

AGENDA

ST. PETERSBURG COLLEGE BOARD OF TRUSTEES APRIL 21, 2015

EPICENTER MEETING ROOM (1-453)
13805 – 58TH STREET N.
LARGO, FLORIDA

REGULAR MEETING: 9:00 A.M.

I. CALL TO ORDER

- A. Invocation
- B. Pledge of Allegiance

II. PRELIMINARY MATTERS

- A. Presentation of Retirement Resolutions and Motion for Adoption
 - 1. Sheryl Peterson (*Attending*)
 - 2. Kenny Patrick (*Attending*)
 - 3. Marsha Barlow (*Not Attending*)
 - 4. Gail Noah (*Not Attending*)
- B. Recognitions/Announcements

III. COMMENTS

- A. Board Chair
- B. Board Members
- C. President
 - 1. Mark Strickland – Interim Provost, Seminole Campus
 - 2. Jamelle Conner – Provost, St. Petersburg/Gibbs Campus
- D. Public Comment pursuant to §286.0105 FS

IV. REVIEW AND APPROVAL OF MINUTES

Board of Trustees' Meeting of March 17, 2015 (*Action*)

V. MONTHLY REPORTS

- A. Board Attorney
- B. General Counsel
- C. Leslie Morrow, Chair, Career Service Steering Committee (*Presentation*)

VI. STRATEGIC FOCUS AND PLANNING

A. STRATEGIC PRIORITIES

1. Grants Update – Jackie Skryd, Executive Director of Grants Development
(*Presentation*)
2. Midtown Update – Dr. Kevin Gordon, Provost, Downtown, Midtown and Mr. Jim Waechter, Associate Vice President Facilities Planning and Institutional Services (*Presentation*)

B. STUDENT SUCCESS AND ACHIEVEMENT

1. Academic Pathways – Dr. Jesse Coraggio, Associate Vice President, Institutional Effectiveness, Research, and Grants, and Keron Jean-Baptiste, Interim Associate Provost, St. Petersburg/Gibbs Campus (*Presentation*)

C. BUDGET AND FINANCE

1. FY14-15 March 31 Financial Report and FY15-16 Budget Update (*Presentation*) – Ms. Jamelle Conner, Associate Vice President, Business Services

D. ADMINISTRATIVE MATTERS

1. Human Resources
 - a. Personnel Report (*Action*)
 - b. New Faculty Cohort Demographics 2015 - 2016, Dr. Anne Cooper (*Presentation*)
 - c. Executive/Administrative/Managerial and Professional Annual Contract Recommendations (*Action*)
 - d. Equity Report (*Action*)

E. ACADEMIC MATTERS

1. Baccalaureate Update - Dr. Bill Law, President (*Presentation*) *

F. WORKFORCE DEVELOPMENT

1. Exploratory Labs – Student Perspective - Rafael Murga, Student, Brian Little, Student, and Dr. Jim Connolly, Director Corporate Training (*Presentation*)
2. Career Center Update, Dr. Marvin Bright, Provost, Tarpon Springs Campus (*Presentation*)

VII. CONSENT AGENDA

- A. OLD BUSINESS (items previously considered but not finalized)
- B. NEW BUSINESS
 - 1. GRANTS/RESTRICTED FUNDS CONTRACTS
 - a. Florida Department of Health – Emergency Medical Services (EMS) Matching Grant
 - b. Worknet Pinellas, Inc. d/b/a Career Source Pinellas – Training Agent Agreement
 - 2. BIDS, EXPENDITURES, CONTRACTS OVER \$325,000 - NONE
 - 3. CAPITAL OUTLAY, MAINTENANCE, RENOVATION, AND CONSTRUCTION - NONE
- C. INFORMATIONAL REPORTS
 - 1. Quarterly Informational Report of Exempt and Non-Exempt Purchases
 - 2. Quarterly Informational Report on Contract Items
 - 3. Removal of Certain Assets from Property Inventory

IX. PUBLIC ACCESS/UNAGENDAED ITEMS

X. PROPOSED CHANGES TO BOT RULES MANUAL –Public Hearing - NONE

XI. PRESIDENT’S REPORT

XII. NEXT MEETING DATES AND SITES

Board Meetings

Tuesday, May 19, 2015, Seminole Campus, Conference Center
(Provost Jim Olliver Retirement at 8:30a.m.; Meeting begins at 9:00 a.m.)

Tuesday, June 16, 2015, St. Petersburg Gibbs Campus, Room SS-222, Collegiate High School Building. (Provost Karen White Retirement at 8:30a.m.; Meeting begins at 9:00 a.m.)

Graduations

Friday, May 8, 2015, Collegiate High School Graduation, Palladium, begins at 6:00 p.m.

Saturday, May 16, 2015, Graduation, Tropicana Field, Ceremony begins at 10:00 a.m.

XIII. ADJOURNMENT

If any person wishes to appeal a decision made with respect to any matter considered by the Board at its meeting April 21, 2015, he or she will need a record of the proceedings. It is the obligation of such person to ensure a verbatim record of the proceedings is made, §286.0105, Florida Statutes.

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

***No packet enclosure**

Date Advertised: April 10, 2015

Confirmation of Publication

[Notice of meeting](#)

Mark Strickland

Interim Provost, Seminole Campus



- In his role as Associate Provost for the Downtown Campus, Mark Strickland has been a major contributor in the implementation and success of the College Experience, along with assisting and serving on numerous college wide initiatives and committees. In addition to his contributions as an Associate Provost, he also has been the Athletic Director since 2007. Mark served in various leadership roles with the Florida College System Activities Association (FCSAA).
- Mark joined St. Petersburg College in 2000 as a College Recruiter. In 2003, he was promoted to Coordinator of Enrollment Management and soon thereafter became the Director. Mark left Enrollment Management in 2011 to become the Associate Provost at the Downtown Campus. In addition to Mark's roles at SPC, he also has been an Adjunct Instructor for Barry University and the University of Tampa.
- Mark's upbringing, as a military dependent, allowed for him to live in multiple countries such as: Egypt, Italy, and Germany. In addition to his time overseas, Mark also lived in Georgia, Oklahoma, Alabama, Virginia and Florida.
- Mark settled in nicely in Florida, having graduated locally from Seminole High School. From there, Mark went on to earn an Associate's Degree from St. Petersburg College, a Bachelor's degree from the University of South Florida, and a Master's degree from Nova Southeastern. Mark is working towards earning a PhD in Community College Leadership and earned several doctoral credits at Colorado State University.

Jamelle Conner

Provost, St. Petersburg/Gibbs Campus



- In her role as Associate Vice President of Strategic Execution and Administrative Systems Support, Jamelle Conner has made significant contributions to the success of many academic and student affairs initiatives at St. Petersburg College. She leads the team responsible for college-wide strategic planning, developing and managing the college budget, and providing project management in support of academic and student services support.
- Jamelle joined St. Petersburg College in 2008, following several leadership roles among diverse organizations, including Tech Data Corporation, Progress Energy and the U.S. Department of Defense. Those positions took her from Pinellas County to Bristol, England — giving her both a local and international perspective.
- She is a graduate of the 2010 Florida State College Chancellor’s Leadership Seminar and served as an alumni participant for the 2012 Seminar cohort.
- A St. Petersburg native, she has a bachelor’s degree in Accounting and Computer Information Systems from Florida Southern College and an M.B.A. from the University of Tampa. Jamelle is working on her PhD in Leadership and Education with a specialization in Higher Education Administration from Barry University (she is scheduled to take her comprehensive exams in July).

CAREER SERVICE EMPLOYEE COUNCIL

SPRING TRAINING

- Hours
- Support
- Ties to the Evaluation

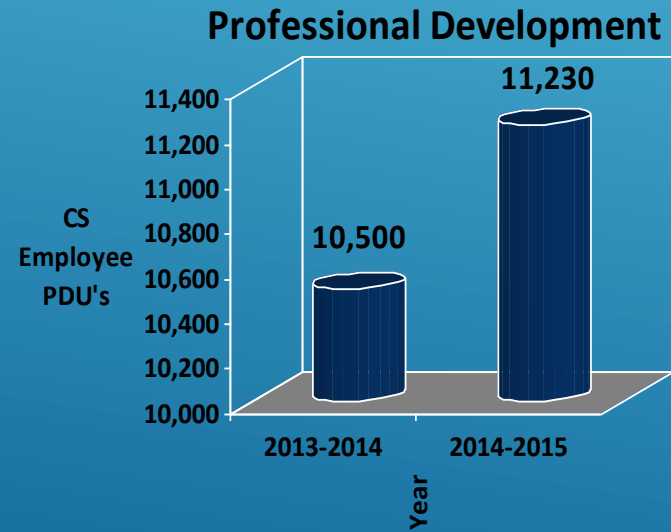
PROFESSIONAL DEVELOPMENT CERTIFICATE



APPRECIATION LUNCHEONS

CAMPUS	LUNCHEON DATE
Clearwater	April 28 th
Allstate Center	April 29 th
Health Ed Center	May 1 st
St. Pete/Gibbs	May 4 th
EPI	May 5 th
Seminole Campus	May 11 th
Tarpon Springs	May 12 th
DT/MT	May 20 th

- Celebrate Career Employees
- Recognize Prof Dev
- Face time and Q & A with Dr. Law



April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President



SUBJECT: Grants Development Department Update (Information)

The Grants Development Department has made significant headways in accessing funding to support St. Petersburg College's strategic priorities over the past three years. Since the College's reinvestment in supporting a full department in late 2011, the Grants Development Department has successfully raised over \$44 million, more doubling the annual average - from \$4 million a year between 2009-2012, to an average of \$10 million a year between 2012-2015.

Recent grant highlights include:

- \$5 million Florida Department of Education grant to fund a SPC College of Education Center of Excellence for Elementary Teacher Preparation;
- \$10,000 Florida College System Foundation Collaboration Alignment Grant to fund curriculum alignment between SPC and Pinellas County Schools in math and English to help improve college readiness;
- \$15,000 Florida Department of Education Student Success Statewide Grant to fund a statewide summit focused on academic pathway initiatives, led by SPC; and
- \$60,000 Jobs for the Future Delivering the Future Transportation, Logistics and Distribution Grant in partnership with CareerEdge to fund student training costs as part of Supply Chain Management certificate programs.

Anne Cooper, Senior Vice President, Instruction and Academic Programs; Jackie Skryd,
Executive Director of Grants Development

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What We're Doing

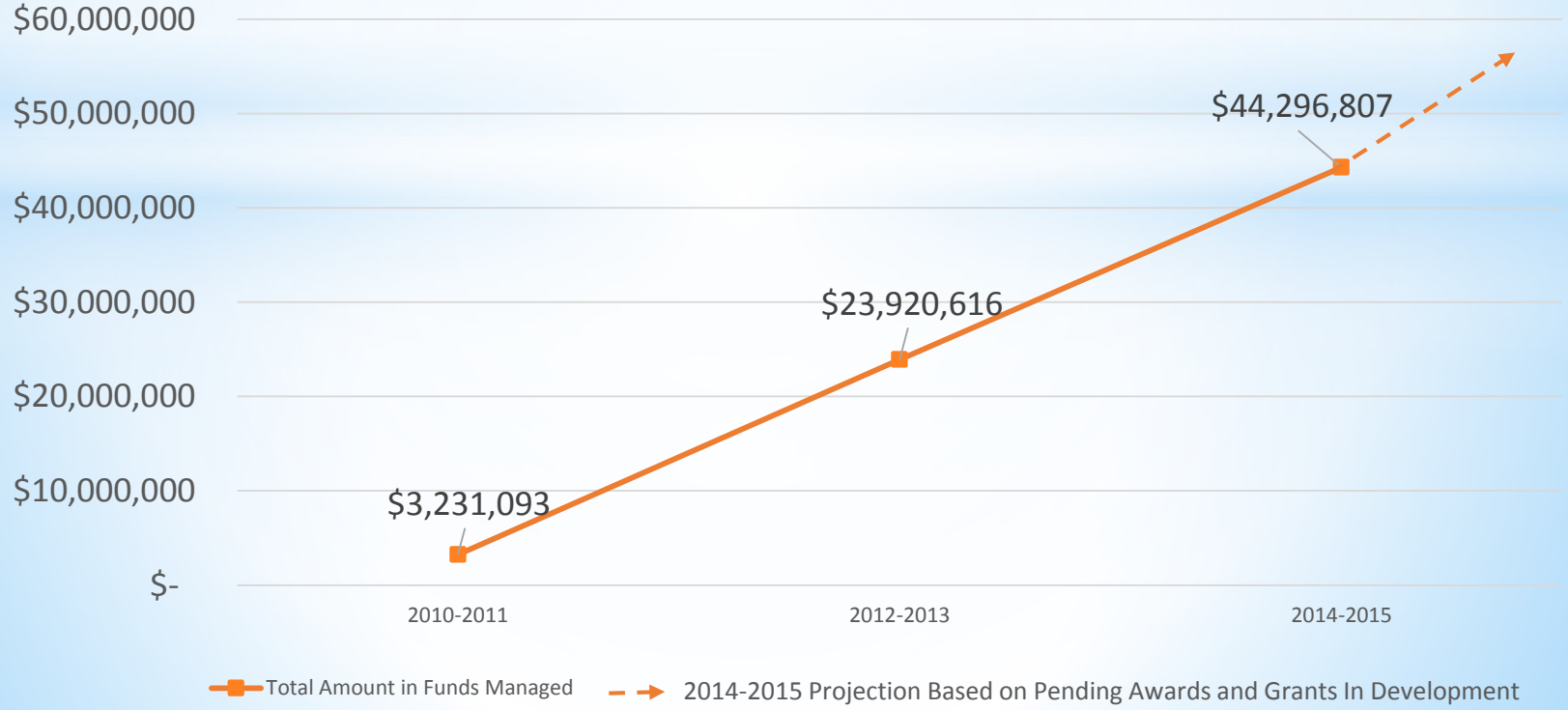
- **\$5 million:** FLDOE Centers of Excellence in Elementary Teacher Preparation
- **\$10,000:** FCS Foundation Collaboration & Alignment Grant
- **\$15,000:** FLDOE Student Success Statewide Grant (Academic Pathways Summit: Leveraging Meta-Majors to Accelerate Student Success)
- **\$60,000:** Career Edge - Jobs for the Future Delivering the Transportation, Distribution and Logistics





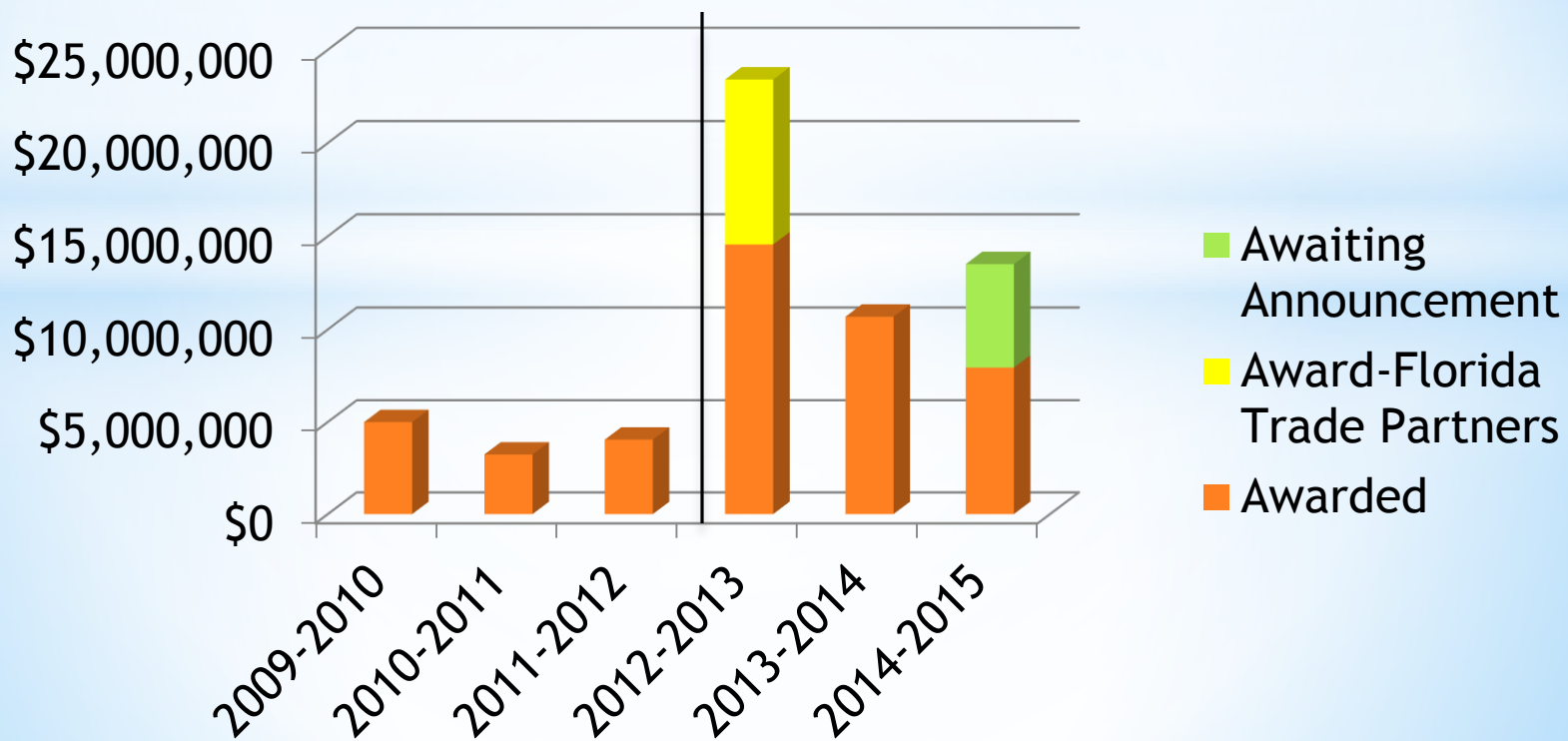
Where We've Come

Total Amount of Funds Awarded





St. Petersburg College
SPC
GRANTS





Where We're Going

- **\$2 million:** NSF - Improving Undergraduate STEM Education (IUSE)
Transforming the Classroom
- **\$2.5 million:** USDOE - TRIO Student Support Services
Improving Student Services
- **\$5 million:** USDOL - American Apprenticeship
Expanding Workforce Strategies
- **\$1 million:** JWB - New Services
Improving Student Readiness
- **\$2-3 million:** USDOE - First in the World
Studying What Works

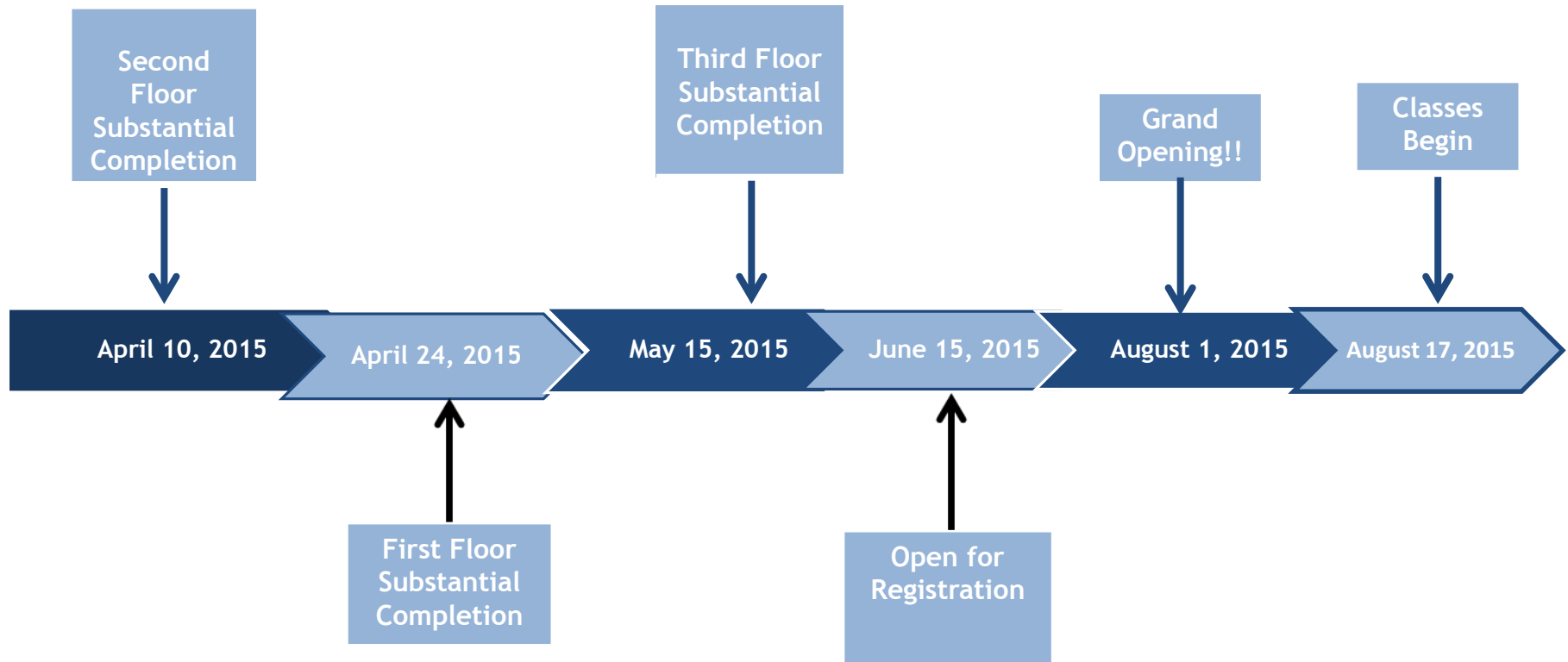


Midtown Expansion – *Update*

Board of Trustees Presentation
April, 21, 2015
Dr. Kevin Gordon



Completion Milestones



Academic Programs – Phase 1-Fall 2015



Certificates	Status
Advanced Manufacturing	Currently running in partnership on location at LumaStream.
Clinical Medical Assisting	Equipment ordered, moving into existing building in mid June.
Computer Support CompTIA A+	Classes scheduled, ordering new computers and class material. Starting in Fall 2015 in existing building
Early Childhood Education	Started Spring 2015, classes offered between Downtown and Midtown.

AS Degrees	Status
Entrepreneurship (embedded certificate)	Scheduled some of the core classes (ACG 2021 & 2071, GEB 1011, ENT 1000) between Downtown and Midtown in the Fall 2015 schedule
Human Services (embedded certificate)	Some courses currently offered, being expanded in Fall to include certificate & AS

AA Degree: Fully Offered at the Midtown Campus

Staffing Update



- FT Disability Resource Specialist-Finalist recommended for hire
- Technology Support Specialist-Interviews set for week of April 22, 2015
- Information Resources Librarian-Finalist recommended for hire
- Instructional Support Specialist (writing)-Finalist recommended for hire
- Student Support Assistant(2)-1 hired, second to be posted
- Student Support Advisor (2)- 1 Hired will start April 22, 2015, second interview set for May 18, 2015
- Student Life and Leadership Coordinator-Interviews set for May 18, 2015

Victory in Midtown: *Celebrating Progress, Changing Lives*

Grand Opening: Douglas L. Jamerson, Jr. Midtown Center

Saturday, August 1, 2015

11 a.m.

- Planning for 500+
- Block Party format
- Ceremonial program
- Ribbon Cutting
- Food
- Campus Tours



College Activities

- Full registration services
- Waived application fee (\$40)
- Learn to Earn Vouchers (\$25)
- Career and Academic Advising
- Financial Aid Services
- Business Services
- Academic displays of programs
- Deuces Live in Community Room
- Student led tours
- Certificate programs on display
- Tours



Next Steps



- Coordinate Marketing & Promotion Plan
- Send out *Save the Date* Notices
- Schedule church visits & neighborhood canvassing
- Contract food vendor
- Coordinate Venue set-up
- Confirm guest list
- Meet with Midtown Campus students
- Meet with Midtown community members

Questions



April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President



SUBJECT: Academic Pathways for Student Success (Information)

This informational report provides information on the new Academic Pathways. These Academic Pathways are a chronological listing of all program courses in the recommended order in which they are to be completed by a student. Pathways are tools that enable students to successfully plan for, enter, progress through, and complete their academic goals. Each highly prescriptive Academic Pathway is mapped out collaboratively by faculty, advisors, and deans.

Academic Pathways will:

- Present students with highly recommended courses and sequence with an “opt out” feature;
- Recommend to students specific general education courses and elective courses, based on curricular relevance;
- Identify “on” and “off” ramps for students via embedded certificates and industry certifications; and
- Allow for customization and flexibility based on each student’s unique situation.

The Academic Pathways are intended to assist students in “earning a degree that enables (students) to prepare for further education and advancement in the labor market.” (Davis Jenkins, Community College Research Center)

Anne Cooper, Senior Vice President, Instruction and Academic Programs; Tonjua Williams, Senior Vice President, Student Services; Jesse Coraggio, Associate Vice President, Institutional Effectiveness, Research, and Grants

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Academic Pathways for Student Success



*St. Petersburg College
Board of Trustees Meeting
April 2015*

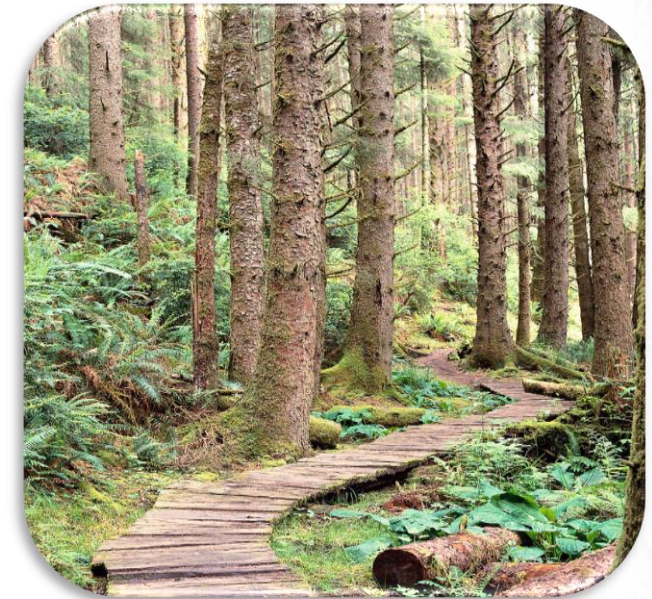


Creating Academic Pathways for Student Success at St. Petersburg College

Evolution of Academic Pathways at SPC



“Before”



“After”



Creating Academic Pathways for Student Success at St. Petersburg College

What are Academic Pathways at SPC?

An SPC academic pathway is a chronological listing of all program courses in the recommended order in which they are to be completed by a student. Academic pathways are:

- tools that enable students to successfully plan for, enter, progress through, and complete their academic goals*
- mapped out by faculty, advisors, and deans*
- highly prescriptive*
- educationally coherent (curricular relevance)*



Creating Academic Pathways for Student Success at St. Petersburg College

Features of SPC Academic Pathways:

Pathways Do:	Pathways Do NOT:
<ul style="list-style-type: none"> • Present <i>highly</i> recommended courses and sequence with an “opt out” feature • Recommend specific general education courses and elective courses, based on curricular relevance • Identify “on” and “off” ramps via embedded certificates and industry certifications • Allow for customization and flexibility based on each student’s unique situation 	<ul style="list-style-type: none"> • Replace professional guidance from faculty and advisors • Limit students’ options of courses • Require students to take any additional courses for a specific requirement that was previously satisfied • Require students to be full-time or part-time, college-ready or college-prep, online or on campus • Change due to scheduling or modality



Creating Academic Pathways for Student Success at St. Petersburg College

“The key part of (academic pathways) approach is to start with the end in mind... earning a degree that enables (students) to prepare for further education and advancement in the labor market.”

--Davis Jenkins, Ph.D.



Creating Academic Pathways for Student Success at St. Petersburg College

Progress to Date:

- 95 programs (Certificates, AA, AS, BAS, BS):
 - 136 total pathways created
 - Versions begin with Fall 2014
- Implementation and Training:
 - Implemented for Fall 2015 registration
 - Spring Training kicked-off campus-wide training events
 - More in-depth campus training is scheduled for April 17th with a second online-training to immediately follow.
- Sustaining and Improving:
 - Updates part of the C&I cycle; Pathways maintained in CurricUNET
 - Identify 'Course Attributes' to measure effectiveness



Recommended Academic Pathway - Effective Fall 2014
Computer Networking (COMPNET-AS)
Networking Administration Subplan with embedded

Seq #	Course	Course Title	Credit	Type	Term Offered	Pre-Req	Options Available
1	CGS 1070	Basic Computer and Information Literacy	1	Gen Ed	F, Sp, Su		Y
2	PHI 1600	Studies in Applied Ethics	3	Gen Ed	F, Sp, Su		Y
3	COP 1000	Introduction to Computer Programming	3	Core ^{1,2}	F, Sp, Su		
4	MAT 1033	Intermediate Algebra	3	PreReq	F, Sp, Su		
5	CET 1171C	Computer Repair Essentials	3	Core ^{1,2}	F, Sp, Su		
6	MAC 1105	College Algebra	3	Gen Ed	F, Sp, Su	Y	Y
7	CNT 1000	Local Area Network Concepts	3	Subplan ^{1,2,3}	F, Sp, Su	Y	
8	CET 1172C	Computer Support Technician	3	Core ¹	F, Sp, Su		
9	ENC 1101	Composition I	3	Gen Ed	F, Sp, Su		Y
10	SPC 1065	Business and Professional Speaking	3	Gen Ed	F, Sp, Su		Y
11	CTS 1327	Configuring and Administering MS Windows Client	3	Subplan ^{1,2,3}	F, Sp, Su		
12	CTS 1328	Installing and Configuring Windows Server	3	Subplan ^{1,3}	F, Sp, Su	Y	
13	CTS 2106*	Fundamentals of the Linux/Unix Operating Environment	3	Subplan ^{1,2,3}	F, Sp, Su	Y	
14	POS 2041	American National Government	3	Gen Ed	F, Sp, Su		Y
15	CTS 2321	Linux System Administration I	3	Subplan ²	F, Sp	Y	
16	CTS 2322**	Linux System Administration II	3	Subplan ²	F, Sp	Y	
17	HUM 2270	Humanities (East-West Synthesis)	3	Gen Ed	F, Sp, Su		Y
18	CTS 1334	Administering Windows Servers	3	Subplan ³	F, Sp	Y	
19	CTS 1303***	Configuring Advanced Windows Server Services	3	Subplan ³	F, Sp	Y	
20	CIS 2321	Systems Analysis and Design	3	Core	F, Sp, Su	Y	
21	CTS 1411	Fundamentals of Information Storage and Management	3	Core	F, Sp	Y	
22	CTS 2370	Configuring and Managing Virtualization	3	Core	F, Sp	Y	
23	CNT 2940	Computer Networking Internship	3	Core	F, Sp, Su		

Part of Computer Support Certificate¹

Part of Linux System Administrator Certificate²

Part of Microsoft Certified IT Professional: Server Administrator Certificate³

Denotes last course required for Computer Support Certificate*

Denotes last course required for Linux System Administrator Certificate**

Denotes last course required for Microsoft Certified IT Professional: Server Administrator Certificate***

Total Program Credits

63

April 21, 2015

7

Total Pathway Credits

67

(Includes MAT 1033 & Computer Competency)

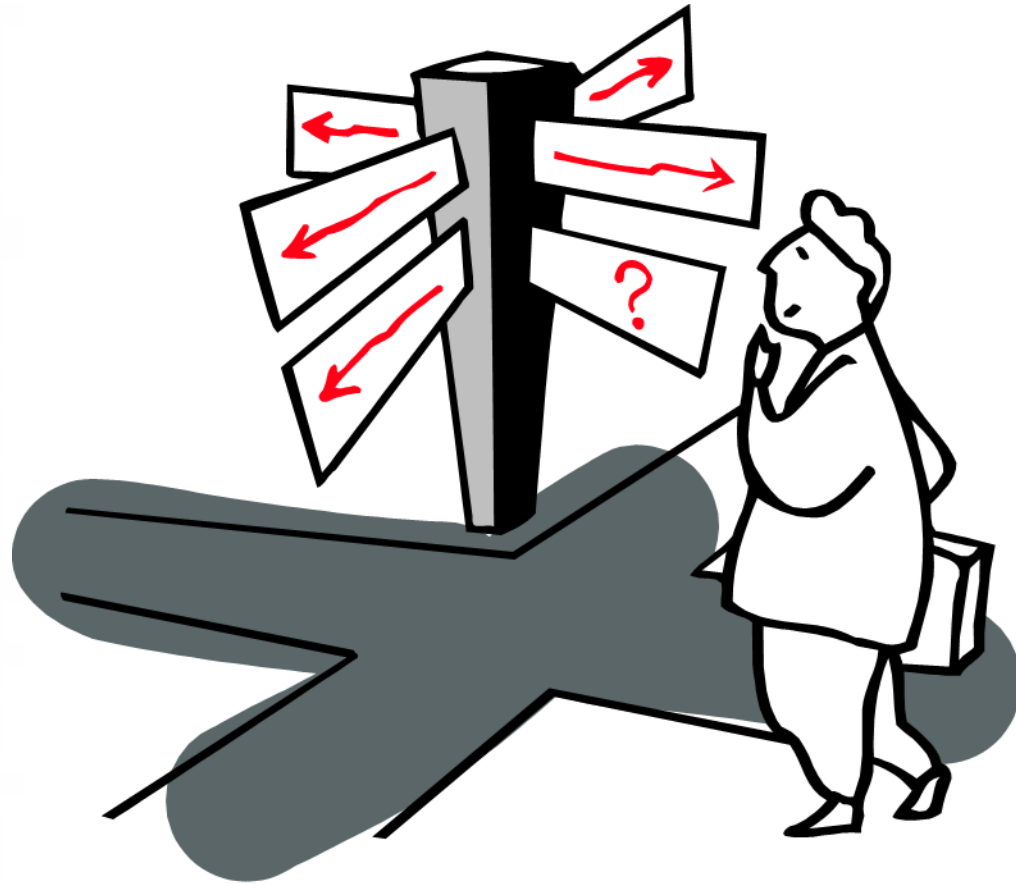
Creating Academic Pathways for Student Success at St. Petersburg College

How Academic Pathways will be Used By Advising Staff

- Outlines core courses to obtain SPC certificates...Industry certifications will be added this summer.
- Provides pre-requisite courses in sequential order.
- Minimize potential for confusion when navigating General Education Requirements.
- Helps a students enter and exit at various points of their academic career.
- Provide specific course sequencing for My Learning Plans (MLPs).



Questions

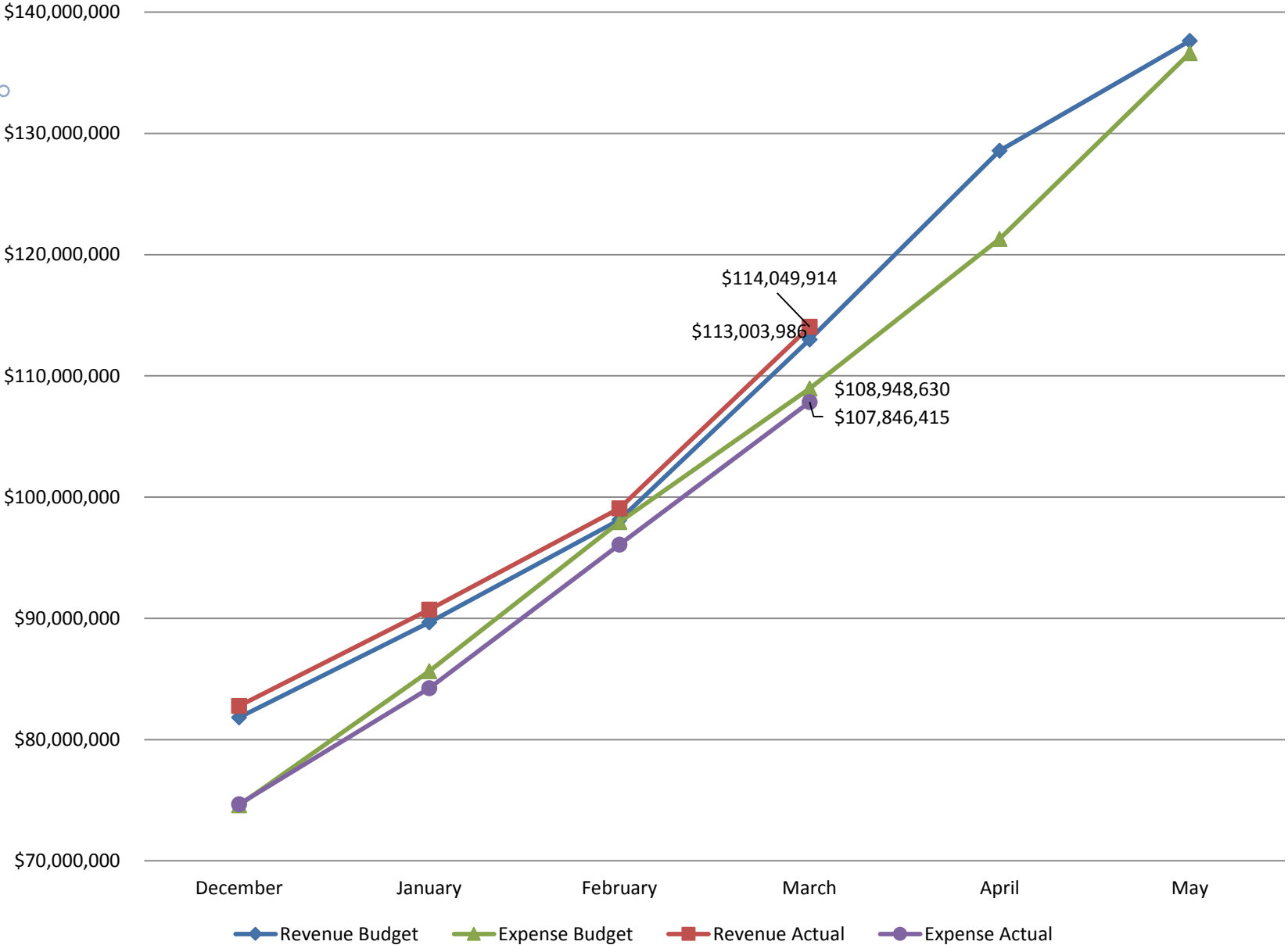




St. Petersburg College
Board of Trustees
Monthly Financial Report

Jamelle Conner
April 2015

St. Petersburg College FY14-15 Fund 1 Actuals



Revenue Focus

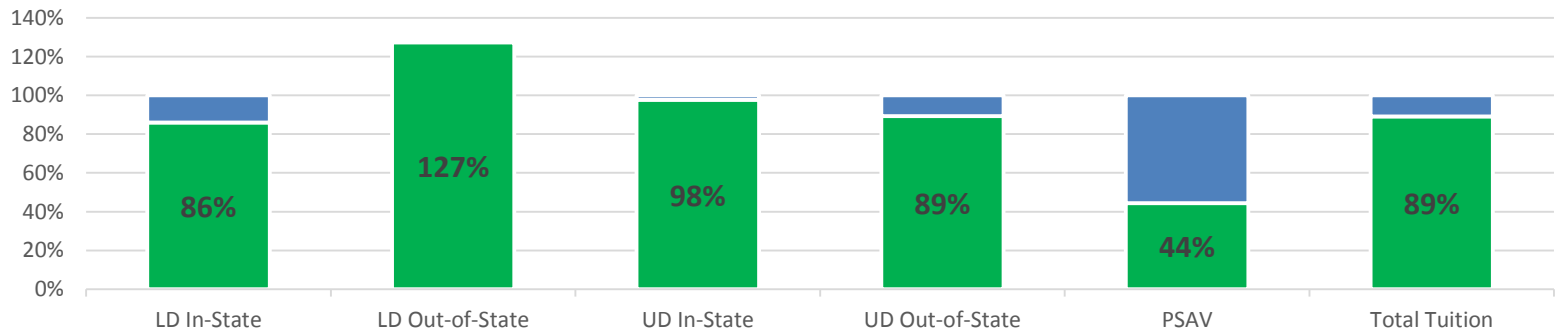
ST. PETERSBURG COLLEGE

FY14-15 OPERATING BUDGET TO ACTUAL REPORTING: July 1 - March 31

Revenue	FY14-15 Budget	FY14-15 Actual	% YTD Actual to Total Budget	% Tracking to YTD Budget
Student Tuition & Out-of-State Fees	\$ 58,937,969	\$ 52,578,904	89%	
State Appropriation - CCPF	\$ 53,145,924	\$ 40,111,502	75%	
State Appropriation - Lottery	\$ 15,540,962	\$ 6,233,444	40%	
Operating Cost for New Facilities	\$ 336,168	\$ -	0%	
Learning Support Access Fee	\$ 1,931,748	\$ 1,646,696	85%	
Distance Learning Fee	\$ 3,563,035	\$ 3,359,835	94%	
Technology Fee	\$ 2,903,108	\$ 2,567,809	88%	
Lab Revenue Fees	\$ 1,714,401	\$ 1,728,792	101%	
Industry Certifications	\$ 150,000	\$ -	0%	
Other Revenues	\$ 3,390,893	\$ 3,281,359	97%	
Other Student Fees	\$ 1,681,635	\$ 973,842	58%	
Fund Transfers In	\$ 3,145,628	\$ 1,567,731	50%	
Revenue Stabilization Reserve	\$ 2,173,009	\$ -	0%	
One-Time Non-Recurring Funds	\$ 2,433,328	\$ -	0%	
Total Revenues - Fund 1x	\$ 151,047,808	\$ 114,049,914	76%	75%

