

Office of the President
727-341-3241

Board of Trustees

Chairman Deveron M. Gibbons, Vice-Chairman Robert J. Fine, Trustee Bridgette Bello,
Trustee Dale Oliver, Trustee Lauralee G. Westine, President William D. Law, Jr.

To: Members, SPC Board of Trustees
From: Dale Oliver
Subject: Contractor Selection – Community Input
Date February 14, 2014

As we worked through the several issues related to the selection of a General Contractor for our Midtown Project, Chairman Gibbons requested me to outline the key issues we should incorporate into future selection processes, especially where high levels of community involvement are desired.

Underlying these best practices are a number of precise (at times arcane) tenets of Florida Statute and the Florida Administrative Code. These practices are in addition to our normal compliance with Florida's Open Meetings and Open Records acts. As a result of our work over the past year, I would like to offer the following framework for projects similar to our Midtown effort:

- The Board of Trustees should review the proposed Request for Qualifications (RFQ) soliciting responses from General Contractors prior to it being released; that review should affirm the criteria to be used in rating submitted proposals and should confirm the relative weighting of any criteria listed; the Board's review should also include a general timeline for the process, assuring compliance with appropriate statutory and administrative requirements;
- The Board's review should confirm that the complete process consists of two distinct steps; a screening process and a selection process; the Board should determine the size and general makeup of both the Screening and Selection Committees
- The screening process should normally be conducted by a five to seven member Screening Committee; this screening committee should include members of the community selected by the individual members of the Board of Trustees;
- The selection team will consist of two or three members, including the college President and a member of the Board of Trustees;
- The screening committee will be responsible for reviewing the responses to the Request for Qualifications (RFQ), comparing the submittals against the criteria established in the RFQ and producing a short list of firms who will then move on to the selection process;
 - this review process will be organized to comply with the Florida Open Meetings Act and shall be appropriately advertised;
 - the process will be recorded to video to establish a documented record of the deliberations
- The screening committee will develop this short list from the submittals using a collaborative process that will not rank the firms who move on to the selection process; i.e. they will be recommended to the selection team in an unranked order. To achieve this, the process will focus on *excluding* the least qualified firms rather than *including* firms so that those remaining have not been ranked;

- A member of the selection team will also serve on the screening committee and will make the final determination regarding how many firms to include among those short-listed, typically between three and five firms;
- Once short-listed, firms will be invited to make presentations to the selection committee in a random order. Those presentations will be quantified against the criteria detailed in the RFQ;
 - The selection committee meeting will be held in compliance with the Florida Open Meetings Act and will be so noticed and advertised;
 - The selection committee process and the several presentations will be recorded to video to establish a permanent record of the process;
- After the presentations are complete, the selection team will collaborate to 1) finalize their scoring, 2) rank the firms and 3) present their recommendation to the Board of Trustees for approval.

This process will be utilized for large construction projects when it is deemed that the competitive selection process is the most efficient and appropriate delivery method desired. It is consistent with FS 287.055 a.k.a. the Consultant's Competitive Negotiation Act (CCNA). Other selection processes, such as hard bid, use of pre-qualified firms and performance contracting will continue to be utilized at the discretion of the Board.



the John Scott Dailey

FLORIDA INSTITUTE OF GOVERNMENT

at Florida State University

PROJECT ON ACCOUNTABLE JUSTICE

Highlights of the Partnership of the Institute for Strategic Policy (SPC-ISPS) Solutions and FSU-Project on Accountable Justice (FSU-PAJ)

The following details the many outstanding partnership activities conducted over the past year and additional plans for 2014. The partnership continues to provide Florida policy makers and the public at large with research-and data-based policies and practices intended to advance public safety through criminal and juvenile justice reforms.

The importance of the partnership cannot be understated. The team at SPC, particularly at the Institute for Strategic Policy Solutions, through their very direct participation in planning and facilitating public statewide events has been instrumental in launching PAJ and providing a real-world perspective and future employment perspective on the potential to modernize our criminal justice system in order to invigorate Florida's workforce while significantly impacting the future health and wellbeing of Florida's communities.

The partnership reflects a notable and important new Tallahassee presence for St. Petersburg College. Additionally, the partnership extends a broader partnership base with a growing number of other entities involved in criminal and juvenile justice reform across the state and the nation.

2013 EVENTS (All include printed and announced public recognition of the partnership)

January 2013/At FSU

"Pretrial Risk Assessment and Community Supervision: Tools to Advance Public Safety"--
Statewide Roundtable at FSU College of Law

February 2013/At St. Pete College

"Does Incarceration Reduce Crime?"--First Forum held in partnership at the college with the St. Pete College Institute for Strategic Policy Solutions

March 2013/at St. Pete College

“Kids Are Different: Youth in the Justice System”--Second Forum held in partnership at the St. Pete College Institute for Strategic Policy Solutions

September 2013/FSU College of Law

“A Tale of Two States: What Can Florida Learn About Criminal and Juvenile Justice Reforms from Georgia”--Third Forum Held with St. Pete College, first active partnership opportunity in Tallahassee

October 2013/Downtown Tallahassee

“Kids for Cash” Special Preview Screening of Nationally Released Documentary

November 2013/Downtown Tallahassee

Debate: What is the role of the government in reducing juvenile re-offending?

PUBLICATIONS

Newsletters

Eight PAJ Newsletters were published to a statewide list of interested citizens, legislators, public safety professionals, and more. Along with coverage of the statewide events summarized previously, articles covered a variety of topics:

- Legislative Committee Activities
- Budget Deliberations
- County Jail Populations/Composition
- Suggested Research Readings
- National Juvenile Justice Reform Efforts
- Statewide Expansion of Civil Citation
- Performance Incentive Funding
- Collaboration to Address School Zero Tolerance Policies
- Youth in Solitary Confinement
- Florida’s “Freedom Ranking” in the Context of Criminal Justice
- Op-Eds by Richard Doran, George Will, and Richard Viguerie
- Legislative Session Re-cap
- Family Connections to Reduce Future Crime
- New Forms of Accountability in Criminal Justice: National Measures for Justice Index
- Risk Assessment in Pretrial Decision Making
- Hawaii HOPE Probation
- Partnership Recommendations for Chapter 985 Revision

- Opening of the Gadsden Re-Entry Center
- Criminal Justice Estimating Conference

Reports/Presentations

DJJ Recommendations for 985

On August, 1, 2013, FSU Project on Accountable Justice and partners provided extensive comments to Florida Department of Juvenile Justice Secretary Wansley Walters intended to assist her office as it considers amending Florida's Juvenile Justice Statute, Chapter 985 of the Florida code.

Needle and Syringe Exchange Review

PAJ published this research review as a resource to the public and for policy deliberations. In this review of the past 30 years' literature on Needle Exchange Programs and PAJ examined what, if any, potential such a program in Florida would have to advance or negatively impact public safety. Across the board, PAJ confirmed overwhelming positive implications for public health and public safety.

Additional Presentations

Both Chairman Allison DeFoor and PAJ Director Deborrah Brodsky participated on panels/presented to local, state, and national organizations on a variety of topics in justice reform matters. A sampling of these presentations have been published to the PAJ website and cover topics including:

- Why Criminal Justice Reform Matters
- The Importance of Successful Re-entry
- Opportunities for Florida Counties to Advance Public Safety and Save Money
- "Front End" Reforms in Criminal Justice, including Pretrial Risk Assessment and Juvenile Justice
- Performance Measurement in Pretrial Services

Proposed Research/Activities: 2014

The following represents the suggested activities of the FSU-PAJ for 2014, building on the momentum and activities from 2013. It is anticipated that additional public forums and partnership events with SPC-ISPS will provide an important civic engagement/public educational component to further bolster policy recommendations, as they did in 2013.

1) Governance/Citizen Oversight and Accountability Reform:

“Imagine a \$2.7 Billion* corporation running without the oversight of a board of directors.”

* FY 2014-2015 (LBR) Departments of Corrections and Juvenile Justice combined.

