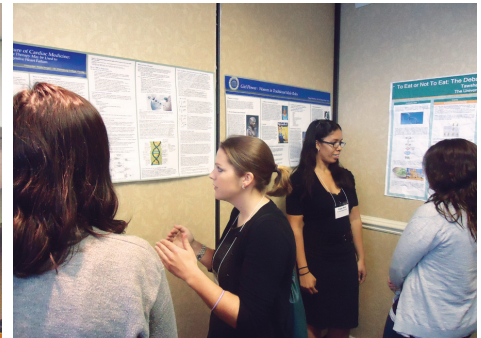


St. Petersburg College 2013

Sixth Annual Honors College Collegiate Research Conference

Expanding Knowledge through Interdisciplinary Education



Jan. 30

EpiCenter • 13805 58th St. N • Largo

SPC St. Petersburg
College
HONORS COLLEGE

St. Petersburg College Honors College is pleased to present its sixth annual research conference, *Expanding Knowledge through Interdisciplinary Education*. During this conference, our students share their research on a variety of topics including literature, humanities, medicine, and social and physical sciences in oral and poster presentations.

The afternoon schedule includes a keynote address by Honors Faculty Professor Roy Slater. Student posters and art work will be on display from noon to 1 p.m. For the second year in a row, students are presenting 60-second lectures on various topics, which gives them a unique experience in research, summarization and oral presentation.



Conference Structure

Concurrent sessions of the conference are divided topically into three rooms: Tropics, Water and Beach.

Conference Etiquette

We request that you turn off all cellular phones while attending conference sessions and refrain from leaving in the middle of a presentation. We also ask that you do not congregate and converse outside the door of an ongoing session.



Schedule at a Glance

8-8:30 a.m.	Welcome/Registration/Breakfast – Collaborative Labs
8:30-9:20 a.m.	Concurrent Presentations in Tropics, Water and Beach; Collaborative Labs
9:30-10:20 a.m.	Concurrent Presentations in Tropics, Water and Beach; Collaborative Labs
10:30-11:20 a.m.	Concurrent Presentations in Tropics, Water and Beach; Collaborative Labs
11:30 a.m.-Noon	Keynote Speaker Professor Roy Slater - Rooms 1-451-453
Noon-1 p.m.	Poster/Artwork Session and Lunch - Rooms 1-451-453
1-2 p.m.	60-Second Lectures-Students Presentation - Rooms 1-451-453

Keynote Speaker

11:30 a.m.-Noon Rooms 1-451-455

Professor Roy Slater

Roy Slater joined the Department of Social and Behavioral Sciences at the SPC Clearwater Campus in 1993. He currently teaches courses in American Government, International Relations, Comparative Government and Model United Nations. Over the years he has served on a number of committees at the college, including the Academic Honesty Committee, Curriculum and Instruction Committee, Student Disciplinary Board, the Instructional Technology Advisory Group (ITAG) and Clearwater campus faculty governance.

He is a member of Pi Gamma Mu International Honor Society in Social Science and Pi Sigma Alpha National Political Science Honor Society. He is immediate past president of the Dr. Johnnie Ruth Clarke Chapter (SPC) of the National Council on Black American Affairs, a Council of the American Association of Community Colleges and immediate past editor of THINK Critical, the SPC Social and Behavioral Sciences Newsletter. In 2003 Slater received the Bob Graham Community College Distinguished Service Award for faculty, and in 2004 and 2005 he was selected for inclusion in Who's Who Among America's Teachers. In 2006 he received the NCBA's Dr. Johnnie Ruth Clarke Award for his work in the profession and the community. Slater currently serves on the Editorial Board of META, the Clearwater Campus African American History Month Committee, Learning Management System Evaluation Committee and serves as faculty advisor for Clearwater Campus Men Achieving Excellence (MAX) Club.



Session 1 8:30-9:20 a.m.

Room: Collaborative Labs, Water

Michael Odea, Justin Koeniger and Danielle Kovalik *Dali and Science: The Effects of Scientific Theory on the works of Salvador Dali*

Humanities Honors Course Presentation

Dali was so fascinated by all the new, wondrous and almost rapid-fire scientific discoveries of the twentieth century that he made it a point to befriend several of the days leading scientists and mathematicians. Many of the works presented show Dali's focus on Atomic Theory, as well as Dali's own Nuclear Mysticism. Here, we will witness the uniqueness of Salvador Dali as being intricately intertwined with the twentieth century's age of scientific discovery.

Maria Thurber *French Impressionism: The Revolutionary Art Movement.*

French Impressionism is perhaps the most important art movement in modern history. Born in the 19th century, Impressionism arose from a small group of Paris-based artists. This is the art movement that broke away from the academy, away from the dusty norm. Impressionism changed the rules as to what is art. Impressionists wanted to be freed from the age old and static rules restricting artists creativity and vision. This presentation will show Impressionism as a monumental era in art history. It will also show that Impressionism commenced and inspired many more innovative visions and movements of what art can achieve. Impressionism lead to what is now termed modern art such styles as Cubism, Art Nouveau, and Abstraction. Above all, Impressionism can be described as a revolution. It began with radical artists on one side, and the academy of arts on the other. Impressionism was not just a passing fad indeed it defined an entirely new way of expressing one's artistry. The emergence of impressionistic freedom also affected the art of literature, photography and film. This presentation will give French Impressionism its just due the continually amazed and awed eye of the viewer.

Session 1 8:30-9:20 a.m.

Room: Collaborative Labs, Tropics

Nicholas Kelton *The Physics of Optimal Disc Golf Driving*

Disc Golf, a fast growing sport that combines the style of traditional ball golf with the fun of a day throwing a Frisbee at the beach undoubtedly begs the question by every individual who has ever played: What disc should I use? This presentation breaks down the flight of a disc golf drive in relation to Newtonian Mechanics looking toward both translational and rotational forces and motion as well as wing design/lift. Next, the presentation takes into account the effects of wind resistance and angle of release. This information is then used in order to optimize a disc throw for distance; thus answering the greatest question in a disc golfer's mind: What disc, mass, and throw style best maximizes range?

Matthew Moody, Payton Griswold and Chad Spreadbury Engineering Society Panel

Faculty mentor: Prof. John Williams

SPC's Thin-film Solar Initiative

The current Solar Thin-film initiative at St Petersburg College will be discussed, including a glimpse into the future of thin-film at SPC. This presentation will show a comparison of solar outputs from identical installations at different locations. Official output data for 2011 from Clearwater, Littleton, Colo. and U.S. desert climates will be compared and analyzed. In conclusion, this presentation will investigate the viability of large solar farms in Florida.

Session 1 8:30-9:20 a.m.

Room: Collaborative Labs, Beach

Eric Bank *Freud, Jung ~ and Shakespeare?*

One common and constant misconception is that Sigmund Freud is the Father of modern psychoanalysis. Equally, a common and constant misconception is that Carl Jung; Sigmund Freud's pupil; created the next generation of psychoanalytical inspection. While many scholarly papers and articles address Freud, Jung, and the origins of psychoanalysis, the very real and most intuitive body of work regarding the inspection and introspection of the human psyche was provided by the greatest writer of the English language William Shakespeare. From the Bard's Sonnets, to Hamlet, to Julius Caesar, to Cymbeline ~ both Freud and Jung failed to allow their natural logic to seamlessly guide them in recognizing and appreciating the brilliant philosophic achievements in Shakespeare's Sonnets and plays. Freud and Jung's failure was unwittingly created by the shackles of the Judeo/Christian paradigm; which forever persisted so thoroughly in their own individual subconscious mind that they never found the elusive and absolute truth of what Shakespeare had successfully done some three hundred years before them. This presentation is a celebration of the beauty, the insight, the truth, and the unmatched genius of The Bard ~ William Shakespeare ~ and what he forever gives to all the world.

Karissa Barrera *Relationship between Language and Conceptual Ability*

Language is an essential vehicle to cognitive processes. In their books, *Brave New World* and *1984*, Aldous Huxley and George Orwell describe dystopian societies with authoritarian governments that oppress their citizens through a variety of methods including: genetic manipulation, desensitization and constant surveillance. However, while both authors explicitly express those methodologies, they also acknowledge language as an equal tool for oppression. Through his application of the Whorfian Theory, Orwell turned language into a weapon used to shape the mind and enslave the ability to conceptualize. This presentation addresses how systems of language can affect our freedom of thought. This research seeks to elucidate and speculate on the relationship between language and conceptual ability and make connections between this possibility and the constantly evolving modern English language.

Session 1 8:30-9:20 a.m. *continued*

Room: Collaborative Labs, Tropics

Batya Levy

The Dichotomy of Henry David Thoreau: A Socially Conscious Individual

The notion that Henry David Thoreau was pompous, tetchy, and reclusive has been perpetuated through such critics as James Russell Lowell and Robert Louis Stevenson. They have (respectively) described Thoreau to be a man with . . . high . . . conceit of himself, and a skulker. However, as Henry Seidel Canby asserts Thoreau was none of the aforementioned; but rather, no man was happier than Thoreau. As explicitly stated in *Walden*, Thoreau simply wanted to be happy, to know [the world] by experience, and be able to give a true account of it. Thus Thoreau himself succinctly expressed he was content and he was concerned not cantankerous and uncaring. With the aid of Thoreau's most influential works; such as *Walden* and *Civil Disobedience*; this presentation will illustrate how Thoreau proved there is a balance between individualism and identifying with a group; that he was an eccentric individualist with a socially conscience objective behind his seemingly bizarre actions; and that he endeavored to enlighten the reader as to the true necessities of life.