Tuition Revenue Tracking to Budget

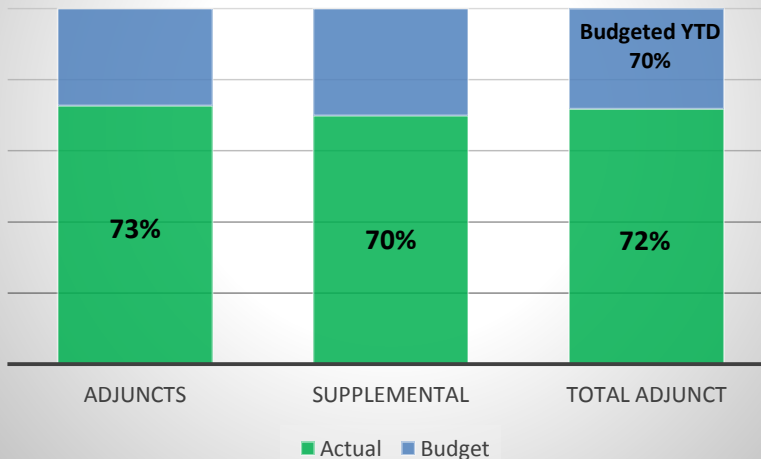
Budgeted YTD 88%



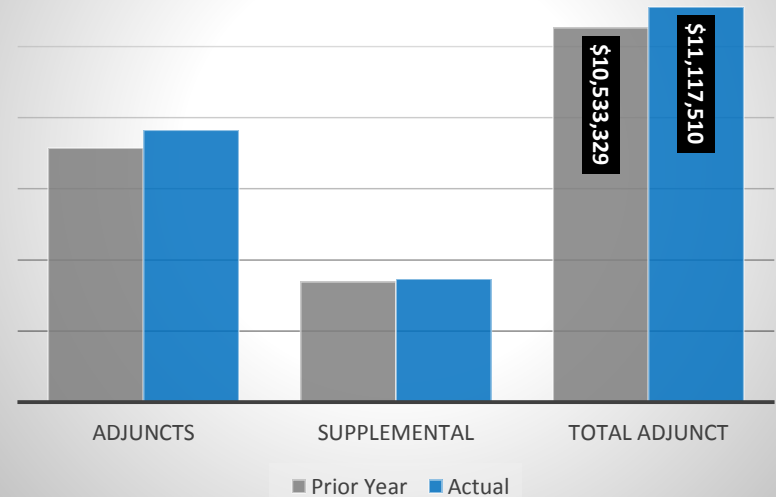
Expense Focus

Operating Costs	FY14-15 Budget	FY14-15 Actual	% YTD Actual to Total Budget	% Tracking to YTD Budget
Personnel & Benefits				
Total Personnel & Benefits	\$ 116,590,454	\$ 87,183,015	75%	73%
Current Expense				
Total Current Expense	\$ 31,128,426	\$ 19,066,603	61%	67%
Capital Spending				
Total Capital Spending	\$ 3,328,929	\$ 1,596,796	48%	90%
Total Operating Costs - Fund 1x	\$ 151,047,810	\$ 107,846,415	71%	72%
Total Remaining Funds (Surplus/Deficit)	\$ 0	\$ 6,203,500		

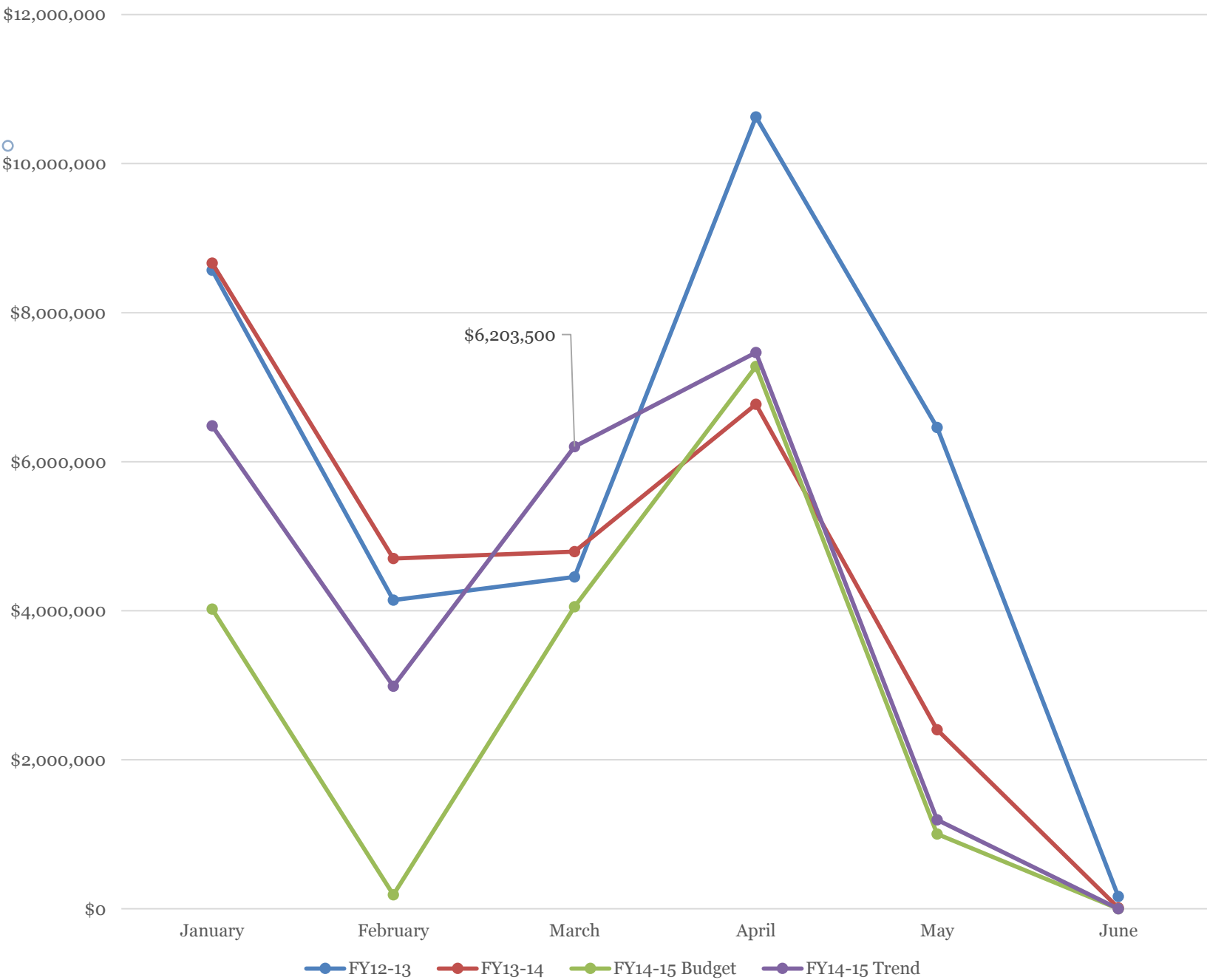
Adjunct Expense Tracking to Budget



Year Over Year Adjunct Expense Comparison



Operating Budget Fund Balance Trends





Questions?



FY15-16 Strategic Plan Budget Update

Board of Trustees Meeting
April 21, 2015

2015-16 Current Estimating Operating Revenue

Sources	Amount
Projected Revenue	
Tuition, Tech, and Learning Access Fees (3% Enrollment Growth Goal)	\$3.4M
Distance Fee	\$172K
State Funding	
• CCPF (Compression Funding)	\$3.7M
• Performance Funding	TBD
• Operating Costs of New Facilities	\$173K
Add'l Funds from Reallocation and/or Expense Reductions	
Budgeted Position Salary Savings	\$700K
Less: Enrollment Reserve	(\$3.4M)
Current Estimated Operating Revenue	\$5.1M