PAJ is committed to a proposed state-level oversight and review commission, similar to what more than 20 states have undertaken through a constructive and methodical review process known as Justice Reinvestment, funded federally, with technical assistance by the Council of State Governments, Pew, and additional partners like the Vera Institute and Annie E. Casey Foundation. Our September 2013 forum in partnership with ISPS through the “A Tale of Two States” highlighted the value of such a body.

Proposed Activities:

Publication: Primer on Justice Reinvestment/March 2014 for distribution during legislative meetings.

Forum: “What is Justice Reinvestment”/Session 2014 Forum with Pew Public Safety Performance Project to go over the real nuts and bolts of the process, not the political, but a very instructive “how does it work” to highlight the focus on data and consensus building.

2) Juvenile Justice Reform

The state of Florida can become a national model for juvenile justice reforms. A number of Florida-specific factors dictate that a concerted, multi-pronged campaign of advocacy, public education, research, and more political pressure are the keys to moving the needle in the Legislature and of the Governor and the Florida Department of Juvenile Justice, and in the attitudes of citizens in general.

Though we are seeing progress in all areas, particularly through the leadership of the agency, room for improvement exists across the board: we arrest too many young people, we detain too many young people, we keep them incarcerated too long, and we try too many youths as adults.

PAJ has been—and will continue to—provide leadership and collaboration with and participate in efforts of a coalition of organization advocating for research and evidence-based policies in juvenile justice, particularly focused this session on the state’s revision of Chapter 985, the juvenile justice code. The several public partnership activities of ISPS-FSU-PAJ have provided important rationale for continued reforms.

Proposed Activities:

Coalition Leadership: PAJ has been serving as the coordinating entity and will continue its role in Coalition work with James Madison Institute, Children's Campaign, Southern Poverty Law Center, and Texas Public Policy Center (Right on Crime).

Publications: Currently submitted research report for joint publication with James Madison Institute supportive of the state's exploration of a "Performance Incentive Funding Model" to provide a fiscal incentive to innovate at the local level and encourage the state's shift from detention/incarceration model to community level alternatives.

A separate article has been submitted for the James Madison Institute's journal supportive of the performance incentive funding model more broadly in the criminal justice system

3) Aging and Elderly Inmate Population

A research study is currently underway in partnership with the FSU Claude Pepper Institute to examine the implications of and explore policy alternatives to handle Florida's growing aging and elderly inmate population.

4) Dynamic Measurement of Offender Rehabilitation

Imagine a "Credit Score for Returning Citizens."

PAJ has been awarded a grant by the Diehl Family Foundation to provide an independent third party evaluation of a unique assessment platform for ex-offenders entering the mainstream labor force and deploying it to the private sector. The Personal Achievement Score (PAS) was developed by Right Time, LLC and measures an offender's level of rehabilitation in real time during their stay in prison to provide a metric for assessing their readiness to re-enter the labor force and thus reintegrate into mainstream society, measuring current offender rehabilitation and also delineating ways to improve rehabilitation outcomes on a broader level and scale, including educational outcomes.

5) Legislative Deliberations

PAJ has had numerous requests for technical assistance and subject matter expertise for consideration by the 2014 legislative deliberations, including:

- Juvenile detention standards
- Justice Reinvestment
- Risk Assessment
- Sentencing Reform
- Performance Incentive Funding
- Needle Exchange Programs
- Medical Marijuana
- HOPE Probation

6) Other Potential Projects

The following additional projects are being pursued by PAJ, given available resources, and may be longer term, possibly multi-year.

- Faith-Based “Right on Crime” Model
- Measures for Justice/Index of Local County Courthouse Data

Thank you for your incredible support and partnership!

For more information, please contact Deborrah Brodsky, Director, at dbrodsky@fsu.edu &
Visit our website at iog.fsu.edu/paj/

February 18, 2014

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

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

SUBJECT: Faculty Continuing Contract Recommendations

Approval is sought for the following personnel actions concerning faculty members to receive continuing contract (2014-2015), contingent upon the successful completion of satisfactory service in the current contract year and official documentation of successful completion of required graduate coursework or completion of the Faculty Cohort Program through the Center of Excellence for Teaching and Learning.

Effective Date	Name	Title	Department
8/14/2014	Beck,Sandra K	Instructor	Business Technologies SP
8/1/2014	Biggs,Marie C	Instructor	College of Education
8/14/2014	Clem,Angela S	Instructor	Nursing HC
8/14/2014	Copeland,Jacqueline	Instructor	Mathematics SPG
8/1/2014	Grinnell,Lynn Dean	Instructor	BA Programs/UPC
8/1/2014	Heinze,Nathan D.	Instructor	BA Programs/UPC
8/14/2014	Karol,Amy L	Instructor	Letters TS
8/1/2014	Kelly,Andrea J	Instructor	College of Education
8/14/2014	March,Tina L	Instructor	Letters SPG
8/14/2014	Mazarakis,Pelagia J	Instructor	Mathematics SE
8/14/2014	Newsom,Tara	Instructor	Social Science SPG
8/14/2014	Olsen,Sharon A.	Instructor	Social Science SE
8/1/2014	Poulin,Michael T.	Instructor	College of Education
8/1/2014	Rasor,Carol E.	Instructor	BA Programs/UPC
8/14/2014	Restom Gaskill,Teresa	Instructor	Natural Science SPG
8/14/2014	Rosengarten,Shelbey C	Instructor	Letters SE
8/14/2014	Sinclair,Steven G.	Instructor	Fine & Applied Arts SE
8/14/2014	Suttle,Catherine M	Instructor	Nursing HC
8/14/2014	Unger,Matthew	Instructor	Fine & Applied Arts SE
8/14/2014	Vanauken,Todd R	Instructor	Radiography HC

8/14/2014	VanBourgondien,Martin	Instructor	Emergency Medical Serv HC
8/1/2014	Watkins,Nancy A.	Instructor	College of Education
8/1/2014	Wilber,Robin S.	Instructor	BA Programs/UPC
8/14/2014	Zombek,Angela M	Instructor	Social Science CL

Anne Cooper, Senior Vice President, Instruction and Academic Programs and the Strategic Issues Council Members bringing the actions forward, recommend approval.

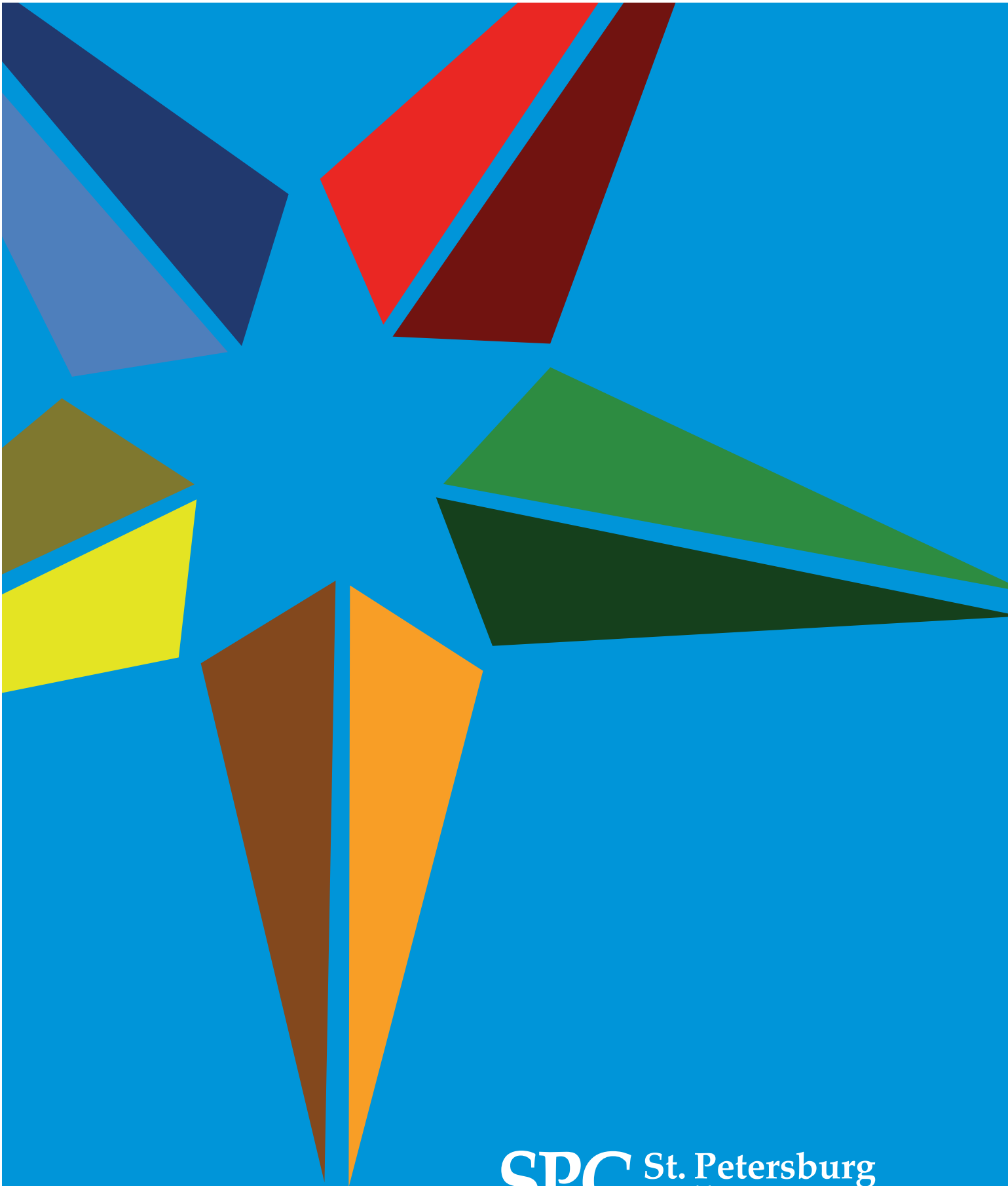
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The College Experience