Session 2 9:30-10:20 a.m.

Room: Collaborative Labs, Water

Erica Scaglione

Songwriting Process

The purpose of this research is to present and inform about the history of songwriting and the business involved in the actual process. Music evolved with language as part of the natural selection process of communication in human evolution. When a new kind of music is created, it usually doesn't happen by accident composers or songwriters are mostly responsible. Thus, the history of music is born from the history of songwriting. In order to write an outstanding song, there needs to be a standard thinking process. Modern songwriting involves lyrics and a melody, vocalists and musicians; as well as marketing the completed product. Commercial music uses singers/songwriters for various genres of music. This presentation will explore songwriting, and show this field is growing more and more each day.

Kira Rib

The Tipping Point of Charity Linked Products: An analysis of Malcolm Gladwell's Theories

Throughout history a multitude of social epidemics have come and gone. How and why they arise often remains an unresolved question. In his publication, *The Tipping Point*, Malcolm Gladwell presents a thorough explanation as to the rise of various social epidemics from crime rates to ugly shoes. This presentation will examine Gladwell's theories and lend a further analysis through several case studies to illustrate various factors of the tipping point.

Phillip Hulme

Bursting Bubbles: Personal Finance in Education

Since the recent housing bubble burst and the following contraction of the credit market there has been a great deal of discussion as to what went wrong and who is to blame. Much of this discussion revolves around changes in the government's regulations on markets and businesses. However, very little time and consideration has been given to the root of the problem financial literacy among the average citizen. This presentation will explore the financial literacy rates of different groups of people comparing results from a number of studies. In addition to showing a lack of adequate knowledge, the presentation will look at real financial situations of different groups. This inspection will reveal the reality of their fiscal position and define the absolute need for everyone's financial literacy. Also presented will be a comparative overview of exactly what the current standards of financial education are between our country and other global leaders. In conclusion it becomes obvious that the lack of financial literacy among Americans was complicit in causing the housing bubble, and if the continued economic strength of the country is to be taken seriously, then this issue must be addressed post haste.

Session 2 10:30-11:20 a.m.

Room: Collaborative Labs, Beach

Lee Tan-oral presentation

Promote a Drug-Free (Narcotic) and Healthy Community College

Prescription drug abuse is a major problem in many of our nation's colleges. The Office of National Drug Control Policy reports that one out of every five teenagers abuses prescription drugs. Colleges, mentors, professors and academic teams play a significant role in Prevention through Education. This presentation proposes that our government on all levels should move swiftly to tighten the laws that regulate drug manufactures and doctors running pill mills. Additionally, colleges and universities should establish or expand communication sessions where students in need can seek physical and psychological help. Moreover, this presentation will show that in-depth education programs addressing the extremely harmful and permanent effects on our society and the generations to come resulting from the abuse of prescription drugs is an essential necessity.

Lisa Manners

Stent Therapy for Obstructive Sleep Apnea

The following research will cover the current treatment for Obstructive Sleep Apnea (OSA) and also explore different means of treatment. This presentation will also show the relationship of current stent therapy and the possibility of new treatments for OSA by way of stent therapy. OSA is primarily caused by tissue in the throat relaxing as the patient falls asleep, therefrom causing maximum obstruction to the airway. The current treatment for OSA is Continuous Positive Airway Pressure (CPAP); which is delivered through a mask fitted to the patient. While this treatment is very successful in the lab setting, the level of success falls when the patient is sent home. Stent Therapy is currently being used to help hold open arteries and tracheas for people with tracheal cancer. The following research will investigate and discuss the use of stents to open the airway and lend relief to the many suffering from OSA.

Session 2 10:30-11:20 a.m. *continued*

Room: Collaborative Labs, Beach

Kristen Brown-oral presentation

The Use of Robotics in Future Medicine

Technological advances now have robotic applications outside of manufacturing. Two of the most important applications; Bionics and Nanotechnology; are revolutionizing the future of medicine by providing prosthetic limbs, exoskeletons, synthetic cells and organs, as well as many other exciting advances. This presentation will show but a few of these amazing breakthroughs.

Session 2 9:30-10:20 a.m.

Room: Collaborative Labs, Tropics

Adela Ago, Romina Buna

Examining the prevalence of ESBL-positive bacteria in community and hospital setting.

Short Panel

Less than 100 years ago, various species of bacteria were causing deadly infections and taking millions of lives worldwide. The discovery of the antibiotic demolished the efficiency of bacteria to establish infection thereby effectively controlling life-threatening bacterial infections. At the time, scientists suggested the eradication of all bacterial disease. Today in the age of modern antibiotics, genetic engineering and cybernetics bacterial infections surprisingly still exist. This existence is contributed in part to the emergence of antibiotic resistant strains of bacteria. An antagonist of particular interest is ESBL-positive (extended spectrum beta-lactamase) bacteria. ESBL possesses enzymes which are able to give bacteria resistance to beta-lactam antibiotics. ESBL genes are commonly found in pathogens such as *Klebsiella pneumoniae*, *E-coli*, and *Salmonella* making infections by these bacteria extremely difficult to treat. Moreover, the incidences of these antibiotic destroying bacteria have dramatically increased in hospital settings. This presentation will examine the prevalence of the ESBL-positive bacteria in the hospital setting, as well as the general population. Laboratory studies suggest the prevalence of ESBL genes will be higher in the hospital setting because of the high probability of a patient's exposure to antibiotics. A vital step for the safety of the whole community would be to limit the spread of ESBL-positive bacteria and infections with strict and persistent hygiene.

Max Collins

Should Psychologists Be Allowed to Prescribe Medications?

Comparative research addressing the benefits and harmful effects of allowing psychologists to have prescription writing privileges is an ongoing process. One benefit makes it more convenient for patients to get the medication they need in treating their individual conditions. However, one predominate harmful effect of allowing psychologists prescription privileges is the creation of yet another unwanted outlet for patients to receive prescription drugs that could cause even more complexity in this country's current prescription drug abuse problem. This presentation will provide an overview of the possible positive and negative effects of allowing psychologists to prescribe medications to their patients.

Session 2 9:30-10:20 a.m.

Room: Collaborative Labs, Forest

Professor Linda Yakle

Faculty Workshop on Interdisciplinary Honors Curriculum

Students and faculty are welcome to discuss their Interdisciplinary Program expectations and challenges and to brainstorm how to promote and market the program.

Session 3 10:30-11:20 a.m.

Room: Collaborative Labs, Water

Tahsin Noor

Progression of Arthouse Cinema

For many, the cinema provides epic images of beautiful and fantastical worlds from special effects wizardry that seduces its audience with visions most would never begin to consider. However, this is not what all cinema is about. Art house cinema, and in particular independent cinema, has demonstrated that any one of us can create the art of cinema. The purity of such an art is about the power of ideas not the power of money or the power of manipulation. Believing in the power of ideas in the power of dreams that is how art is born. Nothing demonstrates this better than the productions from art house cinema. This presentation will chart the progress of art house cinema and how to create the art most beautiful.

Miles Marinello

Literary Epics

Literary Epics: The Art of Television, is a presentation that discusses how television at its finest qualifies as literature. Utilizing the following critically-acclaimed and award-winning television shows: the extremely detailed setting of AMC's *Mad Men*; the density of the plot of HBO's *The Wire*; the extensive use of symbolism in HBO's *The Sopranos*; the immensely complex central character of AMC's *Breaking Bad*; the unique poeticism of FX's *Louie*; and the sociopolitical satire rampant in FOX's *Arrested Development* this presentation will show how several television programs are equal to, and compare with, the qualities and characteristics of literature.

Session 3 10:30-11:20 a.m.

Room: Collaborative Labs, Tropics

Mate Fabian, Theresa Ketcham, Brandon Klee, Rich Nichols, Timothy Rafaski, Alicia Orbea, Cassandra Haggert, Courtney Cain, Michael Barzaga, Laura Cifuentes and Donald Baxter *Microbiology Society Presentation*

Faculty mentor: Dr. Shannon McQuaig

Cash or Credit: Spreading the Wealth of Virulence Factors?!

Over the past few years, there has been a growing public awareness regarding germs with the identification of superbugs and the advent of hand sanitizers and various disinfectant products. In reality, it is estimated that only 1% of all bacteria are considered pathogenic (i.e. disease causing) whereas the other 99% are harmless and in some cases beneficial to human health. The difference between the harmless and harmful bacteria is all in their genes. Bacteria that possess virulence factors such as adhesion molecules or antibiotic resistance genes can pose a health risk for humans. Despite the overall relative low percentage of harmful bacteria there has been a growing concern regarding antibiotic resistance bacteria. The goal of our research was to identify the prevalence of antibiotic resistant bacteria on commonly touched items: dollar bills and credit cards. Our group analyzed four different antibiotic resistant genes (*mecA*, *vanA*, *vanB*, *SHV*); associated with three different groups of bacteria (methicillin resistant *Staphylococcus aureus* (MRSA), vancomycin resistant *Enterococcus* spp. (VRE), and extended spectrum beta-lactamase enterobacteria (ESBL)). The antibiotic resistance gene associated MRSA was commonly found on both dollar bills and credit cards. Both VRE and ESBL associated genes were sporadically found on samples tested. These results indicate that the general public is in contact with these serious bacteria on a daily basis. Immunocompromised individuals should exercise care when handling these fomites and healthy individuals should practice appropriate hand washing practices when handling currency and credit cards.

Session 3 10:30-11:20 a.m.