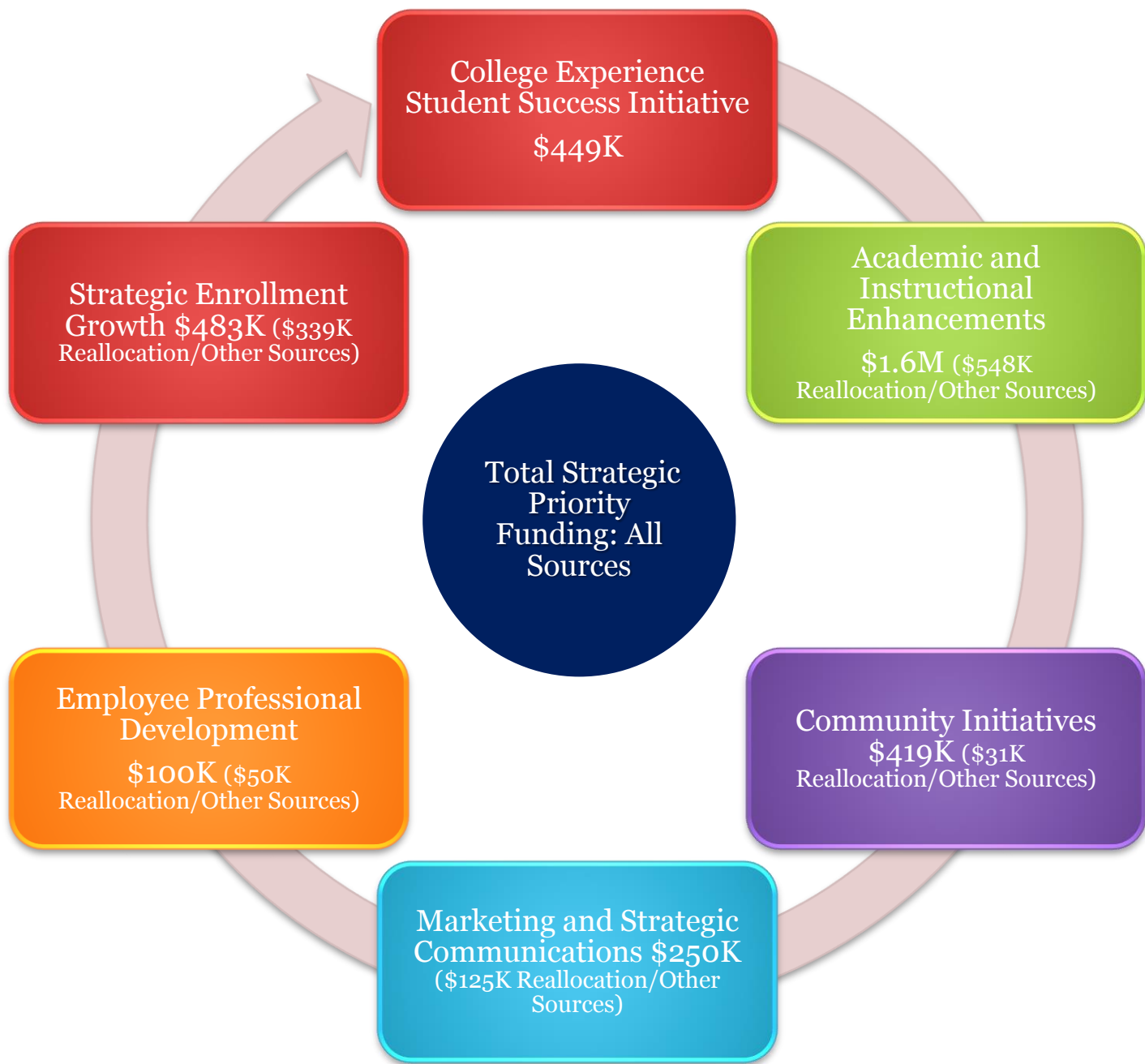
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graph TD; A["$5.1M Estimated Funding Available"] --> B["$3.6M Salary and Benefits Increase Objective"]; B --> C["$2.2M Strategic Priorities"]; C --> D["($700K) Surplus/Deficit Balance"];
```

\$5.1M Estimated Funding Available

\$3.6M Salary and Benefits
Increase Objective

\$2.2M Strategic Priorities

(\$700K) Surplus/Deficit Balance



College Experience
Student Success Initiative
\$449K

Academic and
Instructional
Enhancements
\$1.6M (\$548K
Reallocation/Other Sources)

Community Initiatives
\$419K (\$31K
Reallocation/Other Sources)

Marketing and Strategic
Communications \$250K
(\$125K Reallocation/Other
Sources)

Strategic Enrollment
Growth \$483K (\$339K
Reallocation/Other Sources)

Employee Professional
Development
\$100K (\$50K
Reallocation/Other Sources)

Total Strategic
Priority
Funding: All
Sources

Next Steps

- Open Items
 - State Funding (New and Compression)
 - Performance Funding
- Enrollment Growth Plan
- Continue Refinement of Budget Request Funding in line with Projection Changes
- Finalize Other Fund Budgets
 - Capital Outlay
 - Student Activities
 - Auxiliary
 - Financial Aid

Questions



April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

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

SUBJECT: Personnel Report

Approval is sought for the following recommended personnel transactions:

HIRE Budgeted			
Effect. Date	Name	Department/Location	Title
4/1/2015	Irons,Christine A	College of Education TS	Administrative Svcs Specialist
4/13/2015	Lester,Zeljka	Associate Provost DT	Administrative Svcs Specialist
3/16/2015	Braitling,Brenda A	Natural Science CL	Data Quality Coordinator
3/23/2015	Romanelli,Briana E	Learning Resources DT	Instructional Supp Specialist
3/16/2015	Allen,Donald G	Landscape Services SE	Landscaper
4/6/2015	Corcella III,Anthony	Maintenance Services SPG	Senior Facilities Specialist
3/23/2015	Sapp,Shana Rene	Provost AC	Student Support Manager

TRANSFER/PROMOTION Budgeted			
Effect. Date	Name	Department/Location	Title
4/11/2015	Hicks,Katie A	Corporate Training DO	Client Account Representative
3/28/2015	Tinson,Shantrice Nicole	Financial Assistance Services SE	Student Support Specialist

HIRE Budgeted Faculty			
Effect. Date	Name	Department/Location	Title
8/1/2015	Louis, Louisiana	Nursing HC	Academic Department Chair
7/6/2015	Jackson, Kimberly	Social Sciences DT	Academic Department Chair
5/4/2015	Rivero,Douglas	Social Sciences SE	Academic Department Chair

HIRE Temporary/Supplemental

Effect. Date	Name	Department/Location	Title
4/7/2015	Burrows, Tonya M	Learning Resources SPG	OPS Career Level 1
4/6/2015	Erdstein, Jordan M	Learning Resources SPG	OPS Career Level 1
4/6/2015	Hausdorf, Anna M	Learning Resources SPG	OPS Career Level 1
4/7/2015	McBride, Tiffany Marie	Learning Resources SPG	OPS Career Level 1
3/17/2015	Meade, Kristofer N	Landscape Services TS	OPS Career Level 1
4/6/2015	Jimenez Rosquero, D Jazmin	Associate Provost CL	OPS Career Level 2
4/6/2015	Kashdan, Emily Phaedra	Provost AC	OPS Career Level 2
4/1/2015	Gilstrap, Laura F	Associate Provost HC	OPS Career Level 5
3/23/2015	Harwood, Douglas Nevin	New Initiative Program HC	OPS Career Level 5
3/26/2015	Pecora, John Ballard	Learning Resources DT	OPS Career Level 5
3/23/2015	Lloyd, George E	Special Programs DO	OPS Professional
3/23/2015	Cleary, Jason Randell	Fine & Applied Arts SPG	OPS Technical Level 1
3/23/2015	Beeler, Bryan Curtis	Criminal Justice AC	Professional Trainer
4/13/2015	Bill, Brandon Allan	Criminal Justice AC	Professional Trainer
3/23/2015	Carlow, Anthony Charles	Criminal Justice AC	Professional Trainer
3/23/2015	Coyman, Bridget M	Criminal Justice AC	Professional Trainer
3/23/2015	Fuller, Diana Lynn	Criminal Justice AC	Professional Trainer
4/6/2015	Hahn, Franklin David	EMS/CME - HC	Professional Trainer
3/23/2015	Mcbride, Delbert L	Criminal Justice AC	Professional Trainer
3/23/2015	Roberts, Michael E	Criminal Justice AC	Professional Trainer
3/30/2015	Weber, Sandra C	Corporate Training DO	Professional Trainer

TRAVEL OUTSIDE THE CONTINENTAL UNITED STATES

Effect. Date	Name	Department/Location	Title
4/09/15-04/19/15	Stevens, Hall Vickie	Communications SPG	Instructor

The purpose of this trip is to be a keynote speaker at the 2015 International Higher Education Curriculum Design & Academic Leadership Symposia, Optimizing & Accelerating Learning in Hamilton, New Zealand. The benefit to the College is to represent SPC as an institute that values the urgency of preparing globally minded students.

Funded by the Communications Department. Estimated cost to the College is \$ 2,195.00.

05/22/15-05/30/15	Cooper, Anne	Instruction & Academic Programs	SVP, Instruction & Academic Programs
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The purpose of this travel is to visit Jerusalem, Israel and meet with Hebrew University Vice President and Faculty regarding possible study abroad programs for SPC students. The benefit to the College is increased study abroad opportunities for students and faculty.

Funded by the Instruction & Academic Programs Department. Estimated cost to the College is \$3,501.18.

06/18/15-07/12/15 Eldridge,C Deborah Public Policy&Legal Studies CL Instructor

The purpose of this trip is to visit Salamanca, Spain. It is for faculty development to learn better Spanish in order to promote stronger relations with our Spanish speaking students, and to understand and appreciate the culture in order to further promote student success.

The benefit to the College is that it will provide public policy and legal studies, in particular, with an instructor who can understand and speak with our Spanish speaking students and provide those students with a greater comfort level as they move into or complete our program. This can also benefit students college-wide if an advisor or other instructor needs assistance with a student whose primary language is Spanish.

Funded by the Public Policy & Legal Studies Department. Estimated cost to the College is \$1,163.15.

06/20/15-06/30/15 Stark,Brandy Humanities DT Instructor

The purpose of this trip is to visit Rome, Italy, to offer St. Petersburg College dual enrollment, collegiate high school and early college students an educational opportunity to apply the Humanities and Fine Arts culture of Italy to the study of World Religions in Italy.

The benefit to the College is to contribute to the international education of students by providing opportunities that encourage global awareness and perspectives.

Funded by the Humanities department. Estimated cost to the College is \$4,278.90

06/20/15-06/30/15 Hesting,John Collegiate High School SPG Instructor

The purpose of this trip is to visit Rome, Italy, to offer St. Petersburg College dual enrollment, collegiate high school and early college students an educational opportunity to apply the Humanities and Fine Arts culture of Italy to the study of International Relations in Italy.

The benefit to the College is to contribute to the international education of students by providing opportunities that encourage global awareness and perspectives.

Funded by the Humanities department. Estimated cost to the College is \$4,411.51.

The purpose of this trip is to visit Salamanca, Spain, and to offer St. Petersburg College students an educational opportunity to learn the Spanish foreign language and culture while in Spain.

The benefit to the College is to contribute to the international education of students by providing opportunities that encourage global awareness and perspectives.

Funded by the Communications department. Estimated cost to the College is \$5,835.23.


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

Ssw040115

April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: New Faculty Cohort Demographics 2015 - 2016 (Information)

The New Faculty Cohort hiring process is completed for 2015 - 2016. Our goal is to provide our students with an education that encourages a global perspective and enhanced worldview so we endeavor to achieve a diversified faculty that models this goal and enriches the institution.

Of the 24 positions to be filled 14 have Master's degrees and 10 have PhDs. Previous teaching experience ranges from 3 to 22 years. 3 are males while 21 are females. The Ethnicity of the cohort includes 2 Asians, 5 Blacks, 3 Hispanics, 1 multi and 13 white. Four are previous adjuncts, 9 are current employees promoted to new positions and 11 are new to St. Petersburg College.

We look forward to the new cohort joining our professional ranks and achieving student success as they engage our students' in the learning process.

Anne Cooper, Senior Vice President, Instruction and Academic Programs

dm0413151



New Faculty Cohort Demographics 2015 - 2016

April 21, 2015

Board Of Trustees Meeting



New Faculty Cohort Demographics Total = 24

HIGHEST DEGREE EARNED	
Master's	14
PhD.	10
PREVIOUS TEACHING EXPERIENCE	
3 to 22 Years	
EXISTING OR NEW HIRE	
Existing Adjunct	4
Current Employee	9
New to SPC	11

New Faculty Cohort Demographics Total = 24

GENDER	
Female	21
Male	3
ETHNICITY	
Asian	2
Black	5
Hispanic	3
Multi	1
White	13

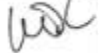
Questions?



April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

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

Approval is sought for the following recommended personnel actions concerning administrative and professional appointments, which shall be governed by employment contracts, not to exceed twelve (12) months as specified.

Name	Title	Department	Effective Date
Afify,Theresa M	Senior Development Officer	Resource Development DO	07/01/15-06/30/16
Andres-Kuhlman,Margie M	Grants Accountant	Accounting Services EPI	07/01/15-06/30/16
Andrews,Paul J.	Academy Coordinator II	Criminal Justice AC	07/01/15-06/30/16
Angle,James S.	PublicSftyTrain&CareerDev Dir	Fire Science AC	07/01/15-06/30/16
Ashe,Angela C	Research Analyst	Course & Curriculum Devel DO	07/01/15-06/30/16
Atkinson,Loree B	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Bailey,Joan D.	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Bailey,Mark-Anthony	Wellness Coordinator	Human Resources EPI	07/01/15-06/30/16
Bain,Gabrielle	Academic Program Coordinator	Fire Science AC	07/01/15-06/30/16
Baker,Susan A	Dean, College of Nursing	College of Nursing HC	07/01/15-06/30/16
Baltz,Dawn M	Nursing Skills Facilitator	Nursing HC	07/01/15-06/30/16
Barlow,Alison A	Manager, Collaborative Labs	Collaborative Labs EPI	07/01/15-06/30/16
Barlow,Stephen R.	Systems Analyst, LearnMgmtSys	Learning Mgt Netw Sys EPI	07/01/15-06/30/16
Barto,Daniel P	Dir, Safety & Security	Facilities Plan & Inst Svcs	07/01/15-06/30/16
Bates,Angel M.	Student Success Specialist	Provost AC	07/01/15-06/30/16
Bawell,Alexander H.	Project Technologist	College of Business EPI	07/01/15-06/30/16
Bawell,Jennifer D.	Reference & Instruction Librn	Learning Resources SP	07/01/15-06/30/16
Beck,Rosanne	Public Safety Training Coord	Criminal Justice AC	07/01/15-06/30/16
Beckman,Ryan Robert	Athletics Coach	Athletics DO	07/01/15-06/30/16
Bellomo,Mary O.	Sr Instructional Tech Analyst	NTPI/WMD Grant AC	07/01/15-06/30/16
Bennett,Michael J.	AssocVP,Fin Asst Svcs	Financial Assist Services EPI	07/01/15-06/30/16
Biszewski-Eber,Susan	Coord, Collegewide Wkfrc Intrn	Associate Provost SP	07/01/15-06/30/16
Bley,Lauren Dupont	Academy Coordinator II	Criminal Justice AC	07/01/15-06/30/16
Bliss,William S.	Mgr Web Programming & Support	Instructional Computing SE	07/01/15-06/30/16
Bobowski,Sharon A.	Enterprise Systems Director	Admin Information System DO	07/01/15-06/30/16
Bodie,Matthew D.	Assoc Dir of Learning Resource	Learning Resources CL	07/01/15-06/30/16
Booth,Patrick D.	Coord, EnrollmentSvcOperations	Enrollment Services EPI	07/01/15-06/30/16
Bowen,Paul M	Associate Provost	Associate Provost CL	07/01/15-06/30/16

Bowman,Margaret	Director Curriculum Services	Institutional Research EPI	07/01/15-06/30/16
Boyce,Ronald G.	Benefits Manager	Human Resources EPI	07/01/15-06/30/16
Boyle,Constance M.	Student Success Specialist	Provost SP	07/01/15-06/30/16
Boyle,Deborah Seslar	Chief of Staff	President DO	07/01/15-06/30/16
Bright,Marvin	Provost	Provost TS	07/01/15-06/30/16
Brooks,Marcus A	Development Officer	Resource Development DO	07/01/15-06/30/16
Brown,Joshua V	Library Program Director	Learning Resources HC	07/01/15-06/30/16
Brown,Larissa A	Student Success Specialist	Provost HC	07/01/15-06/30/16
Brown,Trenette	Project Admin Svcs Manager	NTPI/WMD Grant AC	07/01/15-06/30/16
Brumbaugh,Doug	Videographer	NTPI/WMD Grant AC	07/01/15-06/30/16
Buck,Maria E.	Coord, StudentLife&Leadership	Provost SE	07/01/15-06/30/16
Buster,Patricia A.	Coord, Museum Education	Leepa/Rattner Museum DO	07/01/15-06/30/16
Byrd,Terry G.	Public Safety Training Mgr	Provost AC	07/01/15-08/31/15
Cade,Jerrold R	Student Success Specialist	Counseling & Advising DT	07/01/15-06/30/16
Call,Ian H.	Program Director II	Provost SP	07/01/15-06/30/16
Callahan,Doyle William	Systems Analyst, LearnMgmtSys	Learning Mgt Netw Sys EPI	07/01/15-06/30/16
Callahan,Marisa C.	Facilities Project Coordinator	Facilities Plan & Inst Svcs	07/01/15-06/30/16
Campbell,Martha E.	Dean, Communications	Communications CL	07/01/15-06/30/16
Carbart,George E.	Coord, StudentSupportSvcs TRIO	SSS TRIO Grant DO	07/01/15-06/30/16
Carnahan,Michael	Senior Web Analyst/Programmer	Instructional Computing SE	07/01/15-06/30/16
Caron,Ashley L.	Coord, Accredtn&BaccAssessment	Academic Effec&Assessmt EPI	07/01/15-06/30/16
Carr,Catherine E.	Multimedia Content Developer	District Impressions DO	07/01/15-06/30/16
Carson,Debbie L	Marketing/Communcatn Manager	Palladium DT	07/01/15-06/30/16
Carter,Caitlin	Development Specialist	Resource Development DO	07/01/15-06/30/16
Casebier,Kenneth T.	Performance Operations Manager	Palladium DT	07/01/15-06/30/16
Cavanagh,Jeffrey D	Coord, Veteran Affairs	Veterans Services EPI	07/01/15-06/30/16
Cesta,Jeffrey L.	Dir, Early College/Dual Enroll	Dual Enrollment CL	07/01/15-06/30/16
Chandler,Jill S.	Senior Accountant	Accounting Services EPI	07/01/15-06/30/16
Chang,Jimmy H.	Dean, Mathematics	Mathematics SP	07/01/15-06/30/16
Chapin,John M	Dean, Natural Science	Natural Science SE	07/01/15-06/30/16
Charest,Marianne-Luz E	Nursing Skills Facilitator	Nursing HC	07/01/15-06/30/16
Chen,Ming-Shin	Analyst/Programmer	Admin Information System DO	07/01/15-06/30/16
Christensen,Eva K	Coord, Curriculum Services	Institutional Research EPI	07/01/15-06/30/16
Clinton,Tyrone	Associate Provost	Associate MT	07/01/15-06/30/16
Colaric,Susan M	AVP, Online Learning	Online Learning & Services EPI	07/01/15-06/30/16
Cole,Angela J	International Student Svcs Rep	International Center CL	07/01/15-06/30/16
Colson,Judy C	Coord, Early College/Dual Enrl	Dual Enrollment SE	07/01/15-06/30/16
Conn,Richard A.	Senior Developer	Admin Information System DO	07/01/15-06/30/16
Conner,Jamelle	Provost	Provost SP	07/01/15-06/30/16
Connolly,James L.	Dir, Corporate Training	Corporate Training DO	07/01/15-06/30/16
Cooper,Anne M	SVP,Instructn&AcademicPrograms	President DO	07/01/15-06/30/16
Coraggio,James T	AssocVP,Inst Eff Rsrch Grants	Institutional Research EPI	07/01/15-06/30/16
Costello,Denise H	Coord, Int'l LanguageInstitute	Corporate Training DO	07/01/15-06/30/16
Crawford,Sabrina A	ExecDir,InstResearch/Effect	Institutional Research EPI	07/01/15-06/30/16
Creamer,David V.	Sr Dir, Network Sys & Telecomm	IT Networking Telecom EPI	07/01/15-06/30/16
Crumbley Sr,Earnest P	Athletics Coach	Athletics DO	07/01/15-06/30/16
Crumbley,Shirley A.	Coord, Women on the Way	Special Programs/Intl Educ DO	07/01/15-06/30/16

Crumley,Paul Michael	Senior Web Analyst/Programmer	Instructional Computing SE	07/01/15-06/30/16
Curtis,Richard J.	Systems Analyst	Learning Mgt Network Sys EPI	07/01/15-06/30/16
Cyr,Kathryn M.	Fiscal and Business Analyst	Accounting Services EPI	07/01/15-06/30/16
Dale,Sean A.	Systems Analyst, LearnMgmtSys	Learning Mgt Netw Sys EPI	07/01/15-06/30/16
Davide,Kristy Sue	Coord, TechnlgyApplicatnSupprt	BusSVITSystems EPI	07/01/15-06/30/16
Davidson,Denisha L.	Athletics Coach	Athletics DO	07/01/15-06/30/16
Davis,Glenn E.	Instructional Dsgn/Facilitator	EMS/CME HC	07/01/15-06/30/16
Davis,Kevin L	Program Director II	Funeral Services HC	07/01/15-06/30/16
Davis,Rodrigo M	Associate Provost	Associate Provost TS	07/01/15-06/30/16
DeCarlo,Sandra L	Career Outreach Specialist	Provost SE	07/01/15-06/30/16
Demers,Susan S.	Dean, Pub Policy&Legal Studies	Coll of Pol Eth&Leg Studies CL	07/01/15-06/30/16
Derussy,Vivian C.	Facilities Project Coordinator	Facilities Plan & Inst Svcs	07/01/15-06/30/16
Deshpande,Avinash A.	Systems Admin Director	Admin Information System DO	07/01/15-06/30/16
Diaz,Liza M	Analyst/Programmer	Admin Information System DO	07/01/15-06/30/16
Dibuono,Michael	Academy Coordinator II	Criminal Justice AC	07/01/15-06/30/16
Dickie,Laurance P	Facilities Project Coordinator	Facilities Plan & Inst Svcs	07/01/15-06/30/16
DiDio,Celeste	Senior Developer	Admin Information System DO	07/01/15-06/30/16
Dimmer,Theresa R.	Research Analyst	Institutional Research EPI	07/01/15-06/30/16
Disler,Heather H.	Assoc Dir of Learning Resource	Learning Resources DT	07/01/15-06/30/16
Dodson,Pamela S	Information Technology Analyst	Admin Information System DO	07/01/15-06/30/16
Dougherty,Damon Jackson	Sr Performance Operations Mgr	Palladium DT	07/01/15-06/30/16
Drew,Maria	Assistant Director, Admissions	Central Records DO	07/01/15-06/30/16
Duncan,Douglas S.	SVP,Admin/Business Svcs & IT	President DO	07/01/15-06/30/16
Dvoracek,Joseph D.	Student Success Manager	Provost SE	07/01/15-06/30/16
Elliott,Theresa A	Bus Devel Officer - Collab Lab	Collaborative Labs EPI	07/01/15-06/30/16
Enlow,Bernard R	Sr Network/Design & Sec. Eng	Network Systems Support TS	07/01/15-06/30/16
Ervin,Joshua Andrew	Sr Information Tech Analyst	Information Systems EPI	07/01/15-06/30/16
Ewell,Michael A.	Academic Department Coord	College of Business EPI	07/01/15-06/30/16
Farlow,Rita K	Asst Dir, Strategic Communic	Marketing & Strategic Com DO	07/01/15-06/30/16
Ferrazano,Jamie P.	LearningMgmnt WebSysSupprt Dir	Instructional Computing SE	07/01/15-06/30/16
Fisher,Lise L	Social Media Manager	Marketing & Strategic Com DO	07/01/15-06/30/16
Flansburg,Jill D	Coordinator, FLA Trade Grant	Corporate Training DO	07/01/15-06/30/16
Fleming,John M	Program Director II	Radiography HC	07/01/15-06/30/16
Flora,Richard M.	Dean, School of VeterinaryTech	Veterinary Technology HC	07/01/15-06/30/16
Ford,Stephen L	Employment & Internship Coord	Provost TS	07/01/15-06/30/16
Fox,Djuan E.	Coord, Academic Projects	BA Programs/UPC	07/01/15-06/30/16
Frank,Brian	Dean, College of Public Safety	Provost AC	07/01/15-06/30/16
Frank,Rebecca A	Library Program Director	Learning Resources HC	07/01/15-06/30/16
Fredriksen,Jeffrey E.	Systems Analyst	Admin Information System DO	07/01/15-06/30/16
Fritch,Karen L.	Sr Instructional Technologist	Instructional Computing SE	07/01/15-06/30/16
Fronrath,Charles S	Provost	Provost AC	07/01/15-06/30/16
Fumano Jr,Daniel Joseph	Project Technologist	Corporate Training DO	07/01/15-06/30/16
Fumano,Barbara M	Coord, StudentLife&Leadership	Students Activities TS	07/01/15-06/30/16
Furnas,Theresa K.	AssocVP,Finance&BusinessSvcs	BusSVITSystems EPI	07/01/15-06/30/16
Fusari,Krista D.	Project Coordinator I	Tech Prep DO	07/01/15-12/18/15
Gardner,Daniel L	Dir, Institutional Research	Institutional Research EPI	07/01/15-06/30/16
Gardner,Suzanne L.	(Acting) General Counsel	President DO	07/01/15-06/30/16

Garrett, Tracy L	Coord, Academic Program Support	BA Programs/UPC	07/01/15-06/30/16
Gerst, Mary E	Coord, Student Life & Leadership	Associate Provost HC	07/01/15-06/30/16
Gifford, Jillian B	Curriculum Dev Specialist	Provost HC	07/01/15-06/30/16
Gill, Davie	Coord, Student Life & Leadership	Student Activities SP	07/01/15-06/30/16
Gillis, Arlene	Program Director II	Orthotics & Prosthetics HC	07/01/15-06/30/16
Godcharles, Timothy W	Sr Instructional Technologist	Instructional Computing SE	07/01/15-06/30/16
Gomez, Julie D	Student Success Manager	Associate Provost CL	07/01/15-06/30/16
Goodbread, Elizabeth B	Program Director II	Provost TS	07/01/15-06/30/16
Gordon, Kevin D.	Provost	Provost DT	07/01/15-06/30/16
Gordon, Sandra M	Reference & Instruction Librn	Learning Resources SP	07/01/15-06/30/16
Goshorn, Darcy B	Instructional Dsgn Specialist	Instructional Computing SE	07/01/15-06/30/16
Graham, Gary W.	ProgDir II, FL Trade Grant	Natural Science CL	07/01/15-06/30/16
Graham, Shane L	Systems Analyst	Admin Information System DO	07/01/15-06/30/16
Gray, Cheryl L.	Senior Analyst/Programmer	Admin Information System DO	07/01/15-06/30/16
Gray, Kathy W.	Assistant Director, Records	Central Records DO	07/01/15-08/31/15
Green, Sonja T.	Coord, Business Office	Business Sys & Student Acc SP	07/01/15-06/30/16
Greenley, Bethany Susan	Career Outreach Specialist	Counseling & Advisement TS	07/01/15-06/30/16
Gregor, Jennifer L	Library Program Director	Learning Resources SE	07/01/15-06/30/16
Gregorich, Amy A	Strategic Execution Proj Mgr	Business Services DO	07/01/15-06/30/16
Grey, William R.	Director Emergency Management	Criminal Justice AC	07/01/15-06/30/16
Hale, Jamal D	Search Engine Mktg Manager	Marketing & Strategic Com DO	07/01/15-06/30/16
Hardt, Steven P.	Program Director II	Respiratory Care HC	07/01/15-06/30/16
Hart, Ethan L	Assoc Dir, Learning Resources	Learning Resources TS	07/01/15-06/30/16
Hartman, Kimberly J	Dean, College of Education	College of Education TS	07/01/15-06/30/16
Harvey, Christopher J	Exec Dir, Online Learning	Online Learning & Services EPI	07/01/15-06/30/16
Heisler, Laura	Public Safety Training Coord	Florida Natl. Guard Grant AC	07/01/15-06/30/16
Henning, Andrea A.	ExecDir, Collaborative Lab	Collaborative Labs EPI	07/01/15-06/30/16
Henningsen, Stephanie	Coord, Student Life & Leadership	Student Activities CL	07/01/15-06/30/16
Hess, Melinda R	Coord, Institutnl Rsrch & Rptng	Institutional Research EPI	07/01/15-06/30/16
Hester, James G	Systems Analyst	Admin Information System DO	07/01/15-06/30/16
Hill, Richard L	Instructional Design Tech	Instructional Computing SE	07/01/15-06/30/16
Hogans, Linda L.	Exec Dir of Retention Services	Special Programs EPI	07/01/15-06/30/16
Hollowell, Raynette D	Student Support Manager	Disability Resources SP	07/01/15-06/30/16
Hopkins, Dorothy	Senior Analyst/Developer	Admin Information System DO	07/01/15-06/30/16
Hubbard, Barbara A	(Acting) Acad Dept Coordinator	Fine & Applied Arts SE	07/01/15-06/30/16
Hunt, Janette N	Coord, Budget Support & Developmt	Business Services DO	07/01/15-06/30/16
Ibarra, Jenica A	Reference & Instruction Librn	Learning Resources CL	07/01/15-06/30/16
Jacob, Bijoy	Senior Developer	Admin Information System DO	07/01/15-06/30/16
Jakubowski, Richard Y.	Senior Web Analyst/Programmer	Instructional Computing SE	07/01/15-06/30/16
Jakupovic, Danijel	Senior Developer	Admin Information System DO	07/01/15-06/30/16
Jakupovic, Edin	Research Analyst	Institutional Research DO	07/01/15-06/30/16
James, Chinyere Y	Curriculum Dev Specialist	Business Administration EPI	07/01/15-06/30/16
Janusz, Dawn M.	Student Support Coordinator	Provost HC	07/01/15-06/30/16
Jean-Baptiste, Claudius K.	Associate Provost	Associate Provost SP	07/01/15-06/30/16
Jeffries, Jane L.	Instructional Tech Analyst	NTPI/WMD Grant AC	07/01/15-06/30/16
Johns, Charlotte D	Scholar & Stu Fin Assist Officer	Scholarships/Stu Fin Assist SP	07/01/15-06/30/16
Johnson, James Garland	Scholar & Stu Fin Assist Officer	Scholarships/Stu Fin Assist SP	07/01/15-06/30/16

Jones,Nancy L.	Performance Operations Manager	Palladium DT	07/01/15-06/30/16
Jurkovic, Frank M.	Coord, StudentLife&Leadership	Student Activities SP	07/01/15-06/30/16
Kaas, Kevin	A/V Services Coordinator	Network Systems Support SE	07/01/15-06/30/16
Kachelriess, Billie J.	Facilities Project Coordinator	Facilities Plan & Inst Serv DO	07/01/15-06/30/16
Kallassy Jr, Carl P	A/V Services Coordinator	Instructional Television SE	07/01/15-06/30/16
Kanyuck, Julie B	Grants Accountant	Accounting Services EPI	07/01/15-06/30/16
Kearney, Roslynn L	Scholarship&Student FA Officer	Scholarships/Stu Fin Assist SP	07/01/15-06/30/16
Kearney, Scott P	Systems Analyst	Admin Information System DO	07/01/15-06/30/16
Keller III, Don R	Student Success Specialist	Student Services HC	07/01/15-06/30/16
Kelley, Nancy	Associate Provost	Associate Provost HC	07/01/15-06/30/16
Kennedy, Catherine Crist	AVP, AcademicAffairs&Partnrshp	University Partnership Ctr SE	07/01/15-06/30/16
Kent-Roberts, Sherri M	School Partnership Liaison	College of Education SP	07/01/15-06/30/16
Kerr, Cheryl	Program Director II	Human Services HC	07/01/15-06/30/16
Kerwin, Denise D.	Program Director I	Nursing CE	07/01/15-06/30/16
Kibler, Theresa	Senior Web Analyst/Programmer	Instructional Computing SE	07/01/15-06/30/16
King, Merrian D.	Asst Dir Scholar & Student FA	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Kirchgraber, Todd A.	Public Safety Training Director	Florida Natl. Guard Grant AC	07/01/15-06/30/16
Kirsch, Ramona R	Dir, International Program	Provost SP	07/01/15-06/30/16
Klement, David E	ExecDir, Inst StratgcPolSolutn	Provost SE	07/01/15-06/30/16
Knipp, Paula J	Reference & Instruction Librn	Learning Resources TS	07/01/15-06/30/16
Kolenda, James J.	Producer, PublicSafetyTraining	NTPI/WMD Grant AC	07/01/15-06/30/16
Konkle, Kathi L	Staff Accountant	Accounting Serv SP DT	07/01/15-06/30/16
Kontodiakos, Theresa A.	Student Support Manager	Associate Provost TS	07/01/15-06/30/16
Kramer, Rebecca J.	Program Director II	Physical Therapist Asst HC	07/01/15-06/30/16
Kruger, Wayne D.	Executive Student Svcs Dir	Financial Assist Services DO	07/01/15-06/30/16
Krupp, Jason	Director, Workforce Services	Workforce Services EPI	07/01/15-06/30/16
Kuhn, Damon M.	Student Support Manager	Associate Provost HC	07/01/15-06/30/16
LaHaie, Eileen M.	ExecDir, Public Safety Training	Criminal Justice AC	07/01/15-06/30/16
Larsen, Ann	Dir, Museum of FineArts	Provost TS	07/01/15-06/30/16
Laws, Jennifer M.	Grants Writer	Provost AC	07/01/15-06/30/16
LeBoeuf, James J.	Special Services Specialist	New Initiative Program HC	07/01/15-06/30/16
Lennox, Jill	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Leonard, Michele R.	Student Success Specialist	Student Services HC	07/01/15-06/30/16
Leopold, Joseph S.	Director of Learning Resources	Learning Resources EPI	07/01/15-06/30/16
Lewis, Mary E	Nursing Skills Facilitator	Nursing HC	07/01/15-06/30/16
Linek, Philip J	Senior Accountant	Accounting Services EPI	07/01/15-06/30/16
Liswith, Audra D.	College Placement Testing Coord	Enrollment Services EPI	07/01/15-06/30/16
Littlewood, Christopher S.	Instructional Technology Coord	NTPI/WMD Grant AC	07/01/15-06/30/16
Lloyd, George E	Train & Dev Design Facilitator	Special Programs/Intl Educ DO	07/01/15-06/30/16
Long, Douglas D.	Producer, PublicSafetyTraining	NTPI/WMD Grant AC	07/01/15-06/30/16
Longley, James F	Sr Web Developer	Marketing & Strategic Com DO	07/01/15-06/30/16
Ludwig, Rebecca L	Dean, College of HealthScience	College of Health Science HC	07/01/15-06/30/16
Lysinger, Linda Ann	Sr Instructional Tech Analyst	Provost HC	07/01/15-06/30/16
Marks, Alice M.	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist CL	07/01/15-06/30/16
Marks, Paul G.	Videographer	Instructional Television SE	07/01/15-06/30/16
Marquis, Roseanne Wendy	Scholar&Stu Fin Assist Officer	Fin Assistance Services DO	07/01/15-06/30/16
McCormack, Cristina D.	Staff Accountant	Leepa/Rattner Museum DO	07/01/15-06/30/16

McFarland,Theresa A	Development Officer	Resource Development DO	07/01/15-06/30/16
Meigs,Michael C.	Dir, BusinessSys&StudentAcctg	Business Services EPI	07/01/15-06/30/16
Mercer,Mary S	Client Account Representative	Corporate Training DO	07/01/15-06/30/16
Metz,Starla R	Principal, Collegiate HS	Provost SPG	07/01/15-06/30/16
Miles,Brian P.	Associate General Counsel	College Attorney DO	07/01/15-06/30/16
Miller,Lavester P.	Rangemaster	Provost AC	07/01/15-06/30/16
Mohr,Jane E.	Sr Accountant/FinancialAnalyst	Facilities Plan & Inst Svcs	07/01/15-06/30/16
Molinaro,Dana L.	Student Support Coordinator	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Moore,Randall	Facilities Manager	Facilities Plan & Inst Svcs	07/01/15-06/30/16
Mortellaro,Denise Ann	Career Outreach Specialist	Career Development Ctr DT	07/01/15-06/30/16
Munce,Nancy	Sr Instructional Technologist	Instructional Computing SE	07/01/15-06/30/16
Mundorff,Sheryl	Student Success Specialist	Associate Provost CL	07/01/15-06/30/16
Myers,Breanna Marie	Athletics Coach	Athletics DO	07/01/15-06/30/16
Neiberger,Anne N.	Academic Program Manager	Provost HC	07/01/15-06/30/16
Nenstiel,Gregory A	Dean, College of Business	College of Business EPI	07/01/15-06/30/16
Neu,Frances Zacharias	VP,InstAdvcmnt&ExecDirFoundatn	President DO	07/01/15-06/30/16
Newberry,Sheila A.	Program Director II	Health Information Mgmt HC	07/01/15-06/30/16
Nguyen,Kacey H	Analyst/Programmer	Admin Information System DO	07/01/15-06/30/16
Nguyen,Shirley T	Senior Developer	Admin Information System DO	07/01/15-06/30/16
Nicotera,Phillip V.	Provost	Provost HC	07/01/15-06/30/16
Nosewicz,James E.	Budget Specialist	Budget,Plan &Compliance EPI	07/01/15-06/30/16
O'Dowd,Cecelia Messina	Coord, Lifelong Lrn/CFK	Corporate Training DO	07/01/15-06/30/16
Orama,Juanita	Student Support Coordinator	Provost HC	07/01/15-06/30/16
Parker,Jeremy Russel	Coordinator, Microsoft Sys App	Admin Information System DO	07/01/15-06/30/16
Paschall,Janine P.	Student Success Specialist	Admissions & Records CL	07/01/15-06/30/16
Pearce,Frederick E.	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist TS	07/01/15-06/30/16
Pedicone,James A.	Dir, Design & Constr Svcs	Facilities Plan & Inst Serv DO	07/01/15-06/30/16
Peerenboom,Jill	Academic Program Manager	Provost HC	07/01/15-06/30/16
Pelletier,Scott R	EMS Program Support Coord	Emergency Med Services HC	07/01/15-06/30/16
Peplow,Jeremy S.	Assistant Director, Creative	Marketing & Strategic Com DO	07/01/15-06/30/16
Petersen,Dale E	Laboratory Manager	Orthotics & Prosthetics HC	07/01/15-06/30/16
Petrick,Patrick J	Project Technologist	Collaborative Labs EPI	07/01/15-06/30/16
Phillips,Kimberly C	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Phoenix,Teresa L.	Systems Operations Coordinator	Admin Information System DO	07/01/15-06/30/16
Piper,Angela M	Course Delivery	Instructional Computing SE	07/01/15-06/30/16
Pipitone,Rosaria	Career Outreach Specialist	Associate Provost SP	07/01/15-06/30/16
Plamondon,Amy Danielle	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Powlett,Maycill M	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Proctor,Deborah M.	Mgr StudentInfoSystemsSupport	Enrollment Services EPI	07/01/15-06/30/16
Przyborowski,Marta F	Grant Management Coordinator	BA Programs/UPC	07/01/15-06/30/16
Quinn,Edel T.	Accountant/Business Manager	Resource Development DO	07/01/15-06/30/16
Rager,Sandra	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist CL	07/01/15-06/30/16
Reed,Gwendolyn H.	Asst Dir, Scholar&Stu Fin Asst	Scholarships/Stu Fin Assist SP	07/01/15-06/30/16
Reesher,Shaeleigh A	Project Coordinator II	Associate Provost HC	07/01/15-06/30/16
Reifler-Alessi,Linda S	Reference & Instruction Librn	Learning Resources SP	07/01/15-06/30/16
Reynolds,Karen R	Purchasing Manager	Purchasing EPI	07/01/15-06/30/16
Rinard,Patrick W.	AssocVP,Enrollment Services	Enrollment Services EPI	07/01/15-06/30/16

Rivera,Angelo	Mgr Custodial & Landscape Svcs	Custodial Services CL	07/01/15-06/30/16
Robinson,LaNona G.	Client Account Representative	CE Health EPI	07/01/15-06/30/16
Root,Anamarie	Professional Development Mgr	Human Resources EPI	07/01/15-06/30/16
Rossiter-Smith,Carla M	Institutionl Effectivness Dir	College of Education TS	07/01/15-06/30/16
Rowe,Ayanna Amerigo	Student Success Specialist	Student Services HE	07/01/15-06/30/16
Royer,Berta Elizabeth	Sr Student Support Coordinator	Enrollment Management DO	07/01/15-06/30/16
Ruechel,Jennifer K.	Student Support Manager	Registration SP	07/01/15-06/30/16
Russell,Nancy L.	Academic Department Coord	Business Technologies SP	07/01/15-06/30/16
Sabino,Diana	Exec Dir of Mktg & Public Info	Marketing & Strategic Com DO	07/01/15-06/30/16
Schmitt,Eileen M.	Payroll Manager	Human Resources EPI	07/01/15-06/30/16
Schofield,Jennifer E	Instructional Dsgn Technician	Instructional Computing SE	07/01/15-06/30/16
Schrader-Smith,Kara L.	Risk Management Coordinator	Facilities Plan & Inst Svcs	07/01/15-06/30/16
Schuett,Jacquelyn R	Project Coord II InstStrategic	Provost SE	07/01/15-06/30/16
Scites,Jessica L	Research Analyst	Institutional Research EPI	07/01/15-06/30/16
Seay,Antonio R.	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist SP	07/01/15-06/30/16
Seay,Marianne	Coord, StudentLife&Leadership	Provost AC	07/01/15-06/30/16
Sengphrachanh,Phonedavanh	Employment Coordinator	Human Resources EPI	07/01/15-06/30/16
Setterlind,Sharon R	Dean, College of Computer & IT	College of Comp&Info Tech SP	07/01/15-06/30/16
Shapiro,Alan B.	Sr Instructional Technologist	Instructional Computing SE	07/01/15-06/30/16
Shears,Brenda C.	Student Support Manager	Provost SE	07/01/15-06/30/16
Sherman,Tiffani L.	Producer, PublicSafetyTraining	Florida Natl. Guard Grant AC	07/01/15-06/30/16
Shultz,Kathleen G	Grant Writer	Director of Grants DO	07/01/15-06/30/16
Silvers,Stefanie C.	Student Support Manager	Provost HC	07/01/15-06/30/16
Sintes,Nicholas M.	Sr Student Support Counselor	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Skryd,Jacqueline Marie	ExecDir of Grants Development	Director of Grants DO	07/01/15-06/30/16
Sloss,John P	Analyst/Programmer	Admin Information System DO	07/01/15-06/30/16
Smiley,Joseph	Dean, Social & Behavioral Sci	Social & Behavioral Science TS	07/01/15-06/30/16
Smith,Cedric E	Instructional Design Specialst	Natural Science CL	07/01/15-06/30/16
Smith,Pamela S.	Coord, Legal Services& EA/EO Dir	College Attorney DO	07/01/15-06/30/16
Smith,Shilo M	Reference & Instruction Librn	Learning Resources HC	07/01/15-06/30/16
Smith,Todd	Executive Student Svcs Dir	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16
Snare II,Clayton L	Coord, Early College/Dual Enrl	Duel Enrollment TS	07/01/15-06/30/16
Spinelli,Paul	Dir, Procurement/Asset Mgmt	Business Services EPI	07/01/15-06/30/16
Stanisic,Zoran	Sr Dir, Enterprise Systems	Admin Information System DO	07/01/15-06/30/16
Steele,Beatrice S.	Planning Coordinator	Facilities Plan & Inst Svcs	07/01/15-06/30/16
Steele,Jonathan E.	Dean, Humanities & Fine Arts	Humanities & Fine Arts CL	07/01/15-06/30/16
Stepanovsky,Nerina J.	Program Director II	Emergency Med Services HC	07/01/15-12/18/15
Sterner,Ann M.	Systems Analyst, LearnMgmtSys	Learning Mgt Netw Sys EPI	07/01/15-06/30/16
Stevens,Paul J	Project Technologist	NTPI/WMD Grant AC	07/01/15-06/30/16
Strickland,Mark F.	(Acting) Provost	Provost SE	07/01/15-06/30/16
Swaim,Lenore S	Student Support Counselor	Provost HC	07/01/15-06/30/16
Swift,Christopher	Technology Project Manager	SE Public Safety Institute AC	07/01/15-06/30/16
Taylor,Giovanna Angela	ProgDir, Medical Devices Grant	Natural Science CL	07/01/15-06/30/16
Tearett,Yalonda R	College Support Coordinator	Special Programs DO	07/01/15-06/30/16
Thiel,Janice L.	Sr Instructional Technologist	Online Learning&Services SP	07/01/15-06/30/16
Thomas,Phil C.	Student Support Manager	Counseling & Advisement CL	07/01/15-06/30/16
Thompson,Andy W	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist DO	07/01/15-06/30/16

Thompson,Barbara L	Student Support Manager	Disability Resources TS	07/01/15-06/30/16
Todaro,John	EMS/CME Acad Dept Coordinator	EMS/CME HC	07/01/15-06/30/16
Tonner,Joan E.	Program Director II	Dental Hygiene HC	07/01/15-06/30/16
Tufts,Shannon S.	Mgr Network Sys & Sec Ops	Admin Information System DO	07/01/15-06/30/16
Tymms,Magaly B	Director of Assessment	Academic Effective & Assessmt	07/01/15-06/30/16
Veloff,Steven J	Instructional Tech Analyst	NTPI/WMD Grant AC	07/01/15-06/30/16
Villaman,Sumati	Language InstituteProjectCoord	Corporate Training DO	07/01/15-06/30/16
Vitale,Alisha	Director, Recruitment Services	Marketing & Strategic Com DO	07/01/15-06/30/16
Vittetoe,Stanley O.	Provost	Provost CL	07/01/15-06/30/16
Vok,Anna	TechProjMgr,StratProjExecution	Business Services DO	07/01/15-06/30/16
Waechter,James D.	AssocVP,FaciltPln&InstutnlSvcs	Maintenance Services DO	07/01/15-06/30/16
Walker,Gail E.	Public Safety Training Coord	Florida Natl. Guard Grant AC	07/01/15-06/30/16
Walker,Karen Reynolds	Instructional Dsgn Technician	Instructional Computing SE	07/01/15-06/30/16
Walker,Kathryn L	Analyst/Programmer	Natural Science CL	07/01/15-06/30/16
Weaver,Scott	Coord, Institutional Services	Facilities Plan & Inst Svcs	07/01/15-06/30/16
Westergard,Victoria L.	ExecDir,eCampus,Web & IT	Inform Tech & Research DO	07/01/15-06/30/16
White,Karen Kaufman	Provost	Provost SP	07/01/15-07/31/15
White,Scott B	Athletics Coach	Athletics DO	07/01/15-06/30/16
Whitelaw,Robert L.	Museum Curator	Art Education Center DO	07/01/15-10/31/15
Wilborn,Paul L.	ExecDir,Palladium	Palladium DT	07/01/15-06/30/16
Wilkins,Pamela A	Sr Academic Program Coord	College of Education TS	07/01/15-06/30/16
Williams,Tonjua L.	SVP,Student Services	Student Services EPI	07/01/15-06/30/16
Williams,Tonya J	Disability Resources Manager	Disability Resources DT	07/01/15-06/30/16
Williams,Yvonne G	Instructional Designer/Facilit	Human Resources EPI	07/01/15-06/30/16
Wolff,Kimberly P.	Library Program Director	Learning Resources CL	07/01/15-06/30/16
Wolter,Barbara Simpson	Multimedia Content Developer	Marketing & Strategic Com DO	07/01/15-06/30/16
Womer,Lynda G.	Associate Provost	Provost SE	07/01/15-06/30/16
Woodruff Jr,Edward W	Government Relations Director	President DO	07/01/15-06/30/16
Woods,Vonda L.	Director, Accounting Services	Business Services EPI	07/01/15-06/30/16
Woroner,Desiree A	Director HR Operations	Human Resources EPI	07/01/15-06/30/16
Wortock,Jacob C.	Coord, Collegewide Wkfrc Intrn	Career Development Center SE	07/01/15-06/30/16
Wright,Diana	Dir, Facilities Services	Maintenance Services DO	07/01/15-06/30/16
Wright,Lacrecia M.	Project Coordinator II	College Reach Out Program DO	07/01/15-06/30/16
Writt,Jeremy L.	Producer, PublicSafetyTraining	Florida Natl. Guard Grant AC	07/01/15-06/30/16
Yacso,Lisa M	Career & Technical Educ Coord	Tech Prep DO	07/01/15-06/30/16
Zeigler,Jeff A	Disability Resources Manager	Disability Resources CL	07/01/15-06/30/16
Zickefoose,Lisa L	Grants Accountant	Accounting Services EPI	07/01/15-06/30/16
Mitchell,Kelli A	Disability Resources Manager	Provost SE	02/09/15-06/30/16
Stubbs,Aimee Cekau	Director, Disability Resources	Special Programs/Intl Educ DO	01/05/15-06/30/16
Scott,William T	Scholar&Stu Fin Assist Officer	Scholarships/Stu Fin Assist CL	02/23/15-06/30/16
Sapp,Shana Rene	Student Support Manager	Provost AC	03/23/15-06/30/16
O'Berry,Michael R.	Instructional Designer/Facilit	Human Resources EPI	01/26/15-06/30/16
Brink,Patricia J	Instructional Designer/Facilit	Human Resources EPI	02/23/15-06/30/16
Callaghan,Michael A	Analyst/Programmer	Admin Info Sys - Student	01/20/15-06/30/16
Andrews,Timothy J	Videographer	Instructional Computing SE	02/23/15-06/30/16
Braitling,Brenda A	Data Quality Coordinator	Natural Science CL	03/16/15-06/30/16
Drexler,Amy	Instructional Dsgn Technician	Instructional Computing SE	01/12/15-06/30/16

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Anne M. Cooper, Senior Vice President, Instruction & Academic Programs; and Tonjua Williams, Senior Vice President Student Services, recommend approval.

Ssw040215

April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: 2014-2015 Equity Report

Approval is sought to submit the 2014-2015 Equity Report to the Florida Department of Education, Division of Florida Colleges.

Consistent with the requirements of Sections 1000.05 and 1012.86, Florida Statutes, each Florida College System institution is required to submit an annual update of local plans related to educational equity in the areas of athletics, education, and employment.

The Florida Department of Education collects student data beginning with the summer term from the Student Data Base (2011-12, 2012-13, AND 2013-14). Whereas, a snapshot of the first pay period in October of the reporting period is used for Employee Data Categorization.

While the equity reporting is comprehensive, here are key performance outcomes for your review.

STUDENT DATA 2013-2014 vs. 2012-2013

First-Time in College Participation-Enrollments

- The percentage of Black male students increased, from 7.9% to 8.7%.
- The percentage of Hispanic students increased, from 12.4% to 12.7%.
- The percentage of Race-Other students remained consistent at 6.7%.
- The percentage of female students increased, from 50.9% to 52.1%.

Total Overall Enrollments

- The percentage Black students increased, from 14.1% to 14.4%.
- The percentage of Hispanic students increased, from 9.9% to 10.7%.
- The percentage of Race-Other students increased, from 5.4% to 5.8%.
- The percentage of female students remained consistent at 60%.
- The percentage of students with Self-reported Disabilities increased, from 3.7% to 3.9%.

Completion

- The percentage of minority students (African American, Hispanic, Other) completing all awards increased, from 20.1% to 22.7%.
- The percentage of Black students completing an Associate in Arts increased, from 9.2% to 9.4%.

- The percentage of Hispanic students completing an Associate in Arts increased, from 7.3% to 9.4%
- The percentage of Race-Other students completing a Certificate increased, from 3.5% to 4.7%

Retention

- Fall-to-fall retention rate of first time/full-time in college students increased, from 67% to 69%.
- Fall-to-fall retention rate of first time/full-time in college Black male students remained consistent at 53%.
- Fall-to-fall retention rate of first time/part-time in college students increased, from 54% to 55%.
- Fall-to-fall retention rate of first time/part-time in college male students remained consistent at 49%.

EMPLOYEE DATA 2014-2015 vs. 2013-2014

Executive/Administrative/Managerial Staff

- The percentage of Black employees stayed consistent, around 9% of total category.
- The percentage of Hispanic employees decreased, from 4.7% to 3.4%.
- The percentage of Other Minority employees increased, from 3.1% to 3.4%.
- The percentage of Female employees decreased, from 52.8% to 50.8%.

Full-time Instructional Staff

- The percentage of African American employees decreased, from 9.1% to 8.7%.
- The percentage of Hispanic employees slightly increased, from 4.6% to 4.7%.
- The percentage of Other Minority employees increased, from 4.8% to 5%.
- The percentage of Female employees stayed consistent, around 44% of total category.

Full-time Continuing Contract Instructional Staff

- The percentage of African American employees increased, from 6.8% to 8%.
- The percentage of Hispanic employees increased, from 5.1% to 5.6%.
- The percentage of Other Minority employees increased, from 6% to 6.4%.
- The percentage of Female employees stayed consistent, around 53% of total category.

I am happy to have your questions, comments and guidance.

Thank you.

Doug Duncan, Senior Vice President, Administrative/Business Services & Information Technology; Anne M. Cooper, Senior Vice President, Instruction & Academic Programs; Tonjua Williams, Senior Vice President, Student Services; and Pamela S. Smith, Director, Equal Access and Equal Opportunity; recommend approval.

Attachment

Ssw040215

**The Florida College System
Annual Equity Update Report
Guidelines for 2014-2015**

For

St. Petersburg College

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



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- F. Revised Policies and Procedures

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- D. Student Success in Targeted Programs
- E. Student Success Rates in Gatekeeper Courses

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General Information and Applicable Laws for Reporting

The purpose of the Annual College Equity Update Report is to provide a current status report of the college's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. The following Florida Statutes and implementing State Board Rules in the Florida Administrative Code (F.A.C.) apply to this annual report.

- Section (§) 1000.05, Florida Statutes (F.S.) Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act."
- Implementing Rule 6A-19.010, Florida Administrative Code (F.A.C.), Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program
- Additional implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity.

The report may also reflect efforts by Florida College System institutions to meet federal laws related to civil rights and nondiscrimination in the treatment, admission and employment of students and applicants. Applicable federal laws and regulations enforced by the U.S. Department of Education, U.S. Department of Justice, and the Equal Employment Opportunity Commission include the following:

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

These Guidelines are organized according to the following parts.

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

One **bound** copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2015. The report should be submitted by mail to the Florida Department of Education, DFC, 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399. The report

should also be submitted electronically to the following email address: lynda.earls@fldoe.org. For assistance or questions, call 850-245-9468.

PART I Description of Plan Development

The college should provide the following as required under State Board Rule 6A-19.010, F.A.C. Use space as needed.

Description of plan development:

The plan shall identify, by title and organizational location, the persons involved in the development of the plan; a description of the participation of any advisory groups or persons; and the date of adoption of the plan by the governing board.

The process used to prepare the 2014-15 Annual Equity Update Report was a collaborative, team approach, which included advisory persons from Institutional Research, Instruction and Academic Programs, Student Services, Administrative and Business Services, and the Equal Access/Equal Opportunity (EA/EO) Office.

- Patrick Booth, Coordinator of Enrollment Services – EpiCenter
- Martha Campbell, Dean of Communications – Clearwater Campus
- Jimmy Chang, Dean of Mathematics – St. Petersburg/Gibbs Campus
- John Chapin, Dean of Natural Science – Seminole Campus
- Anne Cooper, Senior Vice President, Instruction and Academic Programs – District Office
- Sabrina Crawford, Executive Director of Institutional Effectiveness & Research – EpiCenter
- Susan Demers, Dean, College of Policy Ethics and Legal Studies – Clearwater Campus
- Theresa Dimmer, Research Analyst for Institutional Effectiveness & Research – EpiCenter
- Susan Fell, Director, Admissions and Records – District Office
- Djuan Fox, Coordinator, Special Projects for Baccalaureate Programs – EpiCenter
- Daniel Gardner, Director of Institutional Research – EpiCenter
- Suzanne Gardner, Acting General Counsel – District Office
- Kevin Gordon, Provost – Downtown/Midtown Campuses
- Linda Hogans, Executive Director, Retention Services – EpiCenter
- Patrick Rinard, Associate Vice President, Enrollment Services – EpiCenter
- Carrie Rodesiler, Director, Title III – EpiCenter
- Sharon Setterlind, Dean of Computer and Information Technology – EpiCenter
- Pam Smith, Director, Equal Access and Equal Opportunity, Title IX Coordinator – District Office
- Mark Strickland, Associate Provost and Athletic Director – Downtown Campus
- Aimee Stubbs, Director of Disability Resources – EpiCenter
- Sylvia Whelan, Executive Staff Assistant for Human Resources – EpiServices
- Tonjua Williams, Senior Vice President, Student Services – EpiCenter
- Desiree Woroner, Director, Human Resources Operations – EpiServices

The plan was adopted by the St. Petersburg College Board of Trustees on April 21, 2015.

PART II

Policies and Procedures that Prohibit Discrimination

A. Policy and Procedure Review Process:

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

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

B. Policy of Nondiscrimination:

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

Please indicate the most recent date of revision:

The following policies regarding nondiscrimination are attached as Appendix 1.

6Hx23-1.34 *Discrimination Grievance Rule*—most recent revision, August 21, 2012.

6Hx23-2.01 *Equal Employment Opportunity/Affirmative Action*—most recent revision, August 21, 2012.

C. Regular Notification: Rule 6A-19.010(f), F.A.C.:

Describe procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units, and the general public of this policy. Use space as needed.

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

- The College's Faculty Governance Organization and its Career Service Employee Council are made aware of the College's nondiscrimination statement in their role of representing faculty and career service employees.

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

D. Equity Officer/Coordinator:

- a. Provide the name, title and contact information for the person(s) designated to coordinate the college's compliance with §1000.05, FS; Rule 6A-19.009 -.010, F.A.C., Title IX, Section 504, and Title II. Use more space as needed.

- Name: Pamela Smith
Title: Director, Equal Access/Equal Opportunity, Title IX Coordinator
Phone Number: 727-341-3261
Address: P.O. Box 13489
Email: St. Petersburg, Florida 33733-3489

- b. Does the regular notice of nondiscrimination include the name, address, and telephone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures? **Yes**

E. Grievance or Complaint Procedures: Provide as Appendix 2, a copy of the grievance or complaint procedures for use by students, applicants and employees who allege discrimination.

Please indicate the most recent date of revision(s):

Under Rule 6A-19.010(h), F.A.C. Grievance or complaint procedures should address the following at a minimum.

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

Please indicate the most recent date of revision:

See the College's policy and procedure 6Hx23-1.34 Discrimination Grievance Rule—most recent revision, August 21, 2012 and P6Hx23-1.34 Discrimination Grievance Procedure—most recent revision, June 24, 2013 attached as Appendix 2.

