14	13.0	16	14.7	13	11.2	-3	( 18.8%)
Hispanic	Female	1,711	1.6	787	1.4	4.46%	3	2.6	1	0.8	2	1.9	3	2.8	3	2.6	0	0.0%
	Male	1,357	1.3	1,147	2.1	3.17%	1	0.9	3	2.4	3	2.8	3	2.8	1	0.9	-2	( 66.7%)
	Total	3,068	2.9	1,934	3.5	7.64%	4	3.4	4	3.2	5	4.6	6	5.5	4	3.4	-2	( 33.3%)
Non-Resident Aliens	Female	0	0.0	0	0.0	0.40%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.47%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	0.87%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	2,388	2.2	1,108	2.0	7.54%	0	0.0	0	0.0	1	0.9	1	0.9	2	1.7	1	100.0%
	Male	1,887	1.8	1,629	2.9	4.87%	2	1.7	2	1.6	2	1.9	1	0.9	1	0.9	0	0.0%
	Total	4,275	4.0	2,737	4.9	12.4%	2	1.7	2	1.6	3	2.8	2	1.8	3	2.6	1	50.0%
White	Female	45,765	43.0	21,689	38.8	37.5%	53	45.3	55	44.0	45	41.7	40	36.7	45	38.8	5	12.5%
	Male	50,062	47.1	27,766	49.7	29.3%	43	36.8	51	40.8	41	38.0	45	41.3	51	44.0	6	13.3%
	Total	95,827	90.1	49,455	88.6	66.7%	96	82.1	106	84.8	86	79.6	85	78.0	96	82.8	11	12.9%
Total	Female	51,777	48.7	24,627	44.1	58.0%	59	50.4	59	47.2	53	49.1	50	45.9	55	47.4	5	10.0%
	Male	54,615	51.3	31,218	55.9	42.0%	58	49.6	66	52.8	55	50.9	59	54.1	61	52.6	2	3.4%
	Total	106,392	100.0	55,845	100.0	100%	117	100.0	125	100.0	108	100.0	109	100.0	116	100.0	7	6.4%

CCTCMIS EQUITY 01/14/13 10:40:36 Source: APR2009 - APR2013, 2009 American FactFinder Educational Attainment Census Data, SDB2012

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

**1. Executive/Administrative/Managerial Staff:**

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

	Actual Data (%) 2011-12	Actual Data (%) 2012-13	U.S Census Data (select Benchmark)	Met Goal (yes/no)
<b>Black</b>				
- Female	5.5	4.3	1.9	yes
- Male	9.2	6.9	1.2	yes
<b>Hispanic</b>				
- Female	2.8	2.6	1.4	yes
- Male	2.8	0.9	2.1	no
<b>White</b>				
- Female	36.7	38.8	38.8	yes
- Male	41.3	44.0	49.7	no
<b>Other Minority</b>				
- Female	0.9	1.7	2.0	no
- Male	0.9	0.9	2.9	no
<b>By Gender</b>				
- Female (total)	45.9	47.4	44.1	yes
- Male (total)	54.1	52.6	55.9	no

- b. Did the college achieve its goals as stated in the 2011/2012 Equity Update Report?

The college achieved its goals regarding Executive/Administrative/Managerial (EAM) Staff as follows: Black Female, Black Male, Hispanic Female and White Female.

The college did not achieve its goals regarding Executive/Administrative/Managerial (EAM) Staff as follows: Hispanic Male, White Male, Other Minority Female and Other Minority Male.

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

The college will continue to work toward parity with U.S. Census data.

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

- Promoting vacancies on the College website, which is available to all groups at all times
- Posting vacancies on employment opportunity websites that draw diverse candidates (for example, diversejobs.net and higheredjobs.com)
- Posting vacancies in niche publications as needed
- Sending affirmative action email blasts that feature job postings from colleges and universities actively recruiting candidates in accordance with affirmative action or diversity plans

- e. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

St. Petersburg College has not identified any new barriers.

**Full-time Instructional Staff:**

**Florida College System**

**College: St. Petersburg**

**Historical Track Of College Full-Time Instructional Staff**

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

						Employment													
Census						2008-09		2009-10		2010-11		2011-12		2012-13					
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.											# DIF 2011-12 2012-13	% DIF 2011-12 2012-13	
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total			
Black	Female	1,913	1.8	1,043	1.9	8.13%	13	4.2	13	4.2	16	4.9	16	4.8	18	4.8	2	12.5%	
	Male	1,309	1.2	676	1.2	4.22%	11	3.6	12	3.9	13	4.0	13	3.9	16	4.3	3	23.1%	
	Total	3,222	3.0	1,719	3.1	12.4%	24	7.8	25	8.1	29	9.0	29	8.8	34	9.0	5	17.2%	
Hispanic	Female	1,711	1.6	787	1.4	4.46%	9	2.9	9	2.9	12	3.7	15	4.5	13	3.5	-2	( 13.3%)	
	Male	1,357	1.3	1,147	2.1	3.17%	2	0.6	2	0.6	3	0.9	4	1.2	4	1.1	0	0.0%	
	Total	3,068	2.9	1,934	3.5	7.64%	11	3.6	11	3.6	15	4.6	19	5.8	17	4.5	-2	( 10.5%)	
Non-Resident Aliens	Female	0	0.0	0	0.0	0.40%	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0.0	0	0.0	0.47%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0.0	0	0.0	0.87%	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
Other	Female	2,388	2.2	1,108	2.0	7.54%	4	1.3	4	1.3	6	1.9	6	1.8	6	1.6	0	0.0%	
	Male	1,887	1.8	1,629	2.9	4.87%	6	1.9	6	1.9	11	3.4	10	3.0	14	3.7	4	40.0%	
	Total	4,275	4.0	2,737	4.9	12.4%	10	3.2	10	3.2	17	5.2	16	4.8	20	5.3	4	25.0%	
White	Female	45,765	43.0	21,689	38.8	37.5%	147	47.7	147	47.6	147	45.4	147	44.5	171	45.5	24	16.3%	
	Male	50,062	47.1	27,766	49.7	29.3%	115	37.3	116	37.5	116	35.8	119	36.1	134	35.6	15	12.6%	
	Total	95,827	90.1	49,455	88.6	66.7%	262	85.1	263	85.1	263	81.2	266	80.6	305	81.1	39	14.7%	
Total	Female	51,777	48.7	24,627	44.1	58.0%	174	56.5	173	56.0	181	55.9	184	55.8	208	55.3	24	13.0%	
	Male	54,615	51.3	31,218	55.9	42.0%	134	43.5	136	44.0	143	44.1	146	44.2	168	44.7	22	15.1%	
	Total	106,392	100.0	55,845	100.0	100%	308	100.0	309	100.0	324	100.0	330	100.0	376	100.0	46	13.9%	

CCTCMIS EQUITY 01/14/13 10:46:04 Source: APR2009 - APR2013, 2009 American FactFinder Educational Attainment Census Data, SDB2012

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

**2. Full-time Instructional Staff:**

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

	Actual Data (%) 2011-12	Actual Data (%) 2012-13	U.S Census Data (select Benchmark)	Met Goal (yes/no)
<b>Black</b>				
- Female	4.8	4.8	1.9	yes
- Male	3.9	4.3	1.2	yes
<b>Hispanic</b>				
- Female	4.5	3.5	1.4	yes
- Male	1.2	1.1	2.1	no
<b>White</b>				
- Female	44.5	45.5	38.8	yes
- Male	36.1	35.6	49.7	no
<b>Other Minority</b>				
- Female	1.8	1.6	2.0	no
- Male	3.0	3.7	2.9	yes
<b>By Gender</b>				
- Female (total)	55.8	55.3	44.1	yes
- Male (total)	44.2	44.7	55.9	no

- b) **Did the college achieve its goals as stated in the 2011/2012 Equity Update Report?**

The college achieved its goals regarding Full-time Instructional Staff as follows: Black Female, Black Male, Hispanic Female, White Female and Other Minority Male.

The college did not achieve its goals regarding Full-time Instructional Staff as follows: Hispanic Male, White Male and Other Minority Female.

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

The college will continue to work toward parity with U.S. Census data.

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

- Promoting vacancies on the College web site, which is available to all groups at all times
- Posting vacancies on employment opportunity websites that draw diverse candidates (for example, diversejobs.net and higheredjobs.com)
- Posting vacancies in niche publications as needed

- Sending affirmative action email blasts that feature job postings from colleges and universities actively recruiting candidates in accordance with affirmative action or diversity plans

e) **Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?**

St. Petersburg College has not identified any new barriers.



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

Florida College System

College: St. Petersburg

Historical Track Of College Full-Time Continuing Contract Instructional Staff

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

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2008-09		2009-10		2010-11		2011-12		2012-13			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2011-12 2012-13	% DIF 2011-12 2012-13
Black	Female	1,913	1.8	1,043	1.9	8.13%	7	3.6	9	4.1	8	3.6	8	3.8	8	3.6	0	0.0%
	Male	1,309	1.2	676	1.2	4.22%	7	3.6	9	4.1	10	4.5	10	4.8	10	4.5	0	0.0%
	Total	3,222	3.0	1,719	3.1	12.4%	14	7.2	18	8.3	18	8.0	18	8.6	18	8.0	0	0.0%
Hispanic	Female	1,711	1.6	787	1.4	4.46%	6	3.1	7	3.2	8	3.6	7	3.3	6	2.7	-1	( 14.3%)
	Male	1,357	1.3	1,147	2.1	3.17%	1	0.5	2	0.9	3	1.3	3	1.4	3	1.3	0	0.0%
	Total	3,068	2.9	1,934	3.5	7.64%	7	3.6	9	4.1	11	4.9	10	4.8	9	4.0	-1	( 10.0%)
Non-Resident Aliens	Female	0	0.0	0	0.0	0.40%	1	0.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.47%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	0.87%	1	0.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	2,388	2.2	1,108	2.0	7.54%	2	1.0	3	1.4	4	1.8	4	1.9	4	1.8	0	0.0%
	Male	1,887	1.8	1,629	2.9	4.87%	6	3.1	6	2.8	10	4.5	9	4.3	10	4.5	1	11.1%
	Total	4,275	4.0	2,737	4.9	12.4%	8	4.1	9	4.1	14	6.3	13	6.2	14	6.3	1	7.7%
White	Female	45,765	43.0	21,689	38.8	37.5%	89	45.9	103	47.5	102	45.5	92	43.8	100	44.6	8	8.7%
	Male	50,062	47.1	27,766	49.7	29.3%	75	38.7	78	35.9	79	35.3	77	36.7	83	37.1	6	7.8%
	Total	95,827	90.1	49,455	88.6	66.7%	164	84.5	181	83.4	181	80.8	169	80.5	183	81.7	14	8.3%
Total	Female	51,777	48.7	24,627	44.1	58.0%	105	54.1	122	56.2	122	54.5	111	52.9	118	52.7	7	6.3%
	Male	54,615	51.3	31,218	55.9	42.0%	89	45.9	95	43.8	102	45.5	99	47.1	106	47.3	7	7.1%
	Total	106,392	100.0	55,845	100.0	100%	194	100.0	217	100.0	224	100.0	210	100.0	224	100.0	14	6.7%

CCTCMIS EQUITY 01/14/13 10:52:24 Source: APR2009 - APR2013, 2009 American FactFinder Educational Attainment Census Data, SDB2012

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

### 3. Full-time Continuing Contract Instructional Staff:

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

	Actual Data (%) 2011-12	Actual Data (%) 2012-13	U.S Census Data (select Benchmark)	Met Goal (yes/no)
<b>Black</b>				
- Female	3.8	3.6	1.9	yes
- Male	4.8	4.5	1.2	yes
<b>Hispanic</b>				
- Female	3.3	2.7	1.4	yes
- Male	1.4	1.3	2.1	no
<b>White</b>				
- Female	43.8	44.6	38.8	yes
- Male	36.7	37.1	49.7	no
<b>Other Minority</b>				
- Female	1.9	1.8	2.0	no
- Male	4.3	4.5	2.9	yes
<b>By Gender</b>				
- Female (total)	52.9	52.7	44.1	yes
- Male (total)	47.1	47.3	55.9	no

- b) **Did the college achieve its goals as stated in the 2011/2012 Equity Update Report?**

The college achieved its goals regarding Full-time Continuing Contract Instructional Staff as follows: Black Female, Black Male, Hispanic Female, White Female and Other Minority Male.

The college did not achieve its goals regarding Full-time Continuing Contract Instructional Staff as follows: Hispanic Male, White Male and Other Minority Female.

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

The college will continue to work toward parity with U.S. Census data.

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

- Promoting vacancies on the College web site, which is available to all groups at all times
- Posting vacancies on employment opportunity websites that draw diverse candidates (for example, diversejobs.net and higheredjobs.com)
- Posting vacancies in niche publications as needed
- Sending affirmative action email blasts that feature job postings from colleges and universities actively recruiting candidates in accordance with affirmative action or diversity plans

- e) **Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?**

St. Petersburg College has not identified any new barriers.

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

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

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

On an annual basis, Administrative & Professional personnel are evaluated for, among other things, their demonstrated commitment to equity. Specifically, the evaluation form requires the following: “Describe your efforts and successes in implementing the annual and long-term goals and objectives of the college’s Equity Plan.” In cases where there does not appear to be progress, the matter is evaluated to determine what factors may be hindering that (such as difficulty recruiting a specific demographic for particular field/discipline). When vacancies occur, the department is expected to partner with Human Resources to develop appropriate recruitment strategies.

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

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

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

The most recent evaluation of Dr. William D. Law, Jr. is dated April 17, 2012. The evaluation specifically addresses equity goals achieved. The Board of Trustees considers how well the president provides leadership to ensure that the college addresses equity issues required by the state and the president is to bring forth a report to the board with goals and performance in this area. The Presidential Evaluation also considers if the president provides leadership in using the accountability report developed by the state to evaluate the performance and success of the college. In both of these categories Dr. William D. Law, Jr. continued to achieve high scores from the members of the Board of Trustees.

## **C. Additional Requirements:**

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

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

1. Position vacancies that are subject to a screening committee:

- a. Regular full-time faculty (Instructional, counselors, librarians) positions, and
- b. Administrative and professional positions whose primary purpose is that of instruction or student services. The president periodically will certify to Human Resources an updated list of those positions requiring a screening committee.

2. Appointment of a screening committee

a. Committee structure and organization

- (1) Committee membership shall be composed of College Staff in budgeted positions and, in some cases, appropriate persons from the community. The committee must include an appropriate representation of race and gender. Since Staff is employed by St. Petersburg College, the committee membership may be representative of the College's service area.
- (2) The suggested number of members is six (four faculty and two administrative/professional for faculty vacancies and four administrative/professional and two faculty for administrative/professional vacancies). At least one cabinet-level person will be appointed to each screening committee.
- (3) The Equal Access/Equal Opportunity administrator may serve ad hoc on all screening committees.