Room: Collaborative Labs, Beach

Kelen Caldwell *The Science Behind Food Cravings*

Have you ever thought about why you seem to crave certain foods; which usually are very unhealthy? Do certain colors and/or emotions trigger different feelings as to what we choose to eat? Perhaps you have wondered: are there are other factors besides hunger that potentially stimulate my body's reaction to food? The answer is YES! For example, the corporate office of McDonald's fast food restaurants ordered extensive research in this area of marketing. Their finding determined the colors red and yellow stimulated hunger and excitement in their customers. As McDonald's is one of the most successful and profitable corporations in the world, this methodology clearly works. Numerous recent studies have shed a new light on this realm of science that could drastically change the way we think and react around food. Awareness is the key in properly using the knowledge gained from these studies to your ultimate benefit. This presentation will attempt to provide a roadmap to a more informed choice of what eat.

Dina Athanassie

Animal Abuse and Exploitation: Identifying and Avoiding Violence toward Animals

Animals are abused and exploited every day in a variety of ways from the food we eat, to the clothes we wear, to the personal care items we use every day. Most people claim to love animals; yet they are collaterally complicit in this animal abuse and exploitation by supporting the industries profiting from animal suffering. This presentation will explore this grievous problem and attempt to educate the audience about alternative life-style choices which do not endanger helpless animals.

Keith Thomson

The Role of Race in the American Criminal Justice System

According to the 2011 United States Census, African-Americans accounted for 13.1 percent of the population of the United States. According to the U.S. Bureau of Justice Statistics, they accounted for nearly 38.8 percent of the U.S. prison population at year end 2010. Non-white Latinos make up 16.7 percent of the U.S. population. They accounted for approximately 22.6 percent of the US prison population at year end 2010. These statistics are clearly and grossly disproportionate. While a majority of the issues responsible for this disparity are socio-economic, the American criminal justice system is still plagued with problems both inherent and systemic that contribute to this problem. The racial disparity in our prison population is a large amalgamation of factors. These factors can be classified as social, economic and legal. They range from familial issues to racial profiling, from education to voir dire procedure, and beyond. This research will focus on the systemic and inherent problems that are currently, and have historically been, part of the American criminal justice system. The focus here is the criminal justice process that begins with first contact and continues through the exhaustion of the appellate process.

Ryan Heley

By Any Means Necessary: An Examination of the Irish Republican Army

When most people think of Ireland, they usually think of rolling green hills and sea-side stone buildings. The Irish people, aside from your occasional friendly scuffle at the local pub, are well-known for their hospitable and amicable nature. However, this country has a dark history of war and violent attacks carried out predominantly by the Irish Republican Army. Allegedly responsible for the deaths of almost 1,800 people, the IRA has fought a long and arduous battle in attempts to obtain complete and total independence. Over 250 years strong, this radical movement has been an unparalleled piece of Ireland's rich prominent history which is often ignored. This presentation is going to take a look at the volatile and impassioned struggle of the IRA in their attempts to secure sovereignty from Britain.

Posters and Artwork Noon-1 p.m.

Rooms 1-451-453

Porcia Duhart *Profitable, Naturally!*

As Western consciousness navigates through its consumer relationship with food the corporations and organizations that oversee mass consumption repeatedly and successfully modify their branding and with great success. Profitable, Naturally! is a collection of mixed-media art installations and their conceptual origins that propose to review and analyze some key moments of re-branding, while questioning the real purpose of these constant corporate changes.

Margaret Poling *Celebrated Women and Their Influence on Modern Day Society*

Throughout the years, numerous women have been celebrated for their achievements in the arts, sciences, writing, politics and religion. The extraordinary efforts of these many women have touched the lives of innumerable people. For example, the public service of Hillary Rodham Clinton has motivated both men and women to follow her lead and give of themselves to the betterment of the nation. Yet, in just as important a manner of influence, J.K. Rowling not only created a phenomenon known as Harry Potter, but her imagination and storytelling has inspired countless children to read and write just for fun! Without a doubt, numerous women have inspired generations upon generations to fulfill their dreams; and in many ways, to change the world.

Cynthia Schwartz *From Deletions to Translocations: Chromosomal Aberrations and their Effect on Cancer*

Genetic instability is responsible for the wide range of chromosomal aberrations observed in cancer genomes. Such instability at the chromosomal level may result in translocations, deletions, amplifications and aneuploidy. These changes alter and interfere with normal cellular processes by disrupting proto-oncogenes and tumor suppressor genes; which offsets homeostatic equilibrium, and thus allows additional changes to occur in the genome. When mutations are present in both oncogenes and tumor suppressor genes; such as p53; the cell is well on its way to developing cancer. This poster will explore how proto-oncogenes become oncogenes, as well as the different mutations and modifications in chromosomal rearrangements that lead to the onset of cancer.

Stephanie Lytle *Borderline Personality Disorder*

Borderline Personality Disorder is a disorder onset by abnormal brain chemistry and early childhood influences from abandonment or abuse. This disorder affects nearly six million individuals in North America alone (twice as common as schizophrenia and 50% more than Alzheimer's disease). However, so very few of us know about this silent epidemic. Borderline Personality Disorder is nearly impossible to treat because the individuals suffering from it do not process the fact to feeling correlation in a way that is normal. So, denial and

manipulation of facts become major elements in any attempt to treat BPD. Even in the rare occasion when the individual does realize the problem and decides to obtain treatment, nearly half fail to reach the point of a functional recovery. This presentation strives to raise awareness of this disorder, and address the question that always arises: What should an individual do if they suspect someone may be suffering with BPD?

Marie Cram *Hogarth's Influence on Gin Laws: Art Influencing Alcohol in 18th Century London*

Scant research exists showing art as having any measurable legislative impact in bringing about social change. Art when used as propaganda was often influential, but inevitably remained inadequate as to effectuating any serious change in the laws of society. This presentation will show how William Hogarth, an 18th century artist, brought about legislative and social change through his artwork. Eighteenth century London was riddled with alcoholism, poverty and disease. Hogarth's etching Gin Lane was a satirical piece about the booze-embattled lower class of London. This etching spotlighted a period of time in London when gin overwhelmed the goodness of the people. Often referred to by scholars as the gin epidemic, Hogarth's prolific piece of artwork brought to light the many follies and vices of then lower-class London. His work was so influential it became an integral part of crucial parliamentary legislation which resulted in cleaning up the streets of London, and preparing its people for the dawning of the industrial era.

Courtney Benter *Black Market Tiger Trade in Southeast Asia*

This presentation will show and describe the atrocities of the black market tiger trade. This illegal trafficking occurs most heavily in Southeast Asia. There are organizations that are working to end the buying and selling of these tigers, but unfortunately, their too few successes are having little effect on the ever enlarging black market of these magnificent animals. The increase in this illegal trading originates from an ancient practice: the tigers body parts and bones are used in traditional Chinese medicine. Traditional Chinese medicinal practices are becoming increasingly popular over western techniques in many countries. This has caused a dramatic rise in the illegal black market trade of not only tigers, but many other species as well. Unfortunately, the tiger is one of the most endangered species in the world, and any adult tiger killed for the black market is a grievous loss for an entire tiger population struggling to survive.



Pablo Gonzalez

Origins of Mental Health Treatment

Bethlem Royal Hospital was the first ever hospital to treat the mentally ill. Opening its doors in 1247, Bethlem became notorious for its use of torture in the treatment of patients. Bethlem was originally a priory opened by the church of St. Mary of Bethlehem; hence the name Bethlem. In 1337, it became a hospital treating only a few mentally ill patients. Before Bethlem provided such treatment, the mentally ill were believed to be possessed by Satan and thus burned to death. The original site of the hospital is now covered by Liverpool Street Station in Bishopsgate, London. This presentation will explore the very beginnings of treatment for the mentally ill Bethlem Royal Hospital.

Daniel Dionne

“The Seeing-Eye: The History and Present Day Status of Service Dogs”

During the year 1929 when the infamous Wall Street Crash happened and the first Academy Awards were being held in Los Angeles, a new hope was born for those who could not see. The Seeing Eye school was founded in Nashville, Tenn. Guide dogs for the blind have been around since the 16th century, but no concrete school was created until World War One. Germany founded a guide dog school in Potsdam; this school was meant to help blinded veterans by enhancing their mobility. The revolutionary idea was brought to the States in 1929 by giving hope to the blind population. However much this program has evolved and adapted, the overall mission has not changed: To enhance the independence, dignity and self-confidence of blind or disabled people. In addition to blind individuals service dogs now aid the deaf and hearing impaired. Many institutes across the globe currently train service dogs. Without the support of the public, much of this training would not be possible. This poster will cover the history of guide dogs and how the public's understanding and support have been critical to the program's survival.

Nicholas J. Dortch

The Left and Right Wing in Application

The right-wing ideas of Herbert Spencer and left-wing beliefs of Karl Marx will be examined using a technique called Ideological Analysis. Robert Frost's famous poem Mending Wall, Ayn Rand's The Fountainhead, and the wordless novel Mad Man's Drum will be analyzed. Each piece will be examined individually from Herbert Spencer's Social Darwinism and Karl Marx's Dialectical Materialism. In doing this, a greater understanding of the benefits and disadvantages of each given ideology will be reached.

Mate Fabian, Brandon Klee, Rich Nichols, Michael Barzaga and Laura Cifuentes

MRSA on Money

The purpose of our study was to assess the presence of methicillin resistant Staphylococcus aureus (MRSA) on dollar bills and credit cards. Over 100 dollar bills and credit cards samples were collected from a wide range of locations from in state, to out of state and even out of the country. Samples of dollar bills were categorized into two principle groups: hospital and non-hospital and credit cards were categorized based on amount of usage. Bacteria was washed

off the samples and cultured on mannitol salt agar which selectively grows salt-tolerant gram positive bacteria. Deoxyribonucleic acid (DNA) was extracted from the resulting colonies. Polymerase chain reaction (PCR) was used to detect the virulence gene, mecA. A high proportion of non-hospital dollar bills and credit cards were positive for the mecA gene indicating the presence of MRSA on these samples. Based on these results, individuals handling money should exercise diligent hand washing practicing.