STUDENT SUCCESS
FALL 2013 REPORT

SPC St. Petersburg
College



SPC St. Petersburg
College



The College Experience

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A MESSAGE FROM THE PRESIDENT

"We will continue to build on this solid foundation to spread the effects of The College Experience among more of our students."

- Dr. William D. Law, Jr.



In Spring 2012, I challenged all the faculty, administrators and staff at St. Petersburg College to join me in an ambitious effort we now call The College Experience: Student Success. Our goal was simple: give our students the support they need to earn the degree or certificate that would change their lives.

We faced significant challenges:

- Far too few of our students were finishing their courses with at least a C.
- In our most highly enrolled gateway courses – the ones that are a pathway to an associate degree – about a third of our students consistently were unsuccessful.
- The news was even worse when we looked at how well our minority students, particularly our African-American male students, were faring.

Eighteen months into this effort, I couldn't be prouder of what our students, faculty and staff have accomplished together. It is clear that the day-to-day, boots-on-the-ground, try it, fix it, live it approach is working for our students.

This report gives a glimpse of the progress we've made. I am especially pleased by the great gains our minority students have made to close the achievement gap.

We look at a lot of numbers as we analyze what's working and what's not. But we never lose sight of the fact that each number, each up-tick in the success rate, represents a student who is one step closer to his or her goal of a degree or certificate.

We're not finished. We will continue to build on this solid foundation to spread the effects of The College Experience among more of our students.

Thanks to all of our faculty and staff for all you do for St. Petersburg College and our students. And know that all your hard work will have lasting effects long into the future.

A handwritten signature in black ink that reads "Bill". The signature is written in a cursive, slightly slanted style.



The College Experience

Student Success

In Fall 2012, St. Petersburg College launched a major initiative to:

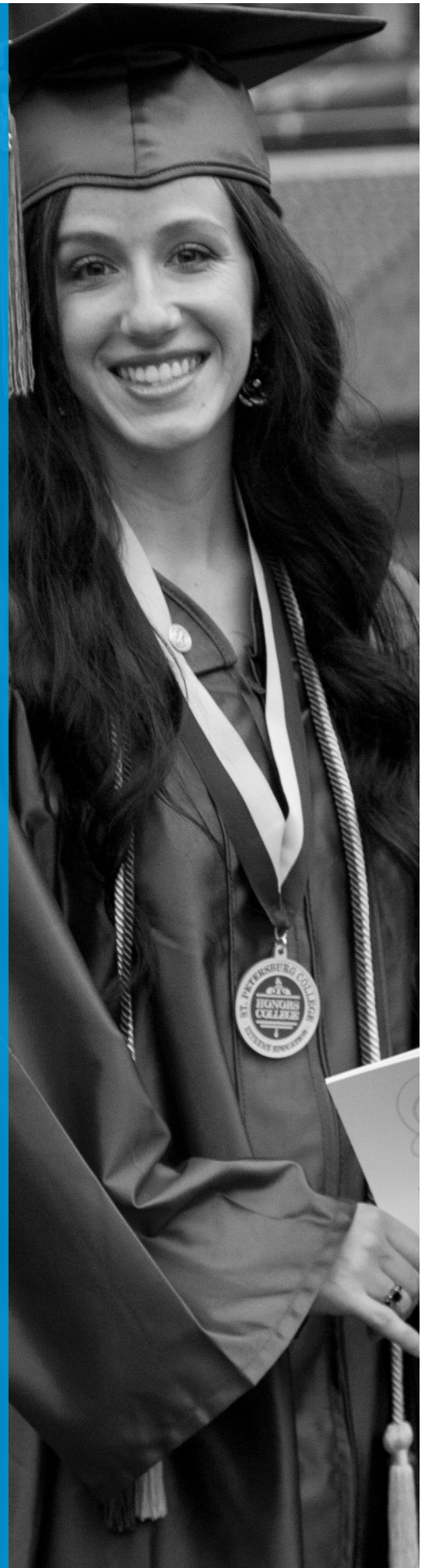
- *Increase student success*
- *Help more students get an A, B or C in their courses*
- *Get more students to graduate with a degree or certificate.*

The plan has been embraced by faculty, staff and students and is showing positive results.

For three straight semesters, students have made significant academic improvements. The advances are most notable among minority students, particularly African-American and Hispanic males.

The five components of The College Experience:

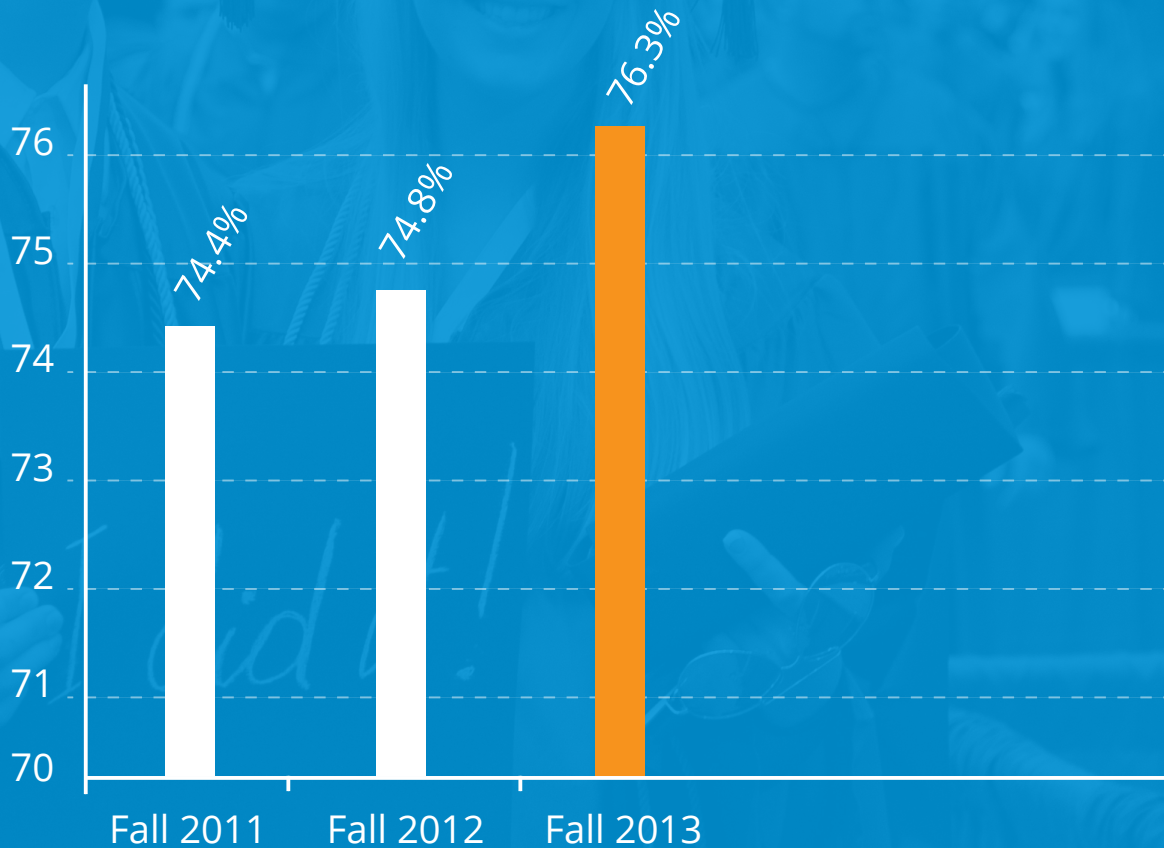
- *Expanded Out-of-Class Support*
- *Integrated Career and Academic Advising*
- *Improved New Student Orientation*
- *Enhanced My Learning Plan*
- *New Early Alert and Student Coaching System*