3. Committee responsibilities

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

4. Screening and Interviews of Finalists

- a. The appropriate Cabinet member of his/her designee will review the list of finalists to determine that it conforms to search and screen guidelines. When the list of recommended finalists does not conform to search and screening guidelines and job requirements, the process may be repeated at the request of the president.
- b. If a list of recommended finalists is approved, the appropriate supervisor(s) may begin the interviewing process that, in the case of faculty, may require a demonstration teaching experience. The demonstration teaching experience may be by video tape or in person. Recommended finalists for administrative and professional positions also may be required to give appropriate demonstrations of certain competencies and skills.

c. The top candidate is then scheduled for an interview with the president.

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

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

The requirements for such an award generally are as follows:

- a. Completion of three full years of satisfactory service in regular full-time Instructional capacity at St. Petersburg College during a period not in excess of five successive years.
- b. Reappointment for the fourth year without reservations or specifications.
- c. Recommendation of the president based on successful performance of duties and demonstration of professional competence and completion of the two required graduate courses. The graduate coursework requirements are set forth in Rule 6Hx23-2.022.

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

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

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

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

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

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

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

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

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

- 6) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

**Executive/Administrative/Managerial**

<b>Salary Ranges</b>	<b># of New Hires 7/1/12 – 10/31/12</b>	<b># of Existing Employee(s) with Comparable Experience</b>
\$40,000 to \$45,000	0	0
\$45,000 to \$55,000	0	4
\$55,000 to \$65,000	1	15
\$65,000 to \$75,000	0	18
Above \$75,000	3	76
<b>Totals</b>	<b>4</b>	<b>113</b>

**9-10 & 11-12 Month Faculty**

<b>Salary Ranges</b>	<b># of New Hires 7/1/12 – 10/31/12</b>	<b># of Existing Employee(s) with Comparable Experience</b>
\$40,000 to \$45,000	0	1
\$45,000 to \$55,000	12	45
\$55,000 to \$65,000	17	112
\$65,000 to \$75,000	5	89
Above \$75,000	2	130
<b>Totals</b>	<b>36</b>	<b>377</b>

The college strives to make hiring decisions based on applicable qualifications and experience as identified in the college’s official salary schedule. Position descriptions within the college’s salary schedule reflect the desired qualifications and experience relative to specific positions.

**FLORIDA EDUCATIONAL EQUITY ACT****2011-12 ANNUAL EQUITY UPDATE REPORT***Signature Page*


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(name of institution)

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

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

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

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

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Name (Equity Officer)

Date

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Name (College President)

Date

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Name (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2012/2013.



## APPENDICES

St. Petersburg College  
Annual Equity Update Report 2012-13

**Appendix 1**  
**College Policy of Nondiscrimination**

**St. Petersburg College**  
**Annual Equity Update Report 2012-2013**

# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

## 6Hx23-1.34 DISCRIMINATION GRIEVANCE RULE

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

# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

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

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

History: Adopted 6/17/82; Amended 9/20/84; Filed 9/20/84; Effective 9/20/84; 4/17/01. Filed – 4/17/01. Effective – 4/17/01; 10/20/09. Filed – 10/20/09. Effective – 10/20/09; 6/21/11. Filed – 6/21/11. Effective – 6/21/11; 10/17/11. Filed – 10/17/11. Effective – 10/17/11; 4/17/12. Filed – 4/17/12. Effective – 4/17/12; 8/21/12. Updated and Effective – 8/21/12.

# RULE

<b>SUBJECT</b>	<b>EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION</b>	<b>PAGE</b>
		<b>2.01-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.01</b>	<b>8/21/12 Revision #12-8</b>

## 6Hx23-2.01 EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

- I. It is the policy of the college to provide equal employment opportunity for all without regard to race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or genetic information. Furthermore, the college shall not discriminate in its employment practices against any qualified individual with disabilities.
  - A. All personnel in supervisory and nonsupervisory capacities are requested to actively assist in the recruitment and employment of qualified minorities and females in order to assure that equal employment opportunities are made to all qualified persons. This shall be required for all initiators of employment opportunities at the college.
  - B. All employment procedures shall be published and made available to sources of recruitment, supervisors and employees. It shall be the responsibility of the employee relations department to explain such procedures.
  - C. The college shall have a written affirmative action plan which shall be implemented, evaluated, and revised regularly, and a semi-annual report shall be made to the president by the Equal Access/Equal Opportunity officer.
- II. See Rule 6Hx23-2.011 SEXUAL HARASSMENT for the College's policy on discrimination on the basis of sex and the sexual harassment rule.
- III. Reporting Discrimination.
  - A. If an employee has reason to believe that another employee or student has been discriminated against, that employee shall report such discrimination immediately to any one of the following persons so that appropriate action will be taken:
    - College's E/AEO Officer
    - Vice President, Human Resources
    - President

2.01-1

# RULE

<b>SUBJECT</b>	<b>EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION</b>	<b>PAGE</b>
		<b>2.01-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.01</b>	<b>8/21/12 Revision #12-8</b>

-- Appropriate Provost

- IV. Discrimination grievances shall be processed in accordance with Rule 6Hx23-1.34.

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

Law Implemented: Executive Order of the President of the United States No. 11246; Civil Rights Act of 1964, as amended; Age Discrimination in Employment Act; Equal Employment Opportunity Act of 1972; Revised Orders Nos. 4 and 14 issued by the Office of Federal Contract Compliance; 1012.855(2), F.S.; Sections 503 and 504, Rehabilitation Act of 1973 (as amended); Age Discrimination Act of 1975, and the Genetic Information Nondiscrimination Act of 2008.

History: Formerly 6Hx23-3-9.01; Adopted 10/25/77; Amended 9/18/80, 9/17/81, 6/17/82, 9/20/84; Filed 9/20/84; Effective 9/20/84; 9/22/92; Filed - 9/22/92. Effective - 9/22/92; 1/19/93. Filed - 1/19/93. Effective - 1/19/93; 6/21/11. Filed 6/21/11. Effective 6/21/11; 4/17/12. Filed 4/17/12. Effective 4/17/12; 8/21/12. Updated and Effective - 8/21/12.

**Appendix 2**  
**Continuous Notice of Nondiscrimination and Designation of Equity Officer(s)**

**St. Petersburg College**  
**Annual Equity Update Report 2012-2013**

## Equal Opportunity Statement

The Board of Trustees of St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The college will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the college will not tolerate such conduct. Should you experience such behavior, please contact Pamela Smith, the director of EA/EO/Title IX Coordinator at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at [eaao\\_director@spcollege.edu](mailto:eaao_director@spcollege.edu).

The College's Equal Opportunity Statement above can be located on the College's website at: <http://www.spcollege.edu/pages/dynamic.aspx?id=1403> and on the Equal Access/Equal Opportunity homepage of the College's website at: <http://www.spcollege.edu/eaao/>



# RESPECT

## SPC does not tolerate discrimination

on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Violators are subject to disciplinary action, which may include reprimand, suspension or dismissal.

### It's a matter of respect.

Some examples of discrimination:

- 1. Sexual harassment/discrimination (Rule 6Hx23-2.011) — Unwanted sexual advances, propositions or sexual comments, including sexually oriented gestures, jokes and comments that are in any way unwelcome. Preferential treatment or a promise of preferential treatment in exchange for submitting to sexual conduct or making the performance of an employee's job or a student's academic work more difficult because of the sex of the employee or student. Sexual or discriminatory displays of publications and sexual objects such as pictures, posters, calendars, graffiti or other materials that are sexually suggestive, demeaning or pornographic, except when utilized by a faculty member in a legitimate exercise of teaching and approved in the normal administrative process.**
- 2. Student/Faculty relationships (Rule 6Hx23-2.010) — Personal attention, dating, romantic relationships and sexual relationships by faculty members with students are inappropriate and strictly prohibited when those faculty are in a position to determine the student's grade or otherwise affect the student's academic advancement.**
- 3. Racial, color, ethnicity, sex, national origin, ethnic, age, marital status, sexual orientation, or gender identity discrimination (Rule 6Hx23-4.01; Rule 6Hx23-2.010) — Except as may be constitutionally permitted, the college will not tolerate epithets, slurs or other abusive language, disparate or discriminatory treatment of employees or students on the basis of the individual's race, color, ethnicity, sex, national origin, age, marital status, sexual orientation or gender identity. The College's**
- 4. Religious discrimination (Rule 6Hx23-4.01; Rule 6Hx23-2.010) — The college will not tolerate demeaning or disparate treatment of employees or students on the basis of an individual's religion or religious beliefs and will provide reasonable accommodations for religious observances, practices and beliefs of individuals in regard to admission, class attendance, scheduling of examinations and work assignments.**
- 5. Disability discrimination (Rule 6Hx23-4.01; Rule 6Hx23-2.010) — The college will not discriminate against a qualified individual on the basis of disability and will provide reasonable accommodations to a qualified employee or student with a disability.**

**RETALIATION:** Reprisal or retaliatory action against any individual reporting or investigating discrimination is subject to disciplinary action that may include reprimand, suspension or dismissal.

## Reporting sexual harassment or other discrimination

Complaints of discrimination by students or employees are promptly reported to any of the individuals listed below or their successor in office. If for any reason you do not wish to report the complaint to your campus or site representative, you may report it to any of the persons listed. The individual receiving a discrimination complaint (other than sexual harassment) should contact the Equity Office. The individual receiving a sexual harassment complaint will promptly notify the General Counsel.

**If no one can be reached at the numbers listed, please call Collegewide Security at 727-791-2560.**

### DAYTIME HOURS

Caruth Health Education Center  
Phil Nicotera, Provost ..... 727-341-3664  
Nancy Kelley, Associate Provost ..... 727-341-3602

Clearwater Campus  
Stan Vittetoe, Provost ..... 727-791-2475  
Paul "Matt" Bowen, Associate Provost ..... 727-791-2492  
Martha Campbell, Dean, Communications ..... 727-791-2570

District Office  
Doug Duncan, Vice President, Administrative/Business Services  
and Information Technology ..... 727-341-3246  
Theresa Furnas, Associate Vice President,  
Financial and Business Services ..... 727-341-3329

EpiCenter  
Patty Jones, Vice President of Human Resources and  
Public Affairs ..... 727-341-3141  
Jim Connolly, Director, Corporate Training ..... 727-341-4449

EA/EO Officer  
Pamela Smith ..... 727-341-3261

St. Petersburg/Gibbs Campus  
Karen Kaufman White, Provost ..... 727-341-4656  
Tyone Clinton, Associate Provost ..... 727-341-4349

Seminole Campus  
James Oliver, Provost ..... 727-394-6111  
Lynda Womert, Associate Provost ..... 727-394-6109

SPC Allstate Center  
James Brock, Campus Executive Officer ..... 727-341-4495  
Eileen LaHaie, Director, Center for Public Safety Innovation ..... 727-341-4502

SPC Downtown and Midtown  
Kevin Gordon, Provost ..... 727-344-8062  
Mark Strickland, Associate Provost ..... 727-341-4247  
Wivian O'Dell, Administrative Specialist ..... 727-341-7965

Tarpon Springs Campus  
Conferete Carney, Provost ..... 727-712-5742  
Rod Davis, Acting Associate Provost ..... 727-712-5720

### EVENING HOURS

For all sites, contact Collegewide Security at 727-791-2560. The evening Administrator-in-Charge or security office will promptly report any complaint received in the evening hours to the General Counsel, Provost, Associate Provost, EA/EO Officer and/or the Vice President of Human Resources and Public Affairs, who will undertake or direct action as may be required.



The Board of Trustees of St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The college will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the college will not tolerate such conduct. Should you experience such behavior, please contact Pamela Smith, the director of EA/EO/Title IX Coordinator at 727-341-3261; by mail at P.O. Box 13488, St. Petersburg, FL 33733-3488; or by email at [ea\\_eo\\_director@spcollege.edu](mailto:ea_eo_director@spcollege.edu).

**Appendix 3  
Grievance Procedures**

**St. Petersburg College  
Annual Equity Update Report 2012-2013!**

# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

## 6Hx23-1.34 DISCRIMINATION GRIEVANCE RULE

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



# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

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

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

History: Adopted 6/17/82; Amended 9/20/84; Filed 9/20/84; Effective 9/20/84; 4/17/01. Filed – 4/17/01. Effective – 4/17/01; 10/20/09. Filed – 10/20/09. Effective – 10/20/09; 6/21/11. Filed – 6/21/11. Effective – 6/21/11; 10/17/11. Filed – 10/17/11. Effective – 10/17/11; 4/17/12. Filed – 4/17/12. Effective – 4/17/12; 8/21/12. Updated and Effective – 8/21/12.

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

P6Hx23-1.34 PROCEDURE: DISCRIMINATION GRIEVANCE

## I. Definitions

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

P1.34-1

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-2</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

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

## II. General Provisions

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

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

- B. If an individual has a complaint he/she wishes to discuss without recourse to this Procedure, he/she is free to do so. The EA/EEO Office is available to informally discuss such complaints or grievances to ascertain the best course of action in accordance with the College's policy and procedures.
- C. The person filing a complaint or grievance may not process a grievance through two separate grievance procedures on the same issue nor can the person revert to one procedure if a



# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-3</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

decision rendered pursuant to another procedure is not favorable to the person submitting the grievance.

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

### III. Informal Discrimination Inquiry

#### Step 1: Initiating Informal Process

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

#### Step 2: Initial Intake and Review

After receiving the Informal Discrimination Inquiry Form and conferring with the alleged aggrieved party, the EA/EO Officer or

# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-4</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

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

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

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

### Step 4: Consideration of Mutual Resolution

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

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

If a Mutual Resolution of Dispute is executed in lieu of proceeding to the formal complaint process, it shall include the stipulation that the alleged aggrieved party waives his or her right to proceed to the formal process. Where it is the case that the Mutual Resolution of Dispute is entered into, a copy of the Mutual Resolution of Dispute shall be provided to the parties and may be forwarded to any other College administrators that the EA/EO Office deems appropriate.



# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-5</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

## Step 5: Requirements to Initiate Formal Process

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

## IV. Formal Complaint

### Step 1: Filing a Formal Complaint

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

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

The EA/EEO Officer will notify the Respondent of the proceedings within 3 working days by sending that person a Notice of Formal Complaint to which will be attached the Formal Complaint. The Respondent will meet with the EA/EEO Officer not more than 3 working days after receipt of the Notice of Formal Complaint at which time they shall discuss the proceedings. The Respondent shall prepare and file the Respondent's Response to Formal Complaint within 5 working days after meeting with the EA/EEO Officer.