Richard Nichols

Characteristics of the normal oral microbiota of the Python regius.

Python regius (Royal or Ball Python) are becoming more common as pets. In general they are nonaggressive in nature; however they have the ability to bite humans through handling. Due to the possibility of being bitten, oral biota of the snake can be transmitted to the inflicted wounds. Not much research has been conducted regarding the normal microbiota of ball pythons beyond their saliva containing gram negative bacteria. My goal is to obtain a more in depth look at species of bacteria making up the normal flora; determine the persistence of the flora, if it is transient or permanent; analyze the pathogenicity of bacteria by assessing the antibiotic susceptibility profiles. Initial sampling of the oral cavity has revealed limited numbers of bacteria. The bacteria were cultured on varying selective and differential media for preliminary identification as gram-negative, lactose fermenting bacteria. Deoxyribonucleic acid (DNA) sequencing was performed and the bacteria were identified as Escherichia coli. Antibiotic susceptibility tests showed the E. coli was susceptible to Zithromax, chloramphenicol, kanamycin and streptomycin.

Theresa Ketcham and Timothy Rafaski

Cash or Credit: Vancomycin-Resistant Enterococci

There has been a growing public concern regarding “superbugs,” or antibiotic-resistant bacteria. In reality, most bacteria are harmless and some are actually very beneficial. Additionally, the bacteria types most commonly known to develop antibiotic-resistant strains are not universally resistant; certain strains develop the resistance, while others develop a lower level of resistance or none at all. Vancomycin-resistant enterococci (VRE) have become increasingly prevalent in clinical settings, but less is known of their presence in the general public. This study aims to determine the prevalence of VRE in the Tampa Bay area by randomly testing commonly touched items: dollar bills and credit cards. The cash and credit cards were tested for the presence of enterococci; positive samples were tested further for the most common genes associated with VRE, van-A and van-B. This was done by comparing the samples with positive van-A and van-B samples from a lab. One hundred dollar bills were obtained from bay area hospitals, and one hundred from the general public (schools, libraries, gas stations, etc.). Twenty credit card samples were analyzed. Enterococci were abundant, but VRE-associated genes were found on less than 1% of the positive samples. These results indicate that the general public is in contact with enterococci on a daily basis, but probably safe from the dangers of VRE. That VRE was detected at all in the community means that immunocompromised individuals should exercise care when handling cash or credit cards, and healthy individuals should practice appropriate hand washing practices.

Posters and Artwork Noon-1 p.m. *continued*

Rooms 1-451-453

Brandon Klee

Antimicrobial effects of Callicarpa americana

Antibiotic resistant bacteria are an increasing problem in the medical field. Due to the growing number of antibiotic resistant bacteria many pharmaceutical companies as well as health professionals are seeking alternative sources to control the growth of these problematic organisms. The goal of this study was to assess potential antimicrobial effects of local flora. Research was based on Native American folklore indicating antimicrobial effects of several indigenous Florida plants. *Callicarpa americana* is a vascular plant commonly found throughout Florida. Samples of *C. americana* were collected for analysis. Various portions of the plant were prepared for antimicrobial analysis. The berries of the plant had no effect on microbial growth. The leaves of the plant were desiccated and pulverized and applied to agar plates with either gram positive bacteria (*Staphylococcus aureus*) or gram negative bacteria (*Escherichia coli*). The leaf material had no effect on the growth of *E. coli*, however showed a zone of inhibition when plated with the *S. aureus*. These results indicate a potential for *C. americana* to inhibit the growth of gram-positive bacteria.

Timothy Francis Rafalski

Investigations into the differences in protein expression of Proteus mirabilis in select carbohydrate sources

Proteus mirabilis is a bacterium with two morphs that is known to cause specific disease in humans. These bacteria have several biochemical pathways enabling to utilize various carbohydrates as an energy source. The goal of this study is to examine the effects of growth in selective carbohydrate media. The aim of the research was to determine if a bacterium grown in a selective media initially prefer to use that media when given a choice of several carbohydrate alternatives. *P. mirabilis* was grown in different carbohydrate broths for several generations to acclimate the strain. These acclimated strains were then plated together to observe formation of Dienes lines. The acclimated strains were then plated on an agar dish containing 4 carbohydrate choices and incubated to observe carbohydrate preference. Proteins were extracted from acclimated strains and protein expression was assessed using 2D analysis. No Dienes lines were observed but a reduction of growth as colonies meet has been observed. All the carbohydrate sources, with the exclusion of oligosaccharide-only tube, have shown growth. Differences in protein expression were observed. We have confirmed that *P. mirabilis* has evolved to utilize a variety of carbohydrate sources through various biochemical pathways.

Jessica J. Small, Grant C. Trier and Charles T. Lutz

Faculty mentors: Dr. Monica Lara and Dr. Heyward H. Mathews

Artificial Reef Sediment Experiment-Biological Analysis

Sediment samples were collected from local artificial reefs and natural ledges. Artificial reefs are believed to enhance an area by increasing abundance and diversity of organisms. Samples were collected from immediately adjacent to the reef and from a distance away from the reef. The sediment samples were preserved in formalin and ethanol and stained with Rose Bengal to reveal the organic material. Benthic infauna was sorted into various taxa. Based on preliminary observations benthic populations differ in the two types of samples. Organisms are currently being taxonomically identified to look for differences in patterns of biodiversity and abundance.

Jessica J. Small, Grant C. Trier and Charles T. Lutz

Faculty mentors: Dr. Monica Lara and Dr. Heyward H. Mathews

Artificial Reef Sediment Experiment-Sediment Analysis

Sediment samples were collected from local artificial reefs and natural ledges. Artificial reefs are believed to enhance an area by increasing abundance and diversity of organisms. Samples were collected from immediately adjacent to the reef and from a distance away from the reef and were sifted to obtain size fractions. The results showed that a higher percentage of coarse sediment is present in the reef-adjacent samples. Components of the coarse sediment of biological origin are being sorted and identified. Major components include gastropod and bivalve shells, echinoderm spines, calcareous polychaete tubes and hard coral fragments.

Brittany Barbara

Abundance and seasonality of marine plankton in the Northern Gulf of Mexico

The time planktonic stages of marine organisms, both holo- and meroplankton, stay suspended in the water column before recruitment/settlement can be affected by seasons, among other physical conditions. I conducted a year-long sampling during each season of local Gulf waters using a 333 um mesh drag plankton net along a 25 meter path for two passes making a total 6.3x10⁵cm³ of water sampled each time. The net was pulled by hand from the Crystal Beach Pier, an established pier with a variety of benthic environments including sea grass beds, organism covered pilings, and nearby mangrove prop roots. The percent abundance of phytoplankton was found to be higher in the colder months that were sampled compared to zooplankton and the reverse held true for the warmer seasons. In the beginning of spring, around mid-February, samples yielded the first stages of polychaetes and developed weekly from there; while during the summer months, gastropod veligers and bivalves began to appear in the samples. These results could be used to make a correlation between the spawning of specific species of heterotrophic organisms in relation to the species or plankton stages of these primary producers. Larval recruitment of fishes, as well, could be connected to this seasonality of specific planktonic species.

Art Work Display

Hannah Foster *Discovery*

Travelling is life's greatest teacher. The visual feasts for the eyes, the unique aromas and the cultural immersions experienced while travelling cannot possibly be contained in a single photograph. Yet, a photographer always attempts to capture the unique beauty of each place visited and to preserve the moment one picture at a time. This is but one set of life's lessons discovered on the road.

Maria Thurber *Dress Made Out of Recycled Materials*

In celebration of Earth Day, the 5th Annual Trashy Fashion Show rocked the Largo Cultural Center! For the event, 41 amateur 'trash'ion models hit the runway and competed for prizes. This presentation shows a dress is designed by Maria Thurber, and modeled by Deniann Grant. The dress demonstrates that beauty can be achieved through recycled materials. Made from 6 large paper bags, 5 plastic shopping bags, 2 folders, 1 old gift bag, 3 bottle caps, and 2 magazines this dress exhibits the creative uses of recycled materials. Using a mix of pastel colors, infused with an electric purple and modest pink throughout the design composition, Thurber presents an eye catching creation. The bow in the back of the design represents the grace and beauty of women everywhere. Her dress design compliments the poise and elegance in the curves of a woman's body. The dress won runner up at the 5th Annual Trashy Fashion show.

Multi-Lecture (60 Second) Seminar 1-2 p.m.

Faculty Moderator: Professor Joe Leopold, Director of Learning Resources

SPC will host its second Multi-Lecture Seminar this year. Based on a practice started by many prominent universities, the Multi-Lecture Seminar brings a fast-paced and exciting new form of learning and presentation to this year's conference.

The seminar will be composed of several speeches given by students, each sixty seconds or less, centered around the conference theme of Interdisciplinary education, drawing mostly from their personal educational experiences or education as an investment. For the students, these speeches will challenge their creativity while imparting lessons of critical thinking and presentation. Audience members will gain insight into the thoughts of our best students on their experiences.

The mission of the Honors College is to provide an exemplary education and build an intellectual community that encourages creativity, deeper understanding, leadership qualities and critical thinking skills for our most talented and motivated students. We believe in the strength and necessity of outstanding undergraduate education and support excellence, educational commitment, intellectual depth and cultural awareness of our students.