THE RESULTS

OVERALL SUCCESS

For the third consecutive semester, St. Petersburg College has made significant gains in the success rates of its First-Time-In-College (FTIC) students, a positive sign that the intensive efforts to expand student support are paying off.



The Course Success Rate is the number of A, B, and C letter grades divided by the overall number of grades.

COURSE SUCCESS RATE

Source: Business Intelligence System, Data Extracted January 12, 2014

New Student Orientation

"We feel confident our newly designed face-to-face New Student Orientation is a positive step in preparing our new students for the rigors attending college brings."

- Lynda Womer, Seminole Associate Provost

GOAL: To give FTIC students the information, tools and resources they need to succeed.

WHAT WE DID:

- Replaced the online orientation with a face-to-face orientation for some students.
- Assigned students to the face-to-face orientation whose test scores showed they were not yet ready for college classes
- Required an intensive advising session for each student assigned to the New Student Orientation prior to the orientation session.
- Assigned advisors to make personal contact with the New Student Orientation students during the first weeks of class to assess how well classes were going and offer resources and support.

WHAT WE FOUND:

- The combination of intensive advising and the face-to-face orientation helped students be better prepared.
- Personal contact was more effective when advisors visited students in the classroom instead of calling or emailing.
- Students assigned to the face-to-face orientation remained enrolled in 92 percent of their classes.
- Almost 90 percent of those who attended the New Student Orientation said it prepared them for their first semester in college.

WHAT WE LEARNED

92%



Of those who attended face-to-face NSO were still enrolled in classes.

**Students who attended Fall 2013 NSO*

Out-of-class support

"A full 62% of students who come to the learning centers do so as a routine part of their learning experience. It's part of what they do when they come to campus now."

- Joe Leopold, Director of Learning Resources

GOAL: Expand out-of-class academic support to increase the course success rate without lowering academic standards.

WHAT WE DID:

- Added tutors, both professionals and student peer tutors
- Made the Learning Support Centers more welcoming
- Spread the word that Learning Support isn't just for students who are in trouble
- Emphasized that the services are free
- Involved more faculty members in tutoring and learning support
- Increased access to 24/7 online tutoring resources

WHAT WE FOUND:

- The number of students visiting the learning centers more than doubled from Fall 2012 to Fall 2013
- A majority of students who visit the centers do so often – at least five times a semester
- Those who visit are almost unanimous in their praise for the services
- Those who visit often are much more likely to get at least a C in their courses

WHAT WE LEARNED

Students who visited the Learning Support Center 5X or more were successful in 85% of their courses.

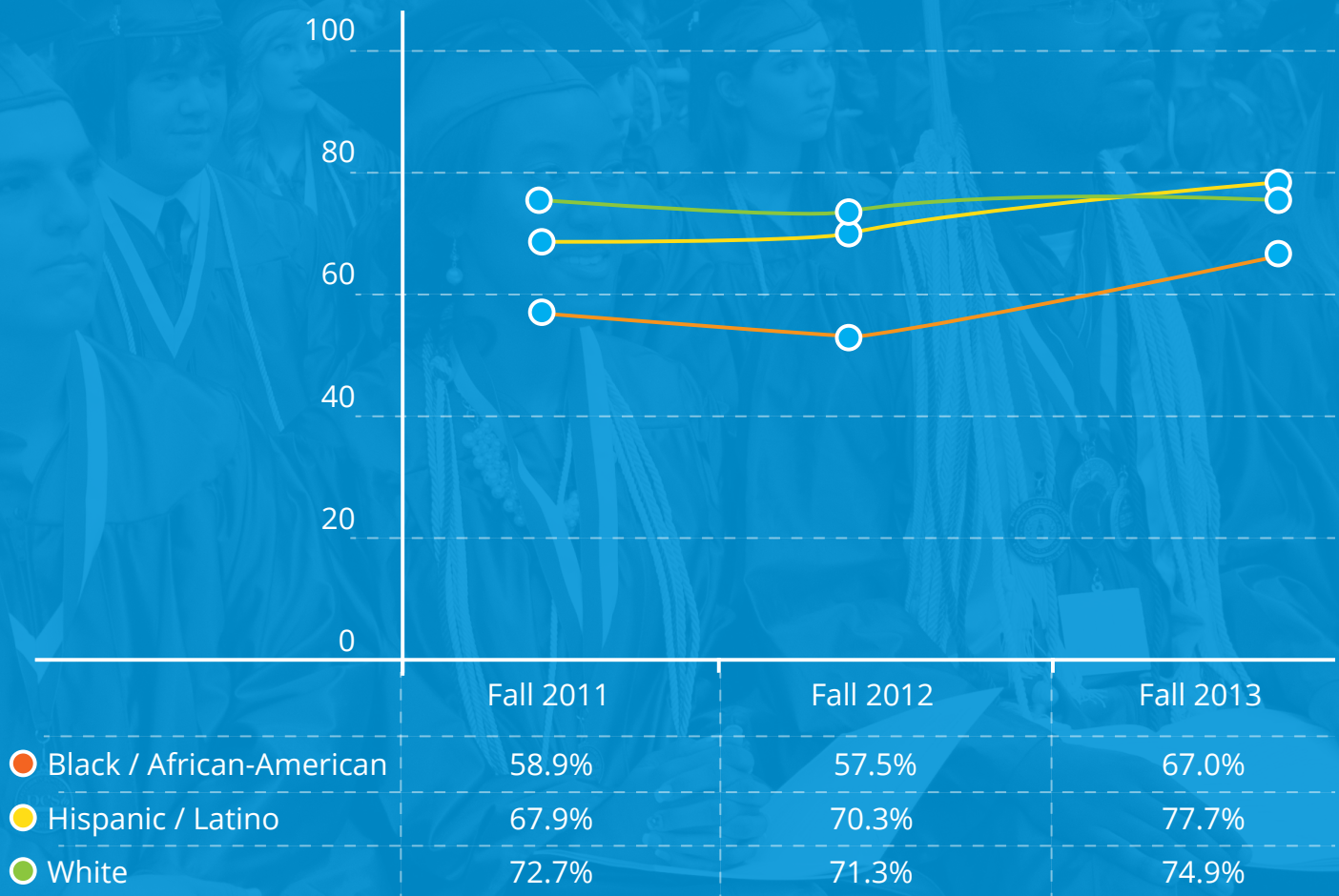
85%



THE RESULTS

SUCCESS AMONG MINORITY STUDENTS

Increasing academic success among our minority students – particularly our African-American male students – was a specific target of the College Experience initiative.