F. Revised Policies and Procedures

Submit as Appendix 3, any policies and procedures related to the following for which revisions have been made since submission of the college's last Annual Equity Update Report. You do not need to re-submit the college's policy on nondiscrimination or the college's grievance procedures.

1. Student and/or Employee Harassment Policy and Procedures for Reporting and Investigating Claims of Harassment (if different than the college's nondiscrimination grievance procedures.)
Revisions made: (yes) (no)

If yes, name of procedures(s):

- [6Hx23-2.011 Sexual Harassment and Relationships Policy](#)
- [P6Hx23-2.011 Procedure: Sexual Harassment and Relationships](#)
- [P6Hx23-4.332 Procedure: Sexual Violence and Misconduct](#)

Date of approval of revision:

- [6Hx23-2.011 Sexual Harassment and Relationships Policy—Approved March 17, 2015](#)
- [P6Hx23-2.011 Procedure: Sexual Harassment and Relationships—Approved April 2, 2015](#)
- [P6Hx23-4.332 Procedure: Sexual Violence and Misconduct—Approved April 2, 2015](#)

2. Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease Policy/Procedures

Revisions made: (yes) (no)

If yes, name of policy:

Date of approval of revision:

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

PART III Strategies to Overcome Underrepresented Students

A. Student Enrollments

Colleges will continue to examine trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for First-Time-In-College (FTIC) and for Overall Enrollment. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

Data reports reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System

College: St. Petersburg

Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	659	5,573	11.82	4,119	41,805	9.85
	2012-13	549	4,965	11.06	3,885	41,127	9.45
	2013-14	503	5,032	10.00	3,853	40,788	9.45
Male	2011-12	508	5,573	9.12	2,042	41,805	4.88
	2012-13	392	4,965	7.90	1,932	41,127	4.70
	2013-14	440	5,032	8.74	2,022	40,788	4.96
Total	2011-12	1,167	5,573	20.94	6,161	41,805	14.74
	2012-13	941	4,965	18.95	5,817	41,127	14.14
	2013-14	943	5,032	18.74	5,875	40,788	14.40

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: St. Petersburg

Student Participation-Enrollments

Race: Hispanic		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2011-12	330	5,573	5.92	2,212	41,805	5.29
	2012-13	319	4,965	6.42	2,490	41,127	6.05
	2013-14	350	5,032	6.96	2,631	40,788	6.45
Male	2011-12	262	5,573	4.70	1,467	41,805	3.51
	2012-13	297	4,965	5.98	1,571	41,127	3.82
	2013-14	287	5,032	5.70	1,729	40,788	4.24
Total	2011-12	592	5,573	10.62	3,679	41,805	8.80
	2012-13	616	4,965	12.41	4,061	41,127	9.87
	2013-14	637	5,032	12.66	4,360	40,788	10.69

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: St. Petersburg

Student Participation-Enrollments

Race: Other		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2011-12	175	5,573	3.14	1,117	41,805	2.67
	2012-13	170	4,965	3.42	1,274	41,127	3.10
	2013-14	187	5,032	3.72	1,376	40,788	3.37
Male	2011-12	160	5,573	2.87	850	41,805	2.03
	2012-13	162	4,965	3.26	932	41,127	2.27
	2013-14	149	5,032	2.96	980	40,788	2.40
Total	2011-12	335	5,573	6.01	1,967	41,805	4.71
	2012-13	332	4,965	6.69	2,206	41,127	5.36
	2013-14	336	5,032	6.68	2,356	40,788	5.78

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: St. Petersburg

Student Participation-Enrollments

Race: White		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2011-12	1,762	5,573	31.62	17,604	41,805	42.11
	2012-13	1,491	4,965	30.03	17,123	41,127	41.63
	2013-14	1,581	5,032	31.42	16,519	40,788	40.50
Male	2011-12	1,717	5,573	30.81	12,394	41,805	29.65
	2012-13	1,585	4,965	31.92	11,920	41,127	28.98
	2013-14	1,535	5,032	30.50	11,678	40,788	28.63
Total	2011-12	3,479	5,573	62.43	29,998	41,805	71.76
	2012-13	3,076	4,965	61.95	29,043	41,127	70.62
	2013-14	3,116	5,032	61.92	28,197	40,788	69.13

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: St. Petersburg

Student Participation-Enrollments

Race: All		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2011-12	2,926	5,573	52.50	25,052	41,805	59.93
	2012-13	2,529	4,965	50.94	24,772	41,127	60.23
	2013-14	2,621	5,032	52.09	24,379	40,788	59.77
Male	2011-12	2,647	5,573	47.50	16,753	41,805	40.07
	2012-13	2,436	4,965	49.06	16,355	41,127	39.77
	2013-14	2,411	5,032	47.91	16,409	40,788	40.23
Total	2011-12	5,573	5,573	100.00	41,805	41,805	100.00
	2012-13	4,965	4,965	100.00	41,127	41,127	100.00
	2013-14	5,032	5,032	100.00	40,788	40,788	100.00

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: St. Petersburg

Student Participation-Enrollments

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2011-12	42	60	532	782
	2012-13	61	81	524	926
	2013-14	67	97	501	945
Male	2011-12	28	69	278	548
	2012-13	38	65	267	597
	2013-14	44	85	271	645
Total (ALL)	Rpt Year				
	2011-12	70	129	810	1,330
	2012-13	99	146	791	1,523
	2013-14	111	182	772	1,590

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

1. Program Analysis:

Provide a summary of the results of your three-year analyses of student enrollments by race, gender, DIS and LEP. Use space as needed.

Overall and FTIC Enrollment

FTIC representation increased when compared to the prior year. Although there were declines, overall (college-wide) enrollment appears to be holding relatively steady despite an external economic environment that would normally cause large enrollment declines in higher education.

Enrollment - Percent Change							
FTIC	2011-12	2012-13	2013-14	Overall	2011-12	2012-13	2013-14
Total	-1.8%	-10.9%	1.3%	Total	3.0%	-1.6%	-0.8%

Enrollment – Number of Students							
FTIC	2011-12	2012-13	2013-14	Overall	2011-12	2012-13	2013-14
Total	5,573	4,965	5,032	Total	41,805	41,127	40,788

Disabled Student Enrollment

Students with self-reported disabilities have been steadily increasing and now represent close to four percent (3.9%) of total enrollment.

Disabled - Percent of Total Enrollment			
Overall	2011-12	2012-13	2013-14
Females	3.1%	3.7%	3.9%
Males	3.3%	3.7%	3.9%
Total	3.2%	3.7%	3.9%

Limited English Proficiency Enrollment

Students with limited English proficiency have remained fairly consistent representing about two percent of total enrollment.

Limited English Proficiency - Percent of Total Enrollment			
Overall	2011-12	2012-13	2013-14
Females	2.1%	2.1%	2.1%
Males	1.7%	1.6%	1.7%
Total	1.9%	1.9%	1.9%

Ethnicity and Gender Enrollment

The college-wide enrollment of minority students (Black, Hispanic, Other) increased by ten percent (10.0%) in 2009-10, about twenty-eight percent (27.9%) in 2010-11, almost ten percent (9.7%) in 2011-12, over two percent (2.3%) in 2012-13, and over four percent (4.2%) in 2013-14.

Overall Minority Enrollment					
Overall	2009-10	2010-11	2011-12	2012-13	2013-14
Females	5,461	6,905	7,448	7,649	7,860
Males	2,953	3,859	4,359	4,435	4,731
Total	8,414	10,764	11,807	12,084	12,591

The table below shows the percentage point differences comparing one year to the prior year for minority participation. Minority enrollment has been steadily increasing for the past three years.

Minority Enrollment – Percentage Point Differences							
	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13	Overall	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13
FTIC							
Females	-0.8%	0.0%	-0.2%	Females	0.8%	0.8%	0.7%
Males	0.5%	0.5%	0.2%	Males	0.9%	0.4%	0.8%
Total	-0.3%	0.5%	0.0%	Total	1.7%	1.1%	1.5%

The table below shows additional detail for all students. Minority and male representation continued to have modest gains.

Enrollment - Percentage Point Differences							
FTIC	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13	Overall	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13
White Student Enrollment							
Females	0.7%	-1.6%	1.4%	Females	-1.1%	-0.5%	-1.1%
Males	-0.4%	1.1%	-1.4%	Males	-0.7%	-0.7%	-0.4%
Total	0.3%	-0.5%	0.0%	Total	-1.7%	-1.1%	-1.5%
Black Student Enrollment							
Females	-1.8%	-0.8%	-1.1%	Females	0.0%	-0.4%	0.0%
Males	0.6%	-1.2%	0.8%	Males	0.4%	-0.2%	0.3%
Total	-1.2%	-2.0%	-0.2%	Total	0.4%	-0.6%	0.3%
Hispanic Student Enrollment							
Females	0.2%	0.5%	0.5%	Females	0.5%	0.8%	0.4%
Males	-0.3%	1.3%	-0.3%	Males	0.3%	0.3%	0.4%
Total	-0.1%	1.8%	0.2%	Total	0.8%	1.1%	0.8%
Other Student Enrollment							
Females	0.8%	0.3%	0.3%	Females	0.3%	0.4%	0.3%
Males	0.1%	0.4%	-0.3%	Males	0.2%	0.2%	0.1%
Total	0.9%	0.7%	0.0%	Total	0.5%	0.7%	0.4%
All Student Enrollment							
Females	-0.1%	0.0%	-0.4%	Females	-0.2%	0.3%	-0.2%
Males	0.1%	0.0%	0.4%	Males	0.2%	-0.3%	0.2%
Total	0.0%	0.0%	0.0%	Total	0.0%	0.0%	0.0%

2. Achievement of goals:

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved and set goals for 2014-2015. A table is provided to use as appropriate.

1. The College will continue its recruitment efforts to increase the enrollment of FTIC minority male student population with a goal of 37% by 2014-15. SPC has made considerable progress towards this goal with greater representation for males compared to historical data (2008-09=22.8%; 2009-10=28.2%; 2010-11=34.2%).
2. The College will continue its recruitment efforts to increase the enrollment of the FTIC minority population with a goal of 40% by 2014-15. SPC has made considerable progress towards this goal with greater representation for minorities compared to historical data (2008-09=25.9%; 2009-10=31.7%; 2010-11=37.9%).

FTIC Percent of Total			
Minority	2011-12	2012-13	2013-14
Females	39.8%	41.0%	39.7%
Males	35.1%	34.9%	36.3%
Total	37.6%	38.0%	38.1%

Goals will remain the same with a slight change to wording.

1. The College will continue its recruitment efforts to increase the enrollment of FTIC minority male student population with a goal of 37% by the end of 2014-15.
2. The College will continue its recruitment efforts to increase the enrollment of the FTIC minority population with a goal of 40% by the end of 2014-15.

3. Methods and Strategies

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

Highlights of Marketing and Strategic Communications for recruitment in the community.

1. Targeted Hispanic "Su Futuro" marketing, events and conferences for the Clearwater Campus in the Hispanic community.
2. Targeted marketing to those zip codes with high minority populations that are disproportionately low in terms of enrollment.
3. Three new Community Relations Coordinator positions were created to engage historically underserved populations in service areas related to Downtown/Midtown, Clearwater, Seminole, St. Petersburg/Gibbs, and Tarpon Springs sites.
4. SPC offers many community outreach programs for Pinellas County elementary, middle, and high school students. A few of the programs are referenced below. Additional information about these programs and others are available on SPC's website (<http://www.spcollege.edu/pages/specialprograms.aspx?id=2147484110>). Also, high school students have opportunities to earn high school and college credit simultaneously (<http://www.spcollege.edu/PCSparters/>).
 - The College Reach-Out Program (CROP) and Center of Excellence motivates and prepares elementary, middle and high school students to succeed in school through mentoring, tutoring, and exposure to postsecondary experiences (academic workshops, career exploration seminars, educational and cultural experiences, college tours, and financial assistance programs). Many of the students face academic and economic challenges and would unlikely apply to college without special support.
 - The Summer of Success (SOS) is a 6-week transitioning program (recent high school to college) for Pinellas County graduates. High school seniors interested must apply and be accepted into the SOS program. Students will earn three college credits while improving English, reading and math readiness skills. Other postsecondary experiences include becoming familiar with SPC campuses and resources as well as career exploration with business and industry tours. This summer scholarship includes application fee, tuition for three college credits, lab fees and textbooks.
 - Cecil B Keene Summer Enrichment Program at Midtown is a selective program designed to assist students to be successful in high school, college and beyond. Open to 11th graders entering the 12th grade the following fall. Students will earn three college credits for free, tour colleges and universities, explore careers, and strengthen skills essential to success in college.
 - Ridgecrest 360 Partnership - As part of a class project, some Seminole campus students serve as mentors and tutors to elementary, middle, and high school students. Ridgecrest 360 is a community-based, after-school tutoring/mentoring program designed to enrich math, reading, science, and character development of elementary students. Bridging the Achievement Gap helps students earn high school credits and pass the Florida Comprehensive Assessment Test (FCAT). High school graduates receive counseling for career choices, completing financial aid forms, securing scholarships and grants, contacting post-secondary learning institutions and tutoring for PSAT/SAT/ACT placement tests.
 - Seminole Community Educational Ecosystem is a system of schools that shares a single strategic emphasis on the success of its students. Currently, there are 14 schools in this partnership which includes elementary, middle and high schools. There are three subcommittees that focus on identifying school needs and lining up resources, exploring ways for community involvement, and transitioning along pathways between elementary, middle and high schools, and ultimately to college. Seminole Campus hosts tours with motivational and career exploration programs for fifth graders, middle and high school students. A new program was recently developed, College 101, which helps students and their parents with exploring, investigating and deciding on college choices as well as navigating the various processes and steps to successfully enroll and register. A presentation was made on this topic at the October 2014 Board of Trustees meeting. The presentation begins at 35:15 in the meeting video http://www.spcollege.edu/BOT_October_2014/.

Additional Items include:

1. Early in 2014, initiatives were implemented related to the applicant to enrollee process to increase enrollment. Several improvements were identified such as advisors/designees calling students the day after applying to the college to welcome them and discuss next steps towards enrollment. These same advisors will also serve as a point of contact. Previous checklists contained all the items students needed to complete before they would be considered a degree-seeking student– this proved to be overwhelming and many students waited until the last minute to register. The new approach has initially two items with more items added after meeting with an advisor:
 - a. To Register: The student needs Placement Test Scores and will need to meet with an Advisor.
 - b. For the student to be admitted into his/her desired program: High School Transcripts.

These modifications resulted in less confusion for our entering students and increased new applicant enrollment by 8.7% on opening day.

Later that same year a Business Process Review (BPR) was conducted. The BPR consisted of a series of focus groups that resulted in feedback from more than 400 prospective and current students. Experiences from first contact with SPC through graduation were examined. The results of the review would impact the selection of a Constituent Relationship Management (CRM) system. Implementing such a system will help integrate our technology systems while streamlining communication with students. Specific goals include additional efficiencies through process re-engineering, reduce call volume, increase student conversion through the funnel, communicate in one consistent tone and voice, and provide superior student service. December 2014/15 SalesForce was chosen to be the CRM vendor.

2. Increases in minority enrollment – largely of Hispanic decent – were affected by recent federal and state policy changes. The first was the Executive Order for Deferred Action for Childhood Arrivals (DACA) which provided individuals that met specific criteria the ability to obtain a social security number, renewable work permit, and exemption from deportation. However, in Florida and most other states, students with this status were charged out-of-state fees. A Florida Law that went into effect July 1, 2014 that provides waivers for DACA and undocumented students to pay the equivalent of in-state tuition (attendance at a Florida high school for three years, evidence of graduation, and must apply to a state college within two years of high school graduation). These policy changes and current outreach efforts should have an impact on growth in this area.
3. As an Achieving the Dream institution, St. Petersburg College has committed to a student centered model of Institutional Improvement. Based on five principles, the model frames the overall work of helping more students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. The strategies and goals that will be developed during the 2014-15 AY will support the achievement of the goals of this report.

B. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2011-2012 to 2013-2014 by race, gender, DIS and LEP skills of students achieving A.A. Degrees, A.S. Degrees or Certificates of Completion (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students for 2014/2015.

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

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	193	2,890	6.68	62	896	6.92	21	546	3.85
	2012-13	181	2,869	6.31	82	921	8.90	24	678	3.54
	2013-14	181	2,814	6.43	59	925	6.38	36	794	4.53
Male	2011-12	74	2,890	2.56	19	896	2.12	26	546	4.76
	2012-13	66	2,869	2.30	22	921	2.39	27	678	3.98
	2013-14	82	2,814	2.91	20	925	2.16	34	794	4.28
Total	2011-12	267	2,890	9.24	81	896	9.04	47	546	8.61
	2012-13	247	2,869	8.61	104	921	11.29	51	678	7.52
	2013-14	263	2,814	9.35	79	925	8.54	70	794	8.82

PERA = CCEE0192 01/25/2015 10:01:58 Source: AA1A2012, AA1A2013, AA1A2014
 DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

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

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	136	2,890	4.71	39	896	4.35	14	546	2.56
	2012-13	136	2,869	4.74	42	921	4.56	25	678	3.69
	2013-14	164	2,814	5.83	46	925	4.97	25	794	3.15
Male	2011-12	74	2,890	2.56	22	896	2.46	14	546	2.56
	2012-13	88	2,869	3.07	27	921	2.93	35	678	5.16
	2013-14	101	2,814	3.59	28	925	3.03	27	794	3.40
Total	2011-12	210	2,890	7.27	61	896	6.81	28	546	5.13
	2012-13	224	2,869	7.81	69	921	7.49	60	678	8.85
	2013-14	265	2,814	9.42	74	925	8.00	52	794	6.55

PERA = CCEE0192 01/25/2015 10:01:58 Source: AA1A2012, AA1A2013, AA1A2014
 DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
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Florida College System
College: St. Petersburg
Student Participation/Completions

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	63	2,890	2.18	25	896	2.79	6	546	1.10
	2012-13	100	2,869	3.49	30	921	3.26	10	678	1.47
	2013-14	91	2,814	3.23	29	925	3.14	18	794	2.27
Male	2011-12	54	2,890	1.87	17	896	1.90	13	546	2.38
	2012-13	85	2,869	2.96	13	921	1.41	15	678	2.21
	2013-14	54	2,814	1.92	17	925	1.84	19	794	2.39
Total	2011-12	117	2,890	4.05	42	896	4.69	19	546	3.48
	2012-13	185	2,869	6.45	43	921	4.67	25	678	3.69
	2013-14	145	2,814	5.15	46	925	4.97	37	794	4.66

PERA = CCEE0192 01/25/2015 10:01:58 Source: AA1A2012, AA1A2013, AA1A2014
 DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

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

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	1,368	2,890	47.34	465	896	51.90	187	546	34.25
	2012-13	1,337	2,869	46.60	447	921	48.53	238	678	35.10
	2013-14	1,325	2,814	47.09	462	925	49.95	279	794	35.14
Male	2011-12	928	2,890	32.11	247	896	27.57	265	546	48.53
	2012-13	876	2,869	30.53	258	921	28.01	304	678	44.84
	2013-14	816	2,814	29.00	264	925	28.54	356	794	44.84
Total	2011-12	2,296	2,890	79.45	712	896	79.46	452	546	82.78
	2012-13	2,213	2,869	77.13	705	921	76.55	542	678	79.94
	2013-14	2,141	2,814	76.08	726	925	78.49	635	794	79.97

PERA = CCEE0192 01/25/2015 10:01:58 Source: AA1A2012, AA1A2013, AA1A2014
 DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

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

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	1,760	2,890	60.90	591	896	65.96	228	546	41.76
	2012-13	1,754	2,869	61.14	601	921	65.26	297	678	43.81
	2013-14	1,761	2,814	62.58	596	925	64.43	358	794	45.09
Male	2011-12	1,130	2,890	39.10	305	896	34.04	318	546	58.24
	2012-13	1,115	2,869	38.86	320	921	34.74	381	678	56.19
	2013-14	1,053	2,814	37.42	329	925	35.57	436	794	54.91
Total	2011-12	2,890	2,890	100.00	896	896	100.00	546	546	100.00
	2012-13	2,869	2,869	100.00	921	921	100.00	678	678	100.00
	2013-14	2,814	2,814	100.00	925	925	100.00	794	794	100.00

PERA = CCEE0192 01/25/2015 10:01:58 Source: AA1A2012, AA1A2013, AA1A2014
 DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

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

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
Female	2011-12	39	83	21	33	3	11
	2012-13	59	71	15	46	6	10
	2013-14	29	68	10	36	8	20
Male	2011-12	18	51	7	15	4	17
	2012-13	17	44	11	20	9	25
	2013-14	18	53	2	23	5	15
Total (ALL)	Rpt Year						
	2011-12	57	134	28	48	7	28
	2012-13	76	115	26	66	15	35
	2013-14	47	121	12	59	13	35

PERA = CCEE0192 01/25/2015 10:01:58 Source: AA1A2012, AA1A2013, AA1A2014
 DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

1. Program Analysis

Identify areas of disproportionate program completions of students of a particular race, gender, DIS, or LEP. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances. Use space as needed.

Overall Completers

The number of program completers increased over ten percent (10.7%) in 2011-12, about three percent (3.1%) in 2012-13, and one and a half percent (1.5%) in 2013-14. The distribution across programs changed showing more students earned certificates in the current year.

All Completers				
Year	Total	AA Degrees	AS Degrees	Certificates
2011-12	4,332	66.7%	20.7%	12.6%
2012-13	4,468	64.2%	20.6%	15.2%
2013-14	4,533	62.1%	20.4%	17.5%

Disabled Completers

Students with self-reported disabilities remained consistent but there was a change in the distribution across programs. More students earned an AA degree (6 students) and less an AS degree (7) when compared to prior year.

Disabled Completers				
Year	Total	AA Degrees	AS Degrees	Certificates
2011-12	210	63.8%	22.9%	13.3%
2012-13	216	53.2%	30.6%	16.2%
2013-14	215	56.3%	27.4%	16.3%

Limited English Proficiency Completers

Students with limited English proficiencies declined in the current year after several years of increases.

Limited English Proficiency Completers				
Year	Total	AA Degrees	AS Degrees	Certificates
2011-12	97	58.8%	28.9%	12.4%
2012-13	117	65.0%	22.2%	12.8%
2013-14	72	65.3%	16.7%	18.1%

Ethnicity and Gender Completers

The number of minority student program completers increased nineteen percent (19.0%) in 2011-12, over fifteen percent (15.6%) in 2012-13, and over two percent (2.3%) in 2013-14. Although the number of awards continued to increase, the distribution across programs changed.

All Minority Completers				
Year	Total	AA Degrees	AS Degrees	Certificates
2011-12	872	68.1%	21.1%	10.8%
Female	559	70.1%	22.5%	7.3%
Male	313	64.5%	18.5%	16.9%
2012-13	1,008	65.1%	21.4%	13.5%
Female	630	66.2%	24.4%	9.4%
Male	378	63.2%	16.4%	20.4%
2012-13	1,031	65.3%	19.3%	15.4%
Female	649	67.2%	20.6%	12.2%
Male	382	62.0%	17.0%	20.9%

The table below shows the percentage point differences comparing one year to the prior year of minority participation. Overall, minority completions have been increasing for all categories with the exception of AS degrees in the current year.

All Minority Completers – Percentage Point Differences									
Gender	AA Degrees			AS Degrees			Certificates		
	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13
	Females	0.5%	1.0%	0.9%	-0.2%	2.7%	-2.2%	0.7%	1.2%
Males	1.0%	1.3%	0.1%	1.7%	0.3%	0.3%	-0.2%	1.7%	-1.3%
Total	1.5%	2.3%	1.1%	1.4%	2.9%	-1.9%	0.5%	2.8%	0.0%

The table below shows additional detail for all students. After several years of gains in minority and male representation, there appeared to be decline in AA Degrees (Other), AS Degrees (Black), and Certificates (Hispanic) as well as overall male participation.

All Completers – Percentage Point Differences									
Gender	AA Degrees			AS Degrees			Certificates		
	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13
	White Student Completion								
Females	-2.1%	-0.7%	0.5%	-7.0%	-3.4%	1.4%	-0.8%	0.8%	0.0%
Males	0.6%	-1.6%	-1.5%	5.6%	0.4%	0.5%	0.4%	-3.7%	0.0%
Total	-1.5%	-2.3%	-1.1%	-1.4%	-2.9%	1.9%	-0.5%	-2.8%	0.0%
Black Student Completion									
Females	-0.3%	-0.4%	0.1%	-1.1%	2.0%	-2.5%	0.9%	-0.3%	1.0%
Males	0.1%	-0.3%	0.6%	0.4%	0.3%	-0.2%	2.1%	-0.8%	0.3%
Total	-0.3%	-0.6%	0.7%	-0.7%	2.3%	-2.8%	3.0%	-1.1%	1.3%
Hispanic Student Completion									
Females	0.7%	0.0%	1.1%	0.5%	0.2%	0.4%	0.2%	1.1%	-0.5%
Males	0.3%	0.5%	0.5%	0.4%	0.5%	0.1%	-2.9%	2.6%	-1.8%
Total	0.9%	0.5%	1.6%	0.9%	0.7%	0.5%	-2.7%	3.7%	-2.3%
Other Student Completion									
Females	0.1%	1.3%	-0.3%	0.4%	0.5%	-0.1%	-0.4%	0.4%	0.8%
Males	0.7%	1.1%	-1.0%	0.9%	-0.5%	0.4%	0.6%	-0.2%	0.2%
Total	0.8%	2.4%	-1.3%	1.3%	0.0%	0.3%	0.2%	0.2%	1.0%
All Student Completion									
Females	-1.6%	0.2%	1.4%	-7.3%	-0.7%	-0.8%	-0.1%	2.1%	1.3%
Males	1.6%	-0.2%	-1.4%	7.3%	0.7%	0.8%	0.1%	-2.1%	-1.3%

2. Achievement of goals:

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

1. Black students: Increase the number of Black students completing Workforce related awards (combination of AS Degrees and Certificates) to 170. Although the goal was not met, overall completions for this group continues to increase (2011-12=12.9%; 2012-13=1.8%; 2013-14=2.5%).

Black Completions				
Year	Gender	AA Degrees	AS Degrees	Certificates
2011-12	Female	193	62	21
2012-13	Female	181	82	24
2013-14	Female	181	59	36
2011-12	Male	74	19	26
2012-13	Male	66	22	27
2013-14	Male	82	20	34
2011-12	Total	267	81	47
2012-13	Total	247	104	51
2013-14	Total	263	79	70

2. Increase the number of minority completions by five percent (5.0%) or 50 students. Although the goal was not met, overall completions for this group continues to increase (2011-12=19.0%; 2012-13=15.6%; 2013-14=2.3%).

Minority Completions					
Year	Gender	Total	AA Degrees	AS Degrees	Certificates
2011-12	Female	559	392	126	41
2012-13	Female	630	417	154	59
2013-14	Female	649	436	134	79
2011-12	Male	313	202	58	53
2012-13	Male	378	239	62	77
2013-14	Male	382	237	65	80
2011-12	Total	872	594	184	94
2012-13	Total	1008	656	216	136
2013-14	Total	1031	673	199	159

Modified Goals.

1. Black students: Increase the number of Black students completing Workforce related awards (combination of AS Degrees and Certificates) to 170.
2. Increase the number of minority completions by ten percent (10.0%) or 103 students.

3. Methods and Strategies:

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

1. SPC utilizes Business Intelligence to guide data-driven discussions and decision making for improvement in student achievement and success rates. It is also utilized to discover leading measures pertaining to student success. Examples include the College Experience and Dean's Retention Plan.
 - **The College Experience:** Campus Provosts partner with administrators and campus staff to provide strategies designed to improve the student experience (from application through graduation). Additional

information about the College Experience from a student’s perspective is available on SPC’s website (<http://www.collegeexperience.com/welcome.html>).

- **Student Orientation** to acclimate, engage students, and provide the tools necessary for successfully navigating the College. Beginning Fall 2015, Smart Start Orientation will be required for all new first-time SPC degree and certificate seeking students. This program was designed to assist in the transition to college – providing students with the knowledge, experience and skills to use resources essential for college success and persistence through graduation. This is a new modular approach to orientation where students begin with their first meeting (Getting Started) prior to the beginning of classes and during the first four weeks. Topics include Academic Support Services (Week 1), Navigating SPC (Week 2), Career Services/MLP (Week 3), MLP/ Career Services (Week 4).
- **Academic and Career Advising** to provide seamless career and academic advising based on individual student needs.
- **My Learning Plan (MLP)** this plan allows a student to develop their academic course goals from the first term through graduation. Data shows that students are more successful if they have a plan in place. Although the 2014 academic year data is not complete (Fall 2014, Spring 2015), a little more than half of the students have a MLP.

View:	MLP by Success Rates Graph				
Date:	2/25/2015				
Dashboard:	MLP by Success Rates Graph				
Parameter:	2010,2011,2012,2013,2014,All,Undergraduate, All,All,All,All,All,All,All,All,All				
	Success Rate				
My Learning Plan Has MLP Terms	2010	2011	2012	2013	2014
No	73.26%	73.20%	73.71%	75.48%	72.35%
Yes	77.71%	79.16%	78.34%	78.29%	75.57%

Source: SPC Pulse 2/25/14

View:	Students with MLP by Term		
Date:	2/25/2015		
Dashboard:	Students with MLP by Term		
Parameter:	2010,2011,2012,2013,2014,All,Undergraduate,All,All,All,All,All,All,All,All,All		
	Unduplicated Student Count		
Term Academic Year - Term Desc	No	Yes	Percent of Total (Yes)
2010	38,749	6,327	14.0%
2011	35,717	9,699	21.4%
2012	29,840	14,406	32.6%
2013	24,366	18,919	43.7%
2014	19,673	20,844	51.4%

Source: SPC Pulse 2/25/14

- **Early Alerts** is a collaborative effort between faculty, advisors, and academic coaches to identify students experiencing academic, financial, family, and other issues early in the semester so strategies can be implemented for student success. The stakeholders are able to collaborate in real time, using relevant and current documents related to a student’s academic and financial status. In the next year, upgrades to the Student Coaching System (SCS) – interface that integrates several internal systems and resources – will enhance the efficiency of these collaborative efforts and foster better communication.
- **Learning Support** – Free tutorial services are provided to students in various subjects on campus and online.
- **Dean’s Retention Plan:** In Summer 2014, Academic Deans developed a plan to scrutinize student retention, progression, and completion. Selected metrics include course withdrawals (Gateway and Modality), term withdrawal, and WWF by Time of Enrollment which is available in the Dean’s Retention Indicator Dashboard (snapshot below). This tool allows for overview research and the ability to drill down to the student level. This allows for more precise analysis.

Student Information - Detail - Counts of Ws and WFs by Acad Org

Counts of Ws and WFs by Acad Org

Class Academic Career: UGRD, Student Term Career Desc - Program Desc - Subplan Desc: Undergraduate, Filter empty rows

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr	Spring Term 2013-2014 (0480)			Spring Term 2014-2015 (0495)		
	Enrollment Count	Count Of Ws	Count Of WFs	Enrollment Count	Count Of Ws	Count Of WFs
All	91,092	6,441	4,269	92,442	3,929	309
College of Business	5,864	530	269	6,408	218	75
College of Computer and Information Technology	5,344	464	315	5,816	162	129
College of Education	2,906	161	87	2,964	95	4
College of Health Sciences	1,396	37	31	1,598	38	7
College of Nursing	3,236	89	13	3,446	69	7
College of Public Safety Administration	2,592	98	57	2,432	33	20
Communications Department	13,247	1,020	934	13,403	797	25

Academic Year - Term Desc - Multi: Spring Term 2013-2014 (0480), Spring Term...
 Campus Description: All
 Student Type (FTIC): All
 Course Group: All
 Session Desc: All
 Class Academic Group: All
 Course Instructional Method: All
 Age Group: All
 Ethnic Group: All
 Gender: All
 Custom Cohort: All
 Student Group: All
 Student System Cube Refresh: Last Refresh: 3/19/2015 5:10:30 AM

Six objectives were selected for this plan and below are some high level strategies:

- Identify Faculty Classroom Engagement Strategies for Retention – additional information available about course content and student demands, Syllabi are available before the initial class, instructor pages are up-to-date with more descriptive content, and enhanced online tools (audio, video).
- Develop Varied Opportunities for Student Engagement Beyond the Classroom – pilot project at SPC’s Downtown/Midtown Campus that tracks extracurricular activities in partnership with Student Life, establishing the Center for Learning and Civic Engagement at the Midtown. A presentation was made on this topic at the March 2015 Board of Trustees meeting. The presentation begins at 1:26:21 in the meeting video <http://www.spcollege.edu/BOT-March2015/>
- Monitor Student Success Strategies Related to Developmental Education Reform – co-requisite developmental lab courses and MOOCs (Statistics and Algebra).
- Revise course enrollment policies – students are not permitted to enroll in online courses after the Sunday night of the week classes start or the first day of class and tracking reasons of withdrawals in each department.
- Expand Early Alert – departments have developed their own outreach to endangered students.
- Identify and Communicate Career Workforce Pathways towards Degree Completion – a clear pathway to degree completion.

Additional Items include:

1. This past year, much work has been done creating Academic Pathways – chronological listing of all program courses in the most effective order of completion for students. These “roadmaps” also identify embed certificates where applicable. Next steps include incorporating industry certifications to satisfy some of the program requirements and identifying classes within a program that lead to an industry certification. This is the first step in populating the degree mapping tool (Civitas) that will automate the process and provide check points of progress directly to students.
2. As an Achieving the Dream institution, St. Petersburg College has committed to a student centered model of Institutional Improvement. Based on five principles, the model frames the overall work of helping more students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. The strategies and goals that will be developed during the 2014-15 AY will support the achievement of the goals of this report.

C. Student Retention by Race and Gender

The Annual College Equity Update Report for 2014-2015 should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2012-2013 FTIC students returning Fall 2013-2014 and Fall 2013-2014 FTIC students returning Fall 2014-2015.

1. Identify areas by race and gender where the retention rates have not improved from the previous year. Use space as needed.
 - a. Full-time students:

The tables below show retention rates and the percentage point difference comparison for full-time students.

Full-time Retention Rate				
Gender	Race	2011-12	2012-13	2013-14
Male	Non-Resident	100.0%	33.0%	50.0%
Male	Black	53.0%	44.0%	53.0%
Male	American Indian	50.0%	50.0%	67.0%
Male	Asian	76.0%	81.0%	69.0%
Male	Hispanic	64.0%	61.0%	66.0%
Male	White	63.0%	64.0%	65.0%
Male	Unknown/Not Reported	51.0%	77.0%	72.0%
Female	Non-Resident	80.0%	86.0%	50.0%
Female	Black	60.0%	60.0%	64.0%
Female	American Indian	83.0%	50.0%	100.0%
Female	Asian	76.0%	88.0%	84.0%
Female	Hispanic	79.0%	68.0%	75.0%
Female	White	71.0%	73.0%	76.0%
Female	Unknown/Not Reported	78.0%	65.0%	69.0%
Male	All	62.0%	63.0%	64.0%
Female	All	71.0%	71.0%	74.0%
Total	All	67.0%	67.0%	69.0%

Retention Rate - Percentage Point Differences				
Gender	Race	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13
Male	Non-Resident	67.0%	-67.0%	17.0%
Male	Black	-1.0%	-9.0%	9.0%
Male	American Indian	-7.0%	0.0%	17.0%
Male	Asian	3.0%	5.0%	-12.0%
Male	Hispanic	-3.0%	-3.0%	5.0%
Male	White	-5.0%	1.0%	1.0%
Male	Unknown/Not Reported	-23.0%	26.0%	-5.0%
Female	Non-Resident	36.0%	6.0%	-36.0%
Female	Black	-8.0%	0.0%	4.0%
Female	American Indian	3.0%	-33.0%	50.0%
Female	Asian	-8.0%	12.0%	-4.0%
Female	Hispanic	3.0%	-11.0%	7.0%
Female	White	-4.0%	2.0%	3.0%
Female	Unknown/Not Reported	13.0%	-13.0%	4.0%
Male	All	-5.0%	1.0%	1.0%
Female	All	-2.0%	0.0%	3.0%
Total	All	-3.0%	0.0%	2.0%

b. Part-time students:

The tables below show retention rates and the percentage point difference comparison for part-time students.

Part-time Retention Rate				
Gender	Race	2011-12	2012-13	2013-14
Male	Non-Resident	0.0%	0.0%	75.0%
Male	Black	46.0%	38.0%	41.0%
Male	American Indian	50.0%	50.0%	67.0%
Male	Asian	58.0%	73.0%	65.0%
Male	Hispanic	51.0%	59.0%	51.0%
Male	White	49.0%	48.0%	49.0%
Male	Unknown/Not Reported	57.0%	46.0%	57.0%
Female	Non-Resident	0.0%	52.0%	60.0%
Female	Black	50.0%	25.0%	55.0%
Female	American Indian	83.0%	74.0%	25.0%
Female	Asian	52.0%	58.0%	66.0%
Female	Hispanic	59.0%	59.0%	58.0%
Female	White	59.0%	46.0%	64.0%
Female	Unknown/Not Reported	68.0%	57.0%	50.0%
Male	All	49.0%	48.0%	49.0%
Female	All	57.0%	57.0%	61.0%
Total	All	54.0%	53.0%	55.0%

Retention Rate - Percentage Point Differences					
Gender	Race	2010-11	2011-12	2012-13	2013-14
		vs. 2009-10	vs. 2010-11	vs. 2011-12	vs. 2012-13
Male	Non-Resident	0.0%	0.0%	0.0%	75.0%
Male	Black	-3.0%	-1.0%	-8.0%	3.0%
Male	American Indian	50.0%	0.0%	0.0%	17.0%
Male	Asian	-13.0%	8.0%	15.0%	-8.0%
Male	Hispanic	10.0%	2.0%	8.0%	-8.0%
Male	White	3.0%	-1.0%	-1.0%	1.0%
Male	Unknown/Not Reported	-4.0%	15.0%	-11.0%	11.0%
Female	Non-Resident	0.0%	0.0%	52.0%	8.0%
Female	Black	-2.0%	-9.0%	-25.0%	30.0%
Female	American Indian	-25.0%	58.0%	-9.0%	-49.0%
Female	Asian	-6.0%	-6.0%	6.0%	8.0%
Female	Hispanic	-1.0%	-9.0%	0.0%	-1.0%
Female	White	2.0%	-1.0%	-13.0%	18.0%
Female	Unknown/Not Reported	14.0%	4.0%	-11.0%	-7.0%
Male	All	2.0%	0.0%	-1.0%	1.0%
Female	All	2.0%	-3.0%	0.0%	4.0%
Total	All	2.0%	-1.0%	-1.0%	2.0%

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

To further the efforts to increase retention rates, the College will strategically focus on:

- The development of a cross-functional (multi-discipline) college-wide Retention Committee focused on the development of a retention plan to support students' completion and success in College.
- Expand the assessment of currently enrolled students that will improve data driven activities that increase discussions, strategies and decisions regarding student progression and graduation.
- Continue to assess and improve success measures within The College Experience with a plan to expand support services.
- Revitalize online instruction to improve pedagogy, success, and student progression.
- Academic Pathways – chronological listing of all program courses in the most effective order of completion for students.

6. Strengthen Institutional Programs through a 5-year Title III Grant of \$2.2 million. This grant is focused on several components of The College Experience including My Learning Plan (MLP), New Student Orientation, and Out-of-Class Support. Other areas include Student Life Skills (SLS) course, Active Learning Toolkits (ALT), Virtual Learning Commons, Student Coaching System, Constituent Relation Management (CRM) system. One item not mentioned in another section of this report is the Virtual Learning Commons (VLC) – SPC’s virtual learning commons. The purpose of the online commons will be to connect SPC students, faculty and staff with an online, unified delivery system for learning support resources. It offers an easy-to-access portal that includes learning toolkits (ALTs) as well as library, learning center and other support services and resources.
7. **Support for African American and Latino males** – Each campus has a designated team to focus on African American and Latino males by providing individual support and group initiatives. The teams work collaboratively with the Men Achieving Excellence (MAX) Club to provide social activities that further strengthen student peer and faculty support, and networking within the College as well as the community.
 - Keys to Manhood – A Seminar for Men is free to all students. Jimmie Lee Solomon, former Executive Vice President for major League Baseball Operations and Development, was the keynote speaker this year. Breakout sessions included topics such as conflict resolution, money management, overcoming legal obstacles, and deciding what career is right for you (<http://www.spcollege.edu/pages/specialprograms.aspx?id=8499>).
 - The Black, Brown & College Bound Summit in Tampa, Florida addresses the national problem of a lack of student success in persistence, retention, and graduation for all students especially African American and Latino males. The summit provides a forum to discuss successful strategies, explore mentoring programs, and the latest research of methods to increase access, persistence, retention and graduation rates (<http://www.hccfl.edu/bccb.aspx>). About 20 SPC students and staff attended this year.
8. Services to identified populations include veteran and disability services, federally funded TRIO program Student Support Services, and Women on the way.
9. **Dean’s Retention Plan:** Examines student retention, progression, and completion utilizing information made available through the College’s business information system, Pulse. Deans selected six objectives and identified lead and lag measures in the implementation and review of each. Continuous monitoring was instituted. As a result of this focused weekly scrutiny a number of college wide changes have been implemented. Additional information about the plan in the previous section (Competitions).

**Florida College System
College: St. Petersburg**

Full-Time Student Retention (FTIC) 2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC Num. Retained	6	4	126	118	3	2	49	44	130	151	672	635	60	58	1,046	1,012	2,058
% Retained	3	2	67	75	2	2	34	37	86	114	438	480	43	40	673	750	1,423
	50	50	53	64	67	100	69	84	66	75	65	76	72	69	64	74	69

PERA - Retention 01/25/2015 10:04:01
 Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

**Florida College System
College: St. Petersburg**

Full-Time Student Retention (FTIC) 2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC Num. Retained	3	7	95	131	2	2	52	40	111	130	706	676	43	65	1,012	1,051	2,063
% Retained	1	6	42	79	1	1	42	35	68	88	450	494	33	42	637	745	1,382
	33	86	44	60	50	50	81	88	61	68	64	73	77	65	63	71	67

PERA - Retention 01/25/2015 10:04:01
 Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

**Florida College System
College: St. Petersburg**

Part-Time Student Retention (FTIC)2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC Num. Retained	12	5	189	258	3	4	20	41	80	142	570	721	49	50	923	1,221	2,144
% Retained	9	3	78	143	2	1	13	27	41	82	277	459	28	25	448	740	1,188
	75	60	41	55	67	25	65	66	51	58	49	64	57	50	49	61	55

PERA - Retention 01/25/2015 10:04:01
 Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

**Florida College System
College: St. Petersburg**

Part-Time Student Retention (FTIC)2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC Num. Retained	3	0	190	285	4	4	37	31	116	137	589	664	59	54	998	1,175	2,173
% Retained	0	0	73	147	2	1	27	23	69	80	281	394	27	25	479	670	1,149
	0	0	38	52	50	25	73	74	59	58	48	59	46	46	48	57	53

PERA - Retention 01/25/2015 10:04:01
 Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

D. Student Success in Targeted Programs

The Florida Educational Equity Act, §1000.05, F.S., Part (4), requires that, “Public schools and Florida College System Institutions shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education.” Identify current and/or planned methods and strategies developed to increase the participation of any underrepresented students in these courses and programs. Use space as needed.

Some strategies to increase participation and promote success of underrepresented students in targeted programs include:

1. STEM TEC – Provides career exploration and workplace readiness training to 15-18 year olds for students with documented barriers (<https://www.careersourcepinellas.com/pages/stemteceligibility>).
2. NSF S-STEM (Tampa Bay Seeds) – provides \$6,500 scholarships to 80 students over the five-year grant period to low income, academically-talented students, with a priority focus on minorities, women, and veterans.
3. Out-of-classroom tutoring labs to support struggling students in multiple areas including targeted programs.
4. Innovation Grant *I Am, Robotics* represents an opportunity to establish a STEM/Robotics program at SPC Midtown Center.
5. Hiring new academic chair to implement new program for Help Desk certificate at Midtown Center includes students from Gibbs High School.
6. Creating internship model for computer support in Learning Resource Centers including Downtown, Midtown and St Petersburg Gibbs.
7. Creating and implementing an eight computer room programming lab at St Petersburg Gibbs campus.
8. Natural Science faculty participation in the campuses Learning Support Centers has increased by more than 50% over the last two years; students served has increased by a similar amount.
9. Natural Science faculty have integrated "supplemental instruction" in their classes, particularly Human Anatomy and Physiology (gateway courses) for allied health and nursing careers.
10. Several Natural Science faculty have instituted collaborative learning strategies as well as interactive activities into their classrooms and labs to increase their students' engagement with the academic material included in their courses.

E. Student Success Rates in Gatekeeper Courses

The College 2014-2015 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in gatekeeper courses (MAC1105, MGF1106, STA2023, MAT 1033 and ENC1101) from 2011-2012 through 2013-2014. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

Notes regarding the Disparity reports:

- Success is defined as grades of A, B, C and S
- Courses with grades of X, P, PR and Z are excluded from the data.
- In the Gap Comparison Table, a **negative gap** indicates that the percentage of successful black or Hispanic students completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing gatekeeper courses from 2011-2012 through 2013-2014. Use space as needed.

The tables below show the success rates and percentage point differences comparing one year to the prior year. The current definition of gatekeeper courses includes MAT1033, MAC1105, MGF1106, STA2023, and ENC1101. The highest success rates for each course in a given year shown in blue. Overall, white students appeared to be the most successful while black students were the least. In the current year, Hispanic students appeared to be the most successful in ENC1101 and MGF1106.

Success Rate				
Race/Ethnicity	Course	2011-12	2012-13	2013-14
Black	ENC1101	54.2%	57.3%	59.5%
Hispanic	ENC1101	68.3%	63.9%	73.9%
White	ENC1101	69.6%	67.6%	71.5%
Black	MAT0024	47.0%	n/a	n/a
Hispanic	MAT0024	63.7%	n/a	n/a
White	MAT0024	62.0%	n/a	n/a
Black	MAT1033	39.9%	43.7%	38.8%
Hispanic	MAT1033	53.6%	51.1%	54.8%
White	MAT1033	57.3%	54.3%	55.9%
Black	MAC1105	40.8%	45.2%	43.3%
Hispanic	MAC1105	61.8%	47.2%	61.4%
White	MAC1105	60.5%	55.4%	61.9%
Black	MGF1106	53.6%	57.5%	61.7%
Hispanic	MGF1106	69.5%	52.5%	75.4%
White	MGF1106	74.4%	71.5%	73.7%
Black	STA2023	47.9%	48.3%	64.0%
Hispanic	STA2023	56.0%	64.1%	62.2%
White	STA2023	64.8%	62.9%	65.2%

For 2013-14, black students showed an exceptional improvement in STA2023 by almost sixteen (15.6) percentage points. Modest gains were reported for ENC1101 and MGF1106. Increases were realized for White (MAC1105) and Hispanic (MAC1105, MGF 1106) students. This is especially noteworthy since these two courses had the lowest rates reported last year when compared to the previous years.

Success Rate - Percentage Point Difference			
	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13
ENC1101			
White	-0.1%	-1.9%	3.8%
Black	1.8%	3.1%	2.2%
Hispanic	1.4%	-4.4%	9.9%
MAC1105			
White	0.2%	-5.1%	6.4%
Black	0.3%	4.3%	-1.9%
Hispanic	8.9%	-14.6%	14.2%
MAT0024			
White	4.7%	n/a	n/a
Black	5.5%	n/a	n/a
Hispanic	4.8%	n/a	n/a
MAT1033			
White	0.2%	-3.0%	1.6%
Black	-4.3%	3.9%	-5.0%
Hispanic	6.5%	-2.5%	3.7%
MGF1106			
White	5.0%	-2.9%	2.2%
Black	-9.0%	3.9%	4.2%
Hispanic	7.7%	-17.0%	22.9%
STA2023			
White	n/a	3.9%	4.2%
Black	n/a	0.4%	15.6%
Hispanic	n/a	8.2%	-1.9%

The table below shows a gap comparison, a **negative gap** indicates that the percentage of black or Hispanic students successfully completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gap increased for all subject areas for black students with the exception of MGF1106 and STA2023. STA2023 had the smallest gap (-1.2%) of any of the subject areas for the past five years. Hispanic students had a positive gap in ENC1101 and MGF1106 which indicates that this group was the most successful for these courses.

Disparity Gap						
Race/Ethnicity	Course	2009-10	2010-11	2011-12	2012-13	2013-14
Black-White Gap	ENC1101		-17.2%	-15.3%	-10.3%	-12.0%
Black-White Gap	MAC1105	-17.5%	-19.8%	-19.7%	-10.3%	-18.6%
Black-White Gap	MAT0024	-14.0%	-15.8%	-15.0%	n/a	n/a
Black-White Gap	MAT1033	-11.6%	-12.9%	-17.4%	-10.5%	-17.1%
Black-White Gap	MGF1106	-14.9%	-6.7%	-20.8%	-14.0%	-12.0%
Black-White Gap	STA2023			-16.9%	-14.6%	-1.2%
Hispanic-White Gap	ENC1101		-2.7%	-1.2%	-3.7%	2.4%
Hispanic-White Gap	MAC1105	2.2%	-7.5%	1.3%	-8.3%	-0.5%
Hispanic-White Gap	MAT0024	-1.5%	1.5%	1.7%	n/a	n/a
Hispanic-White Gap	MAT1033	-2.5%	-9.9%	-3.7%	-3.2%	-1.1%
Hispanic-White Gap	MGF1106	2.0%	-7.6%	-4.9%	-19.0%	1.7%
Hispanic-White Gap	STA2023			-8.8%	1.2%	-3.0%

The table below shows a comparison of the actual disparity gap compared to the prior year. For 2013-14, the Black-White Gap showed improvement for MGF1106 (2.1 percentage points) and STA2023 (13.4 percentage points). Two courses (MAC1105, MGF1106) experienced the greatest improvement in the Hispanic-White Gap.

Disparity Gap - Percentage Point Difference			
	2011-12 vs. 2010-11	2012-13 vs. 2011-12	2013-14 vs. 2012-13
ENC1101			
Black-White Gap	1.9%	5.0%	-1.7%
Hispanic-White Gap	1.4%	-2.5%	6.1%
MAC1105			
Black-White Gap	0.1%	9.4%	-8.3%
Hispanic-White Gap	8.7%	-9.5%	7.8%
MAT0024			
Black-White Gap	0.8%	15.0%	n/a
Hispanic-White Gap	0.1%	-1.7%	n/a
MAT1033			
Black-White Gap	-4.5%	6.9%	-6.6%
Hispanic-White Gap	6.2%	0.5%	2.1%
MGF1106			
Black-White Gap	-14.1%	6.8%	2.1%