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

P1.34-5

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		<b>P1.34-6</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

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

### Step 3: Prehearing Conference

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

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

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

**The Hearing Panel:** On an annual basis the President, with the advice of the EA/EEO Officer, will select and appoint a diverse pool of employees selected on the basis of familiarity with various operations of the College.

At the pretrial conference, where it is determined that the formal complaint will proceed to a hearing, a hearing panel composed of three members shall be selected from the predesignated pool. The



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<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-7</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

Complainant and the Respondent shall each select one panel member. The two members thus selected shall select the third member. In addition, the EA/EEO Officer, or his or her designee, shall serve on the hearing panel as a non-voting chairman and Hearing Officer.

## Step 4: Hearing

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

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

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

## Step 6: President's Final Decision

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

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		<b>P1.34-8 8/21/12 Revision #12-8</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	

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

History:                      Adopted 6/17/82; Amended 8/14/84; Effective 9/20/84; 5/17/94. Filed - 5/17/94. Effective - 5/17/94; 1/23/04. Filed - 1/23/04. Effective - 1/23/04; 10/20/09. Filed - 10/20/09. Effective - 10/20/09; 6/21/11. Filed - 6/21/11. Effective - 6/21/11; 4/17/12. Filed - 4/17/12. Effective - 4/17/12; 8/21/12. Updated and Effective - 8/21/12.

**Appendix 4**  
**Revised Policies and Procedures**

**St. Petersburg College**  
**Annual Equity Update Report 2012-2013!**

# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

## 6Hx23-1.34 DISCRIMINATION GRIEVANCE RULE

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

# RULE

<b>SUBJECT</b>	<b>DISCRIMINATION GRIEVANCE RULE</b>	<b>PAGE</b>
		<b>1.34-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

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

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

History: Adopted 6/17/82; Amended 9/20/84; Filed 9/20/84; Effective 9/20/84; 4/17/01. Filed 4/17/01. Effective 4/17/01; 10/20/09. Filed 10/20/09. Effective 10/20/09; 6/21/11. Filed 6/21/11. Effective 6/21/11; 10/17/11. Filed 10/17/11. Effective 10/17/11; 4/17/12. Filed 4/17/12. Effective 4/17/12; 8/21/12. Updated and Effective 8/21/12.



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<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-1</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

## P6Hx23-1.34 PROCEDURE: DISCRIMINATION GRIEVANCE

### I. Definitions

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



# PROCEDURE

## PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-3</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

decision rendered pursuant to another procedure is not favorable to the person submitting the grievance.

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

### III. Informal Discrimination Inquiry

#### Step 1: Initiating Informal Process

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

#### Step 2: Initial Intake and Review

After receiving the Informal Discrimination Inquiry Form and conferring with the alleged aggrieved party, the EA/EEO Officer or



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<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>P1.34-5 8/21/12 Revision #12-8</b>

## Step 5: Requirements to Initiate Formal Process

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

## IV. Formal Complaint

### Step 1: Filing a Formal Complaint

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

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

The EA/EEO Officer will notify the Respondent of the proceedings within 3 working days by sending that person a Notice of Formal Complaint to which will be attached the Formal Complaint. The Respondent will meet with the EA/EEO Officer not more than 3 working days after receipt of the Notice of Formal Complaint at which time they shall discuss the proceedings. The Respondent shall prepare and file the Respondent's Response to Formal Complaint within 5 working days after meeting with the EA/EEO Officer.

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



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<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-6</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

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

### Step 3: Prehearing Conference

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

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

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

**The Hearing Panel:** On an annual basis the President, with the advice of the EA/EO Officer, will select and appoint a diverse pool of employees selected on the basis of familiarity with various operations of the College.

At the pretrial conference, where it is determined that the formal complaint will proceed to a hearing, a hearing panel composed of three members shall be selected from the predesignated pool. The

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		<b>P1.34-7</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	<b>8/21/12 Revision #12-8</b>

Complainant and the Respondent shall each select one panel member. The two members thus selected shall select the third member. In addition, the EA/EEO Officer, or his or her designee, shall serve on the hearing panel as a non-voting chairman and Hearing Officer.

#### Step 4: Hearing

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

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

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

#### Step 6: President's Final Decision

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



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<b>SUBJECT</b>	<b>PROCEDURE: DISCRIMINATION GRIEVANCE</b>	<b>PAGE</b>
		<b>P1.34-8 8/21/12 Revision #12-8</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-1.34</b>	

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

History: Adopted 6/17/82; Amended 8/14/84; Effective 9/20/84; 5/17/94. Filed - 5/17/94. Effective - 5/17/94; 1/23/04. Filed - 1/23/04. Effective - 1/23/04; 10/20/09. Filed - 10/20/09. Effective - 10/20/09; 6/21/11. Filed - 6/21/11. Effective - 6/21/11; 4/17/12. Filed - 4/17/12. Effective - 4/17/12; 8/21/12. Updated and Effective - 8/21/12.

# RULE

<b>SUBJECT</b>	<b>EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION</b>	<b>PAGE</b>
		<b>2.01-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.01</b>	<b>8/21/12 Revision #12-8</b>

## 6Hx23-2.01 EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

- I. It is the policy of the college to provide equal employment opportunity for all without regard to race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or genetic information. Furthermore, the college shall not discriminate in its employment practices against any qualified individual with disabilities.
  - A. All personnel in supervisory and nonsupervisory capacities are requested to actively assist in the recruitment and employment of qualified minorities and females in order to assure that equal employment opportunities are made to all qualified persons. This shall be required for all initiators of employment opportunities at the college.
  - B. All employment procedures shall be published and made available to sources of recruitment, supervisors and employees. It shall be the responsibility of the employee relations department to explain such procedures.
  - C. The college shall have a written affirmative action plan which shall be implemented, evaluated, and revised regularly, and a semi-annual report shall be made to the president by the Equal Access/Equal Opportunity officer.
- II. See Rule 6Hx23-2.011 SEXUAL HARASSMENT for the College's policy on discrimination on the basis of sex and the sexual harassment rule.
- III. Reporting Discrimination.
  - A. If an employee has reason to believe that another employee or student has been discriminated against, that employee shall report such discrimination immediately to any one of the following persons so that appropriate action will be taken:
    - College's EA/EO Officer
    - Vice President, Human Resources
    - President



## RULE

<b>SUBJECT</b>	<b>EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION</b>	<b>PAGE</b>
		<b>2.01-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.01</b>	<b>8/21/12 Revision #12-8</b>

-- Appropriate Provost

- IV. Discrimination grievances shall be processed in accordance with Rule 6Hx23-1.34.

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

Law Implemented: Executive Order of the President of the United States No. 11246; Civil Rights Act of 1964, as amended; Age Discrimination in Employment Act; Equal Employment Opportunity Act of 1972; Revised Orders Nos. 4 and 14 issued by the Office of Federal Contract Compliance; 1012.855(2), F.S.; Sections 503 and 504, Rehabilitation Act of 1973 (as amended); Age Discrimination Act of 1975, and the Genetic Information Nondiscrimination Act of 2008.

History: Formerly 6Hx23-3-9.01; Adopted 10/25/77; Amended 9/18/80, 9/17/81, 6/17/82, 9/20/84; Filed 9/20/84; Effective 9/20/84; 9/22/92; Filed - 9/22/92. Effective - 9/22/92; 1/19/93. Filed - 1/19/93. Effective - 1/19/93; 6/21/11. Filed - 6/21/11. Effective - 6/21/11; 4/17/12. Filed - 4/17/12. Effective - 4/17/12; 8/21/12. Updated and Effective - 8/21/12.



# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-1</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>8/21/12 Revision #12-8</b>

## 6Hx23-2.010 HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS

### I. POLICY

Harassment constitutes discrimination on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information or disability and is a violation of this Rule. The College shall not tolerate such conduct. Any employee or student who is found to have violated this Rule shall be disciplined and such discipline shall range from one or more of the following: counseling, attendance at a harassment seminar, written admonishment, suspension or dismissal.

- A. St. Petersburg College maintains a professional work and academic environment wherein all students, staff, faculty and other members of the Collegiate Community are treated with respect and dignity. The goal of the College is to provide an academic and institutional climate that is free of harassment.
- B. Forms of harassment that are encompassed by this procedure include harassment based on race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity or disability.
- C. Harassment is specifically prohibited by state and federal law. Instances of harassment may result in both civil and criminal liability on the part of the individual harasser, as well as the supervisor and the College. The College will not tolerate prohibited harassment of its students and employees on the campus or at off campus events or programs held under the auspices of the College.

### II. DEFINITIONS

- A. **Racial harassment** is defined as unwelcome conduct relating to an individual's race, color or ethnicity, which unreasonably interferes with an employee's or student's status or performance by creating an intimidating, hostile or offensive working environment. Harassment on the basis of race, color or ethnicity includes offensive or demeaning treatment of an



# RULE

SUBJECT	HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS	PAGE
		2.010-3
LEGAL AUTHORITY	6Hx23-2.010	8/21/12 Revision #12-8

- G. **Sexual orientation and gender identity harassment** consists of unwelcome physical or verbal conduct relating to an individual's sexual orientation and/or gender identity when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.
- H. **Disability harassment** consists of unwelcome physical or verbal conduct relating to an individual's disability when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.

### III. EMPLOYEE RELATIONSHIPS:

- A. In the supervisor-instructor/staff context, the term harassment has a broader impact. The supervisor-instructor/staff relationships are professional in nature; inappropriate behavior as defined above is unprofessional and undermines the essential atmosphere necessary in the workplace. This unprofessional behavior is subject to discipline.
- B. Supervisor-instructor/staff or staff-staff relationships should at all times be professional and any conduct by an employee which unnecessarily or unreasonably creates an intimidating, hostile or offensive working environment in violation of the rights of others is inappropriate, unacceptable and is subject to discipline.

### IV. STUDENT RELATIONSHIPS

The student-student relationship, the student-instructor relationship and the student-staff relationship should at all times be respectful of the rights of others. Conduct by a student which creates an intimidating, hostile or offensive environment violates the College's Harassment Rule and may be subject to discipline. For this purpose, staff not only includes College staff, but all employees of clinics and agencies affiliated with a College clinical program or course.

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

In this Section, the term "staff" shall include all College employees other than faculty/instructors.



# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-4</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>8/21/12 Revision #12-8</b>

- A. In the instructor/staff-student context, the term harassment also has a broader impact. Since the instructor/staff-student relationship is one of professional and client, inappropriate behavior is unacceptable because it is a form of unprofessional behavior that seriously undermines the atmosphere of trust essential to the academic setting and is subject to discipline.
- B. This Rule applies to relationships where the instructor or staff member is in a position to determine a student's grade or otherwise affect a student's academic progress or environment.
- C. This Rule is not intended to apply when an instructor is teaching in the classroom when the subject matter taught or discussed is done in a tasteful manner and is germane to the course being taught. Nevertheless, the instructor/staff-student relationship should at all times be professional and any conduct by an instructor or staff member which unnecessarily or unreasonably creates an intimidating, hostile or offensive academic environment in violation of the rights of others is inappropriate and unacceptable and is subject to discipline.

## VI. RETALIATION

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

If any reprisals or retaliatory actions occur, they should be reported immediately. Any such reports will be investigated by the college attorney or designee. Reprisals and retaliatory actions will be dealt with through appropriate disciplinary action and steps will be taken to prevent the recurrence of harassment, reprisal, and/or retaliation.



# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-5</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>8/21/12 Revision #12-8</b>

## VII. REPORTING, INVESTIGATION AND RESOLUTION:

Students and employees are responsible for promptly reporting harassment. The College has established the following procedure for reporting, investigating and resolving complaints of harassment and retaliation.

### A. DUTY TO REPORT:

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

### B. INVESTIGATION:

Upon receipt of a complaint, the college attorney will have the responsibility for and will direct each investigation of harassment. In directing the investigation, the college attorney may designate other persons to conduct and aid in the investigation.

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



# RULE

# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-7</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>8/21/12 Revision #12-8</b>

- C. All instructors who violate this policy with a student presently enrolled in his/her class will be subject to discipline, up to and including dismissal, pursuant to Rules 6A-14.0411(4) and/or 6A-14.0411(6), F.A.C.
- D. Students may be subject to disciplinary action as provided for in Board of Trustees' Rule 6Hx23-4.35.

## X. REPORT OF ACTION TAKEN:

The College shall report, to the person making the complaint, the action taken by the College regarding any harassment, reprisal, retaliation or any reoccurrence thereof.

## XI. CONFIDENTIALITY/PUBLIC RECORDS:

Subject to certain statutory exemptions, College employee records are generally by law subject to public disclosure upon request of a member of the public under Chapter 119 of the Florida Statutes. Records are provided only upon an appropriate request. Student identifiable records are generally protected by Florida Statutes and the Family Education Rights and Privacy Act.

## XII. PUBLICATION:

The College shall publish and make available to all students and employees its Harassment Rule or pertinent parts thereof and examples of harassment, which are, prohibited conduct.

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

Law Implemented: 1001.64, 1012.855(2), F.S.; Civil Rights Acts of 1964 as amended; the Florida Human Rights Acts of 1977 as amended; Title IX of the Educational Amendments Act of 1972, as clarified by the Civil Rights Restoration Act of 1988; Sections 503 & 504 of the Rehabilitation Act of 1973; Americans With Disabilities Act; Age Discrimination in Employment Act; Age Discrimination Act of 1975; Equal Employment Opportunity Act of 1972.

# RULE

<b>SUBJECT</b>	<b>HARASSMENT AND RELATIONSHIPS POLICY AND DEFINITIONS</b>	<b>PAGE</b>
		<b>2.010-8</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-2.010</b>	<b>8/21/12 Revision #12-8</b>

History:

Adopted 4/16/02. Effective – 4/16/02; 6/21/11. Filed – 6/21/11.  
Effective – 6/21/11; 8/21/12. Updated and Effective - 8/21/12.