FIRST-TIME-IN-COLLEGE ETHNICITY TREND COMPARISON

Source: Business Intelligence System, Data Extracted January 12, 2014

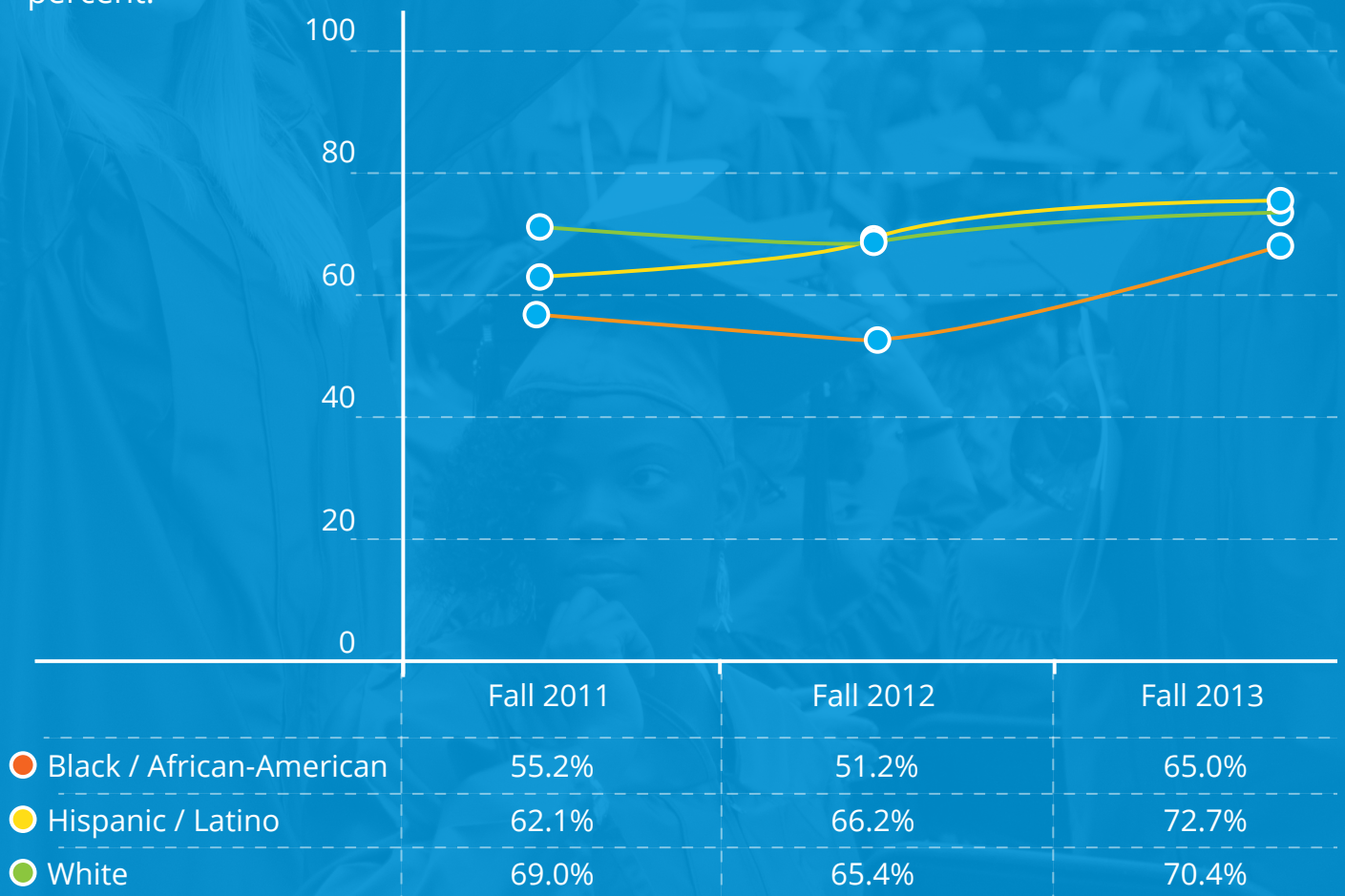
THE RESULTS

SUCCESS AMONG MALE STUDENTS

The results for African-American male students completing their first semesters in college are especially encouraging, a sign that the achievement gap between our African-American students and white students is narrowing.

The African- American male students who began at SPC in August 2013 were successful in 65 percent of their classes. By comparison, the success percentage rate for the African-American males who began in August 2012 was 51.2 percent.

Hispanic males also made a significant gain, from a 66.2 percent success rate to 72.7 percent.



FIRST-TIME-IN-COLLEGE MALE TREND COMPARISON

Source: Business Intelligence System, Data Extracted January 12, 2014

Integrated Career and Academic Advising

"I had searched online looking for some type of career advising. When I found out that SPC offered [career services] and they offered it at no charge - that was amazing."

- May Wainright, SPC Student

GOAL: To help students identify career choices as early as possible and follow the proper academic course to reach their goals.

WHAT WE DID:

- Determined which students entering college for the first time had a clear career goal, which ones were unsure and which ones had no goal.
- Focused intensive career exploration and advising efforts on the students who are/were unsure and unclear.
- Visited college-preparation classes for 2,000 incoming students to share career aptitude tools.

WHAT WE FOUND:

- About a third of the FTIC students entered without a clear career goal
- It takes several advising sessions to help move most students to a definitive career path.
- Those who have identified a career goal are more successful and return for the next semester at a higher rate.

WHAT WE LEARNED

80 percent of those with an identified career returned for the spring semester, compared to 69 percent of the undecided.



Early Alert / Student Coaching

“Early Alert is a great tool, but it is only one piece of the puzzle. We know it works best when the students use the resources the advisors help them find, such as the free tutoring.”

- Phil Nicotera, Health Education Center Provost

GOAL: Keeping students enrolled in courses, on track with assignments, and fully engaged when they need assistance to succeed.

WHAT WE DID:

- Set up a user-friendly system that lets faculty alert an advisor when a student starts to struggle in class.
- Trained faculty teaching almost 1,000 courses – most for new or under-prepared students – to use the system.
- Established a network of student coaches and mentors to intervene with students when an alert is triggered.

WHAT WE FOUND:

- Students who received early alerts were most successful when they also took advantage of other resources, such as out-of-class support and My Learning Plan.
- Students who worked with the advisors after receiving an alert were highly likely to stay enrolled.
- The largest demographic group for early alerts was the 19 to 21 age group.

WHAT WE LEARNED

89% of students remained enrolled after receiving an early alert



Those who received early alerts made 1,800 visits to the Learning Center

1,800

THE RESULTS

FIRST-TIME-IN-COLLEGE (FTIC) SUCCESS

Overall, FTIC students in Fall 2013 successfully completed 74.4 percent of their courses, compared to 69.4 percent in Fall 2012. Success in a course is defined as a student completing the course with an A, B or C grade.

	Fall 2012 Success Rate	Fall 2013 Success Rate	Difference
Overall FTIC	69.4%	74.4%	5.0%
Gender			
Female	74.1%	77.7%	3.6%
Male	64.3%	70.4%	6.1%
Ethnicity			
Black / African American	57.5%	67.0%	9.5%
Hispanic / Latino	70.3%	77.7%	7.4%
White	71.3%	74.9%	3.6%

Note: Excludes Pass/Fail Grading basis courses and audits

Note: FTIC refers to students who are First-Time-in-College

FIRST-TIME-IN-COLLEGE OVERALL COMPARISON

Source: Business Intelligence System, Data Extracted January 12, 2014

THE RESULTS

*Developmental Courses	Fall 2012 Success Rate	Fall 2013 Success Rate	Difference
All FTIC	65.3%	70.2%	4.9%
Male	60.1%	66.4%	6.3%
African American	56.5%	64.4%	7.9%
African American Male	51.4%	60.6%	9.2%
Hispanic	70.5%	75.9%	5.4%
Hispanic Male	63.6%	73.2%	9.6%

**Classes for students whose test scores or high school performance indicate they are not ready for college-level work*

FIRST-TIME-IN-COLLEGE DEVELOPMENTAL COURSES

*Gateway Courses	Fall 2012 Success Rate	Fall 2013 Success Rate	Difference
All FTIC	67.5%	73.7%	6.2%
Male	61.7%	68.6%	6.9%
African American	58.7%	68.4%	9.7%
African American Male	49.1%	67.0%	17.9%
Hispanic	69.8%	76.9%	7.1%
Hispanic Male	64.3%	70.9%	6.6%

**The highest enrolled college-wide courses, generally those that most students must take at entry, such as Composition I and College Algebra.*

FIRST-TIME-IN-COLLEGE GATEWAY COURSES

Note: Excludes Pass/Fail Grading basis courses and audits

My Learning Plan

“It makes sense. If you have a plan, it’s easier to get where you want to be. Now we need to let more students know how they can use My Learning Plan to help them reach their goals.”