Hispanic-White Gap	2.7%	-14.1%	20.7%
STA2023			
Black-White Gap	n/a	2.3%	13.4%
Hispanic-White Gap	n/a	10.0%	-4.2%

2. Continuous Improvement Process:

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

SPC has continued implementation of the following strategies to continue to address disparity gaps in gatekeeper math and English courses:

1. Provide continued, persistent emphasis on out-of-classroom support at all campuses, including the Downtown and Midtown Campuses. According to the Learning Support Commons website, “Students who visit our Learning Centers more than four times in a term have a better than an 80% chance at success.”
2. Promote and expand accelerated developmental course options, including the My Bridge to Success program, a competency and module-based individualized learning alternative to the MAT 0028 course, designed to reduce a student’s time in Developmental Math courses. Other options include ENC 1101 with a one hour developmental English co-requisite and ENC 1101 courses using adaptive learning software. In Fall 2014, additional accelerated options, which included a 6-credit hour ENC 0027 integrated reading and writing class was made available for students as well as a 5-credit hour MAT 0022 combined developmental math course. Following completion of MAT 0022 or MAT 0028, students can choose to take MAT 1033 or MAT 1100, a math course designed for students whose degree plans require Liberal Arts Mathematics and/or Statistics.
3. Continue to offer tutoring at all locations, including Smarthinking (24/7 online tutoring) to promote peer-to-peer learning opportunities and ensure access to academic support at a wide range of times.
4. Provide assessment during the first week for all ENC 1101 and MAT 1033 students so that all students have early feedback regarding skill levels.

5. Continue to provide final exam reviews to increase first time successful completion of all gatekeeper math courses.
6. Encourage faculty to identify and share “best practices” that improve outcomes for academically at-risk students.
7. Monitor the participation of all developmental faculty in the Early Alert program.
8. Developed and initiated training in embedding and implementing student success strategies for developmental and gateway faculty.
9. The increased success of African American students in recent years indicates the College’s success initiatives are significantly beneficial to that population. At the same time, it is necessary to investigate the factors behind the declines in success rates in the other student populations, and to ensure that these populations are also benefiting from College success initiatives.
10. On October 1, 2013, the U.S. Department of Education award SPC a Title III grant totaling \$2.2 million over the course of five years. One of the components of the grant focuses on creating Active Learning Toolkits (ALT), digital, out-of-class resources, for many of the gatekeeper courses. Some of these toolkits have already been completed and are currently being piloted, while some new toolkits (academic and non-academic) are being developed. These toolkits will be housed in a newly created Virtual Learning Commons, available to students 24 hours a day, 7 days a week.

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

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

White	2011-12			2012-13			2013-14		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT1033	1,176	2,054	57.25	991	1,825	54.30	1,037	1,856	55.87
ENC1101	1,553	2,233	69.55	1,530	2,262	67.64	1,515	2,120	71.46
MAC1105	787	1,300	60.54	693	1,250	55.44	710	1,148	61.85
MGF1106	421	566	74.38	366	512	71.48	344	467	73.66
STA2023	684	1,056	64.77	621	987	62.92	654	1,003	65.20

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Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

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

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

Black	2011-12			2012-13			2013-14		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT1033	157	394	39.85	176	402	43.78	155	400	38.75
ENC1101	290	535	54.21	309	539	57.33	285	479	59.50
MAC1105	78	191	40.84	84	186	45.16	84	194	43.30
MGF1106	52	97	53.61	50	87	57.47	58	94	61.70
STA2023	68	142	47.89	72	149	48.32	119	186	63.98

PERA - Disparity Gap 01/25/2015 10:05:35

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

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

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

Hispanic	2011-12			2012-13			2013-14		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT1033	151	282	53.55	140	274	51.09	195	356	54.78
ENC1101	259	379	68.34	232	363	63.91	322	436	73.85
MAC1105	110	178	61.80	92	195	47.18	132	215	61.40
MGF1106	41	59	69.49	32	61	52.46	52	69	75.36
STA2023	75	134	55.97	84	131	64.12	107	172	62.21

PERA - Disparity Gap 01/25/2015 10:05:35
 Source: SDB2012 - SDB2014 Community College Office of Evaluation
 DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

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

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

Course	2011-12		2012-13		2013-14	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT1033	-17.40	-3.70	-10.52	-3.21	-17.12	-1.09
ENC1101	-15.34	-1.21	-10.31	-3.73	-11.96	2.39
MAC1105	-19.70	1.26	-10.28	-8.26	-18.55	-0.45
MGF1106	-20.77	-4.89	-14.01	-19.02	-11.96	1.70
STA2023	-16.88	-8.80	-14.60	1.20	-1.22	-2.99

PERA - Disparity Gap 01/25/2015 10:05:35
 Source: SDB2012 - SDB2014 Community College Office of Evaluation
 DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Part IV

Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities

This Part applies to all college academic programs and substitutions for students with disabilities.

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

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

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by §1007.264 and §1007.265, F.S. and by Rule 6A-10.041, F.A.C. Colleges should submit as Appendix 4, copies of the policies and procedures developed for compliance with Rule 6A-10.041, F.A.C.

[Attached as Appendix 4 and listed below are the College's policy and procedures in compliance with the requirements of Rule 6A-10.041, FAC.](#)

- [Rule 6Hx23-4.02 Admission Requirements;](#)
- [Procedure P6Hx23-4.02 Admission – General; and](#)
- [Procedure P6Hx23-4.021 Procedure to Identify Students with Learning and Other Disabilities](#)

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

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

Rule 6A-10.041(2), F.A.C., requires that colleges have policies and procedures addressing the following to implement §1007.264, F.S., and §1007.265, F.S.

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

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

Rule 6A-10.041(4), F.A.C., requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided

in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

- A. Rule 6A-10.041, F.A.C.**, was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008.
- B. Rule 6A-10.041(6)** states, "Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within the Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010."

Complete Form CSR01 on the following page for eligible students with disabilities.

Course Substitution Report, Form CSR01

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

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	0			
Specific Learning Disability	2	MAT 0028	MAT 1990	Math
		MAT 0028	MAT 1990	Math
Orthopedic Impairment	1	MAT 1033	MAT 1100	Math
Speech Impairment	0			
Emotional or Behavioral Disability	5	MAT 1033 (2)	MAT 1100	Math
		MAT 0028 (2)	MAT 1100	Math
		French 2	High School Credit/Foreign Language Experience	Foreign Language
Autism Spectrum Disorder	0			
Traumatic Brain Injury	0			
Other Health Impairment	2	MAT 1033	MAT 1100	Math
		MAT 1033	MAT 1100	Math

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	4	3
Spring	4	4
Summer	3	3
Total	11	10

PART V GENDER EQUITY IN ATHLETICS

Note: If the college does not offer intercollegiate athletics, delete this part from the report.

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

This year's Gender Equity in Athletics Update should address the following.

A. Assessment of Athletic Programs: §1006.71, F.S. requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics. Rule 6A-19.004, F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics, also identifies areas required for compliance. Rule 6A-19.004(1) states, "Gender equity in athletics at all levels of public education shall be defined as: Gender equity in athletics is the fair distribution of overall athletic opportunity and resources, substantially proportionate to the enrollment of males and females, so that no student athlete, coach or athletic administrator is discriminated against in an athletic program on the basis of gender." Part (2)(a) states, "Participation shall include all varsity roster positions available, but shall not include club or intramural opportunities."

Please address the following.

1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders: [We currently have 4 women's teams and 2 men's teams.](#)
2. Participation rates, substantially proportionate to the enrollment of males and females: [yes, which is detailed further in the enrollment and athletic participation spreadsheet \(noted below\).](#)
3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities: [SPC gym sports \(women's volleyball, men's and women's basketball\) all have dedicated locker rooms. Women's tennis participates at an off campus facility. Men's baseball and women's softball are housed at the Clearwater Campus and both teams have designated locker room space.](#)
4. Scholarship offerings for athletes: [Total # of scholarships that are available for women by sport: Volleyball-14, Basketball-15, Softball-18 and Tennis-9. Total # of scholarships that are available for men by sport: Basketball-12 and Baseball-18.](#)
5. Funds allocated for:
 - a. The athletic program overall: [\\$1,577,468](#)
 - b. Administration: [The Athletic Director reports to the Senior Vice President of Student Affairs, who in turn reports to the President.](#)
 - c. Recruitment: [Recruitment is at the discretion of the coach with periodic involvement from the athletic administration. They \(Head Coaches\) all have budgets that they can draw from to pay for recruitment, equipment, travel, etc. A complete breakdown in expenses can be seen in the EADA report that's included in this submission.](#)
 - d. Comparable coaching: [SPC has 5 full-time head coaches \(Men's basketball, Men's baseball, Women's basketball, Women's softball & Women's volleyball\) and one part-time head coach \(Women's tennis\).](#)
 - e. Publicity and promotion: [St. Petersburg College Athletics is promoted through multiple channels such as the website \(on the athletic page and events calendar\), electronic signage that posts game dates/times for our sports, and sandwich boards on campus. Additionally, there are schedules printed per sport that are created and handed out in the community. College staff and coaches use blogs, Twitter, Facebook, and other social media outlets as a way to promote athletics at the college. Lastly, the athletics webpage is being completely revamped by an outside vendor.](#)
 - f. Other support costs: [The Foundation Department houses college related donations, including athletic monetary support. Additionally, when an athletic team qualifies for state or national tournaments, funding is provided by the Senior Vice President of Student Affairs.](#)

- g. Travel and per diem allowances: allowances are allowed for each team who travels outside of the district and payment for travel comes from within their team budget. Per Diem costs are also allowable when teams travel overnight. Oversight of per diem allotments come via a sign in sheet, where the student verifies receiving money.
- h. Provision of equipment and supplies: is noted in 5 (c) above
- i. Scheduling of games and practice times: Men's and Women's basketball split time in the gym with women's volleyball. However, women's volleyball begins in early August and therefore, there rarely seems to be issues with scheduling between the court sports. Whereas, women's tennis, women's softball, and men's baseball practice and play games off campus with very little interruption to their practice or game schedules.
- j. Opportunities to receive tutoring: Each and every student athlete has access to free tutoring on all campuses, Monday-Thursday 8:00 am-8:00 pm, Friday 8:00 am-3:00 pm, periodic Saturday hours (varies by campus), and closed on Sundays. In addition to tutoring, each head coach requires a specific amount of hours to be spent in study hall (on a weekly basis).
- k. Compensation of coaches and tutors: The athletic department funds partial salaries for all coaches with the exception of the tennis coach, softball coach, and baseball coach-who are paid entirely out of the athletic department. The coaches other percentages of their salaries come from the other departments in which they are assigned to. The tutors are paid out of other departmental funds; not by athletics.
- l. Medical and training services: SPC Athletics recently invested in having an Athletic Trainer at most of their home contests. As for medical services, student athletes not covered by their parents or guardians insurance are covered by SPC's insurance plan.
- m. Housing and dining facilities and services: Student athletes who receive full scholarships (tuition, book stipend, food allowance and housing supplement) have the ability to select and live in housing of their choice. The college does not sign lease agreements for housing. Gibbs and Clearwater Campuses both have college approved food vendors where student athlete may dine if that's their desire.

B. Data Analysis

- 1) The college should include the EADA Survey Federal Report for 2014 as Appendix 5. Student athletic data from this report will be used to complete the following table for gender proportionality compared to student enrollments.
- 2) To determine if the student athletic participation rates are proportionately equal to the college's rates of male and female enrollment, the college should complete the following table based on data from the EADA Survey Federal Report for the last two years.

a. **Note: Reporting years may have been revised for your college to coincide with the EADA report and may be different than data reflected in previous years' reports.**

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2013 through June 30, 2014 and July 1, 2014 through June 30, 2015

	2013/2014			2014/2015			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	37	53	90	Total Number of Athletes	37	52	89
Percent of Athletes by Gender	41%	59%	100%	Percent of Athletes by Gender	42%	58%	100%
Total Number Enrollments	16407	24511	40918	Total Number Enrollments	16731	24862	41593
Percent of Enrollments by Gender	40%	60%	100%	Percent of Enrollments by Gender	40%	60%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	1%	-1%		Record the difference between the percent of athletes and the percent of students enrolled:	1.3 %	-1.3%	

New! Provide an explanation of enrollment data used in this part and the body of students represented: (full-time, part-time, students enrolled in career and technical education programs, etc.) Use space as needed.

Proportionality of Participation:

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

2013-2014: Yes (yes/no)

2014-2015: Yes (yes/no)

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

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

D. If there are any disparities in section A or B, or if the college has a disproportionate rate of female participants compared to female enrollments, a priority corrective action plan for compliance shall be included in this report.

N/A

Corrective Action Plan for Non-Compliance Components in Athletics

Specify modifications proposed for 2014/2015 and include a time line for completion of the plan. If this is not a new Corrective Action Plan, provide an update on the status of the plan.

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

E. Presidential Evaluation Regarding Athletic Program:

Has the local or district board of trustees evaluated the college president on the extent to which gender equity

goals were achieved during the previous year?

Yes No Month and Date of Evaluation: June 5, 2014

PART VI EMPLOYMENT EQUITY ACCOUNTABILITY PLAN

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

A. Data, Analysis and Benchmarks

Employment Analysis

Data to evaluate employment trends for females and minorities in senior level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff, and full-time instructional staff with continuing contract status are from the Annual Personnel Report (APR) and include the collection years for 2010-2011 through 2014-2015.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2013-2014 with 2014-2015. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

Benchmarks

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

Florida College System

College: St. Petersburg

Historical Track of College Full-Time Exec/Administrative/Managerial Staff
 Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

	Census				Employment													
	Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.		2010-11		2011-12		2012-13		2013-14		2014-15		# DIF 2013-14 2014-15	% DIF 2013-14 2014-15
	#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total			
Black	Female	1,913	1.8	1,043	1.9	8.60%	5	4.6	6	5.5	5	4.3	5	3.9	4	3.4	-1	(20.0%)
	Male	1,309	1.2	676	1.2	4.68%	9	8.3	10	9.2	8	6.9	7	5.5	7	5.9	0	0.0%
	Total	3,222	3.0	1,719	3.1	13.3%	14	13.0	16	14.7	13	11.2	12	9.4	11	9.3	-1	(8.3%)
Hispanic	Female	1,711	1.6	787	1.4	5.92%	2	1.9	3	2.8	3	2.6	5	3.9	3	2.5	-2	(40.0%)
	Male	1,357	1.3	1,147	2.1	4.13%	3	2.8	3	2.8	1	0.9	1	0.8	1	0.8	0	0.0%
	Total	3,068	2.9	1,934	3.5	10.0%	5	4.6	6	5.5	4	3.4	6	4.7	4	3.4	-2	(33.3%)
Non-Resident Aliens	Female	0	0.0	0	0.0	0.39%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.48%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	0.87%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	2,388	2.2	1,108	2.0	4.89%	1	0.9	1	0.9	2	1.7	2	1.6	2	1.7	0	0.0%
	Male	1,887	1.8	1,629	2.9	4.04%	2	1.9	1	0.9	1	0.9	2	1.6	2	1.7	0	0.0%
	Total	4,275	4.0	2,737	4.9	8.92%	3	2.8	2	1.8	3	2.6	4	3.1	4	3.4	0	0.0%
White	Female	45,765	43.0	21,689	38.8	37.6%	45	41.7	40	36.7	45	38.8	55	43.3	51	43.2	-4	(7.3%)
	Male	50,062	47.1	27,766	49.7	29.3%	41	38.0	45	41.3	51	44.0	50	39.4	48	40.7	-2	(4.0%)
	Total	95,827	90.1	49,455	88.6	66.9%	86	79.6	85	78.0	96	82.8	105	82.7	99	83.9	-6	(5.7%)
Total	Female	51,777	48.7	24,627	44.1	57.4%	53	49.1	50	45.9	55	47.4	67	52.8	60	50.8	-7	(10.4%)
	Male	54,615	51.3	31,218	55.9	42.6%	55	50.9	59	54.1	61	52.6	60	47.2	58	49.2	-2	(3.3%)
	Total	106,392	100.0	55,845	100.0	100%	108	100.0	109	100.0	116	100.0	127	100.0	118	100.0	-9	(7.1%)

PERA EQUITY 01/25/15 10:10:03 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014
 Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

1. Executive/Administrative/Managerial Staff:

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

The College compared data reflecting the college's service region from the U.S. Census Bureau as benchmarks for measuring success in the employment of underrepresented females and minorities of persons over age 25 who have achieved a bachelor's degree and above. The College strives to increase the employment of females and minorities in those areas that it did not meet or exceed the national standard benchmarks.

- b. Did the college achieve its goals as stated in last year's report?

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black						
-female	3.9	3.4	1.8	1.8	Yes	1.8
-male	5.5	5.9	1.2	1.2	Yes	1.2
Hispanic						
-female	3.9	2.5	1.6	1.6	Yes	1.6
-male	.8	.8	1.3	1.3	No	1.3
White						
-female	43.3	43.2	43.0	43.0	Yes	43.0
-male	39.4	40.7	47.1	47.1	No	47.1
Other Minority						
-female	1.6	1.7	2.2	2.2	No	2.2
-male	1.6	1.7	1.8	1.8	No	1.8
Total by Gender						
-female	52.8	50.8	48.7	48.7	Yes	48.7
-male	47.2	49.2	51.3	51.3	No	51.3

- c. List methods and strategies, new or continuous, that the college will implement in efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

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

Recruitment:

- Human Resources will continue to place advertisements of job opportunities on the College website which is available to all groups at all times and, as required, local job service offices.
- Due to the extensive education and experience required for some positions, Human Resources will continue to place job opportunities in specific job boards appropriate for those hard-to-fill positions.
- Advertisements and newsletters will always carry the Equal Employment Opportunity clause. This clause will display on the recruitment pages for hiring managers.

4. Minority and female applicants will be considered for positions for which they are qualified.
5. Human Resources may recruit at colleges and universities, such as FAMU, etc. where the university is known to have a high-level of diversity of its student body.
6. Human Resources posts vacancies on employment opportunity websites that draw diverse candidates (for example, diversejobs.net, higheredjobs.com, wihe.com).

Job Specifications/Selection Process:

1. Human Resources will work with hiring managers to develop position descriptions that accurately reflect position functions, and are consistent for the same position from one location to another.
2. Human Resources will work with hiring managers to develop job or worker specifications that contain academic, experience, and skill requirements that do not constitute inadvertent discrimination, and develop specifications that are free from bias with regard to veteran status, race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities.
3. Human Resources will continue to use only worker specifications that include job-related criteria.
4. EA/EO and/or Human Resources may counsel personnel involved in the recruiting, screening, selection, promotion, disciplinary, and related processes to eliminate bias in personnel actions. Prior to the release to the hiring manager and/or screening committee, Human Resources reviews the list of applicants to ensure the pool is diverse in gender and ethnicity.

Job Advancement:

1. Employees are encouraged to utilize training courses through Professional Development and the Corporate Training offerings to support their career development plans.
 2. Fee Waiver at St. Petersburg College is offered to budgeted employees with at least one hundred and eighty days of service who are interested in pursuing an undergraduate degree, with certain limitations.
- d. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

St. Petersburg College has not identified any new barriers.

Florida College System

College: St. Petersburg

Historical Track Of College Full-Time Instructional Staff

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

	Census						Employment											
	Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.		2010-11		2011-12		2012-13		2013-14		2014-15		# DIF 2013-14 2014-15	% DIF 2013-14 2014-15
	#	%	#	%	#	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	1,913	1.8	1,043	1.9	8.60%	16	4.9	16	4.8	18	4.8	19	5.1	18	4.7	-1	(5.3%)
	Male	1,309	1.2	676	1.2	4.68%	13	4.0	13	3.9	16	4.3	15	4.0	15	4.0	0	0.0%
	Total	3,222	3.0	1,719	3.1	13.3%	29	9.0	29	8.8	34	9.0	34	9.1	33	8.7	-1	(2.9%)
Hispanic	Female	1,711	1.6	787	1.4	5.92%	12	3.7	15	4.5	13	3.5	12	3.2	12	3.2	0	0.0%
	Male	1,357	1.3	1,147	2.1	4.13%	3	0.9	4	1.2	4	1.1	5	1.3	6	1.6	1	20.0%
	Total	3,068	2.9	1,934	3.5	10.0%	15	4.6	19	5.8	17	4.5	17	4.6	18	4.7	1	5.9%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.39%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.48%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	0.87%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	2,388	2.2	1,108	2.0	4.89%	6	1.9	6	1.8	6	1.6	6	1.6	7	1.8	1	16.7%
	Male	1,887	1.8	1,629	2.9	4.04%	11	3.4	10	3.0	14	3.7	12	3.2	12	3.2	0	0.0%
	Total	4,275	4.0	2,737	4.9	8.92%	17	5.2	16	4.8	20	5.3	18	4.8	19	5.0	1	5.6%
White	Female	45,765	43.0	21,689	38.8	37.6%	147	45.4	147	44.5	171	45.5	170	45.7	174	45.9	4	2.4%
	Male	50,062	47.1	27,766	49.7	29.3%	116	35.8	119	36.1	134	35.6	133	35.8	135	35.6	2	1.5%
	Total	95,827	90.1	49,455	88.6	66.9%	263	81.2	266	80.6	305	81.1	303	81.5	309	81.5	6	2.0%
Total	Female	51,777	48.7	24,627	44.1	57.4%	181	55.9	184	55.8	208	55.3	207	55.6	211	55.7	4	1.9%
	Male	54,615	51.3	31,218	55.9	42.6%	143	44.1	146	44.2	168	44.7	165	44.4	168	44.3	3	1.8%
	Total	106,392	100.0	55,845	100.0	100.0	324	100.0	330	100.0	376	100.0	372	100.0	379	100.0	7	1.9%

PERA EQUITY 01/25/15 10:18:01 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014
 Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

2. Full-time Instructional Staff:

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

The College compared data reflecting the college's service region from the U.S. Census Bureau as benchmarks for measuring success in the employment of underrepresented females and minorities of persons over age 25 who have achieved a bachelor's degree and above. The College strives to increase the employment of females and minorities in those areas that it did not meet or exceed the national standard benchmarks. Going forward, the goals and benchmarks for this category will be measured by data reflecting percentages of persons by race and gender over age 25 who have achieved a master's degree and above.

- b) Did the college achieve its goals as stated in last year's report?

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select Benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black						
-female	5.1	4.7	1.8	1.8	Yes	1.9
-male	4.0	4.0	1.2	1.2	Yes	1.2
Hispanic						
-female	3.2	3.2	1.6	1.6	Yes	1.4
-male	1.3	1.6	1.3	1.3	Yes	2.1
White						
-female	45.7	45.9	43.0	43.0	Yes	38.8
-male	35.8	35.6	47.1	47.1	No	49.7
Other Minority						
-female	1.6	1.8	2.2	2.2	No	2.0
-male	3.2	3.2	1.8	1.8	Yes	2.9
Total by Gender						
-female	55.6	55.7	48.7	48.7	Yes	44.1
-male	44.4	44.3	51.3	51.3	No	55.9

- c) List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

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

Recruitment:

- Human Resources will continue to place advertisements of job opportunities on the College website which is available to all groups at all times and, as required, local job service offices.
- Due to the extensive education and experience required for some positions, Human Resources will continue to place job opportunities in specific job boards appropriate for those hard-to-fill positions.

3. Advertisements and newsletters will always carry the Equal Employment Opportunity clause. This clause will display on the recruitment pages for hiring managers.
4. Minority and female applicants will be considered for positions for which they are qualified.
5. Human Resources may recruit at colleges and universities, such as FAMU, etc. where the university is known to have a high-level of diversity of its student body.
6. Human Resources posts vacancies on employment opportunity websites that draw diverse candidates (for example, diversejobs.net, higheredjobs.com, wihe.com).

Job Specifications/Selection Process:

1. Human Resources will work with hiring managers to develop position descriptions that accurately reflect position functions, and are consistent for the same position from one location to another.
2. Human Resources will work with hiring managers to develop job or worker specifications that contain academic, experience, and skill requirements that do not constitute inadvertent discrimination, and develop specifications that are free from bias with regard to veteran status, race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities.
3. Human Resources will continue to use only worker specifications that include job-related criteria.
4. EA/EEO and/or Human Resources may counsel personnel involved in the recruiting, screening, selection, promotion, disciplinary, and related processes to eliminate bias in personnel actions. Prior to the release to the hiring manager and/or screening committee, Human Resources reviews the list of applicants to ensure the pool is diverse in gender and ethnicity.

Job Advancement:

1. Employees are encouraged to utilize training courses through Professional Development and the Corporate Training offerings to support their career development plans.
2. Fee Waiver at St. Petersburg College is offered to budgeted employees with at least one hundred and eighty days of service who are interested in pursuing an undergraduate degree, with certain limitations.

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

St. Petersburg College has not identified any new barriers.

**Florida College System
College: St. Petersburg**

**Historical Track Of College Full-Time Continuing Contract Instructional Staff
Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)**

	Census										Employment									
	Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.		2010-11		2011-12		2012-13		2013-14		2014-15		# DIF 2013-14 2014-15	% DIF 2013-14 2014-15		
	#	%	#	%	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total				
Black	Female	1,913	1.8	1,043	1.9	8.60%	8	3.6	8	3.8	8	3.6	7	3.0	10	4.0	3	42.9%		
	Male	1,309	1.2	676	1.2	4.68%	10	4.5	10	4.8	10	4.5	9	3.8	10	4.0	1	11.1%		
	Total	3,222	3.0	1,719	3.1	13.3%	18	8.0	18	8.6	18	8.0	16	6.8	20	8.0	4	25.0%		
Hispanic	Female	1,711	1.6	787	1.4	5.92%	8	3.6	7	3.3	6	2.7	8	3.4	9	3.6	1	12.5%		
	Male	1,357	1.3	1,147	2.1	4.13%	3	1.3	3	1.4	3	1.3	4	1.7	5	2.0	1	25.0%		
	Total	3,068	2.9	1,934	3.5	10.0%	11	4.9	10	4.8	9	4.0	12	5.1	14	5.6	2	16.7%		
Non-Resident Aliens	Female	0	0.0	0	0.0	0.39%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%		
	Male	0	0.0	0	0.0	0.48%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%		
	Total	0	0.0	0	0.0	0.87%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%		
Other	Female	2,388	2.2	1,108	2.0	4.89%	4	1.8	4	1.9	4	1.8	5	2.1	6	2.4	1	20.0%		
	Male	1,887	1.8	1,629	2.9	4.04%	10	4.5	9	4.3	10	4.5	9	3.8	10	4.0	1	11.1%		
	Total	4,275	4.0	2,737	4.9	8.92%	14	6.3	13	6.2	14	6.3	14	6.0	16	6.4	2	14.3%		
White	Female	45,765	43.0	21,659	38.8	37.6%	102	45.5	92	43.8	100	44.6	106	45.3	111	44.2	5	4.7%		
	Male	50,062	47.1	27,766	49.7	29.3%	79	35.3	77	36.7	83	37.1	86	36.8	90	35.9	4	4.7%		
	Total	95,827	90.1	49,455	88.6	66.9%	181	80.8	169	80.5	183	81.7	192	82.1	201	80.1	9	4.7%		
Total	Female	51,777	48.7	24,627	44.1	57.4%	122	54.5	111	52.9	118	52.7	126	53.8	136	54.2	10	7.9%		
	Male	54,615	51.3	31,218	55.9	42.6%	102	45.5	99	47.1	106	47.3	108	46.2	115	45.8	7	6.5%		
	Total	106,392	100.0	55,845	100.0	100%	224	100.0	210	100.0	224	100.0	234	100.0	251	100.0	17	7.3%		

PERA EQUITY 01/25/15 10:22:36 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014
 Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
 Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

3. Full-time Continuing Contract Instructional Staff:

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

The College compared data reflecting the college's service region from the U.S. Census Bureau as benchmarks for measuring success in the employment of underrepresented females and minorities of persons over age 25 who have achieved a bachelor's degree and above. The College strives to increase the employment of females and minorities in those areas that it did not meet or exceed the national standard benchmarks. Going forward, the goals and benchmarks for this category will be measured by data reflecting percentages of persons by race and gender over age 25 who have achieved a master's degree and above.

- b) Did the college achieve its goals as stated in last year's report?

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black						
-female	3.0	4.0	1.8	1.8	Yes	1.9
-male	3.8	4.0	1.2	1.2	Yes	1.2
Hispanic						
-female	3.4	3.6	1.6	1.6	Yes	1.4
-male	1.7	2.0	1.3	1.3	Yes	2.1
White						
-female	45.3	44.2	43.0	43.0	Yes	38.8
-male	36.8	35.9	47.1	47.1	No	49.7
Other Minority						
-female	2.1	2.4	2.2	2.2	Yes	2.0
-male	3.8	4.0	1.8	1.8	Yes	2.9
Total by Gender						
-female	53.8	54.2	48.7	43.7	Yes	44.1
-male	46.2	45.8	51.3	51.3	No	55.9

- c) List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

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

Recruitment:

- Human Resources will continue to place advertisements of job opportunities on the College website which is available to all groups at all times and, as required, local job service offices.
- Due to the extensive education and experience required for some positions, Human Resources will continue to place job opportunities in specific job boards appropriate for those hard-to-fill positions.
- Advertisements and newsletters will always carry the Equal Employment Opportunity clause. This clause will display on the recruitment pages for hiring managers.

4. Minority and female applicants will be considered for positions for which they are qualified.
5. Human Resources may recruit at colleges and universities, such as FAMU, etc. where the university is known to have a high-level of diversity of its student body.
6. Human Resources posts vacancies on employment opportunity websites that draw diverse candidates (for example, diversejobs.net, higheredjobs.com, wihe.com).

Job Specifications/Selection Process:

1. Human Resources will work with hiring managers to develop position descriptions that accurately reflect position functions, and are consistent for the same position from one location to another.
2. Human Resources will work with hiring managers to develop job or worker specifications that contain academic, experience, and skill requirements that do not constitute inadvertent discrimination, and develop specifications that are free from bias with regard to veteran status, race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities.
3. Human Resources will continue to use only worker specifications that include job-related criteria.
4. EA/EO and/or Human Resources may counsel personnel involved in the recruiting, screening, selection, promotion, disciplinary, and related processes to eliminate bias in personnel actions. Prior to the release to the hiring manager and/or screening committee, Human Resources reviews the list of applicants to ensure the pool is diverse in gender and ethnicity.

Job Advancement:

1. Employees are encouraged to utilize training courses through SPD Professional Development and the Corporate Training offerings to support their career development plans.
2. Fee Waiver at St. Petersburg College is offered to budgeted employees with at least one hundred and eighty days of service who are interested in pursuing an undergraduate degree, with certain limitations.

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

St. Petersburg College has not identified any new barriers.

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

- 1) Under §1012.86(3)(a), F.S., the college should provide a summary of the results of the evaluation of department chairpersons, deans, provosts, and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Provide a brief summary below and use space as needed.

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

- 2) Under §1012.86(3)(b), F.S., Florida College System institution boards of trustees shall annually evaluate the performance of the Florida College System institution presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of Education as part of the Florida College System institution’s annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

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

The most recent evaluation of Dr. William D. Law, Jr. is dated June 5, 2014. The evaluation specifically addresses equity goals achieved. The Board of Trustees considers how well the president provides leadership to ensure that the college addresses equity issues required by the state and the president is to bring forth a report to the board with goals and performance in this area. The Presidential Evaluation also considers if the president provides leadership in using the accountability report developed by the state to evaluate the performance and success of the college. In both of these categories Dr. William D. Law, Jr. continued to achieve high scores from the members of the Board of Trustees.

C. Additional Requirements:

The college should complete the following related to additional processes required by §1012.86, F.S. The Signature Page of this report will suffice as certification of each. Use space as needed.

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

The College mission requires the employment of staff and faculty who possess and share the philosophy and values of a college that is dedicated to excellence and equality of opportunity. In order for St. Petersburg College to serve best the community, it must employ the talents and resources of qualified people representative of diverse segments of its community. Committee membership shall be composed of College Staff in budgeted positions and, in some cases, appropriate persons from the community. The committee must include an appropriate representation of race and gender. The committee membership may be representative of the College’s service area.

Position vacancies that are subject to a screening committee:

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

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

- I. In order to be eligible for a continuing contract, full-time faculty shall meet the following requirements:
 - A. Complete the minimum years of satisfactory service, based on the criteria set forth herein, and as provided for in the Board of Trustees' Rule 6Hx23-2.21; Complete a minimum of at least five (5) years of satisfactory service, based on established criteria set herein, during a period not in excess of seven (7) years, except as provided for herein at Section III, herein." In all cases, such service shall be continuous except for leave duly authorized and granted.
 - B. Receive the recommendation of the President and the approval of the Board based on successful performance of duties and demonstration of professional competence as developed by the Collaborative Committee on Faculty Evaluation and adopted by the Faculty Governance Organization and College administration, and utilizing the following criteria:
 1. Quantifiable measured effectiveness in the performance of faculty duties;
 2. Continuing professional development;
 3. Currency and scope of subject matter knowledge;
 4. Relevant feedback from students, faculty and employers of students;
 5. Service to the department, college, and community; and,
 6. Demonstrated and measurable contribution to student success.
 - C. Additional criteria developed by a collaborative committee on Faculty Evaluation and adopted by the Faculty Governance Organization and College administration may include:
 1. Educational qualifications and efficiency;
 2. Capacity to meet the educational needs of the community; and
 3. The length of time the duties and responsibility of this position are anticipated to be needed.
- II. Each employee under a continuing contract shall be subject to a periodic post-award performance review. Periodic reviews of continuing contract faculty shall be conducted using the criteria under Section I of this Procedure.
- III. A full-time faculty employee under continuing contract may be terminated or returned to an annual contract based on (1) a documented failure to meet post-award performance criteria, in which case such faculty member's evaluation shall include notice of the need for a performance improvement plan, or, (2.) for cause in accordance with college policies and procedures upon recommendation by the President and approval by the Board. In order to provide for a transition period for full-time faculty in the process of being considered for continuing contracts, full-time faculty being considered for an award of a continuing contract during the 2014-15 fiscal year are exempt from time requirements in regard prior satisfactory years of service for purposes of determining eligibility for a continuing contract.

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

The faculty evaluation procedures were revised and approved to align with the State Board of Education rule change titled "Employment Contracts for Full-Time Faculty," that occurred March 23, 2013. Eligibility for continuing contract is changed from 3 to 5 years of service and includes quantifiable measurable effectiveness in student success, currency and scope of subject matter knowledge, student and faculty feedback, professional development and service to department, college and community.

A joint committee comprised of faculty and deans/program administrators met to collaboratively establish St. Petersburg College's revised Faculty Evaluation criteria and tools.

Included in the revision is:

- the adoption of a new Annual Faculty Evaluation Form
- the use of a rubric for assessing criteria

St. Petersburg College, Annual Equity Update, 2014-15

- training for faculty, deans and program administrators in the application of the rubric
- the implementation of a digital portfolio system for documentation and streamlining the process

These revisions put the faculty evaluation process in a proactive mode that encourages ongoing faculty growth and development, supports St. Petersburg College's focus on student success and strengthens the use of measurements to inform ongoing decisions when change is warranted. The annual evaluation process is the primary tool used to communicate progress toward Continuing Contract for all faculty.

- 4) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to §1012.86, F.S. Provide a summary description below of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner. Also, provide a description of how funds are used to increase the number of females and minorities receiving continuing contracts.

The College has an advertising budget that is used to nationally recruit executive administrators and faculty in departments where minorities are underrepresented. There are also Staff and Program Development budgets that allows for Staff and Program development initiatives related to enhancing teaching performance. SPC's Center of Excellence for Teaching and Learning (CETL) spearheads faculty professional development that aligns with the College's priority for equity. The College utilizes Staff and Program Development funds to conduct comprehensive faculty in-service training conferences each year. The conferences cover a wide range of topics relative to faculty teaching and learning strategies for improved performance. These sessions are applicable to all faculty including those eligible for continuing contract.

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

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information is not required; however, the college may choose to include additional information for purposes of diversity analysis.

Position descriptions within the college's salary schedule reflect the desired qualifications and experience relative to specific positions.

Executive/Administrative/Managerial

Salary Ranges	# of New Hires 7/1/14 – 10/31/14	# of Existing Employee(s) with Comparable Experience
\$40,000 to \$45,000	0	0
\$45,000 to \$55,000	0	6
\$55,000 to \$65,000	0	12
\$65,000 to \$75,000	1	13
Above \$75,000	3	76
Totals	4	107

Full-Time 9-10 & 11-12 Month Faculty

Salary Ranges	# of New Hires 7/1/14 – 10/31/14	# of Existing Employee(s) with Comparable Experience
\$45,000 to \$55,000	1	31
\$55,000 to \$65,000	11	92
\$65,000 to \$75,000	2	93
Above \$75,000	2	146
Totals	16	362

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2014 either for the first time (new to the institution) or after a break in service AND who are still on the payroll of the institution as November 1, 2014.”

FLORIDA EDUCATIONAL EQUITY ACT
2014/2015 ANNUAL EQUITY UPDATE REPORT
Signature Page

St. Petersburg College
(name of institution)

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

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

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

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

PAMELA S. SMITH

Name (Equity Officer)

_____ Date

WILLIAM D. LAW, JR.

Name (College President)

_____ Date

ROBERT J. FINE, JR.

Name (Chair, College Board of Trustees)

_____ Date

This concludes the Annual Equity Update Report for 2014/2015.

Appendix 1

Nondiscrimination Policy

**St. Petersburg College
Annual Equity Update Report 2014-2015**

RULE

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

6Hx23-1.34 DISCRIMINATION GRIEVANCE RULE

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

RULE

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

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

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

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

RULE

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

6Hx23-2.01 EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

- I. It is the policy of the college to provide equal employment opportunity for all without regard to race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or genetic information. Furthermore, the college shall not discriminate in its employment practices against any qualified individual with disabilities.
 - A. All personnel in supervisory and nonsupervisory capacities are requested to actively assist in the recruitment and employment of qualified minorities and females in order to assure that equal employment opportunities are made to all qualified persons. This shall be required for all initiators of employment opportunities at the college.
 - B. All employment procedures shall be published and made available to sources of recruitment, supervisors and employees. It shall be the responsibility of the employee relations department to explain such procedures.
 - C. The college shall have a written affirmative action plan which shall be implemented, evaluated, and revised regularly, and a semi-annual report shall be made to the president by the Equal Access/Equal Opportunity officer.

- II. See Rule 6Hx23-2.011 SEXUAL HARASSMENT for the College's policy on discrimination on the basis of sex and the sexual harassment rule.

- III. Reporting Discrimination.
 - A. If an employee has reason to believe that another employee or student has been discriminated against, that employee shall report such discrimination immediately to any one of the following persons so that appropriate action will be taken:
 - College's EA/EO Officer
 - Vice President, Human Resources
 - President

RULE

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

-- Appropriate Provost

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

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

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

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

Appendix 2

Grievance Procedures

**St. Petersburg College
Annual Equity Update Report 2014-2015**

RULE

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

6Hx23-1.34 DISCRIMINATION GRIEVANCE RULE

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

RULE

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

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

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

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

PROCEDURE

SUBJECT	PROCEDURE: DISCRIMINATION GRIEVANCE	PAGE
		P1.34-1
LEGAL AUTHORITY	P6Hx23-1.34	6/24/13 Revision #13-6

P6Hx23-1.34 PROCEDURE: DISCRIMINATION GRIEVANCE

I. Purpose

To provide a procedure for the review, investigation and resolution of matters regarding students, employees, or applicants for admission to the College alleging discrimination based upon race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information or against any qualified individual with disabilities.

All supervisory and administrative personnel, faculty and staff are expected to become familiar with this procedure and to assist the College and a complainant whenever instances of discrimination, as described in this procedure, are observed or reported.

II. Definitions

- A. Discrimination—treating an individual(s) arbitrarily or differently because of their membership in a protected class including race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information or disability.
- B. Complainant—any employee, student or student applicant who feels that he or she has been adversely impacted by a discriminatory situation or incident regarding admission to the College; admission to programs; treatment of students; or terms, conditions or privileges of employment, which was caused by an individual(s) or group of the College.
- C. Alleged discriminating party—the individual(s) or group of the College who is believed by the complainant to be creating, or to have created, the discriminatory situation or incident.
- D. Workday—includes Mondays, Tuesdays, Wednesdays, Thursdays and Fridays and shall exclude Saturdays, Sundays, and Board of Trustees' approved holidays.
- E. Calendar day—all days on the calendar including Board of Trustees' approved holidays.

PROCEDURE

SUBJECT	PROCEDURE: DISCRIMINATION GRIEVANCE	PAGE
		P1.34-2
LEGAL AUTHORITY	P6Hx23-1.34	6/24/13 Revision #13-6

III. General Provisions

- A. This Procedure is available to current students and student applicants, applicants for employment, as well as current employees of the College. This Procedure is also available to individuals who were students or employees at the time of the alleged discrimination.
- B. The EA/EO Office serves as the College’s primary resource on matters relating to alleged discrimination; however, some matters may be referred for review and/or handling by the College administration or Human Resources, as deemed appropriate.
- C. If an individual has a complaint he/she wishes to discuss without recourse to this Procedure, he/she is free to do so. The EA/EO Office is available to informally discuss complaints or concerns to ascertain the best course of action in accordance with the College’s policy and procedures.