**Appendix 5**  
**Policies and Procedures for Program Admissions and/or Course Substitutions**  
**Waivers for Eligible Students with Disabilities**

**St. Petersburg College**  
**Annual Equity Update Report 2012-2013**



# RULE

		<b>PAGE</b>
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# RULE

<b>SUBJECT</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PAGE</b>
		<b>4.02-2</b>
<b>LEGAL AUTHORITY</b>	<b>6Hx23-4.02</b>	<b>9/20/11 Revision #11-9</b>

Filed – 6/21/02. Effective – 6/21/02; 11/12/02. Filed – 11/12/02. Effective – 11/12/02; 5/20/03. Filed – 5/20/03. Effective – 5/20/03; 7/24/03. Filed – 7/24/03. Effective – Immediately for students applying for admission to the Bachelor of Applied Science in Dental Hygiene Program for Session II, 2003-04; 11/6/04. Filed – 11/16/04. Effective – 11/16/04; 7/19/05. Filed – 7/19/05. Effective – 7/19/05; 1/17/06. Filed – 1/17/06. Effective – 1/17/06; 3/21/06. Filed – 3/21/06. Effective – 3/21/06; 6/20/06. Filed – 6/20/06. Effective – 6/20/06; 9/18/06. Filed – 9/18/06. Effective – 9/18/06; 3/20/07. Filed – 3/20/07. Effective – Session I, 2007-08; 7/17/07. Filed – 7/17/07. Effective – 7/17/07; 11/20/07. Filed – 11/20/07. Effective – 11/20/07; 11/18/08. Filed – 11/18/08. Effective – Session I, 2009-10; 12/16/08. Filed – 12/16/08. Effective – 12/16/08; 4/21/09. Filed – 4/21/09. Effective – 4/21/09; 9/15/09. Filed – 9/15/09. Effective – 9/15/09; 9/20/11. Filed – 9/20/11. Effective – 9/20/11.



# PROCEDURE

<b>SUBJECT</b>	<b>PROCEDURE: ADMISSION - GENERAL</b>	<b>PAGE</b>
		<b>P4.02-1</b>
<b>LEGAL AUTHORITY</b>	<b>P6Hx23-4.02</b>	<b>9/20/11 Revision #11-9</b>

P6Hx23-4.02 PROCEDURE: ADMISSION - GENERAL

## ADMISSION REQUIREMENTS

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

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- C. Official transcripts from all previously attended postsecondary institution(s). Students who attended a college or university outside the U.S. must arrange to have a course-by-course evaluation of these transcripts completed by an approved National Association of Credential Evaluation Services (NACES) agency.

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

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

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



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approved ATB test, per federal regulations, students will NOT be eligible to receive federal aid until they either earn a high school diploma, GED or meet the ATB testing requirement.; or

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

### III. Returning Students

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

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

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

##### 1. Early Admission Students

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

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

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		<b>P4.02-4</b>
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- (1) Has completed the 11th grade. This is interpreted to mean not less than 2 calendar years of attendance. If the student applies before completion of the 11th grade, he/she must submit a high school transcript showing grades for all work completed through the first semester of the 11th year and courses in which he/she is enrolled for the second semester.
  - (2) Has completed 2/3 of the minimum high school unit requirement plus 1 unit.
  - (3) Has a GPA (grade point average) of at least a 3.0 on a 4.0 scale on all high school work.
- b. Presentation of a passing score on the Florida Comprehensive Assessment Test (FCAT).
  - c. Achievement of an acceptable score for college-level courses on the Computerized Placement Test (CPT), SAT, ACT or other approved placement instrument as set forth in Board of Trustees' Rule 6Hx23-4.45 and Procedure P6Hx23-4.45.
  - d. Presentation of an Early Admission to College Form signed by the high school principal or designee. No application, matriculation, or laboratory fees will be assessed to students in this program.
  - e. The student must complete a minimum of 30 semester hours or 46 quarter hours and maintain at least a 2.0 grade point average on a 4.0 scale.
2. Credit Bank Students
- a. High school students who have at least a 2.0 GPA in all of their coursework for the prior year and who wish to earn college credit while attending high school may enroll in the College as Credit Bank



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students. In addition to the College's Application for Admission, and non-refundable application fee, Credit Bank students must submit a Credit Bank Verification Form which provides verification of high school enrollment and the minimum required 2.0 GPA and is signed by their high school principal or designee. A separate Credit Bank Verification Form must be completed for each academic term for which a student wishes to enroll at the College.

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

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school graduation will be required to meet the admission requirements in section I. above.

### 3. Dual Enrollment Students

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

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





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

### B. Students with Special Diplomas

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

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President, in writing, within 10 working days of receipt of the decision. The President's decision shall be final.

3. Credits or degrees awarded by other regionally or nationally accredited postsecondary institutions as a result of substitute requirements established under the provisions of State Board of Education Rule 6A-10.041 may be accepted by St. Petersburg College, so long as all other requirements are met.
- C. Students Who Have Previously Demonstrated Competency in College Credit Post-secondary Coursework.

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

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

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

### VI. Transfer Students

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



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St. Petersburg College will seek to make the transfer of credit as easy as possible for students while continuing to honor its commitment to academic quality and integrity. As such, St. Petersburg College regularly seeks guidance from its accrediting agency as well as other higher education councils (American Association of Collegiate Registrars and Admissions Officers, American Council on Education, and Council for Higher Education Accreditation) on academic credit transfer policies.

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

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

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transcript. The faculty credentials must reflect the credential at the time that the professor taught the course specified on the transcript. The student should submit this supporting documentation to: College Registrar, St. Petersburg College, P.O. Box 33089, St. Petersburg, FL 33733.

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



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

## VII. Transient Students

### A. Transient students from another college

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

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

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

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

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

## VIII. Non-Degree Seeking Students

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

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



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

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

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

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

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

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

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

### IX. International Students

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

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



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

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

P4.02-20





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

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

P4.02-21

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programs. See the individual program offices or FACTS.org for specific information.

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



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

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- (b) A student who fails the drug screening a second time will be permitted to reapply for admission to the Orthotics and Prosthetics Program one (1) year from the date of the most recent application.
- (3) Students must remain drug-free throughout their tenure in the Orthotics and Prosthetics Program at the College.
  - (a) If the Orthotics and Prosthetics Program believes a student is no longer drug-free, they can request the student retake the drug screening at the student's expense. Failure to take or successfully pass the drug screening shall be grounds for dismissal from the program.
  - (b) Students may be subject to drug screening pursuant to placement at a clinical site. Failure to do so shall be grounds for dismissal from the program.
- (4) A student who fails the background check will not be admitted into the program. See BOT Rule 6Hx23-4.53 Section G for additional information on the criteria.
- d. If the number of eligible students exceeds the positions available, other selection criteria will be used.
- e. Students transferring from another school's Orthotics and Prosthetics Program must be in good academic standing and must be able to satisfactorily demonstrate program competencies.

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

History:

Amended - 6/28/83, 9/16/86 (effective 1/7/87 for Session II, 1986-87), 5/12/87, 10/17/89, 9/13/90. Effective - 9/20/90; 8/30/94. Filed - 8/30/94. Effective - Session I, 1994-95; 5/18/99. Filed - 5/18/99. Repealed - 5/18/99. See 6Hx23-4.02; 9/20/11. Re Adopted 9/20/11. Effective - 9/20/11.



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

### DISABLED STUDENT SERVICES

#### I. Documentation Procedures

##### A. Learning Disabilities

Students and prospective students requesting accommodations in their academic work at St. Petersburg College (SPC) must present appropriate documentation to the learning specialist of their home campus. There will be two tiers of service based on the types and quality of documentation provided:

Tier 1: Students regarded as having a history of a disability (IEP, SOP or 504 plan). Student may get 1 ½ testing time and reduced distraction testing area, and priority registration. Other institutions may require a more thorough evaluation.

Tier 2: More comprehensive documentation provided to the learning specialist. Current complete psychoeducational evaluation or current letter of diagnosis from an M.D. or PhD qualified to make the diagnosis.

##### B. Students With Disabilities Are Defined As Follows:

###### 1. Hearing Impairment

A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear.

Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing



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loss or deafness.

## 2. Visual Impairment

Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction; a peripheral field so constricted that it affects one's ability to function in an educational setting; or a progressive loss of vision which may affect one's ability to function in an educational setting.

Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

## 3. Specific Learning Disability

A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations.

Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

## 4. Orthopedic/Physical Impairment

A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system.

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Examples include, but are not limited to, cerebral palsy, absence of a body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect including, but not limited to, muscular dystrophy and congenital muscle disorders.

### 5. Speech/ Language Impairment

Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment.

Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

### 6. Emotional or Behavioral Disability

Any mental or psychological disorder including, but not limited to, organic brain syndrome, emotional or mental illness, or attention deficit disorders.

### 7. Autism Spectrum Disorder

Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.



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## 8. Other

Any disability not identified in section B. 1-7, except those students who have been documented as having an intellectual disability deemed by a disability professional to make completion of the requirement impossible.

## II. Request for College Services

### A. Provision of Services

After a student's documentation is accepted, the home campus or site learning specialist will keep this documentation on file. It is the student's responsibility to request services supported in the documentation. A new request is necessary each semester based on the specific classes being taken at that time. A three-week notice is recommended to fill requests. For electronic media or assistive technology, requests may take up to four (4) weeks.

### B. Course Substitutions

Course substitutions are considered according to Board of Trustees Procedure P6Hx23-4.02 to students with documented disabilities.

Students seeking substitutions for requirements for admission to the College, or to a program of the College, or for graduation from the College should appeal to the associate provost at his or her campus or site.

### C. College Level Academic Skills (CLAS) Appeals

A waiver of CLAS requirements can be appealed through a CLAS Appeals Committee as prescribed by



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Appendix 6  
Equity in Athletics Disclosure Act (EADA) Survey Federal Report for 2012

St. Petersburg College  
Annual Equity Update Report 2012-2013





### Screening Questions

Please answer these questions carefully as your responses will determine which subsequent data entry screens are appropriate for your institution.

1. How will you report Operating (Game-day) Expenses?

By Team  Per Participant

2. Select the type of varsity sports teams at your institution.

- Men's Teams
- Women's Teams
- Coed Teams

3. Do any of your teams have assistant coaches?

- Yes
  - Men's Teams
  - Women's Teams
  - Coed Teams
- No

If you save the data on this screen, then return to the screen to make changes, note the following:

- 1) If you select an additional type of team remember to include associated data for that type of team on subsequent screens;
- 2) If you delete a type of team but have already entered associated data on other screens, all associated data for that type of team will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

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

Select the varsity sports teams at your institution.

Sport	Men's	Women's	Men's	Women's
Archery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAVEAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- If you save the data on this screen, then return to the screen to make changes, note the following:
  - 1) If you select an additional team member to include associated data for that sport on subsequent screens;
  - 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

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

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams	Men's Teams	Women's Teams
Baseball	27	
Basketball	11	15
Softball		21
Tennis		7
Volleyball		12
<b>Total Participants Men's and Women's Teams</b>	<b>38</b>	<b>55</b>
<b>Unduplicated Count of Participants</b> <b>(This is a hard count. If an individual participates on more than one team, count that individual only once on this line.)</b>	<b>38</b>	<b>55</b>

**CAVEAT**

If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

### Head Coaches - Men's Teams

• For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.  
 • The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	1	1						1
Basketball	1	1	1						1
Coaching Position Title	0	2	2	0	0	0	0	0	2
CAVEAT									

## Head Coaches - Women's Teams

- For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a '1' in the appropriate field.
- The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball							1		1
Softball							1		1
Tennis	1								1
Volleyball	1		1						1
Coaching Position Totals	0	2	1	1	0	2	2	0	4
CAVEAT									

### Head Coaches' Salaries - Men's and Women's Teams

- Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.
- Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.
- For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

Average Annual Institutional Salary per Head Coach	Men's Teams	Women's Teams
Number of Head Coaches Used to Calculate the Average	64,008	48,125
Number of Volunteer or Head Coaches (Do not include these coaches in your salary or FTE calculations.)	2	4
Average Annual Institutional Salary per Full-time equivalent (FTE)		
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate The Average	1.00	1.00
CAVEAT	128,016	192,500

Please note the head tennis coach is paid a stipend and the men's average for annual salary is lower than the men's.



## Assistant Coaches - Men's Teams

\* For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches			Female Assistant Coaches			Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	
Baseball	2		2				2
Baseball	2		2				2
Coaching Position Totals	0	4	4	0	0	0	4
CAVEAT	[Empty Box]						

### Assistant Coaches - Women's Teams

• For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches		Female Assistant Coaches		Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	
Basketball			2		2
Softball			1		1
Tennis			0		0
Volleyball			1		1
Coaching Position Totals	0	0	0	4	4
CAVEAT	Women's softball and women's tennis each had student managers who had tuition and book scholarships.				

## Assistant Coaches' Salaries - Men's and Women's Teams

- Enter only salaries and bonuses that your institution pays a assistant coaches as compensation for coaching. Do not include benefits on this screen.
- Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.
- For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

Average Annual Institutional Salary per Assistant Coach	Men's Teams	Women's Teams
Number of Assistant Coaches Used to Calculate the Average	2,509	6,018
Number of Volunteer or Assistant Coaches. (Do not include these coaches in your salary or FTE calculations.)	4	2
Average Annual Institutional Salary per Full-time equivalent (FTE)	0	2
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	30,412	30,060

CAVEAT

For women's average 2 volunteers for women's basketball who coached were not included. Also not included are the student managers for softball/tennis as they received tuition and book scholarships.

## Athletically Related Student Aid - Men's and Women's Teams

• Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not a financially related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Amount of Aid	179,242	361,651	540,893
Ratio (percent) CAVEAT	33	67	100%

## Recruiting Expenses - Men's and Women's Teams

\* Recruiting expenses are all expenses an institution incurs attributable to recruiting a civilian. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

Total	Men's Teams	Women's Teams	Total
0	0	0	0

Total amount included in Total Expenses.

## Operating (Game-Day) Expenses - Men's and Women's Teams by Team

- Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others, and (B) Officials.
- For a sport with a men's team and a women's team that have a combined budget, click on the "Need help? Click here for screen instructions" link for special instructions.

Varsity Teams	Men's Teams		Women's Teams		By Team	Total Operating Expenses
	Participants	Operating Expenses per Participant	Participants	Operating Expenses per Participant		
Baseball	11	2,717	15	2,067	31,007	60,667
Baseball	27	2,658				77,100
Softball			21	2,599	54,569	54,569
Tennis			7	2,084	14,658	14,658
Volleyball			12	1,541	18,496	18,496
<b>Total Operating Expenses Men's and Women's Teams</b>	<b>38</b>		<b>55</b>		<b>118,720</b>	<b>225,710</b>

The baseball number is high this year because the Athletic Department gave less scholarships (12 total, when we normally give 16). Therefore, the money saved in not offering scholarships was used for expenses.