Acknowledgements

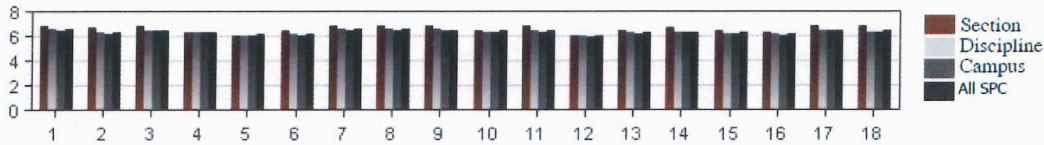
The Sixth Annual Honors College Collegiate Research Conference was developed with a support of many dedicated students and faculty. We are so thankful for the honors students, honors professors and faculty mentors and support staff for their collaborative work, enthusiasm and wonderful ideas. Further thanks go to EpiCenter personnel for hosting this event, Banquet Masters, Honors Interdisciplinary Program Professors, Honors College Student Consortium, Honors College students, Dr. Richard Mercadante, Dr. Dean Kohrs, Professors Joe Leopold and Linda Yackle, and Mary Kennedy, Kathy Federico, Alan Martinez, and many others who helped in the planning, organization, and execution of this conference.



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, 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 [Error! Hyperlink reference not valid.](#)

Sample SSI Report

Below is an example of the SSI report which is available to instructors and program administrators after all grades have been posted.



SSI Survey Questions	Section	StdDev4	Discip	Campus	SPC
1 CI The instructor demonstrated a thorough understanding of the course materials.	6.80	0.4	6.54	6.48	6.53
2 CI The course materials were presented effectively.	6.67	0.6	6.32	6.25	6.31
3 CI The instructor explained the grading system.	6.80	0.6	6.53	6.46	6.51
4 CI The instructor made effective use of examples and illustrations.	6.27	1.2	6.33	6.31	6.36
5 CI The instructor provided helpful feedback about my performance.	6.13	0.9	6.07	6.01	6.15
6 CI In this course, I considered ideas different from my own.	6.40	0.8	6.17	6.04	6.18
7 PO The instructor covered the course objectives that were identified in the syllabus.	6.93	0.3	6.59	6.53	6.58
8 PO The instructor graded my assignments based on the course materials.	6.80	0.4	6.58	6.52	6.57
9 PO The instructor was consistently prepared for the course.	6.87	0.4	6.54	6.49	6.52
10 PO The instructor provided activities relevant to course topics.	6.47	0.9	6.40	6.39	6.48
11 PO The instructor was available for individual help if needed.	6.93	0.3	6.42	6.35	6.41
12 PO The instructor used a variety of teaching methods in the course.	6.00	1.1	6.03	5.96	6.09
13 FE The course stimulated me to think in new ways about the subject matter.	6.53	0.7	6.28	6.16	6.29
14 FE The instructor increased my understanding of the subject matter.	6.73	0.5	6.37	6.27	6.36
15 FE The instructor created an atmosphere that encouraged me to learn.	6.40	1.3	6.25	6.17	6.27
16 FE The instructor made this course interesting.	6.27	1.5	6.14	6.02	6.16
17 FE The instructor encouraged mutual respect within my course.	6.80	0.4	6.51	6.45	6.52
18 FE In this course, I was challenged to do my best work.	6.80	0.4	6.33	6.37	6.45
Composite Scores					
FE Faculty Engagement	6.59	0.9	6.31	6.24	6.34
PO Preparation and Organization	6.66	0.7	6.43	6.37	6.44
CI Course Instruction	6.51	0.8	6.33	6.26	6.34

What are the strengths of this course (your instructor, course content, etc.)?

1. instructor gave us a good amount of time to work on paper
2. I thought I would know most of the information in this course but I didn't. I liked the textbook.
3. When I needed to contact the instructor, he responded almost immediately and was very helpful and provided feedback. I thoroughly enjoyed the discussions—they were stimulating and allowed me to get feedback on my own thoughts and opinions, as well as take in and consider other's ideas. I learned a great deal from the discussions!

How could the instruction in this course be improved?

1. Perfect just the way it is
2. Maybe give some quizzes in the modules to prepare the students for the midterm and final exam.
3. I loved the discussions, but quizzes, tests, or assignments might have been helpful, too.

St. Petersburg College

FACULTY EVALUATION AND PROFESSIONAL DEVELOPMENT PLAN

Name	Employee ID#	Program/Campus/Site	Academic Year
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If you wish, you may attach to this form a description of your activities and appropriate supporting materials related to this evaluation. The supporting materials will be returned to the Faculty Member. As the first step of the annual evaluation process, the Faculty Member will complete a self-assessment of each item and propose goals for the coming year. The supervisor will then evaluate the Faculty Member and discuss the professional development of each item and propose goals for the coming year. The supervisor will then evaluate the Faculty Member and discuss the professional development plan. Below are the evaluation scales.

FACULTY SELF-ASSESSMENT SCALE		SUPERVISOR'S SCALE	
ST =	This is a real strength of mine.	EE =	Exceeds Expectations.
P =	I am proficient in this area.	ME =	Meets Expectations.
NP =	Not as proficient as I would like to be.	BE =	Below Expectations.
NA =	Not Applicable.	U =	Unsatisfactory
			Performance which always meets and exceeds the high standards of SPC faculty.
			Performance which generally meets the high standards of SPC faculty.
			Performance in some area(s) is below what is normally expected of SPC faculty. Improvement is required.
			Performance does not meet the expectations of SPC faculty.

A. Effectiveness as a Faculty Member	Self Assessment	Additional Comments
1. Reviews and updates the content of courses and curricula within the discipline.		
2. Develops organized course materials and presentations.		
3. Is available outside of class to help students.		
4. Uses current teaching techniques appropriate for meeting the course objectives.		
5. Incorporates course materials/activities to promote listening, speaking, writing and higher order thinking skills.		
6. Demonstrates enthusiasm for learning.		
7. Demonstrates current knowledge of academic discipline.		
8. Demonstrates advanced planning and preparation for instruction.		
9. Keeps accurate records (i.e., grades, attendance rosters, test scores, etc.)		
10. Demonstrates a respect for individual and socio-cultural differences.		
11. Uses current, appropriate technology, materials and tools when available.		
12. Shows consideration for the needs of students.		
13. Contributes to the success of students at risk and to their retention in the College.		
14. Develops course syllabi, handouts, tests, etc. that reflect high quality content and appearance.		
15. Encourages active learning.		
16. Maintains academic standards appropriate to the course.		
17. Maintains professional rapport with students.		
18. Encourages students to pursue appropriate College services (e.g., counseling, financial aid, learning support, etc.)		

Supervisor's Evaluation:
Comments:

B. Contribution to College Effectiveness	Self Assessment	Additional Comments
1. Shows consideration for the needs of others.		
2. Is professional in working with faculty, staff, and administrators.		
3. Completes College responsibilities, assignments, and administrative responsibilities effectively and on time.		
4. Is prompt in keeping appointments with colleagues and students, arriving at work, attending meetings, etc.		
5. Is flexible and adaptable in meeting program needs.		
6. Participates in program meetings, activities, committees and/or special projects.		
7. Follows current College and program policies and procedures.		

8.	Participates in site and Collegewide committees, activities, and/or special projects.		
9.	Participates in Program Planning Assessment and achievement of outcomes and indicators.		

Supervisor's Evaluation:

Comments:

C. Professional Development and Scholarship

Goals from last year and degree to which each was met:

Goals for next year:

Recertification Status	Start Date for Current Period:	End Date for Current Period:	Date Requirements Completed:
Professional Development Activities (Note that the recertification requirement may be satisfied by either one Category 1 OR two Category 2 activities during a recertification period. Please see the descriptions of activities in each category following Section D and describe your activities for each applicable category to include the category reference, e.g., 2c. Appropriate supporting materials may be particularly important for this area.) You will choose either one (1) activity from Category 1 OR two (2) activities from Category 2.			Category 1. (One Activity Required Per Two Year Period):
Category 2. (Two Activities Required Per Two Year Period):			

Supervisor's Evaluation:

Comments:

D. Overall Rating:

Supervisor's Overall Comments:

Signature of Supervisor

Date

Faculty Member's Comments:

I Agree

I Disagree with the rating

Comments:

Signature of Faculty:

Date

Site Administrator's Comments:

Comments:

Signature of Site Administrator:

Date

Activity Category 1 (one activity required per two year period)	Activity Category 2 (two activities must be completed per two year period)
<p>a) Demonstrated completion of graduate or upper division undergraduate coursework, earning one or more official college credits in areas relevant to education, technology, or discipline-specific topics. Non-related coursework must be pre-approved by the program director or supervisor;</p> <p>b) Demonstrated completion of coursework to meet licensure and/or certification requirements related to College employment;</p> <p>c) Taught graduate or upper-division undergraduate courses at a regionally accredited college or university, courses that are not part of the St. Petersburg College curriculum;</p> <p>d) Completed development of an existing course for online delivery, including completion of the online training course;</p> <p>e) Completed development of a new course;</p> <p>f) Completed or co-authored or fully revised discipline-related publications, including a text, workbook, article in a refereed journal, or materials related to instructional strategies;</p> <p>g) Completed one-year of service in an official capacity for a state or national professional organization, such as service as president, or chair of an on-going committee, i.e., participation that requires a significant amount of time;</p> <p>h) Participated actively in the College's C & I Committee, or as a member of the Executive Committee of the Faculty Governance Organization; and,</p> <p>i) Completed creative work, such as research or development of products, appropriate to the academic and scholastic setting, that required a significant commitment of time and effort, as well as prior approval of the program director or supervisor.</p>	<p>a) Demonstrated completion of a continuing education course;</p> <p>b) Demonstrated, with documentation, participation in professional activities, e.g., seminars, workshops, conferences, lectures;</p> <p>c) Developed a new presentation and presented it at a regional, state, or national professional organization's meeting, with approval of the program director or supervisor;</p> <p>d) Published a discipline-related article or a book review in a non-refereed professional journal or a newspaper;</p> <p>e) Demonstrated participation in juried art shows, including fine arts, music, or in community groups related to one's discipline, e.g., the Community Band, Mainsail Art Show;</p> <p>f) Demonstrated completion of independent study, including instructional technology skill enhancement courses offered through Instructional Technology, SPD, or Corporate Training Services that are at least 8 hours in length;</p> <p>g) Demonstrated completion of Information Literacy training opportunities;</p> <p>h) Demonstrated completion of a grant proposal wherein a statement of need, program components to address the need, and an evaluation component are all presented;</p> <p>i) Served on a College-wide standing committee, including Faculty Senate (other than those mentioned in Category 1) or a campus committee, or special focus group, with prior approval of the program director or supervisor;</p> <p>j) Participated in an Industry Exchange Program;</p> <p>k) Engaged in community service activities that reflect goals or directions of the College, e.g., serve on the Advisory Board of the City of St. Petersburg's Weed and Seed Committee, with prior approval of the program director or supervisor; or,</p> <p>l) Other activities, e.g., serving as an advisor for PTK or the Student Nurses' Association, that are approved by the provost and the program director or supervisor.</p>

February 19, 2013

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: Faculty Contract Recommendations

The faculty contract review process was completed on February 4, 2013. The deans or program directors addressed a number of factors associated with each faculty member as part of the decision making process. These factors include:

- Student Surveys of Instruction
- Grade Distributions
- Student Success Rates
- Participation in Out of Class Support
- Teamwork
- Class Observations
- Strengths
- Areas for Improvement
- Professional Development.

The information associated with each faculty member was presented to the Senior VP of Academic and Student Affairs and followed by a subsequent meeting with the president to ensure a thorough review was accomplished.

One hundred and thirty one faculty were reviewed. Of these 97 were for annual contracts, 33 continuing contracts and 1 six month contract. The results are attached with:

- 98 approved for annual
- 23 continuing
- 6 delayed decisions until May
- 1 six month contract
- 1 resignation
- 2 non-renews

The results are very encouraging and demonstrate St. Petersburg College's continued commitment to student success and academic excellence as demonstrated in our faculty selection

and review processes. We attract quality faculty who join our ranks and uphold our mission where excellence in teaching and learning are paramount.

Anne Cooper, Senior Vice President for Academic and Student recommends approval.

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

Recommend appointment to a contract (2013-2014), contingent upon the successful completion of satisfactory service in the current contract year. These individuals are serving in a 12-month position.

Effective Date	Name	Title	Department
08/01/2013	Afienko,Kenneth J	Instructor-12 month	BA Programs/UPC
08/01/2013	Andrasik,Stephen J.	Academic Dep. Chair	Natural Science SPG
08/01/2013	Barnes,Jonathan A	Academic Dep. Chair	Fine & Applied Arts CL
08/01/2013	Bennett,Rachel	Instructor-12 month	Baccalaureate Programs/UPC
08/01/2013	Biggs,Marie C	Instructor-12 month	College of Education
08/01/2013	Brannon,Brandi L	Instructor-12 month	Nursing HC
08/01/2013	Brown,Geoffrey K.	Instructor-in-Charge	Fire Science AC
08/01/2013	Butz,Floyd	Instructor-12 month	BA Programs/UPC
08/01/2013	Chmielewski,Thomas	Instructor-12 month	BA Programs/UPC
08/01/2013	Coronel,Rina S.	Instructor-12 month	BA Programs/UPC
08/01/2013	Delgato,Margaret	Academic Dep. Chair	Natural Science TS
08/01/2013	Fernandez,Roberto	Academic Dep. Chair	Business Technologies TS
08/01/2013	Fullard,Jeani Z	Instructor-12 month	College of Education
08/01/2013	Gilleland,Amanda H	Academic Dep.Chair	Natural Science SE
08/01/2013	Grinnell,Lynn Dean	Instructor-12 month	BA Programs/UPC
08/01/2013	Harper,Mary E.	Instructor-12 month	College of Education
08/01/2013	Heinze,Naesothan D.	Instructor-12 month	College of Computer & IT CL
08/01/2013	Hughes,Michael E.	Instructor-12 month	Criminal Justice AC
08/01/2013	Kelly,Andrea J	Instructor-12 month	College of Education
08/01/2013	Kolonoski,David E.	Academic Dep.Chair	Mathematics SPG
08/01/2013	Kronschnabl,Jeffery P.	Instructor-in-Charge	BA Programs/UPC
08/01/2013	Louis,Louisana	Instructor-12 month	Nursing HC
08/01/2013	Mossgrove,Terri Lynn	Instructor-12 month	College of Education
08/01/2013	Murphy,Beth E	Instructor-12 month	BA Programs/UPC
08/01/2013	Norman,Anja	Academic Dep.Chair	Social Science CL
08/01/2013	Oakley,Shirley	Academic Dep.Chair	Letters CL
08/01/2013	Odutola,Adeniji A.	Academic Dep Chair	Ethics SPG
08/01/2013	Osovitz,Michelle M.	Instructor-12 month	BA Programs/UPC
08/01/2013	Panuthos,Nicolle E	Academic Dep. Chair	Business Technologies SE
08/01/2013	Poulin,Michael T.	Instructor-12 month	College of Education
08/01/2013	Rasor,Carol E.	Instructor-12 month	BA Programs/UPC
08/01/2013	Rewald,Charles P.	Instructor-12 month	Nursing HC

08/01/2013	Risberg,Chrissy	Academic Dep. Chair	College of Computer& IT TS/SE
08/01/2013	Shellhorn,Wendy L	Instructor-12 month	BA Programs/UPC
08/01/2013	Smith,Christine M.	Academic Dep. Chair	College of Computer & IT CL
08/01/2013	Stumpe,Kim M.	Academic Dep. Chair	Natural Science CL
08/01/2013	Trede,Teri A	Instructor-12 month	BA Programs/UPC
08/01/2013	Watkins,Nancy A.	Instructor-12 month	College of Education
08/01/2013	Watts,Dorraine D.	Instructor-12 month	BA Programs/UPC
08/01/2013	Wilber,Robin S.	Instructor-12 month	BA Programs/UPC

Recommend appointment to a contract (2013-2014), contingent upon the successful completion of satisfactory service in the current year based on 36 ECH.

Effective Date	Name	Title	Department
08/15/2013	Adams,Michael P	Instructor	Natural Science SE
08/15/2013	Albrecht,Osiris P.	Instructor	Foreign Language SE
08/15/2013	Beck,Sandra K	Instructor	College of Computer & IT SPG
08/15/2013	Brzezinski,Sara B	Instructor	Social Science SE
08/15/2013	Bueller,Daniel J	Instructor	Mathematics SPG
08/15/2013	Clem,Angela S	Instructor	Nursing HC
08/15/2013	Cools-Stephens,Janice A	Instructor	Letters SPG
08/15/2013	Cooper,Thomas S	Instructor	Fine & Applied Arts CL
08/15/2013	Copeland,Jacqueline	Instructor	Mathematics SPG
08/15/2013	Culligan Jr,Michael P	Instructor	Social Science CL
08/15/2013	DeNooyer,Ericjan D	Instructor	Mathematics SE
08/15/2013	Escott,Maria	Instructor	Letters SE
08/15/2013	Everhart,Colin M	Instructor	Natural Science CL
08/15/2013	Farmer,Buddy Brisco	Instructor	Mathematics SPG
08/15/2013	Fleming,William J	Instructor	Social Science SPG
08/15/2013	Garrison,Christopher M	Instructor	Nursing HC
08/15/2013	Gibbons,Linda K.	Instructor	Nursing HC
08/15/2013	Goergen,Erin M	Instructor	Natural Science CL
08/15/2013	Grano,Barbara S.	Acting Instructor	Ethics SE
08/15/2013	Greenberg,David L	Instructor	Fine & Applied Arts SPG
08/15/2013	Hamilton,Ronald Shane	Instructor	College of Computer & IT DT
08/15/2013	Italia,Mark P	Instructor	Natural Science CL
08/15/2013	Jahosky,Michael T.	Instructor	Fine & Applied Arts SPG
08/15/2013	Johnson-Lewis,Erika L	Instructor	Fine & Applied Arts CL
08/15/2013	Joyce,Dawn M.	Instructor	Letters CL
08/15/2013	Karol,Amy L	Instructor	Letters TS
08/15/2013	Kishbaugh,Greta L	Instructor	Business Administration SE
08/15/2013	Krueger,Amy	Instructor	Dental Hygiene HC
08/15/2013	Laporte,Anthony M.	Instructor	Fine & Applied Arts SE
08/15/2013	Lindsey,Jeffrey T.	Instructor	Emergency Med. Services HC
08/15/2013	March,Tina L	Instructor	Letters SPG