- D. Allegations concerning sexual harassment should be referred to the Office of the General Counsel for review pursuant to the Board of Trustees’ Rule 6Hx23-2.011. Allegations of other types of harassment as defined in Rule 6Hx23-2.010 may be brought in accordance with the procedures outlined therein. Grievances relating to personnel policy and employment terms or conditions may be brought under the College’s Procedure on “Personnel Grievances,” P6Hx23-2.021.
- E. A person filing a complaint or grievance may not process a grievance through two separate grievance procedures on the same issue(s) nor can the person revert to one procedure if a decision rendered pursuant to another procedure is not favorable to the person submitting the grievance.
- F. It is a violation of this Procedure to retaliate against any person who has filed a complaint regarding discrimination. It is also a violation of this Procedure to retaliate against any person involved in the investigation, including witnesses, of a complaint. Any retaliatory actions taken will be investigated and dealt with through appropriate disciplinary action.

IV. Reporting and Channels of Review

PROCEDURE

SUBJECT	PROCEDURE: DISCRIMINATION GRIEVANCE	PAGE
		P1.34-3
LEGAL AUTHORITY	P6Hx23-1.34	6/24/13 Revision #13-6

- A. In the event that an employee, student or student applicant feels that he/she received discriminatory treatment, the individual shall report the matter to the College administration within 90 calendar days of the most recent alleged discriminatory act or event (see list of individuals designated to receive such reports and other reporting information on the College's EA/EO website). It is important that the complainant explain what he or she would like to result from the resolution of the complaint.

- B. Upon receiving a report of alleged discrimination that is made by a student, faculty, or staff against faculty or staff:
 - 1. The EA/EO Office may refer the matter for review; investigate the matter directly; facilitate the investigation; and/or make recommendations regarding such investigation(s) as deemed appropriate.

 - 2. Such investigations or reviews may also require the assistance or input from the employee's supervisor(s), Human Resources and/or others as deemed necessary.

- C. Upon receiving a report of alleged discrimination that is made by a student against a student:
 - 1. The EA/EO Office shall refer the matter to the appropriate Associate Provost or Dean on the campus. The EA/EO Office may assist the Associate Provost or Dean with such complaints if deemed necessary and if requested by the Associate Provost or Dean.

 - 2. Such investigations may also require the assistance or input from other campus administrators or faculty as deemed necessary.

V. Informal Resolution

- A. The goal of informal resolution is not to determine whether there was intent to discriminate but to ensure that the alleged discriminatory conduct ceases and that the matter is resolved promptly at the lowest possible level.

- B. Since no disciplinary action is taken if a matter is informally resolved, informal resolution would not be appropriate for severe cases of alleged discrimination or when the accused has been the subject of a previous formal complaint.

PROCEDURE

SUBJECT	PROCEDURE: DISCRIMINATION GRIEVANCE	PAGE
		P1.34-4
LEGAL AUTHORITY	P6Hx23-1.34	6/24/13 Revision #13-6

C. Should the complainant first prefer to attempt to resolve the dispute informally, such actions to resolve the matter may include, but are not limited to, the following as deemed appropriate:

1. Speak personally with or write a confidential (no third person receives a copy) letter or email to the alleged discriminating party informing him/her of the alleged discriminatory conduct, the resulting impact on the complainant, and what the complainant expects next, usually “I want the discriminatory conduct to stop,” or “I want to be treated the way a student or fellow employee should be treated.” This is a personal step taken solely between the parties.

2. The complainant may request and/or the College may recommend that attempts be made to resolve the matter informally with the assistance of the Equity Office acting as a mediating party or appointing a third party within the College to mediate. The goal here is to allow the parties to resolve complaints without a formal investigation and without elevating the complaint within the College. Attempts to resolve the matter may include:
 - a. Speaking with the alleged discriminating party on behalf of the complainant;
 - b. Meeting with the alleged discriminating party and the complainant together to facilitate communication and explain the College’s policies;
 - c. Requesting that a workshop be conducted in the department or area for purposes of education and/or sensitivity training.
 - d. Working with the complainant to facilitate other acceptable informal solutions to resolve the matter.

It is anticipated that any third party shall endeavor to follow up in order to bring resolution to the situation. However, if the problems do not cease after taking the informal actions, complainant is also encouraged to contact the third party who assisted with the matter, the Equity Officer and/or anyone else at the College in order to proceed through other resolution channels as deemed appropriate.

PROCEDURE

SUBJECT	PROCEDURE: DISCRIMINATION GRIEVANCE	PAGE
		P1.34-5
LEGAL AUTHORITY	P6Hx23-1.34	6/24/13 Revision #13-6

- D. There is no requirement that informal resolution steps be used. Additionally, complainant is also free to withdraw from the informal resolution process and file formally with the College.

VI. Formal Process

A. Step 1: Initiating Formal Process

For matters not resolved using the Informal Resolution process above, the complaining party may submit the Discrimination Review Form to the EA/EO Office within 90 calendar days of the alleged discriminatory activity as the first step in the formal process of bringing a grievance. This form contains the names of the persons involved and a description of the facts and circumstances surrounding the alleged discriminatory activity.

B. Step 2: Initial Intake and Review

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

C. Step 3: Completion of Review and Communication of Findings

Within 20 workdays of receiving the Discrimination Review Form, or as soon as possible thereafter, the EA/EO Officer or designee(s) will gather the needed information, conduct the necessary meetings, and communicate the findings of the grievance to both parties. The EA/EO Officer or designee(s) may make recommendations to the administration as a result of the findings. The findings may also be provided to other College administrators at any stage of the process, as the EA/EO Officer or designee(s) deems appropriate.

PROCEDURE

SUBJECT	PROCEDURE: DISCRIMINATION GRIEVANCE	PAGE
		P1.34-6
LEGAL AUTHORITY	P6Hx23-1.34	6/24/13 Revision #13-6

D. Step 4: Consideration of Mutual Resolution

It is understood that the EA/EO Office or designee(s) will endeavor to encourage the parties to reach a mutual resolution as part of the formal process, as appropriate. To this end, the EA/EO Officer or designee(s) will offer the parties an opportunity to meet or will meet with the parties individually to mediate any unresolved issues or concerns.

When deemed necessary, a resolution to a dispute may be formally documented by a mutual agreement of the parties, with the counsel of the EA/EO Officer. In these cases, a Mutual Resolution of Dispute Form shall be signed by all parties and the EA/EO Officer or designee(s) shall set forth the terms of the agreement.

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

E. Step 5: Appeal Process

If the complaint is not mutually resolved following the procedures identified above, either the complainant or the alleged discriminating party may request, in writing, that the findings of the EA/EO Officer or designee(s) be secondarily reviewed. The written request shall be made to the EA/EO Officer or designee(s) in writing within 15 workdays of the receipt or communication of the findings. Failure by either party to make such a request within 15 workdays of receipt or communication of the findings will constitute a waiver of the right for a secondary review of the complaint. Upon receipt of a request for a secondary review, the EA/EO Officer or designee(s) will forward the necessary information to the appeals officer designated and appointed by the President.

F. The appeals officer will review the findings and any supporting documentation or information and make a final determination. The appeals officer will notify all affected parties within a reasonable period of time and initiate any action which he/she deems necessary. The decision of the appeals officer is final.

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

PROCEDURE

SUBJECT	PROCEDURE: DISCRIMINATION GRIEVANCE	PAGE
LEGAL AUTHORITY	P6Hx23-1.34	P1.34-7 6/24/13 Revision #13-6

History:

Adopted 6/17/82; Amended 8/14/84; Effective 9/20/84; 5/17/94. Filed - 5/17/94. Effective - 5/17/94; 1/23/04. Filed - 1/23/04. Effective - 1/23/04; 10/20/09. Filed - 10/20/09. Effective - 10/20/09; 6/21/11. Filed - 6/21/11. Effective - 6/21/11; 4/17/12. Filed - 4/17/12. Effective - 4/17/12; 8/21/12. Updated and Effective - 8/21/12; 6/24/13. Filed - 6/24/13. Effective - 6/24/13.

Appendix 3

Revised Policies and/or Procedures

**St. Petersburg College
Annual Equity Update Report 2014-2015**

RULE

SUBJECT	SEXUAL HARASSMENT AND RELATIONSHIPS POLICY	PAGE
		2.011-1
LEGAL AUTHORITY	6Hx23-2.011	3/17/15 Revision #15-3

6Hx23-2.011 SEXUAL HARASSMENT AND RELATIONSHIPS POLICY

The College is committed to ensuring that each member of the College community be permitted to work, study, and interact with each other in a dignified learning environment, free from any form of sexual harassment. Sexual harassment constitutes discrimination on the basis of sex and is a violation of the College's policies, as well as pertinent state and federal law. The College shall not tolerate such conduct.

The Board of Trustees authorizes the President, or his or her designee, to establish procedures concerning sexual harassment and inappropriate relationships including information regarding available resources, awareness and prevention, reporting, investigation, and resolution.

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

Law Implemented: Titled "VII of the Civil Rights Acts of 1964", as amended; the Florida Human Rights Acts of 1977, as amended; Title IX of the Educational Amendments Act of 1972, as clarified by the Civil Rights Restoration Act of 1988; EEOC Regulation 29 C.F.R. Section 1604.11 and 34 C.F.R. Section 106 et seq.; 1001.64(4); 6A-14.0262 (7)(e) & (8), 6A-14.0247(6).

History: Adopted 9/22/92. Filed - 9/22/92. Effective - 9/22/92; 7/19/94, withdrawn at BOT meeting to be brought back at a later date, 10/18/94. Filed - 10/18/94. Effective - 10/18/94; 6/18/96. Filed - 6/18/96. Effective - 6/18/96; 2/18/97. Filed - 2/18/97. Effective - 2/18/97; 11/16/98. Filed - 11/16/98. Effective - 11/16/98; 3/17/15. To Be Filed – 3/17/15. Effective – 3/17/15.

PROCEDURE

SUBJECT	PROCEDURE: SEXUAL HARASSMENT AND RELATIONSHIPS	PAGE
		P2.011-1
LEGAL AUTHORITY	P6Hx23-2.011	Revision #15-4

P6Hx23-2.011 PROCEDURE: SEXUAL HARASSMENT AND RELATIONSHIPS

I. Purpose

To provide a procedure for the review, investigation and resolution of sexual harassment complaints related to applicants, faculty, staff, and students of the College.

II. Definitions

A. Sexual harassment is a form of sex discrimination and sexual misconduct which includes, but is not limited to, conduct in the form of unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature from any person where:

1. The submission to such conduct is made either explicitly a term or condition of an individual's employment or academic status in a College activity, or
2. The submission to, or rejection of, such conduct by an individual is used as the basis for decisions affecting the individual's employment, academic standing, or participation in a College activity, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance by creating an intimidating, hostile, or offensive employment or academic environment.

B. Gender-based harassment is a form of sexual harassment and may include acts of verbal, non-verbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

III. General Provisions

A. The EA/EO Director/Title IX Coordinator serves as the College's primary resource on matters relating to alleged sexual harassment; however, some matters may be referred for review

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SUBJECT	PROCEDURE: SEXUAL HARASSMENT AND RELATIONSHIPS	PAGE
		P2.011-2
LEGAL AUTHORITY	P6Hx23-2.011	Revision #15-4

and/or handling by the College administration, campus administrators, or Human Resources, as deemed appropriate.

- B. If an individual has a complaint he or she wishes to discuss without recourse to this Procedure, he or she is free to do so. The EA/EO Director/Title IX Coordinator is available to informally discuss complaints or concerns to ascertain the best course of action in accordance with the College’s policies and procedures.
- C. Allegations concerning sexual violence or misconduct shall be promptly reported to Campus Safety, the College’s EA/EO Director/Title IX Coordinator, or any of the campus based designated reporting individuals for review and handling, as appropriate, under the College’s Sexual Violence and Misconduct Procedure, P6Hx23-4.332.

IV. Retaliation

It is a violation of this Procedure to retaliate against any person who has filed a complaint or complained about sexual harassment to any College employee or to any other person, entity or human rights agency. It is also a violation of this Procedure to retaliate against any person involved in the investigation, including witnesses, of a complaint. Any retaliatory actions taken will be investigated and dealt with through appropriate disciplinary action and steps will be taken to prevent the recurrence of sexual harassment or retaliation.

V. Reporting, Investigation and Resolution

All students and employees are responsible for promptly reporting sexual harassment. The College has established the following procedure for reporting, investigating and resolving complaints of sexual harassment and retaliation.

A. Reporting:

Complaints of sexual harassment are to be promptly reported to designated reporting individuals as published on the College’s website. The complaint may be reported to any one of the individuals designated, including the EA/EO Director/Title IX

PROCEDURE

SUBJECT	PROCEDURE: SEXUAL HARASSMENT AND RELATIONSHIPS	PAGE
		P2.011-3
LEGAL AUTHORITY	P6Hx23-2.011	Revision #15-4

Coordinator, regardless of what site the reporting person is associated with. The individual receiving the complaint shall promptly notify the EA/EO Director/Title IX Coordinator.

B. Investigation:

Immediately upon receipt of a complaint, the EA/EO Director/Title IX Coordinator will have the responsibility for and will direct each investigation of sexual harassment. In directing the investigation, the EA/EO Director/Title IX Coordinator may designate other persons to conduct and aid in the investigation.

Upon completion of the investigation, the findings of the investigation will be provided to the EA/EO Director/Title IX Coordinator for review and recommendation of additional steps or action that may be appropriate.

C. Resolution of a Complaint:

Resolution of a complaint may be accomplished in various ways including referrals and recommendations to campus administration in the case of allegations involving a student, or Human Resources in the case of employees, for appropriate remedial or disciplinary action. A complaint may be resolved by intervention, corrective action, or pursuant to disciplinary action. The range of remedial or disciplinary measures imposed will depend on the nature of the incident, and may include, but not be limited to, one or more of the following: counseling, sensitivity or sexual harassment training, written reprimand, suspension or dismissal.

As deemed appropriate, the EA/EO Director/Title IX Coordinator shall refer an individual making an allegation of sexual harassment to the grievance process as outlined in the College's Sexual Violence and Misconduct Procedure, P6Hx23-4.332, for investigation and handling. In this case, the EA/EO Director/Title IX Coordinator or designee shall provide the individual bringing a complaint or grievance under such Procedure with information regarding the investigative and adjudicative process, as well as access to information concerning the rights of victims of sexual violence and

PROCEDURE

SUBJECT	PROCEDURE: SEXUAL HARASSMENT AND RELATIONSHIPS	PAGE
		P2.011-4
LEGAL AUTHORITY	P6Hx23-2.011	Revision #15-4

misconduct, and counsel such individuals concerning access to available College and community resources and social services.

VI. Inappropriate Relationships between Faculty, Staff and Students

- A. A romantic or sexual relationship between a faculty/staff member and a student, whether consensual or non-consensual, which occurs while the faculty/staff member is in a position to determine a student's grade or otherwise affect the student's academic progress or environment is inappropriate and may subject the employee to remedial or disciplinary measures.

- B. A romantic or sexual relationship between a supervisor and an employee he or she supervises, where occurring while the supervisor is in a position to affect the employee's career advancement or working conditions, shall be considered inappropriate and have the potential to undermine the professional environment of the workplace. Such behavior may be subject to remedial or disciplinary measures.

VII. False, Frivolous or Malicious Complaints

In the event that a claim of sexual harassment is found to be false, frivolous or malicious, the person making the false, frivolous or malicious complaint of sexual harassment or retaliation against another may be subject to disciplinary action, including dismissal.

History: 10/20/92. Filed - 10/20/92. Effective - 10/20/92; 10/18/94. Filed - 10/18/94. Effective - 10/18/94; 4/18/95. Filed - 4/18/95. Effective - 4/24/95; 5/21/96. Filed - 5/21/96. Effective - retroactive to 1/2/96; 6/18/96. Filed - 6/18/96. Effective - 6/18/96. Repealed 2/18/97. See Rule 6Hx23-2.011; 4/2/15. Adopted – 4/2/15. Effective – 4/2/15.

PROCEDURE

SUBJECT	PROCEDURE: SEXUAL VIOLENCE AND MISCONDUCT	PAGE
		P4.332-1
LEGAL AUTHORITY	P6Hx23-4.332	Revision #15-4

P6Hx23-4.332 PROCEDURE: SEXUAL VIOLENCE AND MISCONDUCT

I. Introduction and Definitions

It is the desire of the College to provide a safe and secure learning and work environment for all of its faculty, staff, students and visitors. To that end, the College has established procedures related to awareness and prevention initiatives, training, reporting, and responding to complaints of sexual assault, sexual violence, and other forms of sexual misconduct as defined herein.

Students or employees found to have violated this policy by engaging in sexual misconduct while on College property or during any College organized or sponsored activity, will be subject to remedial and/or disciplinary action up to and including dismissal or termination.

The term sexual misconduct as referred to in this Procedure is defined as conduct that constitutes sexual harassment or sexual violence, which may include, but not be limited to, sexual assault and battery, and, domestic violence, dating violence and stalking of a sexual nature. Such conduct constitutes discrimination on the basis of sex and is a violation of the College's nondiscrimination policy.

Definitions are as follows:

- A. Sexual Harassment as defined under the College's Procedure, P6Hx23-2.011.
- B. Sexual violence is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to his or her age, or intellectual or other disability. A number of acts fall into the category of sexual violence, including, but not limited to, rape, sexual assault, sexual battery, or other forcible felony during which a sexual act is committed or attempted, as further defined under Chapter 794 of the Florida Statutes.

PROCEDURE

SUBJECT	PROCEDURE: SEXUAL VIOLENCE AND MISCONDUCT	PAGE
		P4.332-2
LEGAL AUTHORITY	P6Hx23-4.332	Revision #15-4

- C. Domestic violence is defined as a crime of violence which may include assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment or any criminal offense resulting in physical injury or death of one family member or household member by another family or household member.
- D. Dating violence is defined as sexual violence between individuals who have or have had a continuing and significant relationship of a romantic or intimate nature, and as further defined under Florida law.
- E. Stalking is defined as willfully, maliciously and repeatedly following or harassing another person as to pose a credible threat to that person and as further defined under Florida law.

II. Dissemination of Policies and Resources

The College's designated Title IX Coordinator serves as the institution's primary resource for information concerning the reporting of, and response to, sexual misconduct. In furtherance of promoting a safe environment for all students, employees and visitors to the campus, the College makes readily available information related to prevention and awareness, as well as its reporting, investigative and grievance procedures. Available resources also include, but are not limited to, an explanation of applicable criminal statutes and penalties, an explanation of rights and responsibilities in any disciplinary action or proceeding, information concerning victims' rights as contemplated under Chapters 794 and 960 of the Florida Statutes, access to student and employee assistance programs, other counseling and mental health services, and information on existing community services for victims of sexual assault or violence. Information and resources related to sexual violence and crime prevention, bystander intervention, and personal safety are available to all students, employees and visitors to campus on an ongoing basis, and readily accessible on the College's website.

PROCEDURE

SUBJECT	PROCEDURE: SEXUAL VIOLENCE AND MISCONDUCT	PAGE
		P4.332-3
LEGAL AUTHORITY	P6Hx23-4.332	Revision #15-4

III. Reporting Incidents of Sexual Misconduct

- A. The College has procedures in place to respond formally to alleged incidents of sexual violence and misconduct that occur on campus or during an official College activity or program. If the alleged offender is unknown, or is not a student or member of the College’s faculty or staff, the Title IX Coordinator, or a designee, will assist individuals as needed in identifying appropriate campus and community resources and assist with reporting to local authorities.

- B. Reports or allegations of sexual misconduct as defined in this Procedure shall be immediately reported to the Campus Safety Supervisor or the College’s Title IX Coordinator. In addition, each campus has designated reporting individuals to receive a report of sexual misconduct, a list of whom is made available on every campus and on the College’s website. All reporting individuals shall promptly forward all reports of sexual misconduct to the College’s Title IX Coordinator. In the case where an employee of the College is involved, the office of Human Resources shall be notified by the Title IX Coordinator.

- C. The Title IX Coordinator is obligated to act on any report of alleged sexual misconduct to ensure that prompt and appropriate interim measures are taken to stop adverse behavior and prevent its recurrence. Every effort will be made to protect the privacy of all individuals involved in reporting and any investigation, however, a victim’s request for confidentiality will be weighed against the College’s obligation to the safety of all its faculty, staff, students, and visitors. Each individual reporting or alleging sexual misconduct shall be counseled concerning his or her rights accordingly.

- D. Individuals reporting criminal acts of sexual misconduct may also choose to file a report with the local police department or other law enforcement agency, however, the College investigative/grievance protocols and law enforcement/legal system may work independently from one another.

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- E. Reports can be submitted at any time following an incident, although the College’s ability to take any action may be negatively affected by the length of time between the alleged incident and the report.

IV. Grievance Process and Adjudication

A. Investigation

1. Reports of alleged sexual misconduct will be investigated in a thorough and prompt fashion. Following the receipt of a report, information will be reviewed by the Title IX Coordinator or designee to determine if there may be a reason to believe that a policy has been violated, or if further information is necessary to determine whether a formal investigation will proceed. During this initial review a determination will be made as to whether interim measures are necessary to prevent a reoccurrence and provide a safe environment in which to proceed. During this stage, the Title IX Coordinator or designee will ensure that that the parties receive a clear explanation of their respective rights, information concerning the investigative and grievance process, and access to all available resources including, but not limited to, counseling and community based social services.

2. A determination of whether or not to proceed to a formalized grievance process will be based on whether reasonable cause exists to believe that an act of sexual misconduct, as defined and outlined in this Procedure, may have occurred. If reasonable cause to proceed does not exist, the complaint will not be moved forward under this Procedure, however, other remedial efforts may be recommended by the Title IX Coordinator or designee through referral to either the campus administration in the case of students, or Human Resources in the case of employees, for further action. In instances where it is deemed feasible and safe, the College may choose to resolve issues through informal means. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will speak

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with the individual reporting or bringing the complaint about this option. If the individual agrees, the Title IX Coordinator or designee will speak with the alleged offender. If a satisfactory resolution is reached through this informal conversation, the matter will be considered closed.

3. If a formal investigation and grievance process is to commence, the alleged offender (Respondent) will be formally notified by the Title IX Coordinator or designee that a grievance outlining specific violations or allegations has been initiated. The alleged victim (Complainant) and Respondent will be given the opportunity to separately review and discuss with the Title IX Coordinator (or designee) the pertinent policy and this grievance procedure.

4. The Title IX Coordinator will oversee the interview process involving the Complainant, Respondent, and, as applicable, any witnesses, and may serve as an investigator and/or appoint an independent investigator. The Complainant and Respondent may each have a support person or advocate present at all interviews in which they participate. The investigator will gather any and all pertinent and applicable evidence or documentation, a list of which shall be provided to each party. During the investigation both parties will have an opportunity to provide the investigator with evidence and/or specify witness information. The investigator will then prepare a summary report detailing the investigative findings for each of the alleged violations. Each party will be separately provided a copy of the investigative summary report.

B. Adjudication Process

1. An Adjudicator shall be appointed by the Title IX Coordinator, upon consultation with the college administration, and charged with determining, based on a preponderance of the evidence as defined below, whether a violation has occurred.

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2. The Adjudicator will begin a review of the investigative summary report and any accompanying documentation and evidence (materials) within three (3) business days of receipt from the Title IX Coordinator or designee. The Adjudicator may consult with the Title IX Coordinator or investigator to obtain or clarify any information. The Adjudicator may also meet with the Respondent, Complainant and/or any of the witnesses (separately) in order to clarify information in the materials. However, if the Adjudicator requests to meet with either party, the other party will also be given an opportunity to meet with the Adjudicator. A list of all documentation or evidence compiled and considered by the Adjudicator shall be provided to both the parties, and made available to each for review and inspection upon request.

3. The Adjudicator will decide, based on a preponderance of the evidence, whether there has been a violation of any sexual violence or sexual misconduct policies upon a complete review of the investigative report and materials. Preponderance of evidence means that the Adjudicator is convinced based on the information provided that a violation of policy was more likely to have occurred than not have occurred.

C. Decision and Sanctions

1. If a violation is determined to have occurred under the preponderance of the evidence standard, the Adjudicator will then review and recommend appropriate sanctions to be imposed based on the College’s established policies and procedures. Consideration may be given to the nature of, and the circumstances surrounding, the violation, prior disciplinary violations, campus safety concerns and any other information deemed relevant by the Adjudicator.

2. The Adjudicator will render a decision and recommendation of sanctions within twenty (20) business days following the delivery of the investigative materials. The Adjudicator’s determination shall be supported by a written statement of

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decision outlining the facts and circumstances upon which the decision and sanction recommendations are based.

3. Faculty, staff or administrators who are found in violation of any sexual misconduct policy are subject to remedial and disciplinary action, up to and including discharge, and shall be referred to Human Resources for the imposition of the sanction, action or measures recommended by the Adjudicator. Sanctions and remedial measures may also include, but not be limited to, reassignment of work duties and schedule; restrictions on contact with the alleged victim or witnesses; restrictions on access to College property and/or events; and required training.

4. Students who are found in violation of any sexual misconduct policy are subject to remedial and disciplinary action, up to and including suspension or expulsion, and shall be referred to their respective campus Associate Provost for imposition of the disciplinary action or remedial measures recommended by the Adjudicator. Sanctions and remedial measures may also include, but not be limited to, modifications to class schedule; restrictions on contact with the alleged victim or witnesses; restrictions on access to College property and/or events; and required training.

5. Both the Respondent and Complainant will be notified in writing of the decision and sanctions to be imposed, if any, including notice concerning the appeals process as outlined in this Procedure.

D. Appeal Process

1. Either party may request an appeal of the decision and recommended sanctions rendered by the Adjudicator. The three grounds upon which an appeal of the decision or sanctions may be made are:
 - a. The party believes a procedural error occurred, which the party feels may change or affect the outcome of the decision;

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- b. The party has substantive new evidence that was not available to the investigator or Adjudicator at the time of the review and that may change the outcome of the decision;
- c. The party feels that the severity of the sanction is inappropriate given the details of the case.

Disagreement with the finding or sanctions is not, by itself, grounds for appeals.

2. The request for an appeal, including the grounds upon which the request is based, should be submitted in writing to the Title IX Coordinator within ten (10) calendar days from the date the decision letter is issued. The Title IX Coordinator will promptly forward the appeal to the designated Appeals Officer charged with reviewing the grounds and basis for appeal in accordance with this section. The party not making the appeal shall have access to all materials submitted and provided an opportunity to respond to the appeal in writing to the Appeals Officer, and shall be counseled of such process accordingly.
3. The Appeals Officer will determine whether a change in the Adjudicator’s decision is warranted, reviewing the appeal in light of the appeal grounds asserted, and to the extent possible, render a final decision within fourteen (14) calendar days of receipt of the formal appeal request. Both parties will be notified in writing of the outcome of the final decision. Appeals will not be reviewed or considered beyond the Appeals Officer.

V. Visitors and Vendors on Campus

Visitors and other persons on campus who are not employees or students, and who are alleged to have engaged in misconduct, are subject to corrective action, which may include removal from campus, and/or termination of contractual arrangements. Vendors or other agencies under contract with the College will be promptly notified if any of their employees are alleged to have violated any

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sexual misconduct policies, and such employees may be restricted from any or all College properties, as well as subject to action deemed appropriate by their respective employer.

VI. Retaliation

It is a violation of this Procedure to retaliate against any person who has filed a complaint or complained about sexual violence and misconduct to any College employee or to any other person, entity or human rights agency. It is also a violation of this Procedure to retaliate against any person involved in the investigation, including witnesses, of a complaint. Any retaliatory actions taken will be investigated and dealt with through appropriate disciplinary action and steps will be taken to prevent the recurrence of sexual violence and misconduct or retaliation.

History: Adopted 9/23/93. Filed - 9/23/93. Effective - 9/23/93; 7/17/12. Filed – 7/17/12. Effective – 7/17/12. 4/2/15. Filed – 4/2/15. Effective – 4/2/15.

Appendix 4

Policy and Procedures to Implement Rule 6A-10.041, F.A.C.

St. Petersburg College Annual Equity Update Report 2014-2015

RULE

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		4.02-1
LEGAL AUTHORITY	6Hx23-4.02	9/20/11 Revision #11-9

6Hx23-4.02 ADMISSION REQUIREMENTS

St. Petersburg College has established standards for admission to the institution and its programs to assist students with their transition to college studies. The Board of Trustees delegates to the President authority to develop and establish admission requirements and policies as set forth in the College's procedures.

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

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

History:

Formerly - 6Hx23-4.02, 6Hx23-4.03, 6Hx23-4.04, 6Hx23-4.05, 6Hx23-4.06, 6Hx23-4.07, 6Hx23-4.08, 6Hx23-4.09, 6Hx23-4.10, 6Hx23-4.11, 6Hx23-4.12, 6Hx23-4-5.10 & 6Hx23-4-5.11. Adopted - 10/16/75. Readopted - 10/25/77. Amended - 4/21/77, 11/30/81, 5/26/82, 11/23/82 (effective 1/1/83), 6/28/83, Emergency Amendment 8/18/83, 9/15/83, 2/16/84, 1/17/85, 3/21/85 (effective 8/19/85 for Session I, 1985-86), 11/21/85, 7/24/86, 10/16/86 (effective 1/7/87 for Session II, 1986-87), 1/22/87 (effective 1/22/87 for Session III, 1986-87), 6/18/87 (effective 6/18/87 for Session I, 1987-88), 12/10/87 (effective 12/10/87 for Session II, 1987-88), 10/20/88, 4/27/89, 11/21/89, 7/17/90, 2/19/91. Filed - 2/19/91. Effective - 2/19/91, 6/13/91. Filed- 6/13/91. Effective- Session III, 1990-91, 11/19/91. Filed - 11/19/91. Effective - 11/19/91; 12/17/91. Filed - 12/17/91. Effective - Session I, 1992-93; 6/15/93. Filed - 6/15/93. Effective - 6/15/93; 8/30/94. Filed - 8/30/94. Effective - Session I, 1994-95; 1/21/97. Filed - 1/21/97. Effective - 1/21/97; 10/22/97; 4/20/98. Filed - 4/20/98. Effective - 4/20/98; 7/27/98. Filed - 7/27/98. Effective - Session I, 1998-99. Effective - Session I, 1998-99; 5/18/99. Filed - 5/18/99. Effective - 5/18/99; 11/16/99. Filed - 11/16/99. Effective - 11/16/99; 4/18/00. Filed - 4/18/00. Effective - Session I, 2000-01. 7/21/00. Filed - 7/21/00. Effective - Session I, 2000-01; 2/27/01. Filed - 2/27/01. Effective - Session I, 2001-02; 9/11/01. Filed - 9/11/01. Effective - 9/11/01; 6/21/02.

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Filed – 6/21/02. Effective – 6/21/02; 11/12/02. Filed – 11/12/02. Effective – 11/12/02; 5/20/03. Filed – 5/20/03. Effective – 5/20/03; 7/24/03. Filed – 7/24/03. Effective – Immediately for students applying for admission to the Bachelor of Applied Science in Dental Hygiene Program for Session II, 2003-04; 11/6/04. Filed – 11/16/04. Effective – 11/16/04; 7/19/05. Filed – 7/19/05. Effective – 7/19/95; 1/17/06. Filed – 1/17/06. Effective – 1/17/06; 3/21/06. Filed – 3/21/06. Effective – 3/21/06; 6/20/06. Filed – 6/20/06. Effective – 6/20/06; 9/18/06. Filed – 9/18/06. Effective – 9/18/06; 3/20/07. Filed – 3/20/07. Effective – Session I, 2007-08; 7/17/07. Filed – 7/17/07. Effective – 7/17/07; 11/20/07. Filed – 11/20/07. Effective – 11/20/07; 11/18/08. Filed – 11/18/08. Effective – Session I, 2009-10; 12/16/08. Filed – 12/16/08. Effective – 12/16/08; 4/21/09. Filed – 4/21/09. Effective – 4/21/09; 9/15/09. Filed – 9/15/09. Effective – 9/15/09; 9/20/11. Filed – 9/20/11. Effective –9/20/11.

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ADMISSION REQUIREMENTS

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

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- C. Official transcripts from all previously attended postsecondary institution(s). Students who attended a college or university outside the U.S. must arrange to have a course-by-course evaluation of these transcripts completed by an approved National Association of Credential Evaluation Services (NACES) agency.

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

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

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

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approved ATB test, per federal regulations, students will NOT be eligible to receive federal aid until they either earn a high school diploma, GED or meet the ATB testing requirement.; or

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

III. Returning Students

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

IV. High School Students Eligible for Accelerated Admissions

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

1. Early Admission Students

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

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

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- (1) Has completed the 11th grade. This is interpreted to mean not less than 2 calendar years of attendance. If the student applies before completion of the 11th grade, he/she must submit a high school transcript showing grades for all work completed through the first semester of the 11th year and courses in which he/she is enrolled for the second semester.
 - (2) Has completed 2/3 of the minimum high school unit requirement plus 1 unit.
 - (3) Has a GPA (grade point average) of at least a 3.0 on a 4.0 scale on all high school work.
- b. Presentation of a passing score on the Florida Comprehensive Assessment Test (FCAT).
 - c. Achievement of an acceptable score for college-level courses on the Computerized Placement Test (CPT), SAT, ACT or other approved placement instrument as set forth in Board of Trustees' Rule 6Hx23-4.45 and Procedure P6Hx23-4.45.
 - d. Presentation of an Early Admission to College Form signed by the high school principal or designee. No application, matriculation, or laboratory fees will be assessed to students in this program.
 - e. The student must complete a minimum of 30 semester hours or 46 quarter hours and maintain at least a 2.0 grade point average on a 4.0 scale.
2. Credit Bank Students
 - a. High school students who have at least a 2.0 GPA in all of their coursework for the prior year and who wish to earn college credit while attending high school may enroll in the College as Credit Bank

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students. In addition to the College's Application for Admission, and non-refundable application fee, Credit Bank students must submit a Credit Bank Verification Form which provides verification of high school enrollment and the minimum required 2.0 GPA and is signed by their high school principal or designee. A separate Credit Bank Verification Form must be completed for each academic term for which a student wishes to enroll at the College.

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

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school graduation will be required to meet the admission requirements in section I. above.

3. Dual Enrollment Students

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

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

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(6) The Home Education Dual Enrollment student may take up to 18 credit hours in each fall and spring terms and nine credit hours in the summer term. Upon entering as a Dual Enrollment student, home education students will have three calendar years to participate **or** until the conclusion of the term in which the student turns 19. After the three years are concluded or the student turns 19 (or whichever comes first), the student may not matriculate as a dual enrollment student unless otherwise provided by law.

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

V. Students Admitted by Waiver

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

A. Students with High School Certificates of Completion

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

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

B. Students with Special Diplomas

1. A student who receives a special diploma and believes he or she should be considered for waiver and/or substitutions for requirements for admission to the College, or to a program of the College, for a course or courses required in a program, or for graduation from the College should appeal to the associate provost at his/her campus or site. The associate provost and provost will meet with appropriate faculty, program directors, or others and the student to determine that the student has made a clear case for a substitution and to identify the most appropriate substitution to offer the student. Current documentation of the disability, including test scores, when appropriate, will be required. Other information to be considered, especially for substitution of admission requirements, may include items such as: scores on one or more of the approved placement instruments, evidence of the student's experiences in mainstream classes, performance in selected academic courses, evidence of an appropriate reading level or appropriate competency indicating the ability to function in college-level classes, recommendations from prior teachers and other professionals.

2. If the student and the associate provost agree on the substitution offered, the agreement will be communicated to the campus coordinator of Admissions/Registration, other individuals involved, the associate vice president of Academic and Student Affairs (who will maintain a record of substitutions granted) and the student, in writing, within 5 working days. If no agreement is reached, the issue will be referred to the associate vice president of Academic and Student Affairs who will make the determination of appropriate action. The decision of the associate vice president may be appealed to the

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President, in writing, within 10 working days of receipt of the decision. The President's decision shall be final.

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

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

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

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

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

VI. **Transfer Students**

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

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St. Petersburg College will seek to make the transfer of credit as easy as possible for students while continuing to honor its commitment to academic quality and integrity. As such, St. Petersburg College regularly seeks guidance from its accrediting agency as well as other higher education councils (American Association of Collegiate Registrars and Admissions Officers, American Council on Education, and Council for Higher Education Accreditation) on academic credit transfer policies.

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

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

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transcript. The faculty credentials must reflect the credential at the time that the professor taught the course specified on the transcript. The student should submit this supporting documentation to: College Registrar, St. Petersburg College, P.O. Box 33089, St. Petersburg, FL 33733.

- E. Florida Statutes requires that after a Florida university or community college has published its general education core, the integrity of that curriculum shall be recognized by the College and other public universities and community colleges. Once a student has been certified by such an institution on the official transcript as having completed satisfactorily its prescribed general education core curriculum, regardless of whether the associate degree is conferred, the College shall require no further such general education courses. Further, any transfer student who has provided documentation of completion of an Associate in Arts, Bachelor's degree or higher from a regionally accredited postsecondary institution shall be presumed to have met all general education requirements for the associate degree at the College. In addition, any transfer student who has graduated from a regionally accredited institution with an Associate in Applied Science degree or higher shall be exempt from the admission requirement of a standard high school diploma.

- F. All transfer work is evaluated by the person(s) designated to perform the task on a collegewide basis by the College registrar.

- G. All courses listed on the transcript(s) are evaluated, including those with incomplete or failing grades, except as noted in paragraph I. below. Courses from which the student withdrew without penalty are not evaluated. When the course is equivalent to a course in the College catalog, it is transferred in with the College prefix and course number. However, the course title and credit hours will be those of the transfer institution. Quarter hours will be converted to semester hours on the basis that 3 quarter hours equal 2 semester hours. Fractional hours resulting from the conversion will be carried to two decimal places and rounded to nearest hundredths.

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

VII. Transient Students

A. Transient students from another college

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

B. Transient students from St. Petersburg College

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

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

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

VIII. Non-Degree Seeking Students

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

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

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

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

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

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

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

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

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

IX. International Students

- A. An International student is defined as one who has entered the United States under any type of visa other than an immigration visa and for whom an I-20 must be issued by the College. The student is admitted to the U.S. with a student visa and remains a citizen and home country resident. There are two classifications of International students:

1. Foreign (F-1) students - those who enter the College with the intention of receiving a degree.
2. Students who are admitted to enroll full-time in the English for Academic Purposes Program only (usually in F-1 visa status).

- B. International student applicants who are applying for the Foreign Student (F-1) Visa must complete the International Student Packet which includes the application for admission, supplemental data sheet, the financial ability form with bank statement (a translated foreign bank statement is acceptable), and pay the application fee. For more information, contact International Student Services or visit the college website; www.spcollege.edu/central/international. The student must prove sufficient funds for one full year which includes: matriculation and tuition fees, books, and supplies, personal expenses, off campus room and board and medical insurance for a full academic year. Proof of medical insurance must be received after arrival in the U.S. and before initial registration into classes.