- Conferlete Carney, Tarpon Springs Provost

GOAL: Provide students a tool for up-to-the-minute guidance on where they stand in meeting graduation requirements and to determine the impact of decisions such as changing majors or dropping a course.

WHAT WE DID:

- Developed an online tool that allows students to map out the order in which they will take courses several terms in advance.
- Explained how to use My Learning Plan during orientation and worked directly with FTIC students enrolled in SLS1101, the college-success course many under-prepared students take, to complete a plan.
- Made the tool available to every student in the online student portal.
- Promoted the My Learning Plan tool to all students.

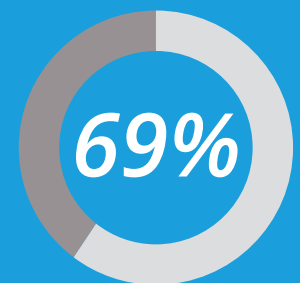
WHAT WE FOUND:

- My Learning Plan shows students the consequences of some decisions, such as dropping a class or changing a major.
- Students who completed the plan had a significantly higher success rate than those who did not.
- Some technical refinements will make the tool more user-friendly.

WHAT WE LEARNED



Students who used My Learning Plan to outline their courses for at least one term in advance had a 78 percent success rate. Those who did not had a success rate of 69 percent.



In Summary

OVERALL SUCCESS

For the third consecutive semester, St. Petersburg College has made significant gains in the success rates of its FTIC students, a positive sign that the intensive efforts to expand student support are paying off.

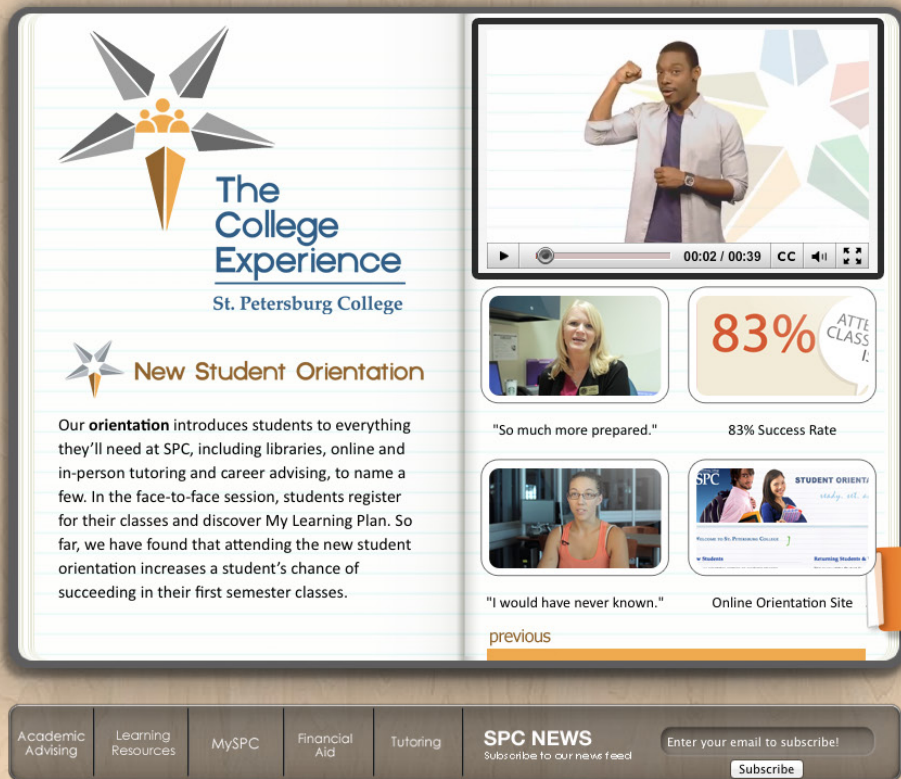
FIRST-TIME-IN-COLLEGE SUCCESS

Overall, FTIC students in Fall 2013 successfully completed 74.4 percent of their courses, compared to 69.4 percent in Fall 2012. Success in a course is defined as a student completing the course with an A, B or C grade.

SUCCESS AMONG MINORITIES

The increase in success is particularly significant for African-American male students completing their first semesters in college. The African-American male students who began at SPC in August 2013 were successful in 65 percent of their classes. By comparison, the success rate for the African-American males who began in August 2012 was 51.2. Hispanic males also made a significant gain, from a 66.2 percent success rate to 72.7.





CollegeExperience.com



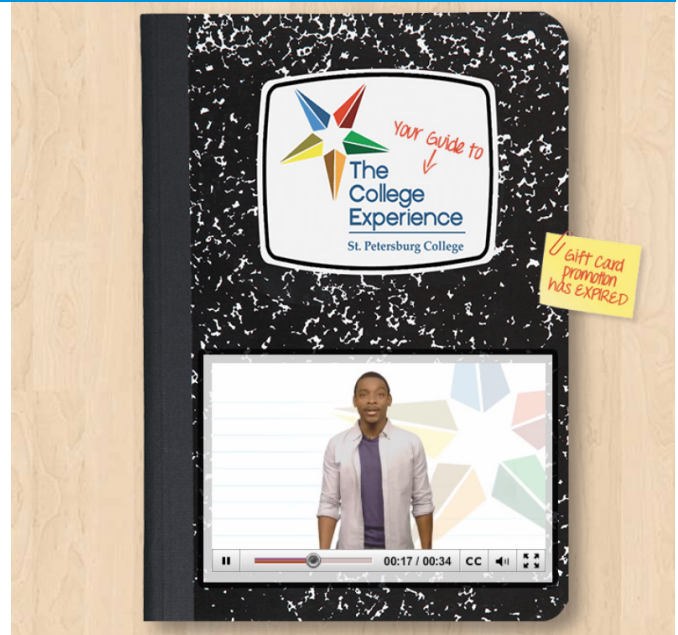
The CollegeExperience.com website and promotional campaign launched in early January, 2014 to encourage students to learn more about the College Experience efforts and how the efforts can help them be more successful at St. Petersburg College. In the first 72 hours after the launch, more than 5,000 visitors experienced the website.

The website was announced by email to more than 27,000 students in early January, 2014. Promotional materials also began appearing on campuses and online. The site was publicized at campus Welcome Back events.

The site features SPC student Kevin Pace as the video host.

Pace guides visitors through the five components of The College Experience with:

- Video testimonials from other students and staff
- Statistics showcasing the increasing success of these initiatives
- Links to other important resources



SPC St. Petersburg College

ABOUT US

WHAT WE DO



St. Petersburg College combines a strong academic focus, relevant workforce training and attention to the needs of every student to create an environment where everyone can find an educational path that meets their goals.

+ STUDENT SUCCESS

Our mission is to ensure that all students have the support and resources they need to earn a degree or certificate that will lead to a career.

+ CAREER FOCUS

Academics and career preparation go hand-in-hand. We know students do their best work when they have a career goal in mind, and we help students identify a career path from Day 1.

+ ACTIVE LEARNING

Our students do more than sit in a classroom. They get their hands dirty, do research in the field and train with real-world equipment to practice the lessons imparted by our expert faculty.