**Note: This screen is for game-day expenses only.**



## Total Expenses - Men's and Women's Teams

\* Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Baseball	194,396	193,620	388,016
Baseball	260,887		260,887
Softball		253,978	253,978
Tennis		101,813	101,813
Volleyball		173,435	173,435
Total Expenses of all Sports, Except Football and Basketball, Combined	260,887	529,226	790,113
Total Expenses Men's and Women's Teams	455,283	722,346	1,178,129
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			200,628
Grand Total Expenses			1,378,756
CAVEAT			

### Total Revenues - Men's and Women's Teams

\* Your total revenues must cover your total expenses.  
 \* Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Baseball	194,366	193,620	388,016
Softball	260,887		260,887
Tennis		253,978	253,978
Volleyball		101,813	101,813
		173,435	173,435
Total Revenues of all Sports, Except Football and Basketball, Combined	260,887	529,226	790,113
Total Revenues Men's and Women's Teams	455,253	722,646	1,178,129
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			200,626
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,378,755

CAVEAT

## Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	128,016	182,500	320,516
2 Total of Assistant Coaches' Salaries	10,036	12,036	22,072
3 Total Salaries (Lines 1+2)	138,052	204,536	342,588
4 <small>Administrative, ID and other charges and fees, A, L, U</small>	170,745	514,854	685,599

Institution: St Petersburg College (137078)  
User ID: E1370781

### Supplemental Information (optional)

- This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program.
- This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk.
- To explain specific data entered on a previous screen, please use the caveat box on that screen.

**Appendix 7  
Fall Staff Report**

**St. Petersburg College  
Annual Equity Update Report 2012-2013**

Florida College System  
 2013 IPEDS Human Resources Survey  
 Reporting Year 2012-13  
 College : 23 St. Petersburg

Part A - Full-Time Instructional Staff  
 Number of Full-Time Instructional Staff  
 By Tenure Status, Academic Rank, Gender, and Race/Ethnicity

Tenured

Gender	Race/Ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	3
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	5
	Black or African American	0	0	0	0	0	0	10
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	0	83
Two or more races	0	0	0	0	0	0	5	
Race and ethnicity unknown	0	0	0	0	0	0	0	0
<b>Total</b>		0	0	0	0	0	0	106
Women	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	6
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	2
	Black or African American	0	0	0	0	0	0	8
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	0	100
Two or more races	0	0	0	0	0	0	2	
Race and ethnicity unknown	0	0	0	0	0	0	0	0
<b>Total</b>		0	0	0	0	0	0	118
<b>Total</b>		0	0	0	0	0	0	224

Florida College System  
 2013 IPEDS Human Resources Survey  
 Reporting Year 2012-13  
 College: 23 St. Petersburg

Part A - Full-Time Instructional Staff  
 Number of Full-Time Instructional Staff  
 By Tenure Status, Academic Rank, Gender, and Race/Ethnicity

On Tenure Track

Gender	Race/Ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	2
	Black or African American	0	0	0	0	0	0	5
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	0	46
Two or more races	1	0	0	0	0	0	1	
Race and ethnicity unknown	0	0	0	0	0	0	0	
<b>Total</b>		0	0	0	0	0	0	56
Women	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	7
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	10
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	0	61
Two or more races	0	0	0	0	0	0	2	
Race and ethnicity unknown	0	0	0	0	0	0	0	
<b>Total</b>		0	0	0	0	0	0	80
<b>Total</b>		0	0	0	0	0	0	136



Florida College System  
 2013 IPEDS Human Resources Survey  
 Reporting Year 2012-13  
 College : 23 St. Petersburg

Part B - Full-Time Non-Instructional Staff  
 Number of Full-Time Non-Instructional Staff  
 By Occupational Category, Gender, and Race/Ethnicity

Gender	Race/Ethnicity	Instructional Staff	Research	Public Service
Men	Nonresident Alien	0	0	0
	Hispanic/Latino	4	0	0
	American Indian or Alaska Native	0	0	0
	Asian	8	0	0
	Black or African American	16	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	134	0	0
	Two or more races	6	0	0
	Race and ethnicity unknown	1	0	0
	<b>Total</b>	<b>169</b>	<b>0</b>	<b>0</b>
Women	Nonresident Alien	0	0	0
	Hispanic/Latino	13	0	0
	American Indian or Alaska Native	0	0	0
	Asian	2	0	0
	Black or African American	18	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	171	0	0
	Two or more races	4	0	0
	Race and ethnicity unknown	0	0	0
	<b>Total</b>	<b>208</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>377</b>	<b>0</b>	<b>0</b>	

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on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
0	0	17	0 377
0	0	0	0 0
0	0	0	0 0
0	0	0	0 0
0	0	17	0 377



Florida College System  
2013 IPEDS Human Resources Survey  
Reporting Year 2012-13  
College: 23 St. Petersburg

**Part B - Full-Time Non-Instructional Staff**  
**Number of Full-Time Non-Instructional Staff**  
**By Occupational Category, Gender, and Race/Ethnicity**

Gender	Race/Ethnicity	Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community Service, Legal, Arts, and Media Occupations	Healthcare Practitioners and Technical Occupations	Other Teachers and Instructional Support Staff
Men	Nonresident Alien	0	0	0	0	0	0
	Hispanic/Latino	1	0	0	3	0	0
	American Indian or Alaska Native	0	0	0	0	0	0
	Asian	1	0	0	3	0	0
	Black or African American	8	0	0	1	2	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
	White	51	6	58	18	1	0
	Two or more races	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	2	0	0	0
	<b>Total</b>		<b>61</b>	<b>6</b>	<b>67</b>	<b>20</b>	<b>1</b>
Women	Nonresident Alien	0	0	0	0	0	0
	Hispanic/Latino	3	2	1	1	1	26
	American Indian or Alaska Native	0	0	0	0	0	0
	Asian	1	2	2	2	0	0
	Black or African American	5	4	4	4	5	3
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
	White	45	20	27	20	4	2
	Two or more races	1	0	1	1	0	11
	Race and ethnicity unknown	1	1	0	0	0	0
	<b>Total</b>		<b>56</b>	<b>29</b>	<b>35</b>	<b>26</b>	<b>4</b>
<b>Total</b>		<b>117</b>	<b>35</b>	<b>102</b>	<b>46</b>	<b>5</b>	<b>63</b>



Florida College System  
2013 IPEDS Human Resources Survey  
Reporting Year 2012-13  
College: 23 St. Petersburg

**Part B - Full-Time Non-Instructional Staff  
Number of Full-Time Non-Instructional Staff  
By Occupational Category, Gender, and Race/Ethnicity**

Gender	Race/Ethnicity	Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	9	1	3	2	0
	American Indian or Alaska Native	1	0	1	2	1
	Asian	25	0	0	0	0
	Black or African American	17	1	13	6	2
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	55	5	28	48	12
	Two or more races	0	0	1	2	0
	Race and ethnicity unknown	1	0	0	0	0
	<b>Total</b>	<b>108</b>	<b>7</b>	<b>46</b>	<b>60</b>	<b>15</b>
Women	Nonresident Alien	0	0	1	0	0
	Hispanic/Latino	10	1	23	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	6	0	11	0	0
	Black or African American	2	2	48	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	19	7	210	1	7
	Two or more races	0	0	5	0	1
	Race and ethnicity unknown	1	0	3	0	0
	<b>Total</b>	<b>38</b>	<b>10</b>	<b>301</b>	<b>1</b>	<b>9</b>
<b>Total</b>	<b>146</b>	<b>17</b>	<b>347</b>	<b>61</b>	<b>24</b>	

Florida College System  
 2013 IPEDS Human Resources Survey  
 Reporting Year 2012-13  
 College: 23 St. Petersburg

Part C - Full-Time Summary Non-Medical  
 Summary of Full-Time, Non-Medical School, Staff  
 By Tenure Status and Occupational Category

Occupational Category	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Instructional Exclusively credit	224	136	0	0	17	0	377
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	0	0	0	0	0	0	0
Instructional/research/public service	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0
Public Service	0	0	0	0	0	0	0
Archivists, Curators, and Museum Technicians Librarians	0	0	0	0	0	3	3
Librarians	6	0	0	0	0	3	9
Library Technicians	0	0	0	0	0	0	0
Other Teachers and Instructional Support Staff	0	0	0	0	0	20	20
Management Occupations	0	0	0	0	30	59	89
Business and Financial Operations Occupations	1	2	0	0	55	59	117
Computer, Engineering, and Science Occupations	0	0	0	0	0	35	35
Community Service, Legal, Arts, and Media Occupations	0	0	0	0	0	102	102
Healthcare Practitioners and Technical Occupations	5	0	0	0	5	36	46
Service Occupations	0	0	0	0	0	5	5
Sales and Related Occupations	0	0	0	0	0	146	146
Office and Administrative Support Occupations	0	0	0	0	0	17	17
Natural Resources, Construction, and Maintenance Occupations	0	0	0	0	0	347	347
Production, Transportation, and Material Moving Occupations	0	0	0	0	0	61	61
<b>Total</b>	<b>236</b>	<b>136</b>	<b>0</b>	<b>0</b>	<b>107</b>	<b>917</b>	<b>1,398</b>



Florida College System  
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 College: 23 St. Petersburg

**Part G - Salary Outlays for Full-Time Non-Instructional Staff  
 Salary Outlays for Full-Time Non-Instructional Staff  
 By Occupational Category**

Occupational Category	Total Salary Outlays
Postsecondary Teachers - Research	0
Postsecondary Teachers - Public Service	0
Library and Other Teaching Occupations	5,864,470
Management Occupations	10,786,831
Business and Financial Occupations	1,765,348
Computer, Engineering, and Science Occupations	5,157,027
Community Service, Legal, Arts and Media Occupations	2,454,691
Healthcare Practitioners and Technical Occupations	216,276
Service Occupations	4,016,288
Sales and Related Occupations	761,885
Office and Administrative Support Occupations	12,865,259
Natural Resources, Construction, and Maintenance Occupations	2,279,191
Production, Transportation, and Material Moving Occupations	842,974

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Total Number of Months	Salary Outlays
0	0
0	0
0	0
0	0
0	0
0	0
1,724	11,587,536
1,724	11,587,536
0	0
0	0
0	0
0	0
0	0
0	0
2,151	14,441,081
2,151	14,441,081
3,675	26,028,617

Florida College System  
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 College: 23 - St. Petersburg

**Part H - New Hires - Full-Time Instructional Staff**  
**Number of Newly Hired Full-Time Permanent Instructional Staff**  
**By Tenure Status, Gender and Race/Ethnicity**

Gender	Race/Ethnicity	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	1	0	0	1	0	2
	Black or African American	0	1	0	0	0	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	11	0	0	0	0	11
Two or more races	0	0	0	0	0	0	0	
Race and ethnicity unknown	0	1	0	0	0	0	0	1
<b>Total</b>		0	14	0	0	1	0	15
Women	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	3	0	0	0	0	3
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	15	0	0	0	3	18
Two or more races	0	0	0	0	0	0	0	
Race and ethnicity unknown	0	0	0	0	0	0	0	
<b>Total</b>		0	18	0	0	3	0	21
<b>Total</b>		0	32	0	0	4	0	36

Florida College System  
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 College: 23 St. Petersburg

**Part H - New Hires - Full-Time Staff  
 Number of Newly Hired Full-Time Staff  
 By Occupational Category, Gender and Race/Ethnicity**

Gender	Race/Ethnicity	Instructional Staff	Research	Public Service	Library and Other Teaching Occupations
Men	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	2	0	0	0
	Black or African American	1	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	11	0	0	1
	Two or more races	0	0	0	0
	Race and ethnicity unknown	1	0	0	1
	<b>Total</b>		15	0	0
Women	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	1
	Black or African American	3	0	0	3
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	18	0	0	4
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
	<b>Total</b>		21	0	0
<b>Total</b>		36	0	0	10

Florida College System  
 2013 IPEDS Human Resources Survey  
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 College : 23 St. Petersburg

**Part H - New Hires - Full-Time Non-Instructional Staff  
 Number of Newly Hired Full-Time Non-Instructional Staff  
 By Occupational Category, Gender and Race/Ethnicity**

Gender	Race/Ethnicity	Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community Service, Legal, Arts, and Media Occupations	Healthcare Practitioners and Technical Occupations
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	3	0	1	1	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	<b>Total</b>		<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>
Women	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	1	0	0	0	0
	Black or African American	0	1	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	1	0	1	2	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	<b>Total</b>		<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Total</b>		<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>

Florida College System  
 2013 IPEDS Human Resources Survey  
 Reporting Year 2012-13  
 College: 23 St. Petersburg

**Part H - New Hires - Full-Time Non-Instructional Staff**  
**Number of Newly Hired Full-Time Non-Instructional Staff**  
**By Occupational Category, Gender and Race/Ethnicity**

Gender	Race/Ethnicity	Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	1	0	0	0	0
	Black or African American	0	0	3	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	1	3	1	0
Two or more races	0	0	0	0	0	
Race and ethnicity unknown	0	0	0	0	0	
<b>Total</b>		<b>1</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>0</b>
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	1	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	1	0	0
	Black or African American	0	2	3	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
White	1	0	7	1	0	
Two or more races	0	0	0	0	0	
Race and ethnicity unknown	0	0	0	0	0	
<b>Total</b>		<b>1</b>	<b>2</b>	<b>12</b>	<b>1</b>	<b>0</b>
<b>Total</b>		<b>2</b>	<b>3</b>	<b>18</b>	<b>2</b>	<b>0</b>

Florida College System  
 2013 IPEDS Human Resources Survey  
 Reporting Year 2012-13  
 College: 23 St. Petersburg

**Part H - New Hires - Full-Time Non-Instructional Staff**  
**Total Number of Newly Hired Full-Time Non-Instructional Staff**  
**By Gender and Race/Ethnicity**

Gender	Race/Ethnicity	Total
Men	Nonresident Alien	0
	Hispanic/Latino	0
	American Indian or Alaska Native	0
	Asian	3
	Black or African American	4
	Native Hawaiian or Other Pacific Islander	0
	White	22
	Two or more races	0
	Race and ethnicity unknown	2
	<b>Total</b>	<b>31</b>
Women	Nonresident Alien	0
	Hispanic/Latino	1
	American Indian or Alaska Native	0
	Asian	3
	Black or African American	12
	Native Hawaiian or Other Pacific Islander	0
	White	35
	Two or more races	0
	Race and ethnicity unknown	0
	<b>Total</b>	<b>51</b>
<b>Total</b>	<b>82</b>	



Florida College System  
 Equity Fall Staff Survey New Hires (As Of Fiscal Year)  
 Occupational Activity By Ethnicity And Gender  
 College: 23 St. Petersburg

Occupation Category	Salary Range	Asian		Black		Hispanic		Unknown		White		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
Business And Financial Operations	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	1	0	0	0	0	0	0	2	1	4
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
Computer Engineering And Science	45,000 To 55,000	0	0	0	0	1	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, And Media	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	
30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	
35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	
40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	
45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	
55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	
Below 25,000	0	0	0	0	0	0	0	0	0	0	0	
25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	
30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	
35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	
40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	
45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	
55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	
Below 25,000	0	0	0	0	0	0	0	0	0	0	0	
25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	
30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	
35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	
40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	
45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	
55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	
Below 25,000	0	0	0	0	0	0	0	0	0	0	0	
25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	
30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	
35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	
40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	
45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	
55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	

(Continued)