- C. Non-native speakers of English who seek admission into degree programs shall be tested for language proficiency prior to the completion of initial registration. Language proficiency

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

- D. International students must provide proof of high school graduation, as evidenced by evaluated transcripts from an approved source directly to International Student Services. A request for evaluation of non-U.S. transcripts must be submitted to one of the approved National Association of Credential Evaluation Services (NACES) agency.

- E. International student applicants seeking transfer from another U.S. regionally or nationally accredited postsecondary institution must complete all SPC application documents and provide official transcripts from all prior institutions directly to International Student Services. The prospective student must submit to the school they are transferring from an SPC Clearance form and request the school to transfer the I-20 through the SEVIS system. An I-20 will be issued by International Student Services only after the official transcripts have been received.

- F. International student applicants who have attended international institutions and wish to attend the College on F-1 visas must submit transcripts and course-by-course evaluations from all colleges or universities attended directly to International Student Services, or Central Records. Requests for evaluation of transcripts must be submitted to one of the approved services as indicated in section D.

- G. Students with international degrees certified by an approved credential evaluation agency of having met requirements for an Associate in Arts degree or higher from a regionally accredited U.S. institution shall be exempt from further general education requirements. The exception is that

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

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

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

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

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

XI. The President is authorized to permit substitute admission requirements for eligible students who have disabilities as defined by State Board of Education Rule 6A-10.041, F.A.C. Course substitutions previously granted at another state institution may be accepted for transfer credit or graduation requirements in accordance with this section.

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A. This College Procedure is established in compliance with State Board of Education Rule 6A-10.041, to provide disabled students reasonable substitutions for requirements for admission to the College, admission to a program of the College, for course substitutions, and for graduation from the College. To make a determination of appropriate substitutions, the disabled student will be required to provide documentation that:

1. The student has a disability which is evaluated as interfering in a basic life activity. Examples of such disabilities include but are not limited to: vision impairment, hearing impairment, mental or emotional impairment, physical impairments such as cerebral palsy or multiple sclerosis, dyslexia, or other specific learning disabilities as defined below; and
2. The disability can be reasonably expected to prevent the student from meeting requirements for admission to the College or a program of the College, for satisfactory completion of a course or courses, or for graduation. The student must identify the specific requirement(s) for which a substitution is sought and furnish documentation from an appropriate source that will support the need of a substitution or accommodation.

B. Any student defined as having such a disability shall be eligible to apply for reasonable substitution or waiver for any requirement for graduation, for admission into a program of study, or for entry into the upper division, where documentation can be provided that failure to meet the requirement is related to the documented disability. In addition, substitution or waiver may only be considered where failure to meet the graduation requirement or program admission requirement does not prevent performance of essential functions of the program nor constitute a fundamental alteration in the nature of the program.

1. A student who believes he or she should be considered for substitution or waiver of requirements for admission to

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a program of the College, for course substitutions or waivers, or for graduation from the College, should submit a written request form to the Program Administrator/Academic Dean. The student must identify the specific course(s) and program for which a substitution or waiver is being sought, and must include a copy of qualifying disability information either on file with the College or as requested by the Disability Resources Specialist.

2. The home campus Disability Resources Specialist shall verify the student's qualification for consideration due to disability.
3. The Program Administrator/Academic Dean shall determine if the student has made a clear case for a substitution or waiver, and, if so, identify the most appropriate substitution or waiver to offer the student. If needed, the Program Administrator/Academic Dean may consult with the campus Disability Resources Specialist and faculty member prior to making a determination.
 - a. Information to be considered may include, but is not limited to: essential course requirements for the student's intended degree type and program or sub-program, information on the student's type and scope of disability, scores on approved placement instruments, evidence of the student's experience in relevant high school or college academic courses, and narratives from faculty and other high school or college professionals.
 - b. If the request is approved, the Program Administrator/Academic Dean shall determine the waiver or replacement for a course or requirement to be offered to the student. The Program Administrator/Academic Dean shall provide written notification to the student within ten (10) working days after the decision is made, indicating the nature of the waiver, or the course or requirement substitution. A

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copy of the notification shall be sent to the Director of Disability Resources and to the student's home campus or site Disability Resources office.

- c. The student shall be advised of the possible consequences for future enrollments at St. Petersburg College or another institution if they accept the waiver or substitution.
 - d. Once a waiver or substitution is granted, the student shall not be required to meet any additional requirements related to that course in the respective discipline area for program admission or graduation in the major and program/sub-program designated by the student at the time of the request.
 - e. However, a student who later designates a new major or program/sub-program, including St. Petersburg College's Baccalaureate programs, may face cancellation or modification of substitution or waiver approval resulting from the original substitution's or waiver's being a fundamental alteration of the new major or program/sub-program. In this situation, the student must submit a new request for substitution or waiver and abide by the new decision. A student who later chooses to attend a different institution must also abide by the substitution and waiver policies and requirements of that institution.
4. If the request is denied, an appeal may be filed with the Senior Vice President for Instruction and Academic Affairs or designee. The Director of Disability Resources or designee shall present the appeal.
- a. The Senior Vice President or designee may affirm the Academic Dean's decision, modify the decision, or reverse the original determination. If the student's appeal results in a substitution being granted or modified, the request shall be returned to the Program Administrator/Academic Dean for

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determination of the waiver, or the replacement course or requirement to be offered to the student. The Program Administrator/Academic Dean shall notify the Director of Disability Resources and the site Disability Resources Specialist of the revised determination.

- b. The Program Administrator/Academic Dean or designee shall provide written notification of the result of the appeal to the student within five (5) working days after the decision of the Senior Vice President for Instruction and Academic Programs or designee. A copy of the notification shall also be sent to the Senior Vice President for Instruction and Academic Programs or designee, the Director of Disability Resources, and to the student's home campus or site Disability Resources office.
- c. The decision of the Senior Vice President for Instruction and Academic Programs or designee is final.

C. For purposes of this Procedure, the definitions related to student disabilities are found in College Procedure P6Hx23-4.021.

XII. For requirements for admission to Bachelors degree in Education Programs at St. Petersburg College, see BOT Rule 6Hx23-4.72.

XIII. In addition to general St. Petersburg College admissions rules, students will be eligible for admission to the Baccalaureate Programs as follows:

- A. Completion of an A.S. degree in a related area from a regionally accredited postsecondary institution. See individual program offices for a current list of related A.S. degree areas and specific A.S. degree program accreditation requirements.

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

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

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G. Students wishing to pursue more than one (1) bachelor's degree at SPC must meet the following admissions criteria:

1. Meet the stated admissions requirements for the second degree;
2. Be enrolled in one baccalaureate program at a time;
3. Be awarded the first SPC baccalaureate degree prior to beginning coursework on the second degree (See BOT Rule 6Hx23-4.24 for additional information); and
4. Develop an individual academic plan (IAP) for completion of the second degree. This must be approved by the program's dean prior to admission.

H. Additional admissions rules for specific programs are as follows:

1. Non-degree seeking students must meet all above admissions criteria and may enroll in up-to twelve (12) credit hours of upper-division courses with permission of the dean. Unofficial transcripts will be accepted in place of the official transcripts.
2. Upper division certificate seeking students must meet all above admissions criteria.
3. Post-baccalaureate certificates require proof of a baccalaureate degree from a regionally accredited university.
4. The College of Nursing requires:
 - a. The presentation of a valid unrestricted, unencumbered RN license from the state where applicant is practicing, to be kept current throughout the duration of the required course of study.

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b. Computer/Information Literacy Competency (no minimum credit hours required). Computer/Information literacy competency may be demonstrated by completing one of the following:

(1) Successfully completing a College approved Basic Computer/Information Skills Competency Test

or

(2) Successfully completing at least one of the following options:

(a) CTS 1101 or CGS 1060 Basic Computer and Information Literacy

or

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

or

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

or

(d) LIS 1102 and CGS 1510 and OST 1741.

5. The B.A.S. in Dental Hygiene Program requires:

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

6. The B.A.S. in Orthotics and Prosthetics Program requires:

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- a. Completion of a minimum sixteen (16) hours of observation, volunteer service, or work experience in orthotics and prosthetics.
 - (1) A minimum of eight (8) hours in orthotics and eight (8) hours in prosthetics is required.
 - (2) Hours must be verified by a signed statement from a certified/licensed orthotist or prosthetist.

- b. Submission of a letter of recommendation from a certified/licensed orthotist or prosthetist.

- c. Prior to acceptance and enrollment, applicants must pass a background check and a drug screening.
 - (1) The student will pay the background check and drug screening fees directly to the vendor.
 - (a) Upon request, fee waivers may be approved by the Health Education Center's associate provost or provost to documented economically disadvantaged applicants (AFDC, Pell, Workforce).
 - (2) The drug screening(s) must satisfactorily demonstrate that he/she is free from the use of any illegal drug, unprescribed controlled substance described or named in the law, hereinafter referred to as "drug-free".
 - (a) Students who do not successfully pass the drug screening on the first attempt will be allowed to retake the drug screening one (1) additional time, at their own expense.
 - (b) A student who fails the drug screening a second time will be permitted to reapply

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for admission to the Orthotics and Prosthetics Program one (1) year from the date of the most recent application.

- (3) Students must remain drug-free throughout their tenure in the Orthotics and Prosthetics Program at the College.
 - (a) If the Orthotics and Prosthetics Program believes a student is no longer drug-free, they can request the student retake the drug screening at the student's expense. Failure to take or successfully pass the drug screening shall be grounds for dismissal from the program.
 - (b) Students may be subject to drug screening pursuant to placement at a clinical site. Failure to do so shall be grounds for dismissal from the program.
- (4) A student who fails the background check will not be admitted into the program. See BOT Rule 6Hx23-4.53 Section G for additional information on the criteria.
- d. If the number of eligible students exceeds the positions available, other selection criteria will be used.
- e. Students transferring from another school's Orthotics and Prosthetics Program must be in good academic standing and must be able to satisfactorily demonstrate program competencies.
- f. Prior to the beginning of the first clinical experience (PRO 3801L- Orthotics and Prosthetics Clinical Rotation Practicum I), each student must:

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- (1) Show a valid Basic Life Support (BLS) for Healthcare Providers C.P.R. certificate

- (2) Show evidence of immunity to or inoculation against the hepatitis virus. Said immunization series may be waived when medically contraindicated by a physician in writing and a release is signed by the student. In addition, students must provide verification of immunizations required by program and clinical affiliates.

History:

Amended - 6/28/83, 9/16/86 (effective 1/7/87 for Session II, 1986-87), 5/12/87, 10/17/89, 9/13/90. Effective - 9/20/90; 8/30/94. Filed - 8/30/94. Effective - Session I, 1994-95; 5/18/99. Filed - 5/18/99. Repealed - 5/18/99. See 6Hx23-4.02; 9/20/11. Re Adopted 9/20/11. Effective – 9/20/11; 4/7/14. Approved – 4/7/14. Effective – 4/7/14.

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

DISABLED STUDENT SERVICES

I. Documentation Procedures

A. Learning Disabilities

Students and prospective students requesting accommodations in their academic work at St. Petersburg College (SPC) must present appropriate documentation to the learning specialist of their home campus. There will be two tiers of service based on the types and quality of documentation provided:

Tier 1: Students regarded as having a history of a disability (IEP, SOP or 504 plan). Student may get 1 ½ testing time and reduced distraction testing area, and priority registration. Other institutions may require a more thorough evaluation.

Tier 2: More comprehensive documentation provided to the learning specialist. Current complete psychoeducational evaluation or current letter of diagnosis from an M.D. or PhD qualified to make the diagnosis.

B. Students With Disabilities Are Defined As Follows:

1. Hearing Impairment

A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear.

Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing

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loss or deafness.

2. Visual Impairment

Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction; a peripheral field so constricted that it affects one's ability to function in an educational setting; or a progressive loss of vision which may affect one's ability to function in an educational setting.

Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

3. Specific Learning Disability

A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations.

Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

4. Orthopedic/Physical Impairment

A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system.

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Examples include, but are not limited to, cerebral palsy, absence of a body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect including, but not limited to, muscular dystrophy and congenital muscle disorders.

5. Speech/ Language Impairment

Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment.

Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

6. Emotional or Behavioral Disability

Any mental or psychological disorder including, but not limited to, organic brain syndrome, emotional or mental illness, or attention deficit disorders.

7. Autism Spectrum Disorder

Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

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8. Traumatic Brain Injury

An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.

9. Other: Any disability not identified in section B. 1-8, except those students who have been documented as having an intellectual disability deemed by a disability professional to make completion of the requirement impossible.

II. Request for College Services

A. Provision of Services

After a student's documentation is accepted, the home campus or site learning specialist will keep this documentation on file. It is the student's responsibility to request services supported in the documentation. A new request is necessary each semester based on the specific classes being taken at that time. A three-week notice is recommended to fill requests. For electronic media or assistive technology, requests may take up to four (4) weeks.

B. Course Substitutions

Course substitutions are considered according to College Procedure P6Hx23-4.02 for students with documented disabilities.

Students seeking substitutions for requirements for admission to the College, or to a program of the College, or for graduation from the College should appeal to the Program Administrator/Academic Dean at

PROCEDURE

SUBJECT	PROCEDURE TO IDENTIFY STUDENTS WITH LEARNING AND OTHER DISABILITIES	PAGE
		P4.021-5
LEGAL AUTHORITY	P6Hx23-4.021	4/7/14 Revision #14-4

his or her campus or site in accordance with the procedure set forth in College Procedure P6Hx23-4.02.

C. Auxiliary Aids

Assistive Technology for students with qualifying disabilities is available, such as note takers, readers, electronic media books, captioned videos, e-books, adaptive software, interpreters and captioners.

D. Priority Registration

Students with documented disabilities are provided with priority registration opportunities, as well as counseling and advisement by appointment in advance of registration timeframes.

History:

Adopted 6/15/93. Effective - 6/15/93; 11/21/95. Filed - 11/21/95. Effective - Session I, 1995-96; 2/22/11. Filed - 2/22/11. Effective - 2/22/11; 4/7/14. Filed - 4/7/14. Effective - 4/7/14.

Appendix 5

EADA Survey Federal Report

**St. Petersburg College
Annual Equity Update Report 2014-2015**

Equity in Athletics 2014

Institution: St Petersburg College (137078)
User ID: E1370781

Screening Questions

Please answer these questions carefully as your responses will determine which subsequent data entry screens are appropriate for your institution.

1. How will you report Operating (Game-day) Expenses?

By Team

Per Participant

2. Select the type of varsity sports teams at your institution.

Men's Teams

Women's Teams

Coed Teams

3. Do any of your teams have assistant coaches?

Yes

Men's Teams

Women's Teams

Coed Teams

No

- If you save the data on this screen, then return to the screen to make changes, note the following:
- 1) If you select an additional type of team remember to include associated data for that type of team on subsequent screens;
- 2) If you delete a type of team but have already entered associated data on other screens, all associated data for that type of team will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Sports Selection - Men's and Women's Teams

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

CAVEAT

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

- If you save the data on this screen, then return to the screen to make changes, note the following:
- 1) If you select an additional team remember to include associated data for that sport on subsequent screens;
- 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams	Men's Teams	Women's Teams
Baseball	25	
Basketball	14	12
Softball		20
Tennis		8
Volleyball		12
Total Participants Men's and Women's Teams	39	52
Unduplicated Count of Participants <i>(This is a head count. If an individual participates on more than one team, count that individual only once on this line.)</i>	39	52

CAVEAT
(For each men's or women's team that includes opposite sex participants, specify the number of male and the number of female students on that team in this caveat box. This does not apply for coed teams. Additionally, provide any other clarifying information here.)

If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

Head Coaches - Men's Teams

For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.
 The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
Coaching Position Totals	2	0	2	0	0	0	0	0	2

CAVEAT

Head Coaches - Women's Teams

For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.
 The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1						1
Softball	1		1						1
Tennis		1		1					1
Volleyball	1		1						1
Coaching Position Totals	3	1	3	1	0	0	0	0	4

CAVEAT

Head Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach (for coaching duties only)	55,649	43,051
Number of Head Coaches Used to Calculate the Average	2	4
Number of Volunteer Head Coaches (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	55,649	52,986
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	2.00	3.25

CAVEAT

The women's average is lower because the women's tennis position is considered part-time; .25 FTE was applied. If you were to remove the tennis position from the equation and add and divide the three head coaching salaries for women's sports, their average would be much higher. Also impacting the average is the men's basketball coach, who has been at the college close to 20 years and therefore his salary is larger than all other coaches.

Assistant Coaches - Men's Teams

For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball		5		5					5
Basketball		2		2					2
Coaching Position Totals	0	7	0	7	0	0	0	0	7

CAVEAT

Assistant Coaches - Women's Teams

For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball						1		1	1
Softball						3		3	3
Tennis									0
Volleyball						1		1	1
Coaching Position Totals	0	0	0	0	0	5	0	5	5

CAVEAT

Assistant Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays assistant coaches as compensation for coaching. Do not include benefits on this screen.
 Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.
 For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach (for coaching duties only)	2,679	3,576
Number of Assistant Coaches Used to Calculate the Average	7	5
Number of Volunteer Assistant Coaches. (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	43,612	43,610
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	0.43	0.41

CAVEAT

Assistant Coaches are paid in stipends that range from \$1000-\$8000; this is based on duties and/or length of seasons. Starting salary for head coach is \$43,248, divide \$3576 (average assistant Women's stipend) by \$43,248 equals .0826 multiplied by 5 assistant coaches equals .41 FTE. Starting salary for head coach is \$43,248, divide \$2679 (average assistant Men's stipend) by \$43,248 equals .06 multiplied by 7 assistant coaches equals .43 FTE.

Athletically Related Student Aid - Men's and Women's Teams

Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Amount of Aid	287,743	486,753	774,496
Ratio (percent)	37	63	100%

CAVEAT

Recruiting Expenses - Men's and Women's Teams

Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	0	0	0
CAVEAT			

Recruiting expenses are included in the operational costs. Coaches can spend from their operational funds how they see fit. Operational costs cover: recruitment expenses, equipment, travel etc.

Operating (Game-Day) Expenses - Men's and Women's Teams by Team

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.
 For a sport with a men's team and a women's team that have a combined budget, click on the "Need help? Click here for screen instructions" link for special instructions.

Varsity Teams	Participants	Men's Teams		Women's Teams		By Team Total	Operating Expenses
		Operating Expenses per Participant	By Participants Team	Operating Expenses per Participant	By Team Total		
Basketball	14	2,359	33,025	12	2,628	31,531	64,556
Baseball	25	2,029	50,713				50,713
Softball				20	2,770	55,405	55,405
Tennis				8	1,811	14,484	14,484
Volleyball				12	2,199	26,388	26,388
Total Operating Expenses Men's and Women's Teams	39		83,738	52		127,808	211,546

CAVEAT

Note: This screen is for game-day expenses only.

Total Expenses - Men's and Women's Teams

Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	211,176	200,465	411,641
Baseball	290,357		290,357
Softball		291,357	291,357
Tennis		121,412	121,412
Volleyball		191,412	191,412
Total Expenses of all Sports, Except Football and Basketball, Combined	290,357	604,181	894,538
Total Expenses Men's and Women's Teams	501,533	804,646	1,306,179
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			176,804
Grand Total Expenses			1,482,983

CAVEAT

Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.
 Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	211,176	200,465	411,641
Baseball	290,357		290,357
Softball		291,357	291,357
Tennis		121,412	121,412
Volleyball		191,412	191,412
Total Revenues of all Sports, Except Football and Basketball, Combined	290,357	604,181	894,538
Total Revenues Men's and Women's Teams	501,533	804,646	1,306,179
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			176,804
Grand Total for all Teams (includes by team and not allocated by gender/sport)			1,482,983
CAVEAT			

Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

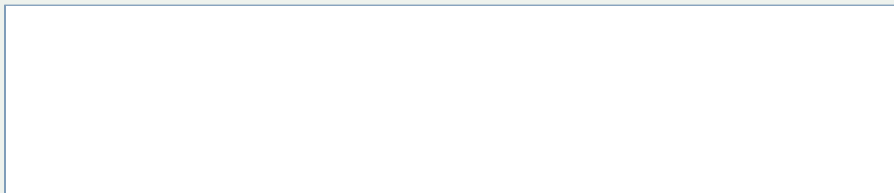
	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	111,298	172,204	283,502
2 Total of Assistant Coaches' Salaries	18,753	17,880	36,633
3 Total Salaries (Lines 1+2)	130,051	190,084	320,135
4 Athletically Related Student Aid	287,743	486,753	774,496
5 Recruiting Expenses	0	0	0
6 Operating (Game-Day) Expenses	83,738	127,808	211,546
7 Summary of Subset Expenses (Lines 3+4+5+6)	501,532	804,645	1,306,177
8 Total Expenses for Teams	501,533	804,646	1,306,179
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	1	1	2
10 Not Allocated Expenses			176,804
11 Grand Total Expenses (Lines 8+10)			1,482,983
12 Total Revenues for Teams	501,533	804,646	1,306,179
13 Not Allocated Revenues			176,804
14 Grand Total Revenues (Lines 12+13)			1,482,983
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	0	0	0
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

To return to a data entry screen, click on the link in the [Navigation Menu](#).

To proceed to the Supplemental Information screen, click on the link in the [Navigation Menu](#) or click on the "Next" button on this screen.

Supplemental Information (optional)

This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program. This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk. To explain specific data entered on a previous screen, please use the caveat box on that screen.



Appendix 6

Fall Staff Report

**St. Petersburg College
Annual Equity Update Report 2014-2015**

Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 23 St. Petersburg

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, Academic Rank, Gender, and Race/Ethnicity**

Tenured

Gender	Race/Ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	5
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	5
	Black or African American	0	0	0	0	0	0	10
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	0	90
	Two or more races	0	0	0	0	0	0	5
Women	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	115
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	9
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	2
	Black or African American	0	0	0	0	0	0	10
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
Total	White	0	0	0	0	0	0	111
	Two or more races	0	0	0	0	0	0	4
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	136
Total		0	0	0	0	0	0	251

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 23 St. Petersburg**

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, Academic Rank, Gender, and Race/Ethnicity**

On Tenure Track

Gender	Race/Ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	1	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	2	2
	Black or African American	0	0	0	0	0	4	4
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	37	37
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total		0	0	0	0	0	44
Women	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	3	3
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	7	7
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	54	54
	Two or more races	0	0	0	0	0	1	1
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total		0	0	0	0	0	65
Total		0	0	0	0	0	109	109

Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 23 St. Petersburg

Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, and Function

Function	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Instructional Exclusively credit	251	109	0	0	19	0	379
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	0	0	0	0	0	0	0
Instruction/research/public service	0	0	0	0	0	0	0
Total	251	109	0	0	19	0	379

Florida College System
 2015 IPEDS Human Resources Survey
 Reporting Year 2014-15
 College: 23 St. Petersburg

**Part B - Full-Time Non-Instructional Staff
 Number of Full-Time Non-Instructional Staff
 By Occupational Category, Gender, and Race/Ethnicity**

Gender	Race/Ethnicity	Instructional Staff	Research	Public Service
Men	Nonresident Alien	0	0	0
	Hispanic/Latino	6	0	0
	American Indian or Alaska Native	0	0	0
	Asian	7	0	0
	Black or African American	15	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	135	0	0
	Two or more races	5	0	0
	Race and ethnicity unknown	0	0	0
	Total		168	0
Women	Nonresident Alien	0	0	0
	Hispanic/Latino	12	0	0
	American Indian or Alaska Native	0	0	0
	Asian	2	0	0
	Black or African American	18	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	174	0	0
	Two or more races	5	0	0
	Race and ethnicity unknown	0	0	0
	Total		211	0
Total		379	0	0

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 23 St. Petersburg**

**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity**

Gender	Race/Ethnicity	Archivists, Curators, and Museum Technicians Librarians	Librarians	Library Technicians	Student, Academic Affairs and Other Educational Services
Men	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	1	0	3
	American Indian or Alaska Native	0	0	0	1
	Asian	0	0	0	2
	Black or African American	0	0	0	6
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	1	4	1	19
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
	Total	1	5	1	31
Women	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	2	4
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	1	3
	Black or African American	0	2	6	11
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	8	9	35
	Two or more races	0	1	0	0
	Race and ethnicity unknown	0	0	0	0
	Total	0	11	18	53
Total		1	16	19	84

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 23 St. Petersburg**

**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity**

Gender		Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	Healthcare Practitioners and Technical Occupations
Men	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	1	0	1	1	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	2	1	3	0	0
	Black or African American	7	3	3	5	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	48	8	63	19	1
	Two or more races	0	0	1	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	58	12	71	25	1	
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	3	2	1	4	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	1	2	3	0	0
	Black or African American	4	10	1	10	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	51	25	41	34	3
	Two or more races	1	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	60	39	46	48	3	
Total	118	51	117	73	4	

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 23 St. Petersburg**

**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity**

Gender	Race/Ethnicity	Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	11	0	4	4	0
	American Indian or Alaska Native	0	0	0	2	1
	Asian	24	0	2	1	0
	Black or African American	14	1	15	5	4
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	63	1	29	49	11
	Two or more races	0	0	1	2	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	112	2	51	63	16
Women	Race/Ethnicity					
	Nonresident Alien	0	0	1	0	0
	Hispanic/Latino	10	0	21	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	7	0	10	0	0
	Black or African American	1	0	48	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	19	4	187	5	6
	Two or more races	0	0	5	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	37	4	272	5	7	
Total	149	6	323	68	23	

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**Part C - Full-Time Summary Non-Medical
 Summary of Full-Time, Non-Medical School, Staff
 By Tenure Status and Occupational Category**

Occupational Category	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Occupational Category							
Instructional Exclusively credit	251	109	0	0	19	0	379
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	0	0	0	0	0	0	0
Instruction/research/public service	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0
Public Service	0	0	0	0	0	0	0
Archivists, Curators, and Museum Technicians Librarians	0	0	0	0	0	1	1
Librarians	5	3	0	8	0	0	16
Library Technicians	0	0	0	0	0	19	19
Student, Academic Affairs and Other Educational Services	0	0	0	0	0	84	84
Management Occupations	0	0	0	0	0	118	118
Business and Financial Operations Occupations	0	0	0	0	0	51	51
Computer, Engineering, and Science Occupations	0	0	0	0	0	117	117
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	4	2	0	38	0	29	73
Healthcare Practitioners and Technical Occupations	0	0	0	0	0	4	4
Service Occupations	0	0	0	0	0	149	149
Sales and Related Occupations	0	0	0	0	0	6	6
Office and Administrative Support Occupations	0	0	0	74	0	249	323
Natural Resources, Construction, and Maintenance Occupations	0	0	0	0	0	68	68
Production, Transportation, and Material Moving Occupations	0	0	0	0	0	23	23
Total	260	114	0	120	19	918	1,431

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**Part G - Salary Outlays for Full-Time Instructional Staff
 Salary Outlays for Full-Time Instructional Staff
 By Gender and Academic Rank**

Gender	Academic Rank	Total Employees for Salary Reporting	Total Number of Months	Salary Outlays
Men	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	0	0	0
	Lecturers	0	0	0
	No academic rank	168	1,719	12,007,860
	Total	168	1,719	12,007,860
Women	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	0	0	0
	Lecturers	0	0	0
	No academic rank	211	2,195	15,105,512
	Total	211	2,195	15,105,512
Total		379	3,914	27,113,372

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**Part G - Salary Outlays for Full-Time Non-Instructional Staff
 Salary Outlays for Full-Time Non-Instructional Staff
 By Occupational Category**

Occupational Category	Total Salary Outlays
Postsecondary Teachers - Research	0
Postsecondary Teachers - Public Service	0
Library and Other Teaching Occupations	5,707,231
Management Occupations	11,184,241
Business and Financial Occupations	2,580,080
Computer, Engineering, and Science Occupations	6,089,678
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	3,898,188
Healthcare Practitioners and Technical Occupations	159,035
Service Occupations	4,235,293
Sales and Related Occupations	243,607
Office and Administrative Support Occupations	11,509,396
Natural Resources, Construction, and Maintenance Occupations	2,585,557
Production, Transportation, and Material Moving Occupations	850,507

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**Part H - New Hires - Full-Time Instructional Staff
Number of Newly Hired Full-Time Permanent Instructional Staff
By Tenure Status, Gender and Race/Ethnicity**

Gender	Race/Ethnicity	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	1	0	0	0	0	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	3	0	0	0	0	3
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total		0	4	0	0	0	0
Women	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	10	0	0	0	2	12
	Two or more races	0	1	0	0	0	0	1
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total		0	11	0	0	2	0
Total		0	15	0	0	2	0	17

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**Part H - New Hires - Full-Time Staff
Number of Newly Hired Full-Time Staff
By Occupational Category, Gender and Race/Ethnicity**

Gender	Race/Ethnicity	Instructional Staff	Research	Public Service	Library and Other Teaching Occupations
Men	Nonresident Alien	0	0	0	0
	Hispanic/Latino	1	0	0	2
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	1
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	3	0	0	4
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
	Total	4	0	0	7
Women	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	1
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	12	0	0	3
	Two or more races	1	0	0	0
	Race and ethnicity unknown	0	0	0	0
	Total	13	0	0	4
Total	17	0	0	11	

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**Part H - New Hires - Full-Time Non-Instructional Staff
Number of Newly Hired Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity**

Gender	Occupational Category				
	Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	Healthcare Practitioners and Technical Occupations
Men	Race/Ethnicity				
	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	1	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	1	0	1	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	1	0	3	0
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
Total	2	0	5	1	0
Women	Race/Ethnicity				
	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	1	0
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	1	3	3	0
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
Total	1	3	4	0	0
Total	3	3	9	1	0

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**Part H - New Hires - Full-Time Non-Instructional Staff
Number of Newly Hired Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity**

Gender	Race/Ethnicity	Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	1	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	1	0	6	1	1
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	1	0	7	1	1
Women	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	1	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	4	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	0	11	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	1	0	15	0	0
Total		2	0	22	1	1

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Part H - New Hires - Full-Time Non-Instructional Staff
Total Number of Newly Hired Full-Time Non-Instructional Staff
By Gender and Race/Ethnicity

Gender	Race/Ethnicity	Total
Men	Nonresident Alien	0
	Hispanic/Latino	4
	American Indian or Alaska Native	0
	Asian	1
	Black or African American	4
	Native Hawaiian or Other Pacific Islander	0
	White	20
	Two or more races	0
	Race and ethnicity unknown	0
	Total	29
Women	Nonresident Alien	0
	Hispanic/Latino	2
	American Indian or Alaska Native	0
	Asian	1
	Black or African American	4
	Native Hawaiian or Other Pacific Islander	0
	White	33
	Two or more races	1
	Race and ethnicity unknown	0
	Total	41
Total		70

**Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 23 St. Petersburg**

Occupation Category	Salary Range	Asian		Black		Hispanic		Multi-Racial		White		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	1	0	1
	Above 75,000	0	0	1	0	0	0	0	0	0	1	2
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
Business And Financial Operations	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	1
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
Computer Engineering And Science	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	2	2	4
	45,000 To 55,000	0	1	0	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	1	0	1	0	0	0	1	0	3
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, And Media	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	1	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
Instruction	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	1	1	2
	55,000 To 65,000	0	0	0	0	1	0	0	0	0	0	7
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	10
	Above 75,000	0	0	0	0	0	0	0	0	0	0	2

(Continued)

**Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 23 St. Petersburg**

Occupation Category	Salary Range	Asian		Black		Hispanic		Multi-Racial		White		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Instruction	Above 75,000	0	0	0	0	0	0	0	0	0	0	1
Library Technicians	Below 25,000	0	0	0	0	0	0	1	0	0	0	1
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	1	0	0	0	2	0	0	0	3	2	8
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	1	0	1
Service Occupations	Below 25,000	0	0	0	0	0	0	1	0	1	0	2
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	3	0	0	0	0	1	8	12
	30,000 To 35,000	0	0	1	1	0	0	0	0	5	3	10
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Natural Resources, Construction And Maintenance Occup	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	1	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0

(Continued)

**Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 23 St. Petersburg**

Occupation Category	Salary Range	Asian		Black		Hispanic		Hispanic		Multi-Racial		White		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Natural Resources, Construction And Maintenance Occup	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Production, Transportation And Material	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	1	0	1
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total		1	1	4	4	4	4	4	2	1	20	33	70	

Florida College System
 Equity Fall Staff Survey
 Fall Ending Term 2013-14
 College: 23 St. Petersburg

Full-Time Faculty
 Salary Ranges By Terms, Employed, Ethnicity and Gender

Terms Employed	Salary Range	Asian		Black		Hispanic		Multi-Racial		White		Total
		F	M	F	M	F	M	F	M	F	M	
9-10 Month	45,000 To 55,000	0	0	3	2	3	0	1	0	14	11	34
	55,000 To 65,000	1	2	5	4	4	1	1	0	43	33	94
	65,000 To 75,000	0	1	2	3	5	2	0	1	30	31	75
	Above 75,000	1	4	3	2	0	1	1	2	34	37	85
11-12 Month	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	1	0	0	4	3	8
	65,000 To 75,000	0	0	2	0	0	0	0	0	12	6	20
Total	Above 75,000	0	0	3	4	0	1	2	2	37	14	63
		2	7	18	15	12	6	5	5	174	135	379

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 23 St. Petersburg

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Total	
		F	M	F	M	F	M	F	M	F	M	F	M				
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2	6
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	8	4	12
	65,000 To 75,000	0	0	1	0	1	0	0	0	0	0	0	0	0	4	11	17
	Above 75,000	1	2	3	7	2	1	0	0	1	0	0	0	0	35	31	83
	Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30,000 To 35,000	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	3
35,000 To 40,000	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	4
40,000 To 45,000	1	0	1	1	0	0	0	0	0	0	0	0	0	0	3	0	6
45,000 To 55,000	1	1	3	1	0	0	0	0	0	0	0	0	0	14	4	24	
55,000 To 65,000	0	0	3	0	1	0	0	0	0	0	0	0	0	4	0	8	
65,000 To 75,000	0	0	0	1	0	0	0	0	0	0	0	0	0	3	1	5	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Computer Engineering And Science	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30,000 To 35,000	1	1	0	0	0	0	0	0	0	0	0	1	0	0	5	9	17
35,000 To 40,000	0	0	0	2	0	0	0	0	0	0	0	0	0	0	5	11	18
40,000 To 45,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5	8	14
45,000 To 55,000	1	0	0	0	0	0	0	0	0	0	0	0	0	6	6	13	
55,000 To 65,000	0	2	0	1	0	1	0	1	0	0	0	0	0	10	17	31	
65,000 To 75,000	1	0	0	0	1	0	0	0	0	0	0	0	0	9	7	18	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	6	

(Continued)

Florida College System
 Equity Fall Staff Survey
 Fall Ending Term 2013-14
 College: 23 St. Petersburg

Other Full-Time Employees
 Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Total	
		F	M	F	M	F	M	F	M	F	M	F	M				
Community Service, Legal, Arts, And Media	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3
	40,000 To 45,000	0	2	0	1	0	0	0	0	0	0	0	0	0	5	3	11
	45,000 To 55,000	0	3	3	3	1	0	0	0	0	0	0	0	0	19	5	34
	55,000 To 65,000	0	3	1	0	0	0	0	0	0	0	0	0	0	3	5	12
	65,000 To 75,000	0	1	0	0	0	0	0	0	0	0	0	0	0	3	3	7
	Above 75,000	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	4
	Archivists, Curators And Museum Technicians	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	3
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
	65,000 To 75,000	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2	4
	Above 75,000	0	1	0	0	0	0	0	0	0	1	0	0	0	3	0	5

(Continued)

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 23 St. Petersburg

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Total		
		F	M	F	M	F	M	F	M	F	M	F	M					
Library Technicians	Below 25,000	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	3	
	25,000 To 30,000	0	0	3	0	1	0	0	0	0	0	0	0	0	0	1	0	5
	30,000 To 35,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5	1	7
	35,000 To 40,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	3
	40,000 To 45,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	2	1	1	0	0	2	0	0	0	0	0	0	0	0	8	7	21
	35,000 To 40,000	1	1	0	2	1	0	0	0	0	0	0	0	0	0	8	2	15
	40,000 To 45,000	0	0	0	0	2	1	0	0	0	0	0	0	0	0	4	1	8
	45,000 To 55,000	0	0	0	1	1	0	0	1	0	0	0	0	0	0	7	1	11
	55,000 To 65,000	0	0	9	3	0	0	0	0	0	0	0	0	0	0	5	5	22
	65,000 To 75,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3	1	5
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Healthcare Practitioners And Technical	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

Florida College System
 Equity Fall Staff Survey
 Fall Ending Term 2013-14
 College: 23 St. Petersburg

Other Full-Time Employees
 Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Total	
		F	M	F	M	F	M	F	M	F	M	F	M				
Service Occupations	Below 25,000	0	9	0	1	5	2	0	0	0	0	0	0	0	2	9	28
	25,000 To 30,000	7	15	1	8	3	6	0	0	0	0	0	0	0	14	36	90
	30,000 To 35,000	0	0	0	4	1	2	0	0	0	0	0	0	0	1	10	18
	35,000 To 40,000	0	0	0	1	1	0	0	0	0	0	0	0	0	2	6	10
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sales And Related Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
	35,000 To 40,000	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	2
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	2	1	9	4	3	1	0	0	0	1	0	0	0	27	3	51
	30,000 To 35,000	4	0	20	2	7	2	0	0	2	0	0	0	0	77	11	125
	35,000 To 40,000	1	1	13	5	9	0	0	0	0	0	0	1	0	40	7	77
	40,000 To 45,000	3	0	4	4	1	0	0	0	3	0	0	0	0	28	6	49
	45,000 To 55,000	0	0	2	0	1	1	0	0	0	0	0	0	0	13	2	19
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

Florida College System
 Equity Fall Staff Survey
 Fall Ending Term 2013-14
 College: 23 St. Petersburg


Other Full-Time Employees
 Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Total	
		F	M	F	M	F	M	F	M	F	M	F	M				
Natural Resources, Construction And Maintenance Occup	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	1	0	1	0	0	0	0	0	1	0	0	0	1	4	8
	30,000 To 35,000	0	0	0	2	0	2	0	1	0	0	0	0	0	0	11	16
	35,000 To 40,000	0	0	0	1	0	0	0	1	0	0	0	0	0	0	16	18
	40,000 To 45,000	0	0	0	1	0	2	0	0	0	1	0	0	0	0	10	14
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	8
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Production, Transportation And Material	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	1	0	0	0	0	0	0	0	0	0	0	5	6
	30,000 To 35,000	0	0	0	1	0	0	0	0	1	0	0	0	0	2	2	6
	35,000 To 40,000	0	0	1	0	0	0	0	0	0	0	0	0	0	2	1	4
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
	55,000 To 65,000	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total		27	35	94	63	47	26	0	4	4	7	4	1	0	427	317	1,052

April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, President 

SUBJECT: Exploratory Lab Boot Camp Student Testimonials

The purpose of the Exploratory Lab Boot Camp is to provide a business integration experience to compliment traditional classroom curriculum in an effort to close the skills gap as well as increase non-tech degree seeking student interest in the technology industry. It is a solution that:

- Engages business in the design & delivery of the curriculum
- Integrates into the academic setting
- Cost or time to complete a degree are not increased
- Provides a new way for companies to source entry level talent

The Exploratory Lab consisted of 70 hours in the classroom and approximately 40+ hours of out of class team activities. The curriculum, designed by over 40 Tech Data staff, covers topics such as Business Planning, Integrated Marketing, Emotional Intelligence Software Licensing, Web, Data Centers, Agile and more.





Rafael Murga

Through dedication and hard work, with the benefit of their team, has completed the first