08/15/2013	Mazarakis, Pelagia J	Instructor	Mathematics SE
08/15/2013	Muehl, Nathan	Instructor	Fine & Applied Arts SPG
08/15/2013	Nelson, Nydia N	Instructor	Mathematics SPG
08/15/2013	Newsom, Tara	Instructor	Social Science SPG
08/15/2013	Olsen, Sharon A.	Instructor	Social Science TS
08/15/2013	Restom Gaskill, Teresa	Instructor	Natural Science SPG
08/15/2013	Ringold, Carol A	Instructor	Letters SPG
08/15/2013	Robinson, Diane J	Instructor	Nursing HC
08/15/2013	Rosengarten, Shelbey C	Instructor	Letters SE
08/15/2013	Rupp, Marc	Instructor	Nursing HC
08/15/2013	Scanlon, Maura A	Instructor	Natural Science SE
08/15/2013	Schneider, Virginia B	Instructor	Nursing HC
08/15/2013	Schroeder, Daniel C	Instructor	Natural Science SPG
08/15/2013	Seetharaman, Shyam	Instructor	Social Science SPG
08/15/2013	Sinclair, Steven G.	Instructor	Fine & Applied Arts SE
08/15/2013	Smisek, Maria G.	Instructor	Nursing HC
08/15/2013	Stephanides, Ourania Z.	Instructor	Mathematics TS
08/15/2013	Thomas, Kory B	Instructor	Physical Therapist Asst HC
08/15/2013	Tillman, Adrian D	Instructor	College of Computer & IT TS
08/15/2013	Torres, Renee S.	Instructor	Mathematics CL
08/15/2013	Unger, Matthew	Instructor	Fine & Applied Arts SE
08/15/2013	Valentine, Anthony G	Instructor	Speech - Letters SPG
08/15/2013	Vanauken, Todd R	Instructor	Radiography HC
08/15/2013	VanBourgondien, Martin	Instructor	Emergency Med. Services HC
08/15/2013	Vaughan, John T.	Instructor	Natural Science SPG
08/15/2013	Worden, James G	Instructor	Natural Science SPG
08/15/2013	Wu, Xin	Instructor	Natural Science SPG
08/15/2013	Zombek, Angela M	Instructor	Social Science CL

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

ssw020713

Enrollment Marketing

Progress and Potential

Office of Marketing & Public Information

Presented to SPC Board of Trustees
Feb. 19, 2013

Within Reach

Since February 2012

- ✓ Launched *Within Reach* campaign
- ✓ Adjusted media strategy
 - Buy's aimed more strategically at target markets identified by consultant Clarus Corp.
- ✓ Shifted to year-round brand awareness
- ✓ Mass marketing to better-targeted age groups
- ✓ Niche marketing to “low-hanging fruit”
 - applied/not enrolled
 - current students
 - transient students
 - prior non-completers
 - recent HS graduates
 - non-credit students
 - veterans

Within Reach

Since February 2012

✓ Hired Social Media Marketing Specialist

Facebook “likes”	> 8,600
Twitter followers	> 800
Linked In followers	> 1,600
YouTube subscribers	> 1,350
YouTube video views	> 1.4–million



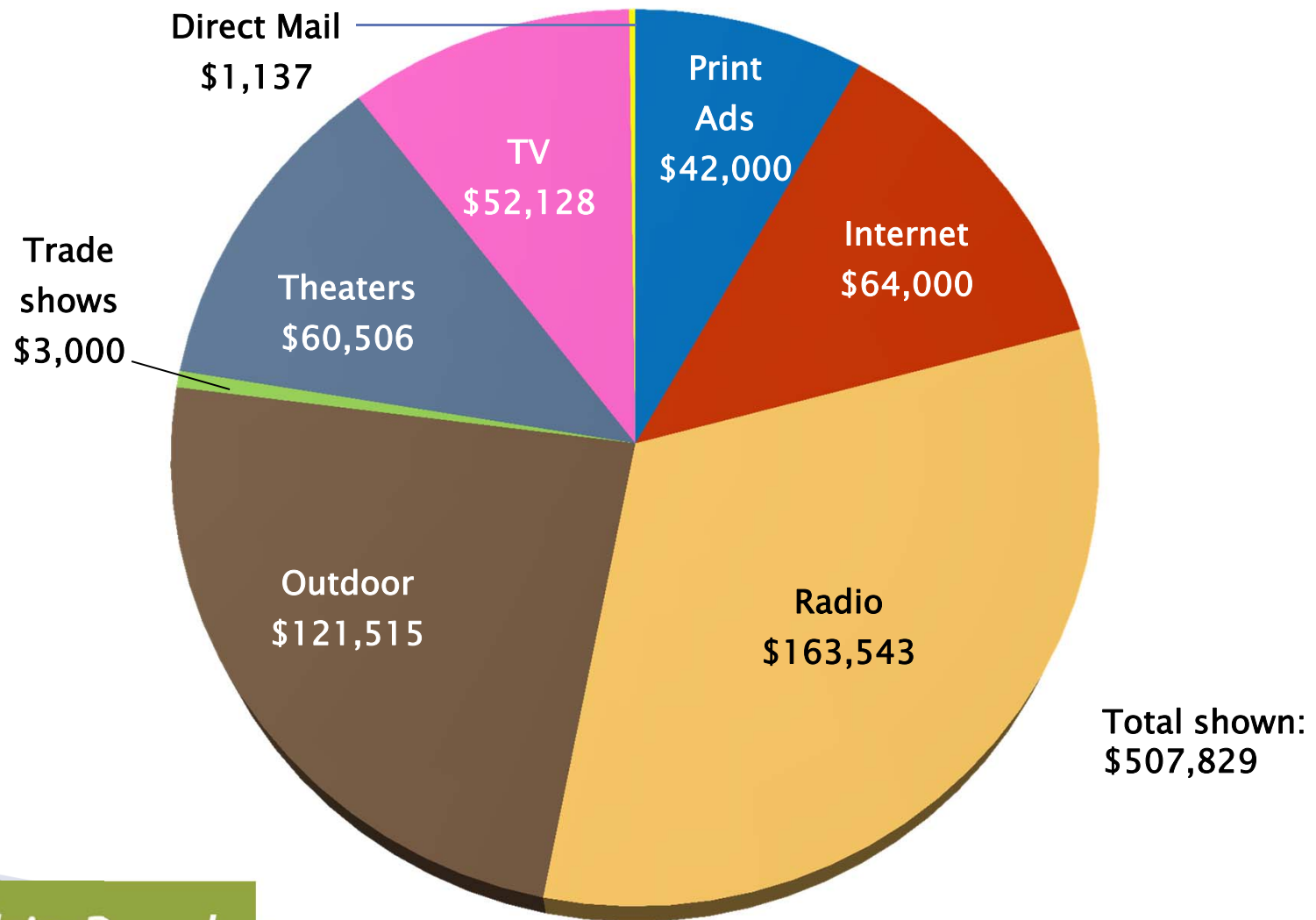
✓ TV station merged with video services

✓ Continued overhaul of external website

- updated content
- fresh look
- better navigation

Within Reach

Advertising budget 2012-13



Within Reach

Transition and transformation

CURRENT CONDITION:

- ✓ Transition underway
- ✓ 3 staff vacancies, including Director of Marketing

NEED:

- ✓ Take marketing to the next strategic level

EXPERT GUIDANCE:

OrangeTheory
fresh ideas

Trimeka Benjamin



Within Reach

2013 and beyond

- ✓ Divert money from traditional media (such as movie theaters) to digital and grassroots campaigns
- ✓ Continue transitioning from traditional, brand-recognition marketing to specific calls-to-action

Within Reach

2012 Facebook ads

St. Petersburg College



A career in science – within reach. Convenient. Affordable. Small class sizes. Caring faculty. Classes available online.

St. Petersburg College



A career in technology – within reach. Convenient. Affordable. Small class sizes. Caring faculty. Classes available online.

St. Petersburg College



A music career – within reach. Convenient. Affordable. Small class sizes. Caring faculty. Classes available online.

2013 and beyond

- ✓ In partnership with Enrollment Management:
 - develop stronger marketing strategy for Hispanic and other minority markets
 - integrate CRM (customer–relationship management) software/strategy to gather data and enhance recruitment effectiveness
 - upgrade texting and email capabilities
 - pursue live online chats with potential students



Within Reach

2013 and beyond

- ✓ In partnership with Student Affairs:
 - continue to solidify our marketing strategies for retention of current students
- ✓ In collaboration across SPC:
 - ensure that SPC's message stays strategic/consistent
 - empower colleagues to strengthen brand message

St. Petersburg College

Branding and Visual Identity Guide

What is a brand and why is it important?

Brand is not a logo or tagline. The brand is how our audience perceives us. It is the promise of what SPC offers the community it serves. As part of a comprehensive research effort, SPC set out to discover what made SPC unique. Based on focus groups and surveys with community, alumni, current students and staff, several unique attributes were identified. They include:

SPC St. Petersburg
College
MARKETING AND PUBLIC
INFORMATION

Within Reach

Transformation and transition

- ✓ SPC will have a refined digital marketing plan for 2013–14
- ✓ With plan in hand, SPC will launch a national search for a new Director of Marketing & Public Information
- ✓ The evolution will continue

Within Reach

Questions?

Within Reach

Developmental Education

Growth in Number of Students Placed in Developmental Education - Statistics recently presented to the Florida House of Representatives' Higher Education and Workforce Subcommittee showed that, over the past five years, placement of students into Developmental Education courses had increased from 128,000 students to more than 169,000 students. Over that period, St. Petersburg College's Developmental Education enrollment increased from 7,629 to 9,232 for an increase of 21%.