**Florida College System  
Equity Fall Survey New Hires (As Of Fiscal Year)  
Occupational Activity By Ethnicity And Gender  
College : 23 St. Petersburg**

Occupation Category	Salary Range	Asian		Black		Hispanic		Unknown		White		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Community Service, Legal, Arts, And Media	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	1	1	0	0	0	0	4	6	12
	55,000 To 65,000	2	0	0	1	0	1	0	1	6	7	17
	65,000 To 75,000	0	0	0	0	0	0	0	0	1	4	5
Non-Postsecondary Teaching	Above 75,000	0	0	0	1	0	0	0	0	0	1	2
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	1	0	3	0	0	1	1	1	0	6
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	1	1
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	1	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	Below 25,000	1	0	0	0	0	0	0	0	0	1	1
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
Sales And Related Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	1	0	0	0	0	0	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	

(Cont. Lined)

Florida College System  
 Equity Fall Staff Survey New Hires (As Of Fiscal Year)  
 Occupational Activity By Ethnicity And Gender  
 College: 23 St. Petersburg

Occupation Category	Salary Range	Asian		Black		Hispanic		Unknown		White		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Sales And Related Occupations	45,000 To 55,000	0	0	0	1	0	0	0	0	1	0	2
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
Office And Administrative Support Occupations	25,000 To 30,000	0	0	0	3	0	0	0	0	1	0	4
	30,000 To 35,000	0	0	1	0	1	0	1	0	1	1	5
	35,000 To 40,000	0	1	1	0	0	0	0	0	1	2	5
	40,000 To 45,000	0	0	1	0	0	0	0	0	0	2	3
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	1
Natural Resources, Construction And Maintenance Occup	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	1	2
Total	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	
<b>Total</b>		3	3	4	12	1	1	2	2	22	35	82

Florida College System  
 Equity Fall Staff Survey  
 Fall Ending Term 2012-13  
 College : 23 St. Petersburg

Full-Time Faculty  
 Salary Ranges By Terms, Employed, Ethnicity and Gender

Terms Employed	Salary Range	Asian		Black		Hispanic		Multi-Racial		White		Unknown		Total
		F		M		F		M		F		M		
		F	M	F	M	F	M	F	M	F	M	F	M	
9-10 Month	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	1
	45,000 To 55,000	0	1	5	3	3	0	1	0	18	13	0	0	44
	55,000 To 65,000	1	2	6	4	5	1	0	0	44	40	0	1	104
	65,000 To 75,000	0	3	1	5	4	2	0	3	27	30	0	0	75
11-12 Month	Above 75,000	1	1	4	0	0	1	1	1	34	30	0	0	73
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	1	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	5	3	0	0	8
Total	65,000 To 75,000	0	1	0	0	1	0	0	0	0	8	4	0	14
	Above 75,000	0	0	2	4	0	0	2	2	34	13	0	0	57
		2	8	18	16	13	4	4	6	171	134	0	1	377

Florida College System  
Equity Fall Staff Survey  
Fall Ending Term 2012-13  
College : 23 St. Petersburg

Other Full-Time Employees  
Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Unknown		Total						
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M							
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	55,000 To 65,000	0	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	16				
65,000 To 75,000	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	18					
Above 75,000	1	1	3	5	2	0	0	0	1	0	0	0	0	0	0	0	0	30	35	1	0	79		
Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	30,000 To 35,000	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	3
	40,000 To 45,000	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	4
	45,000 To 55,000	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	9	3	0	0	15
	55,000 To 65,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	5
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	5	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Computer Engineering And Science	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	30,000 To 35,000	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2	11	0	0	16
	35,000 To 40,000	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	6	9	0	0	17
	40,000 To 45,000	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	8	0	1	16
	45,000 To 55,000	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	8	0	0	11
	55,000 To 65,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	12	0	1	19
65,000 To 75,000	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	7	8	0	0	19	
Above 75,000	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	4	

(Continued)



Florida College System  
 Equity Fall Staff Survey  
 Fall Ending Term 2012-13  
 College: 23 St. Petersburg

Other Full-Time Employees  
 Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Unkown		Total	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
Community Service, Legal, Arts, And Media	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators And Museum Technicians	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

(Cont'd on next)



Florida College System  
 Equity Fall Staff Survey  
 Fall Ending Term 2012-13  
 College : 23 St. Petersburg

Other Full-Time Employees  
 Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Unknown		Total	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
Library Technicians	Below 25,000	1	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4
	25,000 To 30,000	0	0	2	0	1	0	0	0	0	0	0	0	0	0	4	0	0	7
	30,000 To 35,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3	1	0	6
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
	40,000 To 45,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	1	0	3	2	0	0	0	0	0	0	0	0	0	0	5	4	0	17
	35,000 To 40,000	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	11
	40,000 To 45,000	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	1	1	5
	45,000 To 55,000	0	2	2	1	0	0	0	0	0	0	0	0	0	0	16	4	0	27
	55,000 To 65,000	0	6	2	0	0	0	0	0	0	0	0	0	0	0	8	3	0	19
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4	0	6	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Healthcare Practitioners And Technical	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

(Cont.Lined)

**Florida College System**  
**Equity Fall Staff Survey**  
**Fall Ending Term 2012-13**  
**College : 23 St. Petersburg**  
**Other Full-Time Employees**  
**Salary Ranges By Ethnicity and Gender**

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Unknown		Total	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
Occupation Activity Service Occupations	Below 25,000	2	12	1	3	4	3	0	0	0	0	0	0	0	5	6	0	0	36
	25,000 To 30,000	4	13	1	9	5	4	0	1	0	0	0	0	0	12	34	1	1	85
	30,000 To 35,000	0	0	4	1	1	0	0	0	0	0	0	0	0	1	9	0	0	16
	35,000 To 40,000	0	0	0	1	0	0	0	0	0	0	0	0	0	1	5	0	0	7
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	55,000 To 65,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sales And Related Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	5
	40,000 To 45,000	0	0	0	1	0	0	0	0	0	0	0	0	0	0	5	1	0	9
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	4	15	1	1	2	0	0	0	0	0	0	0	0	0	37	5	1	67
	25,000 To 30,000	2	11	1	12	0	0	0	0	2	0	0	0	0	7	1	8	1	108
	30,000 To 35,000	2	12	3	9	0	0	0	1	0	1	0	1	0	39	5	1	0	73
	35,000 To 40,000	2	5	4	1	0	0	1	2	0	0	0	0	0	33	4	0	0	52
	40,000 To 45,000	1	0	4	2	0	1	0	0	0	0	0	0	0	23	3	0	0	34
	45,000 To 55,000	0	0	1	2	0	0	0	0	0	0	0	0	0	3	2	0	0	8
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	3
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	3
			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

(Cont Lined)

Florida College System  
 Equity Fall Staff Survey  
 Fall Ending Term 2012-13  
 College: 23 St. Petersburg


Other Full-Time Employees  
 Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Unknown		Total	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
Natural Resources, Construction And Maintenance Occup	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	7	0	10
	30,000 To 35,000	0	0	3	0	1	0	2	0	0	0	0	0	0	0	8	0	14	
	35,000 To 40,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	17	0	18	
	40,000 To 45,000	0	0	1	0	1	0	0	0	1	0	0	0	0	0	8	0	11	
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7	
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Production, Transportation And Material	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	25,000 To 30,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	5	0	7
	30,000 To 35,000	0	1	0	0	0	0	1	1	0	0	0	0	0	0	2	1	0	6
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	4	0	7
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Total	45,000 To 55,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	2	
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		25	29	89	56	46	19	0	5	9	3	1	0	422	304	8	5	1,021	

April 16, 2013

**MEMORANDUM**

**TO:** Board of Trustees, St. Petersburg College

**FROM:** William D. Law, Jr., President 

**SUBJECT:** FY12-13 July 1 – March 31 Fund 1 Financial Report and FY13-14 Budget Update

Attached for information is the Fund 1 financial report for FY12-13 July 1 – March 31 time period.

Financial Report Highlights Through March 31

- Due to the enrollment decline experienced this year, tuition revenue is down \$2.8M.
- Total operating expense is down \$1.6M, of which \$600K is associated with instructional material and supplies.
- The current revenue/expense surplus remains healthy at \$4.4M. Steps are being taken to ensure spending stays within available resources through the remainder of the year.

Also included is the updated preliminary FY13-14 Budget, which will be presented at the Board meeting.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology, Janelle Conner, Associate Vice President, Planning, Budget and Compliance, recommend approval.

Attachments

Jjc041013

**St. Petersburg College  
Fund Analysis  
As of March 31, 2013**

Revenues	FY 2012-13 Budgeted	Projected Revenue for month of March	Actual March Revenue	Difference	Revenue Received Year to Date		YTD as % of Budget	YTD % Expected	Difference	YTD Projected April
					Received Year to Date	Difference				
Student Fees	\$71,775,706	\$5,361,600	\$3,079,260	(\$2,302,441)	\$56,541,468	\$2,302,441	52%	91%	-9%	\$6,269,700
State Government	\$63,254,363	\$6,537,731	\$6,537,754	\$23	\$43,621,062	\$23	69%	69%	0%	\$6,537,731
Other Revenues	\$3,962,196	\$212,415	\$65,187	(\$127,228)	\$2,284,178	(\$127,228)	56%	52%	-4%	\$1,361,626
Non Revenue Sources	\$5,068,028	\$126	\$0	(\$126)	\$0	(\$126)	0%	0%	0%	\$668,670
<b>Total Revenues</b>	<b>\$144,887,283</b>	<b>\$12,182,024</b>	<b>\$9,702,180</b>	<b>(\$2,429,844)</b>	<b>\$104,466,728</b>	<b>\$2,429,844</b>	<b>72%</b>	<b>78%</b>	<b>-7%</b>	<b>\$13,843,128</b>
<b>Expenses</b>										
	FY 2012-13 Budgeted	Projected Expense for month of March	Actual March Expense	Difference	Expense Year to Date		YTD as % of Budget	YTD % Expected	Difference	YTD Projected April
Personnel										
Administrative	\$20,405,375	\$1,565,300	\$1,470,862	(\$94,438)	\$15,070,921	(\$94,438)	74%	70%	-4%	\$1,533,968
Instructional	\$43,603,070	\$3,705,448	\$3,633,027	(\$72,421)	\$30,362,657	(\$72,421)	70%	70%	-1%	\$3,767,460
Non-Instructional	\$23,900,462	\$1,832,791	\$1,740,814	(\$92,178)	\$18,424,969	(\$92,178)	69%	72%	3%	\$1,827,796
CP's	\$3,254,125	\$266,563	\$272,068	\$15,464	\$2,191,000	\$15,464	67%	70%	3%	\$321,170
Personnel Benefits	\$21,795,250	\$1,674,461	\$1,147,814	(\$526,647)	\$17,116,023	(\$526,647)	59%	71%	12%	\$1,741,948
Total Personnel Costs	\$112,958,321	\$8,034,574	\$8,264,384	(\$270,189)	\$61,196,471	(\$270,189)	72%	72%	0%	\$9,192,333
Current Expenses										
Services	\$14,254,637	\$604,802	\$605,274	\$472	\$5,772,102	\$472	67%	75%	8%	\$694,715
Materials and Supplies	\$11,202,074	\$1,045,758	\$462,048	(\$583,710)	\$6,360,361	(\$583,710)	57%	75%	18%	\$625,463
Other Current Charges	\$5,061,910	\$46,329	\$90,549	\$44,019	\$2,264,966	\$44,019	45%	32%	-13%	\$144,468
Total Current Expenses	\$30,518,621	\$1,697,889	\$1,157,871	(\$539,018)	\$18,437,476	(\$539,018)	60%	68%	-8%	\$1,964,639
Capital Purchases	\$980,341	\$65,333	\$17,444	(\$47,889)	\$380,329	(\$47,889)	39%	57%	18%	\$47,482
<b>Total Expenses</b>	<b>\$144,887,283</b>	<b>\$10,887,480</b>	<b>\$9,488,853</b>	<b>(\$1,617,638)</b>	<b>\$100,003,288</b>	<b>(\$1,617,638)</b>	<b>68%</b>	<b>71%</b>	<b>-2%</b>	<b>\$11,204,454</b>
										<b>\$111,207,723</b>