VALUE

With tuition costs at half of state universities and high quality, hands-on learning and student support, St. Petersburg College is a smart choice. Our campuses are conveniently located across Pinellas County, and many of our programs are offered fully online.

We offer what you need from an industry certification to an associate degree to a bachelor's degree - all designed to meet local workforce demands.

RESOURCES

We give you the tools you need to navigate your college career successfully, including:

- Free tutoring, computer labs and other out-of-class support.
- Free career counseling and instruction, everything from assessing your aptitudes and interests to resume writing to internships with local business and industry.
- Personal mentors and advisors to help you get back on track if you falter.
- Convenient academic planning tools to help you chart your path and stay on track.

AREAS OF STUDY

+ DEGREES AND CERTIFICATES

ASSOCIATE / BACHELOR'S

SPC offers more than 100 programs in academic areas including health, business, computer and information technology, public safety, science and engineering, education and more. An **SPC** degree will get you where you want to go.

spcollege.edu/degrees



+ CONTINUING EDUCATION

CORPORATE TRAINING / CERTIFICATIONS

SPC provides professional and workforce development options that give you the tools and personal certification you need to advance in your career.

spcollege.edu/academics



NOW THAT YOU KNOW ABOUT US, TELL US ABOUT YOU.



SPC St. Petersburg
College

Getting to know you!

Today's date _____ / _____ / _____

Name _____
First Last Middle initial

Mailing address _____

City _____ State _____ ZIP _____

Phone () _____

E-mail _____ Date of birth _____ / _____ / _____

I plan to enter SPC: Fall (August) Spring (January) Summer (May) Year _____

I am interested in:

Associate (two-year) degree Bachelor's degree Certificate Program

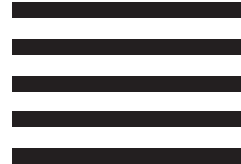
Other _____

I would like more information about this program: _____

SPC St. Petersburg College



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Orthotics and Prosthetics

at St. Petersburg College
7200 66th St. N
Pinellas Park, FL 33781



INTRODUCTION

Orthotic and Prosthetic (O&P) care plays a critical role in the health care delivery system of the United States. The United States Bureau of Labor Statistics reported that there are 8,500 Orthotic and Prosthetic practitioners in May of 2012 and that number is expected to grow to more than 11,000 in the next eight years.

Orthotists provide care for patients with disabling conditions of the limbs and spine by designing, fabricating and fitting devices known as orthoses.

Prosthetists provide care for patients with partial or total absence of the limbs by designing, fabricating and fitting devices known as prostheses.

The orthotic and prosthetic practitioner's duties include:

- Assisting in formulating a prescription for a device
- Patient assessment
- Measurement
- Casting
- Selection of materials and components
- Maintaining patient records

Patients who require these specialized services usually are casualties of accidents or wars; are diabetic; or suffer from other diseases that restrict blood flow or interfere with joint and/or limb function.

SIX MONTH REPORT

In 2013, the Florida Legislature appropriated \$615,000 to St. Petersburg College to establish a Comprehensive Innovation Center in Orthotics and Prosthetics in addition to the college's program leading to a bachelor's degree in O&P.

The center's goals:

- Increase the number of skilled O&P practitioners
- Increase access to O&P education
- Increase access to O&P care through the development of programs for O&P auxiliary clinical staff including technicians, pedorthists and fitters
- Develop symposia and continuing education to meet the advanced technological training needs of students and current O&P practitioners

No other institution in the United States can offer all of the pathways to enter this field under one roof.

Over the past six months, St. Petersburg College has implemented the initial stages of the Comprehensive Innovation Center for Orthotics & Prosthetics.

We now offer leading O&P education ranging from academic certificates to an Associate in Science degree to a bachelor's degree. A master's degree also is offered in collaboration with Florida State University.

Career pathway:





THE PROGRESS

Faculty

- St. Petersburg College has hired two-thirds of the faculty to implement the new programs.

Certificates

- St. Petersburg College offers Orthotics & Prosthetics certificates. The certificates are in:
 - Mastectomy Fitter
 - Orthotic Fitter
 - Pedorthist Certificate
 - O&P Office Assistant
- All of the curriculum for the certificates has been developed.
- The Orthotic Fitter Certificate has been approved and accredited by the National Commission on Orthotic and Prosthetic Education (NCOPE).
- The Pedorthist and Mastectomy Fitter certificates are in the approval process with NCOPE.
- The O&P Office Assistant Certificate does not require approval.

Associate of Science Degree for Orthotic and Prosthetic Technician

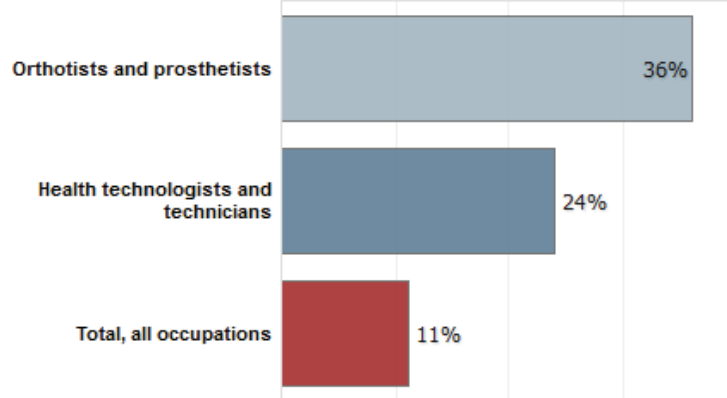
- St. Petersburg College has created the Florida State curriculum frameworks for this new associate degree.
- Courses for the academic program are under development by SPC faculty employed with the current funding.
- The course development will be complete by the end of the fiscal year.
- The program will accept its first students in Fall 2014.

St. Petersburg College

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Orthotists and Prosthetists

Percent change in employment, projected 2012-22



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Orthotics & Prosthetics Continuing Education Courses

- SPC has developed and offered Florida state-mandated continuing education for practitioners.
- Current continuing education courses:
 - **Infection Control/HIV/AIDS for the O&P Profession** (48 practitioners have successfully completed so far).
 - **Florida O&P Laws and Rules of the Board** (51 practitioners have successfully completed so far).
 - **Medical Errors & Omissions with Documentation and Record Keeping for the O&P Professions** (58 practitioners have successfully completed so far).
- Upcoming continuing education courses:
 - **Curbell Plastics Materials CE Course**
 - **Marmaduke Orthotic System CE Course**
 - **GOSS Spinal CE Course**
 - **WillowWood Cad Cam CE Course**

Number of licensed individuals in Florida requiring CEU's every two years

Orthotist - LO	104
Prosthetist - LP	75
Orthotist/Prosthetist - LPO	196
Orthotic Fitter	116
Orthotic Fitter Assistant	67
Total	558

New Equipment Acquisitions

- With the new state funding, The Comprehensive Innovation Center in O&P has purchased new equipment and technology including:
 - Over 50 new orthotic devices for the Orthotic Fitter Program
 - Complete product selections and mannequins for the Mastectomy Fitter Course
 - New equipment and devices for the Pedorthist Course
 - Otto Bock OA Restore Knee braces (multiple sizes)
 - Otto Bock 50R152 prefab TLSOs (multiple sizes)
 - Anatomical Concepts Knee Management Orthosis (KMO)

New Partnerships

- We have expanded our partnerships with additional Health Care Providers and Manufacturers including:
 - Alchemy Composites
 - Curbell Plastics
 - Vorum
 - WillowWood
 - Rodin Orthopartners, Inc.

Bay Pines LEARNING CENTER

A Hands-On STEM Learning Center

To engage students, faculty and the community in the areas of science, technology, engineering and math, St. Petersburg College is developing the Bay Pines Learning Center, a hands-on science learning complex adjacent to the Intracoastal Waterway in Pinellas County.

This project has been reviewed by the College's Board of Trustees and was listed at the top of the College's Capital Improvement Projects (CIP) request list for the 2014-15 year.

The project was also reviewed by the Florida State Board of Education and was recommended to the Governor for inclusion in his 2014-15 budget.