Low Throughput of Developmental Education Students - Although no specific data was presented to the Subcommittee, comments were made that the present delivery model for Developmental Education produces limited positive results and has become more of a barrier to student success than an aid. Students who spend multiple semesters in developmental education, rather than in courses that help them meet their career goals, become discouraged and often do not finish a program of study.

Who is Placed in Developmental Education Courses – Data was presented to the House Subcommittee showing that the number of recent high school graduates enrolling in Developmental Education courses had declined by about 8%, the number of older students placed into such courses had increased by roughly 45%. Data from the Florida College System showed that in 2010-11, 54.5% of students enrolled in developmental math courses, 22.5 % enrolled in reading courses, and 23% enrolled in writing courses. For that same year, St. Petersburg College reported 63.3% of its developmental enrollment was in math courses with 18.5% in reading and 18.2 % in writing. For the 2012–13 fall term, 15.9% of all students at SPC were enrolled in at least one developmental course.

Changes Recommended to the Florida House of Representatives - Among the recommendations presented to the House Subcommittee from Complete College America were the following:

- The content in required credit courses should align with a student's academic program of study, particularly in math.
- The default placement of students should be in college credit courses rather than in Developmental courses.
- When needed, additional academic support should be provided as a co-requisite with credit courses rather than as a pre-requisite.
- Multiple measures should be utilized when determining whether a student should require remediation.
- Students should immediately begin taking college credit courses rather than be restricted to developmental courses.
- Delivery methods for developmental programs need to be more varied and focus on mastery of the necessary skills rather than the time to acquire those skills (e.g. working with content modules rather than courses).

The discussion among Representatives during and after the meeting indicated a strong sense that change from the current delivery model is needed.

The Florida Senate

On Wednesday, February 20, the Florida Senate will have its initial presentations on Developmental Education in the Senate Subcommittee on Education Appropriations. Individual members of the Senate have indicated the subject will be addressed this Session and that changes to the present model may be expected.

Dual Enrollment – The Dual Enrollment Program allows secondary or home schooled students to enroll in a postsecondary course that provides both credit toward a high school diploma and credit toward a postsecondary degree or certificate. A dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. The school district or college is to provide students with textbooks free of charge.

Because students receive college credit at little or no cost to the student or family, the program has become extremely attractive. The estimated number of dual enrolled students for the 2011-2012 academic year in the Florida College System was 46,000 students.

Quality of Dual Enrollment Programs - Dual enrollment programs must be of the same quality and rigor in content as other college credit courses. Instructors must be credentialed and meet the same Southern Association of Colleges and Schools standards for delivering postsecondary education. Instructional materials used in dual enrollment courses must be the same as or comparable to, those used in courses with the same course prefix and number. Course requirements, such as tests, papers, or other assignments for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students.

Methods of Offering Dual Enrollment Courses - Dual enrollment courses may be offered at a public school site, on a college campus, or through virtual instruction. Early admission is also a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and an associate or baccalaureate degree. Courses may be conducted during school hours, after school hours, and during the summer term. The success of dual enrolled students contributes to determining a school and school district's performance grade.

Funding Issues - Funding received by the school districts is not mandated to be shared with the colleges. The result has been that colleges are offering dual enrollment courses without receiving either student tuition or state funding. The estimated cost in lost revenue to the system is about \$50 million dollars. At St. Petersburg College that amount of lost revenue from tuition and fees is approximately \$3.1 million.

As part of the Florida First in Education Performance Initiative, the Florida College System requested the Legislature provide \$10,000,000 to offset a portion of the annual \$50 million dollar loss in revenue. Further, the Higher Education Coordinating Council's December, 2012 final report recommended "the Florida Legislature should modify existing systems to provide Dual Enrollment funding to the institution providing the instruction."

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Governor's Budget Recommendation - The Governor's proposed budget for 2013-14 did not provide new funding specifically for dual enrollment costs. However, proviso language was contained in the public school sector requiring the public school districts to provide textbooks for dual enrolled students.

Legislation - No bills relating to dual enrollment have been filed yet for the 2013 Session and the appropriations process has not yet addressed the issue.

Workforce - The Governor and leadership in both houses of the Legislature continue to be focused on Florida's workforce. Legislation has been introduced to place more emphasis on career academies and industry certification programs in the public schools and to ensure the coursework in these academies and programs will transfer to postsecondary institutions for credit toward certificate or degree programs.

Performance Metric – The Florida College System has adopted a plan to prepare more students to meet the demands of Florida's employers. To accomplish this, the colleges have requested targeted appropriations to enable the expansion or creation of programs that prepare students for careers in high-skill/high-wage/high-demand occupations by providing competitive grant funding and performance funding for technical certificates, with a focus on industry certifications and STEM fields.

New Developments

\$10,000 Baccalaureate Degree – The Governor challenged the Florida College System institutions that offered baccalaureate degrees to offer new workforce degrees for \$10,000. St. Petersburg College was the first to accept the challenge and all of the other degree granting colleges have followed SPC's lead.

Governor's Budget Request – The Governor's budget request included \$13 million in grant funds to create or expand workforce programs that prepare students for careers in high-skill/high-wage/high-demand careers. St. Petersburg College appears positioned to compete for these funds. The budget request also includes \$14 million to be distributed to each college based on its performance on the following accountability metrics to demonstrate the institution's improvement and success in achieving the state's goals for higher education:

1. Percentage of graduates employed or enrolled in further education;
2. Average wages of employed graduates; and
3. Average cost per graduate.

These amounts exceed the \$20.5 million requested by the Florida College System.

Legislative Action – Both the House of Representatives and the Senate have had presentations on workforce issues. Among the major issues discussed has been reshaping the k-20 math curriculum to better reflect the requirements for future employment. Further discussion in committee is expected and targeted appropriations and performance measures will likely be included in each chamber's appropriations bill.

On-line Learning – St. Petersburg College continues to be one of the largest providers of online courses and degrees in Florida. From 3,922 students enrolled in the Fall 2000 term, enrollment had grown to 31,828 in the fall of 2011. The number of courses completely online has grown from 441 in the 2000-01 academic year to 3,657 courses in the 2011-12 year.

In 2012-13, eight (8) baccalaureate degrees are available completely online; nine (9) associate degrees are completely online; and fifteen (15) certificate programs are available online from SPC.

2012 Legislation Regarding the Florida Virtual Campus

Because of its leadership role in online education, St. Petersburg was chosen by the 2012 Legislature to be part of a degree completion pilot project with the University of West Florida, University of South Florida, and Florida State College at Jacksonville. Legislation passed but the funds appropriated to the University of West Florida as the lead institution were vetoed by the Governor. UWF, FSCJ and SPC have continued to work on the project during the past 9 months. It is expected that the Legislature will continue its emphasis on encouraging students who have “stopped out” to return and complete their degree by passing legislation and, hopefully, providing funding to encourage this joint effort by the remaining three colleges.

Study of Online Learning in Florida

The 2012 Legislature also mandated a study to determine the status of online learning in Florida and to make recommendations about its future. The Parthenon Group was contracted to conduct the study and identified four strategies for the Legislature to consider. Presentations on the report have been made to the Legislature during committee weeks this interim. Recently the Board of Governors Strategic Planning Committee decided to support recommendation 3 from the Parthenon Report which would designate a lead institution to drive development of new online offerings.

The Florida House has assumed leadership on the issue of online postsecondary education. Although no legislation has yet been filed, House leadership has indicated it expects such legislation to be released early in the 2013 Session.

Cost of Online Education versus Traditional Education Delivery Methods

No definitive evidence has been presented to show that online education is more or less expensive than traditional delivery methods. Although on-campus facilities need not be provided for students, other factors may offset the cost savings from facility avoidance. These include the cost to develop and continuously refresh online classes and cost of the technology to support it (servers, learning management systems, related staff, etc.) The major factors that determine the cost of either delivery method are the same: what will it cost to develop the course and refresh it; what will faculty be paid; and how many students are in the class?

Compression Funding – There is currently a range in full-time-equivalent funding for the colleges in the Florida College System. Based on the funding model used to develop the Legislative Budget Request, the range is currently 21.23 %. The system's budget request for 2013-14 is to provide \$12 million dollars to close the gap.

The Governor's budget proposes to both redirect funds currently allocated to colleges through the Community College Program Fund, and to provide additional funds. The result would narrow the gap to 5.96% for fiscal year 2013-14.

The Legislature has never chosen to redirect funds received by a college in prior years to other colleges. Compressing the range in funding by a redirection from one college to another would establish a precedent and may endanger the cooperation and mutual support that has been built within the system.

Public Education Capital Outlay (PECO) – The Division of Florida Colleges has requested the Legislature fund \$200 million for new construction projects and \$50.6 million for critical deferred maintenance, repair, and renovation projects for the 2013-14 fiscal year.

The Governor's budget did not include funding for any Florida College System new construction projects. The Governor's budget did include \$36.3 million for maintenance, repair, and renovation projects at the colleges.

Neither the Senate nor the House has released information on their capital outlay appropriations. With the decline in PECO revenue, the Legislature will have to find General Revenue or other sources if it is to provide significant capital outlay funds.

Student Fees – With the decline in state funding over the past seven years, the Florida College System has had to increasingly rely on student fees for its operating budget. From a stated legislative goal ratio of 75% state funding and 25% student fee funding, the present ratio is almost at 50 – 50. Some colleges have reached the point that they receive more funding from student fees than state revenue.

The Governor has pushed to restrict the growth in student fees. His budget recommendation does not include an increase in student fees for the 2013-14 fiscal year.

The Legislature has recognized the need for additional revenue for the colleges and has approved an increase in tuition for several years. Neither the Senate nor the House has released information about what their tuition policy will be for the 2013-14 budget.