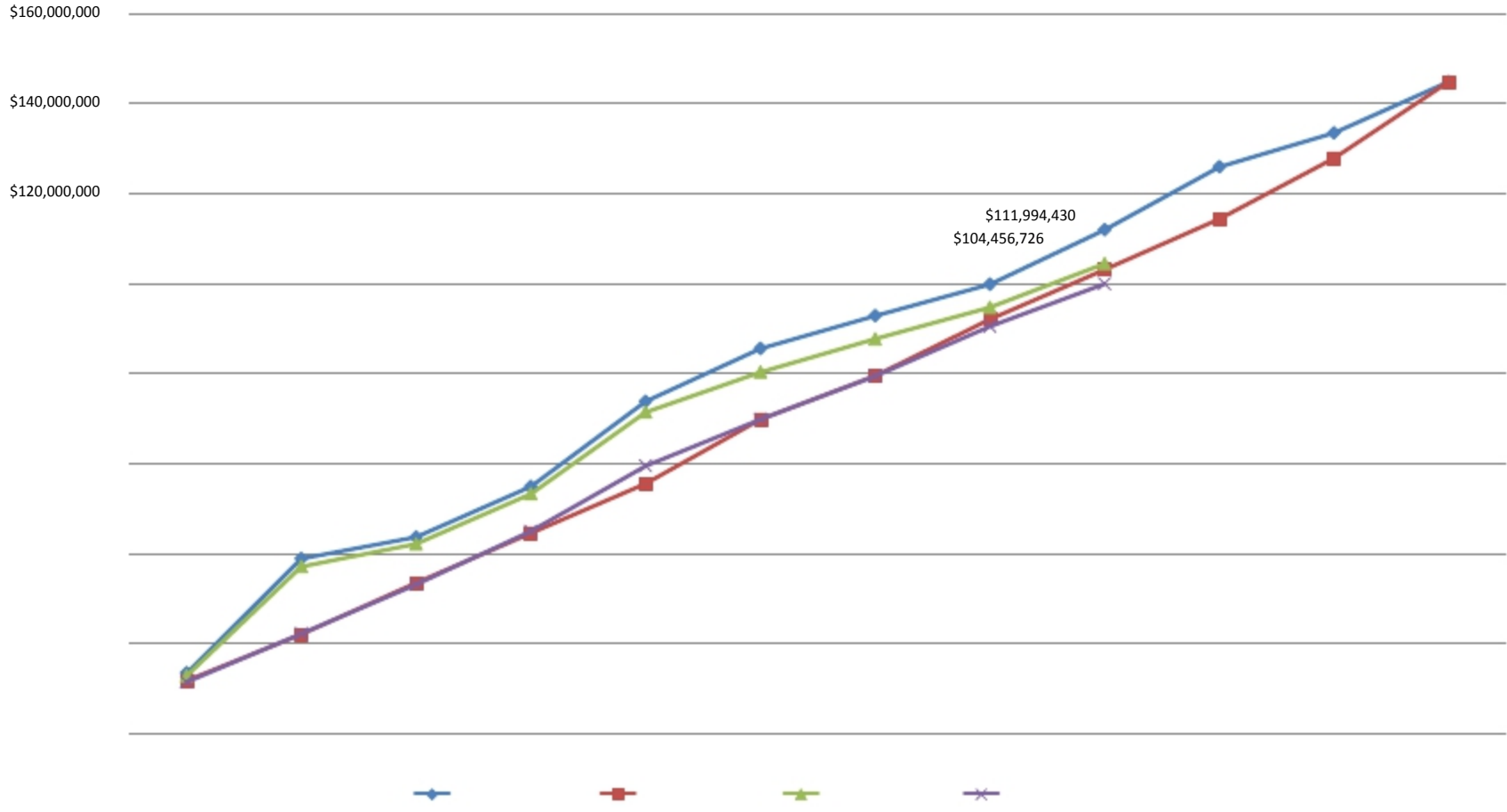


ST. PETERSBURG COLLEGE  
 FY2012-2013 FUND 1x BUDGET TO ACTUAL REPORTING: July 1 - March 31

Revenue	FY14-03 Budget	Actual	% of Budget	FY12-13 Budget	Actual	% of Budget	FY12-13 Budget	Actual	% of Budget	YTD Actual	% YTD Actual	Variance Explanation
<b>Revenue</b>												
Student Tuition & Grant-Student Fees	\$ 11,172,400	\$ 10,492,643	93%	\$ 10,538,270	\$ 10,538,270	100%	\$ 10,538,270	\$ 10,538,270	100%	\$ 10,538,270	100%	See to State funding shift from CDPF to Lottery
State Appropriation-Comp	\$ 4,115,400	\$ 4,115,400	100%	\$ 4,115,400	\$ 4,115,400	100%	\$ 4,115,400	\$ 4,115,400	100%	\$ 4,115,400	100%	
State Appropriation- Lottery	\$ 1,000,000	\$ 1,000,000	100%	\$ 1,000,000	\$ 1,000,000	100%	\$ 1,000,000	\$ 1,000,000	100%	\$ 1,000,000	100%	
Student Grant for New Facilities	\$ 200,000	\$ 200,000	100%	\$ 200,000	\$ 200,000	100%	\$ 200,000	\$ 200,000	100%	\$ 200,000	100%	
Student Learning Fee	\$ 3,147,300	\$ 3,147,300	100%	\$ 3,147,300	\$ 3,147,300	100%	\$ 3,147,300	\$ 3,147,300	100%	\$ 3,147,300	100%	
Facilities Fee	\$ 3,239,200	\$ 3,239,200	100%	\$ 3,239,200	\$ 3,239,200	100%	\$ 3,239,200	\$ 3,239,200	100%	\$ 3,239,200	100%	
Lab Revenue Fees	\$ 2,229,249	\$ 2,229,249	100%	\$ 2,229,249	\$ 2,229,249	100%	\$ 2,229,249	\$ 2,229,249	100%	\$ 2,229,249	100%	
Other Revenue	\$ 3,200,434	\$ 3,200,434	100%	\$ 3,200,434	\$ 3,200,434	100%	\$ 3,200,434	\$ 3,200,434	100%	\$ 3,200,434	100%	
Gift Revenue Fees	\$ 1,110,700	\$ 1,110,700	100%	\$ 1,110,700	\$ 1,110,700	100%	\$ 1,110,700	\$ 1,110,700	100%	\$ 1,110,700	100%	
Fund Transfers In	\$ 2,089,734	\$ 2,089,734	100%	\$ 2,089,734	\$ 2,089,734	100%	\$ 2,089,734	\$ 2,089,734	100%	\$ 2,089,734	100%	
Revenue Reconciliation Reserve	\$ 3,100,000	\$ 3,100,000	100%	\$ 3,100,000	\$ 3,100,000	100%	\$ 3,100,000	\$ 3,100,000	100%	\$ 3,100,000	100%	
Grant Fee Non-Recurring Funds	\$ 1,839,238	\$ 1,839,238	100%	\$ 1,839,238	\$ 1,839,238	100%	\$ 1,839,238	\$ 1,839,238	100%	\$ 1,839,238	100%	
<b>Total Revenue - Fund 1x</b>	<b>\$ 144,067,203</b>	<b>\$ 138,372,671</b>	<b>95%</b>	<b>\$ 144,067,203</b>	<b>\$ 144,067,203</b>	<b>100%</b>	<b>\$ 144,067,203</b>	<b>\$ 144,067,203</b>	<b>100%</b>	<b>\$ 138,372,671</b>	<b>95%</b>	
<b>Operating Costs</b>												
<b>Personnel &amp; Benefits</b>												
Instructional Faculty Full Time	\$ 20,233,607	\$ 19,984,620	98%	\$ 19,548,420	\$ 19,548,420	100%	\$ 19,548,420	\$ 19,548,420	100%	\$ 19,548,420	100%	
Instructional Faculty Part Time	\$ 2,107,440	\$ 2,107,440	100%	\$ 2,107,440	\$ 2,107,440	100%	\$ 2,107,440	\$ 2,107,440	100%	\$ 2,107,440	100%	
Administrative	\$ 10,804,800	\$ 10,804,800	100%	\$ 10,804,800	\$ 10,804,800	100%	\$ 10,804,800	\$ 10,804,800	100%	\$ 10,804,800	100%	
Student Instructional Staff	\$ 23,839,270	\$ 23,839,270	100%	\$ 23,839,270	\$ 23,839,270	100%	\$ 23,839,270	\$ 23,839,270	100%	\$ 23,839,270	100%	
Adjunct/Temporary	\$ 14,719,200	\$ 14,719,200	100%	\$ 14,719,200	\$ 14,719,200	100%	\$ 14,719,200	\$ 14,719,200	100%	\$ 14,719,200	100%	
Other Benefits	\$ 3,200,000	\$ 3,200,000	100%	\$ 3,200,000	\$ 3,200,000	100%	\$ 3,200,000	\$ 3,200,000	100%	\$ 3,200,000	100%	
Non-Instructional CDPF and Overhead	\$ 2,601,607	\$ 2,601,607	100%	\$ 2,601,607	\$ 2,601,607	100%	\$ 2,601,607	\$ 2,601,607	100%	\$ 2,601,607	100%	
Student Activities	\$ 600,000	\$ 600,000	100%	\$ 600,000	\$ 600,000	100%	\$ 600,000	\$ 600,000	100%	\$ 600,000	100%	
Professional Services	\$ 21,537,102	\$ 21,537,102	100%	\$ 21,537,102	\$ 21,537,102	100%	\$ 21,537,102	\$ 21,537,102	100%	\$ 21,537,102	100%	
<b>Total Personnel &amp; Benefits</b>	<b>\$ 110,807,520</b>	<b>\$ 105,896,158</b>	<b>95%</b>	<b>\$ 110,807,520</b>	<b>\$ 110,807,520</b>	<b>100%</b>	<b>\$ 110,807,520</b>	<b>\$ 110,807,520</b>	<b>100%</b>	<b>\$ 105,896,158</b>	<b>95%</b>	
<b>Current Expense</b>												
Fuel	\$ 974,211	\$ 974,211	100%	\$ 974,211	\$ 974,211	100%	\$ 974,211	\$ 974,211	100%	\$ 974,211	100%	
Repairs & Maintenance	\$ 1,200,000	\$ 1,200,000	100%	\$ 1,200,000	\$ 1,200,000	100%	\$ 1,200,000	\$ 1,200,000	100%	\$ 1,200,000	100%	
Books & Supplies	\$ 400,000	\$ 400,000	100%	\$ 400,000	\$ 400,000	100%	\$ 400,000	\$ 400,000	100%	\$ 400,000	100%	
Instructional Materials	\$ 3,000,000	\$ 3,000,000	100%	\$ 3,000,000	\$ 3,000,000	100%	\$ 3,000,000	\$ 3,000,000	100%	\$ 3,000,000	100%	
Utilities	\$ 4,200,000	\$ 4,200,000	100%	\$ 4,200,000	\$ 4,200,000	100%	\$ 4,200,000	\$ 4,200,000	100%	\$ 4,200,000	100%	
Books and Fees	\$ 4,200,000	\$ 4,200,000	100%	\$ 4,200,000	\$ 4,200,000	100%	\$ 4,200,000	\$ 4,200,000	100%	\$ 4,200,000	100%	
Instructional Fee Waivers	\$ 1,100,000	\$ 1,100,000	100%	\$ 1,100,000	\$ 1,100,000	100%	\$ 1,100,000	\$ 1,100,000	100%	\$ 1,100,000	100%	
Materials and Supplies	\$ 8,000,000	\$ 8,000,000	100%	\$ 8,000,000	\$ 8,000,000	100%	\$ 8,000,000	\$ 8,000,000	100%	\$ 8,000,000	100%	
Travel Expenses	\$ 3,000,000	\$ 3,000,000	100%	\$ 3,000,000	\$ 3,000,000	100%	\$ 3,000,000	\$ 3,000,000	100%	\$ 3,000,000	100%	
Bus Expenses-Transportation	\$ 1,100,000	\$ 1,100,000	100%	\$ 1,100,000	\$ 1,100,000	100%	\$ 1,100,000	\$ 1,100,000	100%	\$ 1,100,000	100%	
Other Current Expense	\$ 3,100,000	\$ 3,100,000	100%	\$ 3,100,000	\$ 3,100,000	100%	\$ 3,100,000	\$ 3,100,000	100%	\$ 3,100,000	100%	
<b>Total Current Expense</b>	<b>\$ 28,000,704</b>	<b>\$ 27,725,701</b>	<b>99%</b>	<b>\$ 28,000,704</b>	<b>\$ 28,000,704</b>	<b>100%</b>	<b>\$ 28,000,704</b>	<b>\$ 27,725,701</b>	<b>99%</b>	<b>\$ 27,725,701</b>	<b>99%</b>	
<b>Capital Spending</b>												
Computer Refresh Leases	\$ 3,239,237	\$ 3,239,237	100%	\$ 3,239,237	\$ 3,239,237	100%	\$ 3,239,237	\$ 3,239,237	100%	\$ 3,239,237	100%	
Capital Expenses - Non-Recurring	\$ 3,247,704	\$ 3,247,704	100%	\$ 3,247,704	\$ 3,247,704	100%	\$ 3,247,704	\$ 3,247,704	100%	\$ 3,247,704	100%	
<b>Total Capital Spending</b>	<b>\$ 6,486,941</b>	<b>\$ 6,486,941</b>	<b>100%</b>	<b>\$ 6,486,941</b>	<b>\$ 6,486,941</b>	<b>100%</b>	<b>\$ 6,486,941</b>	<b>\$ 6,486,941</b>	<b>100%</b>	<b>\$ 6,486,941</b>	<b>100%</b>	
<b>Total Operating Costs - Fund 1x</b>	<b>\$ 144,067,203</b>	<b>\$ 139,108,800</b>	<b>95%</b>	<b>\$ 144,067,203</b>	<b>\$ 144,067,203</b>	<b>100%</b>	<b>\$ 144,067,203</b>	<b>\$ 139,108,800</b>	<b>95%</b>	<b>\$ 139,108,800</b>	<b>95%</b>	
<b>Total Remaining Funds (Surplus/Deficit)</b>	<b>\$ 0</b>	<b>\$ 6,163,871</b>	<b>0%</b>	<b>\$ 0</b>	<b>\$ 6,163,871</b>	<b>0%</b>	<b>\$ 0</b>	<b>\$ 6,163,871</b>	<b>0%</b>	<b>\$ 6,163,871</b>	<b>0%</b>	



St. Petersburg College  
FY12-13 Fund 1 Budget to Actuals



**Board of Trustees:  
Preliminary Budget Update  
April 16, 2013**



# Student Tuition Budget

FY12-13 Tuition Budget: \$61,326,705



FY13-14 Tuition Projection without tuition rate increase and flat enrollment \$58,631,441