The goals of the center are to:

- Improve engagement, learning and success in Science, Technology, Engineering, and Math among St. Petersburg College students.
- Open opportunities for collaboration and research among middle and high school students and SPC students and faculty.
- Serve as a community resource to increase awareness of STEM-related subjects and issues.
- Provide professional development opportunities for St. Petersburg College, local schools, colleges, universities and community organizations.



Funding Request Details

The College previously received the Phase I funding (\$2.5M) for this project to support the detailed planning for site development, traffic ingress/egress, and environmental protection. That work is nearing completion and the Phase II request (\$3.5M) identifies the facilities, laboratories, equipment, technology and site infrastructure needed to complete the project.

The community-based program planning, mindful of the limits of the site, has identified these structural needs to meet our educational objectives:

- Classrooms capable of being subdivided for multiple simultaneous uses; classroom space is supported with appropriate science laboratory infrastructure for maximum flexibility.
- Facilities for student research, both small group projects and some individual projects.
- A multipurpose facility to accommodate as many as 100 persons for demonstrations, lectures, conferencing, and distance initiatives.
- Facilities to support small boat docking, saltwater tanks for unloading and cleaning specimens and outdoor/ circulation space to support meetings, student interactions, and enjoyment of a beautiful learning environment.

St. Petersburg College

SPC

Bay Pines LEARNING CENTER

Partners

Collaboration with the following partners will allow the college to increase undergraduate research opportunities for students. Participation in research activities has been shown to increase levels of engagement, success and degree completion, regardless of field of study. Research projects also develop student skills in critical thinking, flexibility and teamwork.

- Pinellas County Schools
- Florida Institute of Oceanography
- City of Seminole
- Admiral Farragut Academy

Course Support

These courses could be taught or augmented at the site:

- Biology of Marine Life
- Biotechnology
- Conservation Biology
- Ecology
- Field Biology of Florida
- Field Botany
- Ichthyology
- Introduction to Oceanography
- Marine Biology

Teacher Preparation and Professional Development

To better prepare teachers and faculty in STEM areas, St. Petersburg College will offer:

- **STEM Certificates**
To provide teachers, teaching assistants and administrators an extensive background in science content and the pedagogy to strengthen inquiry-based teaching and learning in STEM concepts
- **In-service Training and Summer Institutes**
To allow Pinellas County teachers to strengthen their content expertise and application of STEM topics by working side by side with St. Petersburg College faculty and other subject matter experts.



BUILDING MASS – PERSPECTIVE STUDY

Student and Community Activities

To support the goal of increased scientific literacy and life-long learning in science, SPC will offer:

- **Summer Camps**
The camps will attract middle and high school students who want to learn more about STEM and STEM careers. Specific emphasis will be put on those traditionally under-represented in STEM field such as females and minorities
- **Science Fairs**
The Learning Center would be an ideal venue for hosting science fairs with the college providing mentors for students interested in pursuing science fair projects
- **Citizen Science Projects**
Citizen science projects foster scientific literacy by connecting students and their families, neighborhoods, after-school groups, recreation centers, senior citizens - entire communities - to encounter science learning in their own backyard while participating in an authentic experience of lifelong learning in science



A Hands-On STEM Learning Center

Why STEM education matters

Those who work in STEM fields drive innovation, develop new products and generate technological advances. They play a key role in the growth and stability of the U.S. economy, with a projected 1.2 million job openings over the next 10 years. However, American business owners frequently voice concerns over a shortage of STEM workers.

- 7 of the 10 projected fastest-growing occupations over the next 10 years will be in STEM fields
- STEM occupations have grown 8% in the last 10 years (2000-2010) and are expected to grow twice as fast (17%) in the next 10 years, compared to 9.8% for non-STEM occupations
- 16 of the 25 highest-paying jobs in 2010 required STEM preparation
- STEM workers earn 26% more than their non-STEM peers
- A vast majority (80 percent) of jobs in the next decade will require technology skills

(Sources: U.S. Bureau of Labor Statistics and U.S. Department of Commerce, Economics and Statistics Administration)

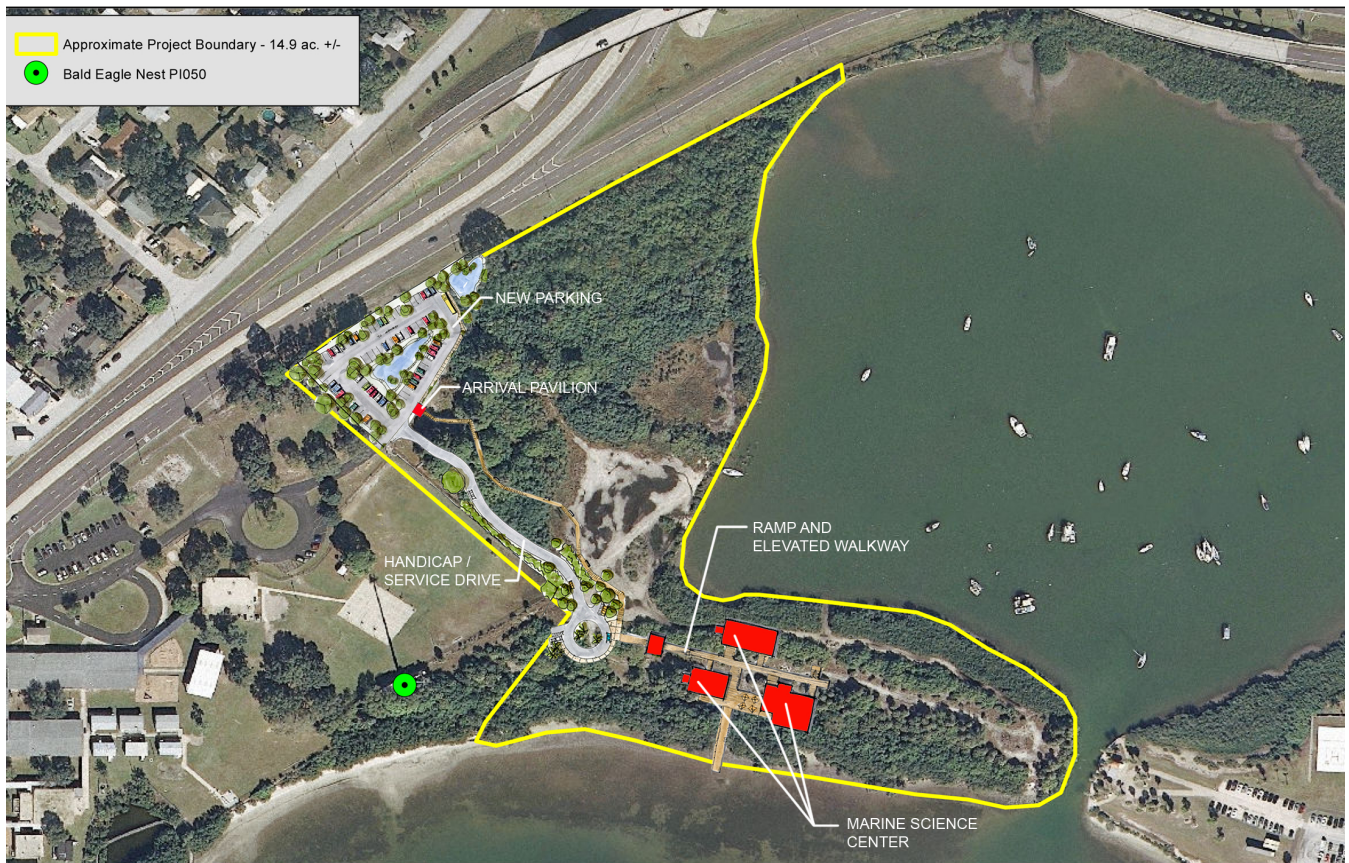


Bay Pines LEARNING CENTER



The Bay Pines project supports the following values of St. Petersburg College:

- Focuses on students
- Increases diversity
- Promotes a culture of inquiry and curiosity
- Develops partnerships
- Rewards innovation
- Provides professional development



CONCEPTUAL SITE PLAN