FY13-14 YOY Tuition Budget decrease of \$2,695,314

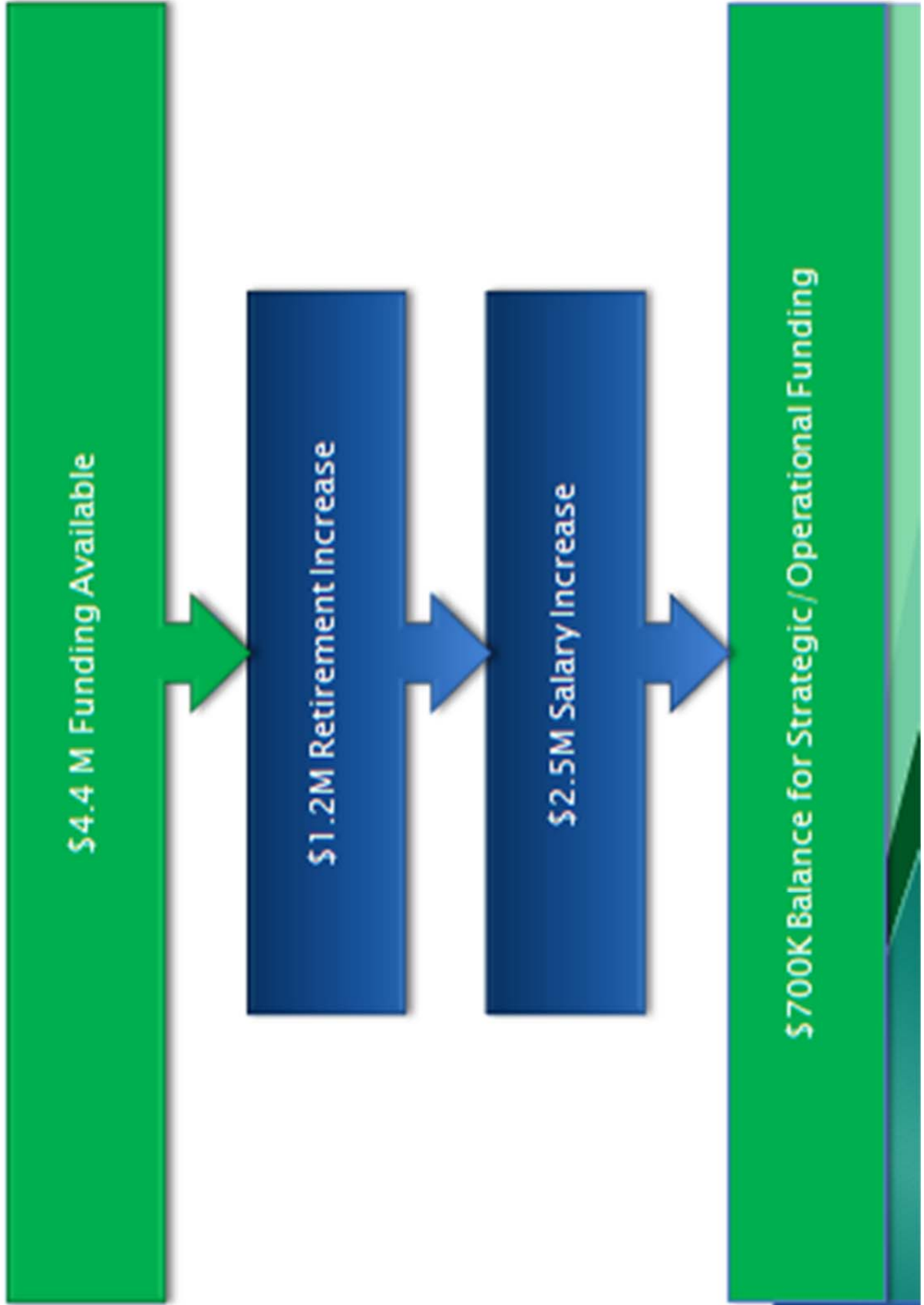
## 2013-14: Funding the Plan

	Amount
▶ <b>New Revenue</b>	
• Tuition	(\$2.7M)
• Tuition related Fees	(\$312K)
• State Appropriations (CCPF)	\$8.01M
• Operating Cost of New Facilities	\$106K
• Access Fee- Learning Support	\$1.8M
• Indirect Cost Revenue	(\$457)
▶ <b>Additional Funds from Reallocation and/or Expense Reductions</b>	
• Technology Infrastructure Expense to FECO	\$1.05M
• Reduced Adjunct Expense	\$400K
• Budgeted Positions	\$416K
• Utilities	\$160K
• Reduced 2012-13 Contingency	\$254K
• Reduced Health Insurance Reserve Contribution	\$688K
• Reduced Terminal Leave Accrual Reserve	\$210K
• One-time Capital (F1) for Reallocation	\$240K
• One-time Technology for Reallocation	\$100K
▶ <b>Net Revenue to Fund Plan</b>	<b>\$4.4M</b>

# Student Access/ID Fee

- ▶ \$2 per credit hour –
  - Access (ID card) to all academic and student support resources, such as:
    - MySPC Student Support and Learning Plan Portal
    - Learning Support Centers and Writing Centers
    - Open labs and Computer Commons
- ▶ Authorized by FS 1009.23.... In addition to tuition...each Board is authorized to establish fee schedules for...**access or identification card fees;**

# 2013-14 General Operating Fixed Cost Increases





# Funding Our Strategic Priorities

## College Experience 5X180

### Expansion/Continuation

- Learning Plan Enhancements: \$100K
- Student Advising System Support: \$80K
- On-line Support Services (Peer tutors, Smarthinking, Turnitin): \$270K
- Career Center Expansion

### Special Support Services

- Veterans Support (grant replacement): \$100K
- Disability Support (Able Trust Grant): \$12K

SPC 2013-14

### Strategic Priorities

## Competency Based Learning

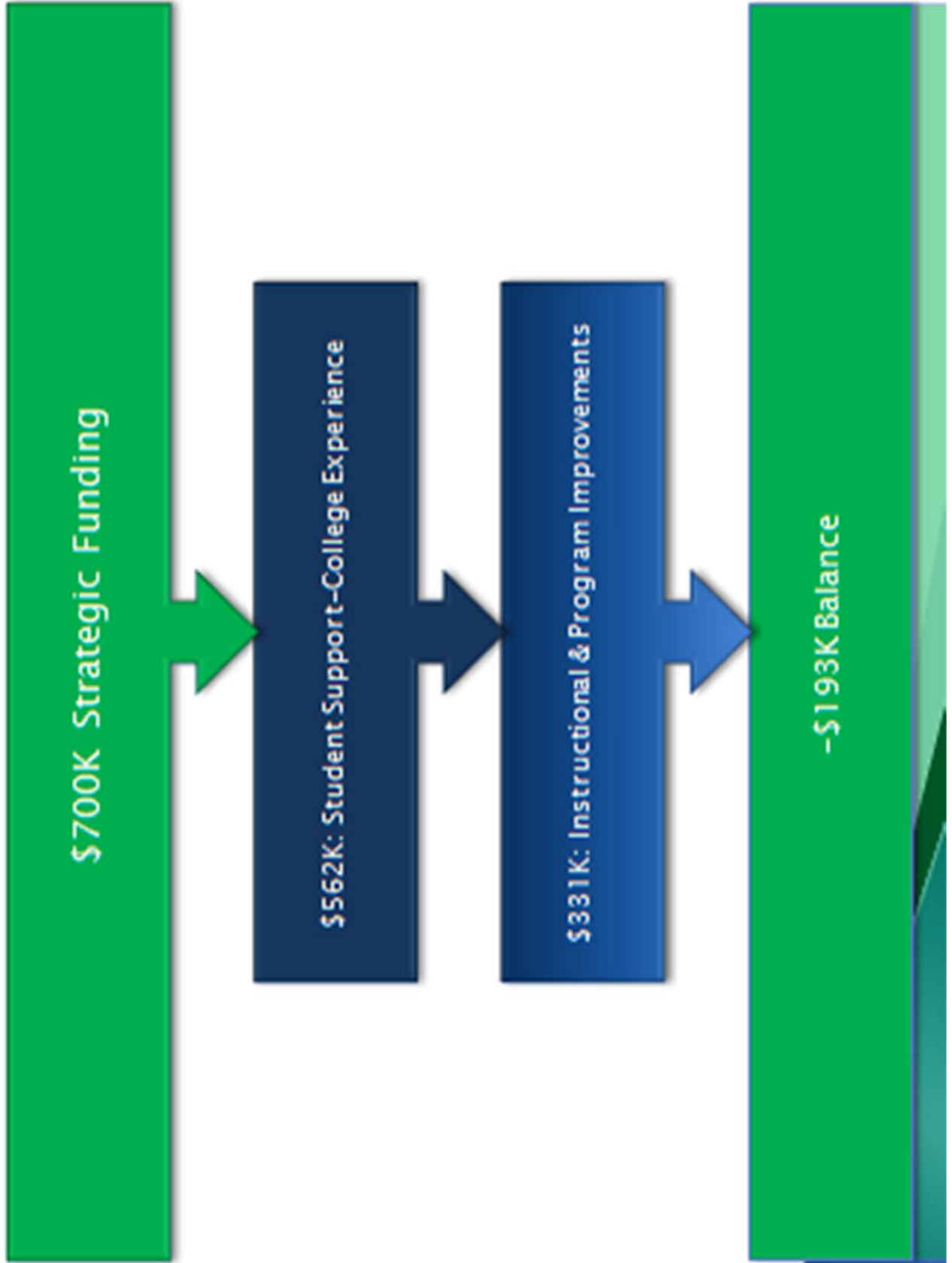
- On-line Course Redesign: \$50K

## Instructional and Program Improvements

### Workforce Program Expansion

- Biotechnology \$176K
- Environmental Sciences \$70K
- Microbiology \$35K

## 2013-14 Strategic Funding Summary



## Technology and Capital Equipment Refresh

**\$7M: Enterprise Systems, Network Infrastructure and Desktop Technology Refresh Funding**

**\$2.4M Recurring Desktop Infrastructure Refresh Funding**

**\$ 2.4M Recurring Capital Equipment and Maintenance/Renovation Funding**

Questions?

# Developing a Massive Open Online Course (MOOC) for Math Remediation



*Board of Trustees  
Meeting*

April 2013



*“A massive open online course (MOOC) is an online course aiming at large-scale interactive participation and open access via the web.” - Wikipedia*

What is a MOOC?



Instructor-led  
Certified-learning  
**Free**  
Interactive  
**MOOC**  
High-cost | **Self-paced**  
**Large-scale** | **Low Social**

MOOC Principles

1. Free to anyone
2. Self-paced
3. No instructor or facilitator
4. Designed for remediation, not direct instruction
5. An option for placement test remediation
6. A refresher if students have not had math for a few years
7. Learning certified through successful completion of placement test

[Play Video](#)

MOOC for College Readiness

# Module Content

- 1** Basic Math, Order of Operations, and Conversions  
Module 1 of 6



**1** Introduction Video  
(Watch this introductory video prior to starting Module 1)

- 2** Pre-Assessment (Basic Math, Order of Operations, and Conversions)  
(Must score 90% or higher to earn a badge for Module 1)

**3** Introduction to Integers  
Unit 1 of 7

**4** Integer Operations  
Unit 2 of 7

**5** Order of Operations  
Unit 3 of 7

**6** Exponents and Order of Operations  
Unit 4 of 7

**7** Fractions, Decimals and Order of Operations  
Unit 5 of 7

**8** Percents, Decimals, and Fractions  
Unit 6 of 7

**9** Linear Measurements (US/Metric Conversions)  
Unit 7 of 7

Each module has specific unit folders. Students can work on any of the units that they need remediation in, based on their "Pre-Assessment".

**1** Introduction to Integers  
Unit 1 of 7



**1** Lecture Notes (Introduction to Integers)  
PRINT THIS

**2** Lecture Video (Introduction to Integers)  
WATCH THIS

**3** Practice (Introduction to Integers)  
PRACTICE THIS

**4** - Optional Material  
Extra Instruction/Practice (Ohan Academy)

## Course Flow-Module Progression

## Post-Assessment

Once they are ready, students who had to review the module will take the 30-question "Post-Assessment". To achieve a competency badge for the module, they must score a 70% or higher on this "Post-Assessment". They can take it as many times as necessary, with random questions each time.



Students do not need to pass the "Post Assessment" to move on to the subsequent module, although it is strongly encouraged.



**Post-Assessment (Basic Math, Order of Operations, and Conversions)**  
(Must score 70% or higher to earn a badge for Module 1)

## Course Flow - Module Progression





Questions



# Baccalaureate Programs



April 2013

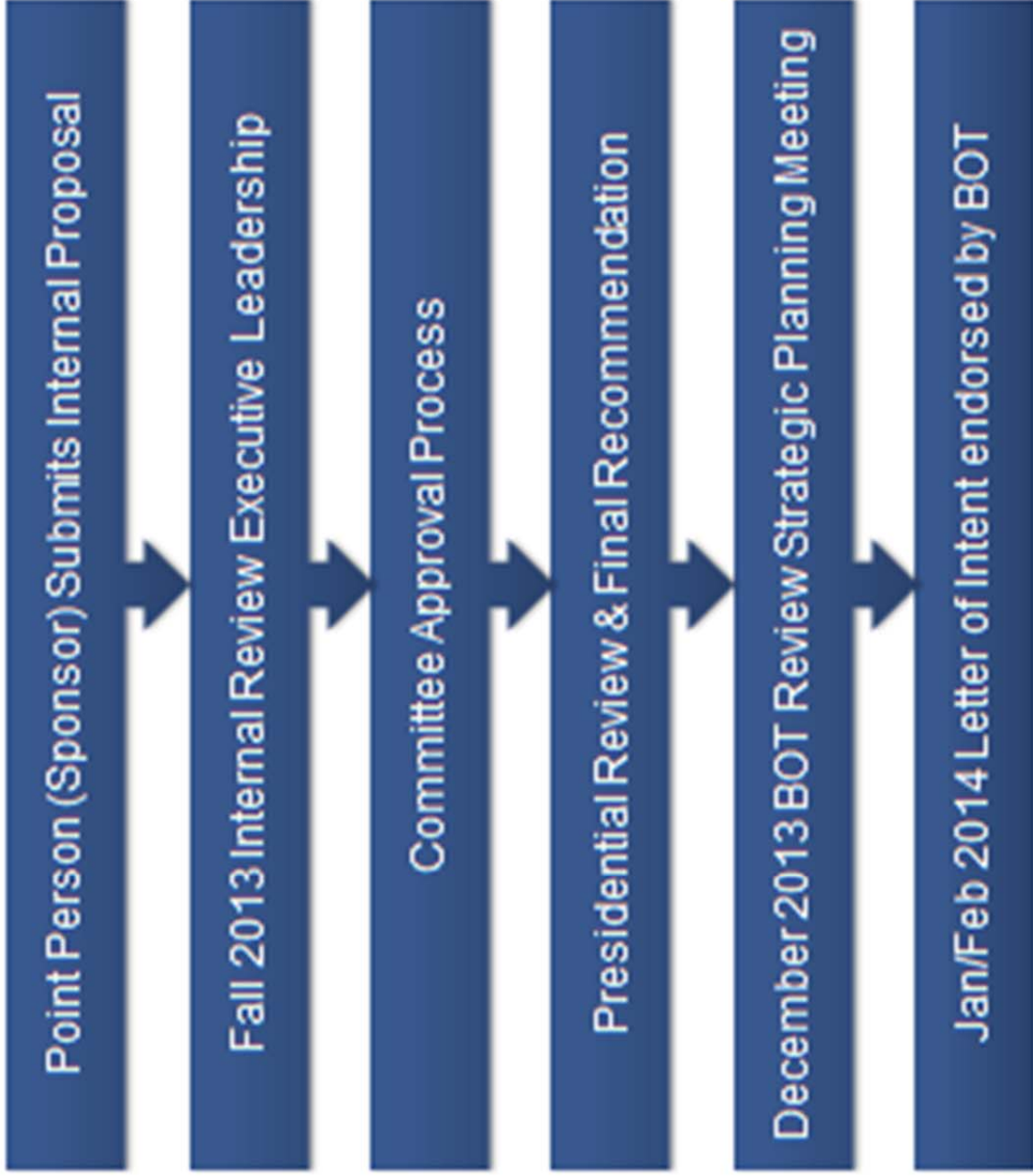


- Number of Programs
  - 22 baccalaureate degree programs
  - 5 Upper Division Certificates
- 2011-12 Enrollment
  - Unduplicated headcount grew to over **6,000** students (a 6% increase from 10-11)
- 2011-12 Degree/Certificate Completions
  - **1,150** completers

## Current Program Update

- Collaborative Lab (March 21st)
  - to identify interests
  - to clarify internal/external timeframes
  - to clarify internal/external decision-making
  - to clarify roles/responsibilities of stakeholders

Possible New Programs



# Internal Proposal Timeline

Spring 2014 Letter of Intent submitted to State

Program Sponsor completes Full State Proposal

Nov. 2014 BOT review Full Proposal for Approval

Jan/Feb 2015 State Approval

Fall 2015 New Program Implementation

# External Proposal Timeline



# Questions