Tampa Bay Technology Forum – Exploratory Lab Boot Camp

An innovative restructuring of the college experience

April 14, 2015

Angela Beltz
VP Marketing Cisco Solutions Group
Tech Data Corporation



Patricia K. Gehant,
Director, Workforce Initiative
TBTF





Eric Romero II

Through dedication and hard work, with the benefit of their team, has completed the first

Tampa Bay Technology Forum – Exploratory Lab Boot Camp

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Angela Beltz
VP Marketing Cisco Solutions Group
Tech Data Corporation



Patricia K. Gehant,
Director, Workforce Initiative
TBTF



Career and Academic Advising Center
Tarpon Springs Campus

*St. Petersburg College
Board of Trustees Meeting
April 21, 2015*

Traditional Academic Advising

Emphasis on:

- Placement testing
- “Advisor/Student” interactions
- Academic focus and Curriculum based
- Facilities and space configuration one dimensional
(e.g., “One-Stop” Model)



Paradigm Shift...

“Students enter higher education without the benefit of adequate career guidance in high school” (Kuhn & Padek, 2009, p. 3).

According to the Community College Survey of Student Engagement (CCSSE) 2014 cohort key findings:

- One-third (32%) of students **rarely or never** use academic advising services.
- Just over half (51%) of students say they **rarely or never** use career counseling services.

“The New Integrated Model”

Integrating Career and Academic Advising

- Facilities and space reconfiguration (Multidimensional)
- Enhance student service
- Increase student engagement
- Behavior changes of advisors (Cross-trained)
- Infuse innovation and technology
- Career-Infused campus learning environment

New Career and Academic Center

A student success strategies initiative....

Goal: To guide students through four developmental processes important for their success at SPC:

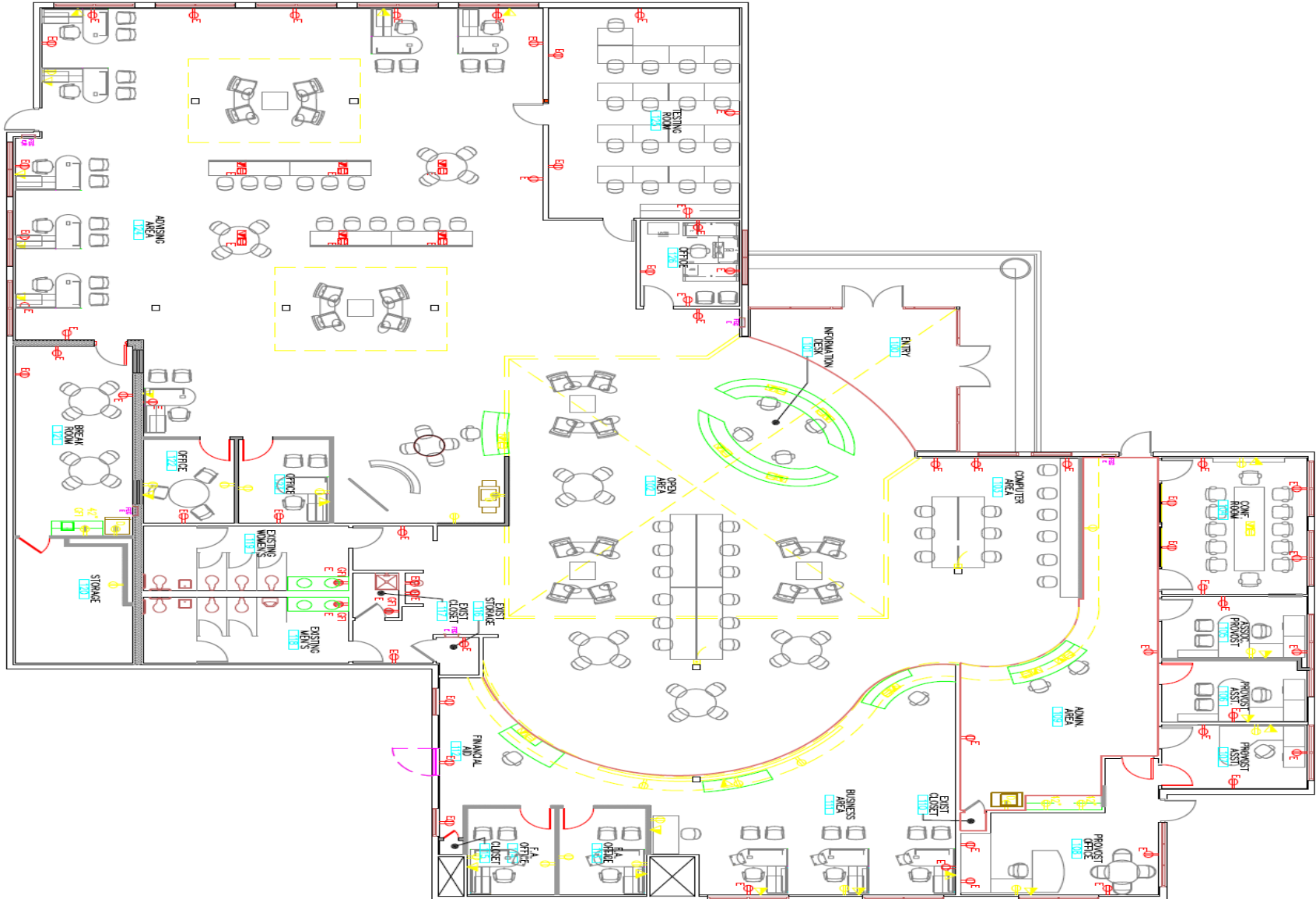
1. Formulate career goals and exploring career interests,
2. Introduction to academic programs and course requirements,
3. Develop an academic plan (MLP) and choosing a major,
4. Successfully transitioning from college to employment and/or transfer to a baccalaureate program.

New Career and Academic Center

A student success strategies initiative....

Goal: To assist students through career identification, academic pathways, job placement and/or successful transfer.

1. Connect students milestones (e.g., 15, 30, 45 credits) to career identification, academic pathways, job placement and/or transfer.
2. Engage and assist students in utilizing career exploration, resources and assessments to secure employment in field of study.
3. Assist students in developing job hunting skills; prepare effective resumes and portfolios; and strategies for successful interviewing.
4. Collaborate with deans and faculty to integrate work-base learning and workforce initiatives to increase co-ops, internships, and job placements.



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ARC3
architecture

Perspective View_03
February 16, 2015

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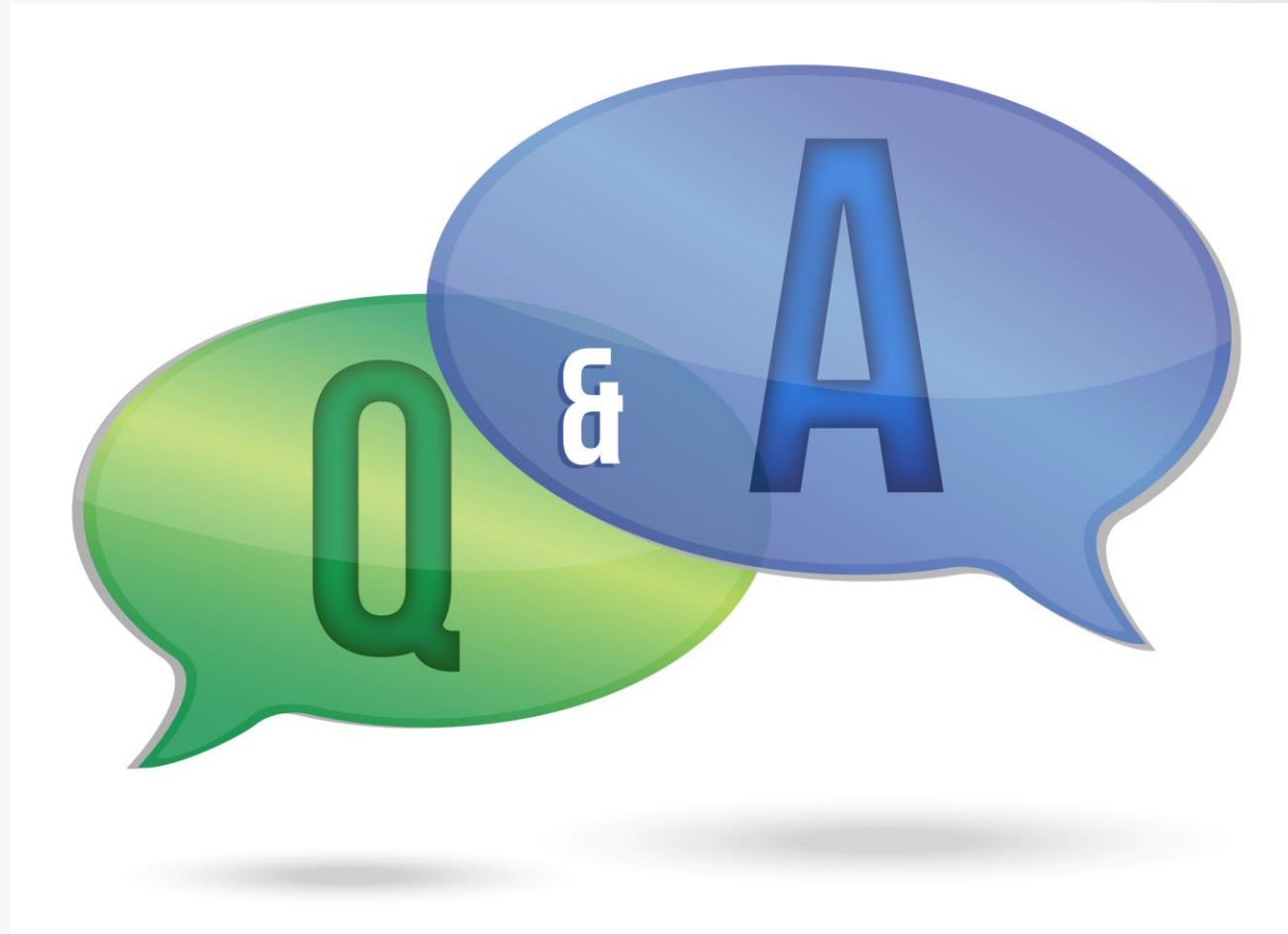
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ARC3
architecture

Perspective View_01b
February 16, 2015


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April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: Florida Department of Health – Emergency Medical Services Matching Grant

Confirmation is sought for a proposal that was submitted, subject to Board of Trustees' approval, to the Florida Department of Health, by St. Petersburg College for the Emergency Medical Services (EMS) Matching Grant Program. Permission is also sought to accept an estimated \$54,093.75 in funding over a one-year period for this proposal, if awarded, and enter into any amendments, extensions or agreements as necessary, within the original intent and purpose of the grant.

The purpose of the funding is to improve and expand EMS programs statewide, specifically those that: 1) provide or effect direct services to emergency victims; 2) train the public, first responders, law enforcement personnel, EMS and other healthcare staff; or 3) enhance quality assurance, management and administrative aspects of the field. In alignment with SPC's simulation initiative and to enhance the training and educational experience of SPC's EMS certificate, degree and continuing education students, the College will use the funding to support the purchase of two pieces of simulation equipment including a portable recording system that visually documents each student's involvement with the simulators and a full body wireless adult mannequin unit that mimics true human responses during simulation exercises. Simulation will be used as a tool to mirror, anticipate, or amplify real-world situations with guided experiences, providing more of an experiential learning opportunity than instruction through learning technology. As a stipulation of the funding, SPC is required to provide a 25% cash contribution to cover the cost of the equipment.

The estimated period of performance will be from April 1, 2015 through March 31, 2016. The total project budget is projected to be \$72,125 over a one-year period, representing an estimated \$54,093.75 in grant funds and an estimated \$18,031.25 cash match contributed by the College. See attached Information Summary for additional information.

Anne Cooper, Senior Vice President, Instruction and Academic Programs; Suzanne L. Gardner, General Counsel; Phil Nicotera, Provost Health Education Center; and Nerina Stepanovsky, EMS Program Director, recommend approval.

Attachment

ks0408152

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

Date of BOT Meeting: April 21, 2015

Funding Agency or Organization: Florida Department of Health

Name of Competition/Project: Emergency Medical Services (EMS)
Matching Grant

SPC Application or Sub-Contract: SPC Application

Grant/Contract Time Period: **Start:** 4/1/15 **End:** 3/31/16

Administrator: Phil Nicotera

Manager: Nerina Stepanovsky

Focus of Proposal:

To address the need for highly skilled pre-hospital personnel, St. Petersburg College's Emergency Medical Services Program seeks to expand the experiences and training of students through enhanced simulation. Simulation at SPC will be used as a tool to mirror, anticipate or amplify real situations with guided experiences, providing more of an experiential learning opportunity than instruction through learning technology. SPC is proposing to purchase two pieces of simulation equipment: 1) Advanced Portable ETC Pro+ which allows instructors to link to two simulators at once and capture multiple log files within a single recording session; and 2) METIman Pre-Hospital Full-Body Adult Wireless Mannequin Simulator which offers portable and realistic model-driven simulation mimicking true human responses. The use of simulation emphasizes outcome-based over process-based education, promoting better preparation of healthcare workers. It will also assist with competency verification for employed healthcare providers attending continuing education classes.

Budget for Proposal:

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

Supplies	\$ 1,346.25
Equipment	<u>\$ 52,747.50</u>
Total Budget	\$ 54,093.75

Funding:

Total proposal budget: (includes amount requested from funder, cash and in-kind matches listed below)	\$ 72,125.00
Total amount from funder:	\$ 54,093.75

Amount/value of match:

Cash: \$18,031.25 (*covering 25% of supplies and equipment*)

In-kind: N/A

Required match or cost sharing:

No Yes X

Voluntary match or cost sharing:

No X Yes

Source of match/cost sharing:

General Operating Budget

Negotiated indirect cost:

N/A

(Fixed) administrative fee:

N/A

Software/materials:

N/A

Equipment:

N/A

Services:

N/A

Staff Training:

N/A

FTE:

N/A

Other:

N/A

College Values, Strategic Initiatives and Activities Addressed:

Value(s):

1. Student Focus
2. Academic Excellence
3. Innovation

Strategic Initiative(s):

1. Instructional Support
2. Student Engagement

Strategic Activity(ies):

1. Student Success and Out of Classroom Support
2. Expanded Workforce Offerings and Improved Placement Tracking

April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: WorkNet Pinellas, Inc. d/b/a CareerSource Pinellas—Training Agent Agreement

Confirmation is sought for an Agreement entered into, subject to Board of Trustees' approval, with WorkNet Pinellas, Inc. d/b/a CareerSource Pinellas (CareerSource) whereby the College will provide training to those eligible individuals sent to SPC by CareerSource staff working in the One-Stop Centers for CareerSource in Pinellas County. Permission is also sought to enter into any extensions or amendments, as may be necessary.

Under the terms of the Agreement, CareerSource will provide funding for certain training of eligible individuals under Title I of the Workforce Investment Act and other special project training funds to St. Petersburg College as the Training Agent for payment of tuition, fees, materials and supplies, etc. The Agreement period commenced April 1, 2015 and will continue for the period of one year. The estimated revenue that may be received during this period is approximately \$275,000.


Anne Cooper, Senior Vice President, Instruction and Academic Programs; Suzanne L. Gardner, General Counsel; and Jason Krupp, Director of Workforce Services, recommend approval.

jk0408154

April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

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

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

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

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

The listing is by Purchase Order Number:

- 1. P.O. #93731 –Cam Connections Inc** – This is in the amount of **\$64,830.44** for the Talk-A-Phone system to provide Clearwater and Tarpon Springs campuses with wide area emergency broadcast systems towers with analog emergency phones. **This is grant funded. Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption I: “Single source ...” **Recommended** by Jim Waechter, Associate Vice President, Facilities Planning and Institutional Services, and approved by Doug Duncan, Senior Vice President of Administrative/Business Services and Information Technology.
- 2. P.O. #93835 – Premier Agendas Inc** – This is in the amount of **\$71,915.00** for 2015-2016 student handbooks, quantity of 35,000. **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption I: “Single source ...” **Recommended** by Patrick Rinard, Associate Vice President, Enrollment Services, and approved by Tonjua Williams, Senior Vice President, Student Services.

Change orders listed in numeric order:

1. **P.O. #82606 – McKeon, Nancy I:** This change order is in the amount of **\$24,000** increase (new total is \$206,000.00). For a subject matter expert to provide continuation of consultation and professional services at the law enforcement executive sessions through June 2015. **This is grant funded. Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption G: “Professional services...” **Recommended** by Scott Fronrath, Provost, AC, and approved by Anne Cooper, Senior Vice President of Instruction and Academic Programs.
2. **P.O. #88307 – Santiago, Ernesto Fernandez:** This change order is in the amount of **\$6,600** increase (new total is \$41,600.00). For a subject matter expert to coordinate training activities for the Puerto Rico community policing grant and serve as St. Petersburg College’s liaison with the Puerto Rico Police Department. **This is grant funded. Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption G: “Professional services...” **Recommended** by Scott Fronrath, Provost, AC, and approved by Anne Cooper, Senior Vice President of Instruction and Academic Programs.
3. **P.O. #91321 – Barnes and Noble College Booksellers LLC:** This change order is in the amount of **\$7,000** increase (new total is \$135,000.00). For SPCHS students books and supplies as needed from July 2014 through June 2015. **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption I: “Single source...” **Recommended** by Catherine Kennedy, Associate Vice President, Academic Affairs and Partnerships, and approved by Anne Cooper, Senior Vice President of Instruction and Academic Programs.
4. **P.O. #91517 – Josephson, Dwayne Scott:** This change order is in the amount of **\$1,013** increase (new total is \$41,013). For instructional services and consulting for both public and corporate contract classes for July 2014 through June 2015. **Authority:** SBE & BOT Rule 6Hx23-5.12, Exemption G: “Professional services...” **Recommended** by James Connolly, Corporate Training Director, and approved by Anne Cooper, Senior Vice President of Instruction and Academic Programs.

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

N/A

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

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

Florida Statutes, shall be given preference in the award process. In the event it is desired to competitively solicit commodities or services that are included in the exempt from competitive solicitation category, the competitive solicitation must originate through Purchasing.

The following are exceptions to competitive solicitations:

A. Purchases under Sections 946.515 (PRIDE) and 946.519 (The State Department of Corrections), Florida Statutes.

B. Educational tests, textbooks, instructional materials and equipment, films, filmstrips, video tapes, disc or tape recordings or similar audiovisual materials, and computer-based instructional software.

C. Library books, reference books, periodicals, and other library materials and supplies.

D. Purchases at the unit or contract prices established through competitive solicitations by any unit of government established by law or non-profit buying cooperatives.

E. Food.

F. Services or commodities available only from a single or sole source.

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

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

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

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


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

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

PAS072814

April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College
FROM: William D. Law, Jr., President 
SUBJECT: Quarterly Informational Report of Contract Items

This informational report includes executed contracts and/or items that have been approved by either the President or designee during the preceding Quarter and are being reported to the Board pursuant to Board of Trustees' Rule 6Hx23-5.903.

Section A: Program Related Contracts

1. Affiliation Agreement with **Adventist Health System/Sunbelt, Inc. d/b/a Florida Hospital** to provide clinical experience, at eight of its hospitals across Florida, for students in the CE Nursing and Health Services Administration Programs. The Agreement will commence August 1, 2015 and continue through July 31, 2017. There is no cost to the College. This item was approved by Anne Cooper on March 2, 2015. Departments—College of Health Sciences & CE Health
2. Agreement with **American Academy of Orthotists and Prosthetists** for the College to have an Exhibit Booth at the American Academy of Orthotists and Prosthetists meeting to be held in New Orleans, LA on February 18-21, 2015. The cost to the College for this Agreement will be \$1,500. This item was approved by Anne Cooper on January 7, 2015. Department—Orthotics & Prosthetics
3. Agreement with the **American Heart Association, Inc.** for the College to continue as a Training Center to teach approved AHA disciplines/certifications. The Agreement will commence as soon as possible and will continue for a period of two years. There is no cost to the College associated with entering into this Agreement. This item was approved by Phil Nicotera on March 24, 2015. Department—Emergency Medical Services
4. Affiliation Agreement with **Bayfront HMA Medical Center, LLC d/b/a Bayfront Health St. Petersburg** to provide clinical experience for Clinical Medical Assistant students as part of the College's Continuing Education Health Programs. The Agreement will commence as soon as possible and will be ongoing unless terminated by either party. There is no cost to the College. This item was approved by Anne Cooper on March 19, 2015. Department—CE Health

5. Agreement with **Bergen Community College** to provide for the articulation of Bergen Community College's AAS – Veterinary Technology Program to SPC's BAS Veterinary Technology Program. The Agreement will commence as soon as possible and will continue for the period of two years. There is no cost to the College. This item was approved by Anne Cooper on February 5, 2015. Department—Veterinary Technology
6. Affiliation Agreement with **Brooks Health System d/b/a Brooks Rehabilitation** to provide clinical experience for RN to BSN Nursing students as part of their requirements for completion of the Leadership Practicum course in the Nursing Program. The Agreement will commence as soon as possible and continue for the period of one year. There is no cost to the College. This item was approved by Anne Cooper on January 12, 2015. Department—College of Nursing
7. Agreement with **CAE Healthcare, Inc.** to provide maintenance and support for the simulation equipment used for training students in the Nursing Program. The Agreement will commence as soon as possible and continue for the period of one year. The cost to the College for this Agreement will be \$20,916. This item was approved by Doug Duncan on March 16, 2015. Department—College of Nursing
8. Agreement with **Capstone Vietnam Co., Ltd** to partner to promote the College's Intensive English Program to prospective students in Vietnam. Capstone Vietnam will provide services such as marketing the program, providing a point of contact; assisting students with documentation and the application process; assisting SPC in resolving any student issues; and submitting invoices each semester. The Agreement will commence as soon as possible and continue for the period of one year. The anticipated cost to the College for Capstone Vietnam's services over the one-year period of the Agreement is \$5,200. This item was approved by Anne Cooper on January 12, 2015. Department—Corporate Training
9. Agreement of Cooperation with **CISabroad** to provide quality overseas direct enrollment study abroad programs for SPC students. CISabroad will promote student interest in these educational programs and services and will offer preferred enrollment and program discounts. There is no cost to the College associated with entering into this Agreement. The Agreement will commence as soon as possible, is subject to annual review and may be terminated with six months' notice. This item was approved by Anne Cooper on February 16, 2015. Department—International Programs
10. Affiliation Agreement with **Community Health Centers of Pinellas, Inc.** to provide clinical experience and site preceptor for Clinical Medical Assistant students as part of the College's Continuing Education Health Program. The Agreement will commence as soon as possible and will continue unless terminated by either party. There is no cost to the College. This item was approved by Anne Cooper on March 26, 2015. Department—CE Health
11. Agreement with **Comprehensive Health Management (CHM)** whereby the College will provide CHM with various Leadership Training workshops with a certified Developmental Dimensions International instructor. The College will be paid approximately \$15,529.90 for its services; however, after expenses, the net revenue to the College is expected to be approximately \$6,088.90. The Agreement will commence as soon as possible and continue

for the period of one year. This item was approved by Anne Cooper on February 16, 2015. Department—Corporate Training

12. Agreement with **Duc Tu Trading Corporation** to partner to promote the College's Intensive English Program to prospective students in Vietnam. Duc Tu Trading will provide services such as marketing the program, providing a point of contact; assisting students with documentation and the application process; assisting SPC in resolving any student issues; and submitting invoices each semester. The Agreement will commence as soon as possible and continue for the period of one year. The anticipated cost to the College for Duc Tu Trading's services over the one-year period of the Agreement is \$5,200. This item was approved by Anne Cooper on January 12, 2015. Department—Corporate Training
13. Agreement with **Education Path** to partner to promote the College's Intensive English Program to prospective students in Vietnam. Education Path will provide services such as marketing the program, providing a point of contact; assisting students with documentation and the application process; assisting SPC in resolving any student issues; and submitting invoices each semester. The Agreement will commence as soon as possible and continue for the period of one year. The anticipated cost to the College for Education Path's services over the one-year period of the Agreement is \$5,200. This item was approved by Anne Cooper on January 6, 2015. Department—Corporate Training
14. Agreement with **Environmental Systems Research Institute, Inc.** to purchase the ArcGIS for Desktop Advanced software which will be used for instruction in Biology. The Agreement will commence as soon as possible and is ongoing. The cost to the College for the Agreement will be \$1,019.95. This cost includes one year of maintenance; thereafter, the estimated cost to continue maintenance for subsequent years will be approximately \$250 annually. This item was approved by Anne Cooper on January 6, 2015. Department—Baccalaureate Biology
15. Agreement with **eSkill Corporation** to continue the eSkill Test Center subscription that allows the College to conduct unlimited testing for the period of one year. This testing assessment capability will be used by Corporate Training in providing training services to its client(s). The cost to the College for a one-year period will be \$3,500. This item was approved by Anne Cooper on January 16, 2015. Department—Corporate Training
16. Agreement with **Fairfield Inn Marriott** to provide rooms for the Men's Basketball Team during the NJCAA Basketball Tournament to be held in Ocala March 4-7, 2014. The cost to the College for this Agreement will be \$2,970. This item was approved by Tonjua Williams on February 20, 2015. Department—Athletics
17. Agreement with **Rebecca Falzone** to collaborate with the College to develop curriculum and implement various Assisted Living Facility (ALF) training courses. The College provides course materials, marketing, registration, printing, site coordination, evaluation, curriculum assistance and certificates of completion. Ms. Falzone updates and maintains curriculum, assists with marketing and provides the expertise to teach the courses. The Agreement will commence as soon as possible and continue through February 21, 2018. The College anticipates annual fee revenue in the amount of \$65,500; however, after expenses, the net

revenue per year is anticipated to be approximately \$26,372. This item was approved by Anne Cooper on March 19, 2015. Department—CE Health

18. Agreement with the **Florida Department of Health, Orange County** to provide clinical experience to students in the Health Services Administration Program for the completion of their Capstone course requirements for graduation. The Agreement will commence as soon as possible and continue for the period of three years. This item was approved by Anne Cooper on February 4, 2015. Department—College of Health Sciences
19. Agreement with the **Florida Department of Health, Volusia County** to provide clinical experience to students in the Dental Hygiene Program. The Agreement will commence as soon as possible and continue for the period of one year. There is no cost to the College. This item was approved by Anne Cooper on January 15, 2015. Department—Dental Hygiene
20. Affiliation Agreement with **HCA Health Services of Florida, Inc. d/b/a Blake Medical Center** to provide clinical experience to students in the Emergency Medical Services Program at no cost to the College. The Agreement will commence as soon as possible and continue for the period of three years. This item was approved by Phil Nicotera on March 23, 2015. Department—Emergency Medical Services
21. Affiliation Agreement with **HCA West Florida PPH, LLC d/b/a Palms of Pasadena Hospital** to provide clinical experience to students in the Emergency Medical Services Program at no cost to the College. The Agreement will commence as soon as possible and continue for the period of two years. This item was approved by Phil Nicotera on March 4, 2015. Department—Emergency Medical Services
22. Agreement with **Holiday Inn & Suites** to provide rooms for the Women’s Basketball Team trip to Ocala on March 3-8, 2015. The cost to the College for this Agreement will be \$5,100. This item was approved by Tonjua Williams on February 20, 2015. Department—Athletics
23. Agreement with **Holiday Inn Express** to provide rooms for the College’s Baseball team trip to Tallahassee on February 14-15, 2015. The cost to the College for this Agreement will be \$1,188. This item was approved by Tonjua Williams on February 2, 2015. Department—Athletics
24. Affiliation Agreement with **LifePath Hospice – Chapters Health System, Inc.** to provide clinical experience for RN to BSN Nursing students as part of their requirements for completion of the Leadership Practicum course in the Nursing Program. The Agreement will commence as soon as possible and continue for the period of one year. There is no cost to the College. This item was approved by Anne Cooper on February 9, 2015. Department—College of Nursing
25. Agreement with the **Martz Group, First Class Coach Company, Inc.** to transport College Reach-Out Program mentors and students to and from the USF Engineering Expo on February 13, 2015. The cost to the College for this Agreement will be \$540. This item was

approved by Tonjua Williams on January 8, 2015. Department—College Reach-Out Program

26. Agreement with **Nova Southeastern University, Inc.** (NSU) that will allow NSU graduate Nursing students to complete education program through clinical education experience and/or fieldwork practicum to enhance the development of students in the attainment of their professional growth. The College will provide opportunities for participation in patient care, fieldwork practicum, administrative and/or professional projects and assign staff as clinical instructors or as preceptors. The Agreement will commence as soon as possible and continue for the period of one year. This item was approved by Anne Cooper on February 9, 2015. Department—College of Nursing
27. Amendment to the Agreement with **Pinellas County** that will allow the College's Fire Training Center to continue to provide fire training courses for the Pinellas County Technical Rescue and Hazardous Materials Teams. The Agreement, which began January 25, 2014, will continue for the period of two additional years. The County will pay for instructor costs and an administrative fee of \$250 for each course. Although the number of courses is not known at this time, it is anticipated that the Pinellas County Fire Administration may pay the College up to \$100,000 over the remaining two-year period of the Agreement. This item was approved by Anne Cooper on February 11, 2015. Department—Fire Science Technology
28. Career Pathways Articulation Agreement between **Pinellas County School Board** and the College. The Agreement defines the academic programs and activities that will benefit Career Pathways students of Pinellas County. The Agreement will commence as soon as possible and be ongoing; however the Agreement is subject to an annual review and update. There is no cost to the College. This item was approved by Anne Cooper on January 8, 2015. Department—Career Pathways
29. Agreement with **Profits Plus Solutions** (PPS) to partner in offering Business Planning courses (face-to-face and online) through Corporate Training. PPS will provide the instruction and course materials and the College will assist in marketing the courses and will register students. The College will pay PPS 50% of the revenues received. After costs, the anticipated annual net revenue to the College is \$5,000. The Agreement will commence as soon as possible and will renew annually unless terminated by either party. This item was approved by Anne Cooper on March 5, 2015. Department—Corporate Training
30. Affiliation Agreement with **Select Physical Therapy Holdings, Inc.** to provide clinical experience to students enrolled in the Physical Therapist Assistant Program at no cost to the College. The Agreement will commence as soon as possible and continue for the period of one year. This item was approved by Nancy Kelley for Phil Nicotera on March 31, 2015. Department—Physical Therapist Assistant
31. Agreement with **AJ Selmon International, LLC d/b/a U.S. College Connections** to partner to promote the College's Intensive English Program to prospective students in Japan. AJ Selmon International will provide services such as marketing the program, providing a point of contact; assisting students with documentation and the application process; assisting SPC

in resolving any student issues; and submitting invoices each semester. The Agreement will commence as soon as possible and continue for the period of one year. The anticipated cost to the College for AJ Selmon's services over the one-year period of the Agreement is \$5,200. This item was approved by Anne Cooper on January 9, 2015. Department—Corporate Training

32. Agreement with **Shands Jacksonville Medical Center, Inc. d/b/a UF Health Jacksonville** to provide its site and a clinical preceptor for Professional Nurse Refresher/Remediation students to obtain a 96-hour medical surgical clinical experience. This Agreement will commence as soon as possible and renew annually unless terminated by either party. There is no cost to the College. This item was approved by Anne Cooper on January 23, 2015. Department—CE Health
33. Agreement with **St. Stefanos Greek Orthodox Church** to partner with SPC in establishing and promoting the College for Kids Entrepreneurship and Technology Camp for grades K-7 to be offered through the College for Kids Program. The Church will promote the program to the surrounding community, allow access to its outdoor facilities and provide classroom space to conduct the classes. The Agreement will commence as soon as possible and will continue for one year; thereafter, the Agreement will continue for one-year periods unless terminated by either party. The College will pay the Church 50% of the net revenue received after expenses. The annual net revenue is estimated to be \$3,050. This item was approved by Anne Cooper on March 24, 2015. Department—College for Kids
34. Agreement with **Suncoast Communications & Electronics, Inc.** to provide radio maintenance for the Fire Science Program. The Agreement will commence as soon as possible and continue for the period of one year. The cost to the College for this Agreement will be \$556.20. This item was approved by Anne Cooper on January 29, 2015. Department—Fire Science Technology
35. Agreement with **Tampa Bay Times, Tampa Bay Expos** that will allow the College to participate in the Tampa Bay Job & Career Fair to be held at the Coliseum on January 13, 2015. The cost to the College for this Agreement will be \$620. This item was approved by Anne Cooper on January 6, 2015. Department—Corporate Training
36. Agreement with **Tampa Bay Times, Tampa Bay Expos** that will allow the College to participate in the Tampa Bay Job & Career Fair to be held at the Coliseum on April 13, 2015. The cost to the College for this Agreement will be \$620. This item was approved by Anne Cooper on March 26, 2015. Department—Corporate Training
37. Agreement with **TreeTop Commons, LLC** to provide online access to NobleHour, which allows students to enter their community service hours online for verification purposes. The Agreement will commence as soon as possible and continue for the period of one year at a cost to the College of \$890. This item was approved by Tonjua Williams on January 22, 2015. Department—Paralegal Studies
38. Agreement with **Typhon Group, LLC** to provide continued maintenance for the software that tracks Orthotic & Prosthetic students' clinical requirements and program competencies.

The cost to the College for the continued software maintenance for one year is \$250. Students also pay a one-time system license fee of \$80. This item was approved by Anne Cooper on March 5, 2015. Department—Orthotics & Prosthetics

39. Agreement with **Weathervane Music Corporation** for a license to use 10 videos for the teaching of recording studio techniques. The Agreement will commence as soon as possible and continue through June 30, 2015. This item was approved by Anne Cooper on February 26, 2015. Department—Humanities & Fine Arts
40. Agreement with **Weka International, Ltd.** to provide educational programming services for students studying abroad. Weka will provide services in the areas of: transportation booking and management; hotel and accommodation booking and management; meals booking and management; tour guides; booking and ticketing of entrance tickets to various sites and payment services for local services used (such as hotel, transportation and meals). Since the costs for these services are paid by program participants there is no cost to the College associated with this Agreement. The Agreement will commence as soon as possible and continue for one year. This item was approved by Anne Cooper on March 3, 2015. Department—International Programs
41. Agreement with **Willingham Associates, LLC d/b/a Eureka Factory!** that will allow the Orthotics & Prosthetics Program to participate in the Gulf Coast MakerCon Exhibit at the Florida State Fairgrounds on April 18, 2015. There is no cost to the College associated with entering into this Agreement. This item was approved by Nancy Kelley for Phil Nicotera on March 30, 2015. Department—Orthotics & Prosthetics

Section B: Major Technology Contracts

42. Agreements with **Dell Financial Services, LLC** to lease a total of 382 computers, 6 servers, audio visual infrastructure equipment, and network infrastructure equipment for use in various academic and administrative departments collegewide. The leases are for a period of 49-60 months. The cost to the College for these leases is expected to be approximately \$932,222.66. Should the College opt to purchase the equipment, if applicable, at the end of the lease term, the purchase option price would be an additional \$30,699.60. Based on the foregoing, the total cost to the College for these lease agreements will not exceed \$962,922.26. Should funds not be appropriated to continue the leases for any subsequent fiscal period during the term of the Agreement, the Agreement may be terminated with 60 days written notice prior to the end of the current fiscal period. These items are being reported to the Board based on its approval of the 2014-15 Budget on May 20, 2014. — Doug Duncan

Section C: Contracts above \$100,000 (\$100,001-\$325,000)

43. Agreement with **Sun Print Management, LLC (SPM)** to continue the print management program college-wide through SPM to provide onsite service (including parts and labor); maintenance kits; printer help desk service; and all consumables and toner (excluding paper and staples) for most of the College's printers. The per-page pricing to the College varies based on the type of printer (black and white or color) and who owns the printer (SPM or the

College). Monthly costs for color printer rentals range from approximately \$10 to \$20 per month depending upon the specific equipment. The Agreement will be tied to the majority of the terms and conditions of the School Board of Clay County's agreement with Sun Print. The Agreement will commence April 17, 2015 and will continue through April 19, 2018. The estimated cost to the College for this period is anticipated to be \$210,000. This item was approved by the President on March 3, 2015. Department—Business Services

44. Agreement with **TargetX.com, LLC** to provide software products and implementation services associated with its cloud-based Recruitment Constituent Relationship Management (CRM) System, powered by the Salesforce.com platform. TargetX and the College will work together through a multi-phased project to plan, execute, measure and implement a CRM solution that is specific to the needs of the College and its students. The Agreement includes services such as business planning, installation and configuration of the CRM, data integration/migration services, customizations, business process review, incremental and ongoing training, and “go-live” testing and verification. The Agreement will commence as soon as possible and continue for three years. The cost to the College over this period will be \$210,000. This item was approved by the President on March 3, 2015. Department—Marketing & Strategic Communications

Section D: Contracts above \$50,000 (\$50,001-\$100,000)

45. Agreement with **Brown and Brown of Florida, Inc.** to continue to provide consulting services related to employee benefits, evaluation of benefit vendors, plan design changes, HSA administration and coaching, claims/disease/prescription drug plan management and the impact of Health Care Reform on SPC for 2015. The Agreement will commence on January 1, 2015 and continue through December 31, 2015. The cost to the College for this period will be \$75,000. This item was approved by Doug Duncan on January 21, 2015. Department—Human Resources
46. Agreements with **CAE Healthcare, Inc.** to purchase a CAE Fidelis Lucina Birthing Simulator that includes a fully instrumented mother and software. The Agreement(s) will include an End-User License and CAE Healthcare's Support and Maintenance Agreement. CAE Healthcare, Inc. will provide installation and training. The Simulator will be used as part of training for students in the Nursing Program. The Agreement(s) will commence as soon as possible and will continue for the period of one year. The cost to the College for this period will be \$66,120. This item was approved by Anne Cooper on March 26, 2015. Department—Nursing
47. Agreement with **ExactTarget, Inc.** to provide the following services associated with the College's Constituent Relationship Management system: implementation, training, text, email, landing page services and integration with Salesforce for automated deployment. The Agreement will commence as soon as possible and continue for the period of three years. The total cost to the College over the three-year period will be \$97,425. This item was approved by Tonjua Williams on February 20, 2015. Department—Marketing & Strategic Communications

48. Agreement with **Johnson Controls, Inc.** to perform an energy audit/analysis (Evaluation Study) of the Chiller Plant & Boiler Plant at the Allstate Center. The results of Evaluation Study will be used to provide the basis for a Performance Contract, as necessary, to replace the chiller plant. The Agreement will commence as soon as possible and continue until 30 days after delivery of the Evaluation Study. The cost to the College for this Agreement will be \$89,609. Should the College enter into a Performance Contract with Johnson Controls as a result of the Evaluation Study report, the foregoing cost will be rolled into the Performance Contract. This item was approved by Doug Duncan on February 17, 2015. Department—Facilities
49. Agreement with **Level 3 Communications f/k/a TW Telecom** to provide 8 Analog phone lines for elevators, alarm systems, etc. for the Midtown facility. The Agreement will commence as soon as possible and continue for the period of three years. The anticipated cost to the College for this Agreement will be \$3,563.52 per year for a total anticipated cost over three years of \$10,690.56. This cost is based on a monthly charge of \$256 plus \$40.96 per month for estimated taxes, fees, surcharges, as applicable. This item was approved by Doug Duncan on March 25, 2015. Department—Networks
50. Amendment to Agreement with **ProEducation Solutions, LLC (PES)** whereby PES provides consulting services for Financial Assistance Services to assist in processing of student files selected for federal verification and SAP appeal reviews. The current Agreement will continue through July 26, 2015 at the previously approved cost of \$89,000. This modification reflects additional services to be provided by PES. Specifically, PES will assist with answering and resolving student concerns found in the “AskFAS” or “Incomplete Document” work ques. Although the cost per phone/email inquiry is \$5.00, this amount is already incorporated into the total cost of the Agreement as noted above. Accordingly, there is no additional cost associated with this Addendum. This item was approved by Tonjua Williams on February 23, 2015. Department—Financial Assistance Services

Section E: Contracts above \$10,000 (\$10,001-\$50,000)

51. Agreement with **Cengage Learning, Inc.** to provide access to the online Gale Business Insights Global database for use in the College’s libraries. The Agreement will commence February 20, 2015 and continue through February 19, 2016. The cost to the College for this period will be \$11,376. This item was approved by Anne Cooper on January 29, 2015. Department—District Library
52. Agreement with **Copperhead Charities, Inc.** for the use of the Tarpon Springs Campus parking lots and facilities from March 12-15, 2015 during the Valspar Championship, presented by BB & T and to be held at the Innisbrook Inn & Resort. The College’s Foundation will receive \$24,600 to provide for scholarships for Tarpon Springs Campus students. In addition, the College will receive \$17,800 for personnel and facilities usage expenses. This item was approved by Doug Duncan on January 15, 2015. Department—Golf Tournament Operations
53. Agreement with **EBSCO Publishing** to continue to provide access to its online research databases which are used in the College’s libraries. The Agreement will commence as soon

as possible and continue for the period of one year. The cost to the College for this Agreement will be \$11,105.00. This item was approved by Anne Cooper on January 29, 2015. Department—District Library

54. Agreement with **Enliven Wellness Works** to provide the services of a contracted wellness professional to assist in the implementation of the College's employee wellness program. The Agreement is expected to commence as soon as possible and continue through December 31, 2015. The wellness professional will provide services for approximately 30 hours per week at the College's EpiCenter. The College will pay Enliven for hours worked as well as administrative costs and mileage. Based on an estimate of 30 hours per week, the costs to the College for this Agreement are anticipated to be approximately \$26,391.20. Should the hours go over 30 per week, the total amount paid would increase based upon the terms of the Agreement. This item was approved by Doug Duncan on February 4, 2015. Department—Human Resources, Aetna Wellness
55. Agreement with **Ellen Fontana, CPA** to provide accounting services for the Institute for Strategic Policy Solutions. The agreement will commence April 1, 2015 and continue through March 31, 2016. The cost to the College for this Agreement will be \$10,500. This item was approved by Tonjua Williams on January 25, 2015. Department—Institute for Strategic Policy Solutions
56. Agreement with **Health & Wellness Professionals** to provide biometric screenings for College employees during spring 2015. The Agreement will commence as soon as possible. The cost to the College will be \$25,050. This item was approved by Doug Duncan on March 4, 2015. Department—Human Resources
57. License & Services Agreement with **Ingenuix Corporation** to provide Content Management Server Software and Dynamic Site Server Software, training, support and maintenance as part of the College's website redesign project. The Agreement will commence as soon as possible and the software licenses are ongoing. The cost to the College for the software, training, support and maintenance for one year will be \$34,500. This item was approved by Doug Duncan on February 19, 2015. Department—Marketing & Strategic Communications
58. Agreement with **Ovid Technologies, Inc.** for the renewal of the Veterinary Science Database to support the Veterinary Technology Program. The Agreement will commence January 31, 2015 and continue through January 31, 2016. The cost to the College for this period will be \$12,818. This item was approved by Anne Cooper on January 9, 2015. Department—District Library
59. Agreement with **ProQuest, LLC** to continue to provide access to its online research databases which are used in the College's libraries. The Agreement will commence as soon as possible and continue for the period of one year. The cost to the College for this Agreement will be \$20,201.00. This item was approved by Anne Cooper on February 10, 2015. Department—District Library
60. Agreement with **Salesforce.com** to provide the following products associated with establishing the College's Constituent Relationship Management system: Foundation

Enterprise Edition, Premier Success Plan Support, Sales Cloud Full Sandboxes, Force.com Enterprise Edition, and Community Licenses for Customer Communities. The Agreement will commence as soon as possible and continue for the period of three years. The cost to the College for this three-year period will be \$46,888.20. This item was approved by Tonjua Williams on March 3, 2015. Department—Marketing & Strategic Communications

61. Agreement with **Tampa Bay Trane** for the renewal of the maintenance service for building management systems controllers (Trane Tracer Summit System). The Agreement will commence as soon as possible and will continue for the period of one year. The cost to the College for this Agreement will be \$22,385. This item was approved by Doug Duncan on January 14, 2015. Department—Facilities Services

Section F: Contracts below \$10,000

62. Agreement with **Big Bus Tours a/k/a Open Top Sightseeing** to provide an open-air bus tour of Washington, DC on May 13, 2015 as part of the college-wide Student Life & Leadership trip. The cost to the College for this Agreement will be \$3,000. This item was approved by Karen Kaufman White on March 4, 2015. Department- Student Life & Leadership
63. Agreement with **Career Dimensions, Inc.** that allows students to complete a career assessment enabling them to make academic major and career choices. The Agreement will commence as soon as possible and will continue for the period of one year. The cost to the College for this Agreement will be \$2,614. This item was approved by Tonjua Williams on February 10, 2015. Department—Career Center
64. Agreement with **Citrix Systems, Inc.** to provide GoToMeeting Conference access for up to 100 attendees. This service is used for the Florida TRADE Consortium conferences. The Agreement will commence as soon as possible and continue for the period of one year. The cost to the College for this Agreement will be \$662. This item was approved by Anne Cooper on March 30, 2015. Department—Florida TRADE, Natural Science
65. Agreement with the **City of Clearwater** for a permit with the City to conduct a 5K race from the College's Clearwater Campus to the Ream Wilson trail and back. The race will be on February 7, 2015 and is being conducted by the Clearwater Campus Student Government Association. The race is only open to SPC students and will serve as a fundraiser for the St. Jude Children's Research Hospital. All proceeds from the race will go to St. Jude's. The cost for the permit will be \$100. In addition, the SGA is covering the costs for insurance and Clearwater Police officers who will assist with traffic and security. This item was approved by Tonjua Williams on January 15, 2015. Department—Student Government Association, CL
66. Agreement with **Daikin Applied Americas, Inc.** to provide maintenance for the EPI Print Shop Leibert Unit. The Agreement will commence as soon as possible and continue through June 30, 2015. The cost to the College for this Agreement will be \$1,495. This item was approved by Doug Duncan on January 9, 2015. Department—Facilities Services

67. Agreement with **Eatonville** to provide a dining room and food for 50 people as part of the college- wide Student Government Association trip to Washington, DC on May 11, 2015. The cost to the College for this Agreement will be \$1,160. This item was approved by Tonjua Williams on February 20, 2015. Department—Student Life & Leadership
68. Agreement with **Elsevier, BV** to continue the subscription to Science Direct College Edition – Health and Life Sciences Journals Collection for use in the College’s libraries. The Agreement will commence as soon as possible and continue for the period of one year. The cost to the College for this period will be \$3,153.39. This item was approved by Anne Cooper on March 31, 2015. Department—District Library
69. Agreement with the **City of Gulfport** that will allow the College to use the City’s volleyball courts in downtown Gulfport to hold three volleyball tournaments as part of the College’s intercollegiate volleyball program. The tournaments will be held on various dates from February 27, 2015 through March 27, 2015. The cost to the College for this Agreement will be \$300. This item was approved by Tonjua Williams on January 13, 2015. Department—Volleyball
70. Agreement with **Hilton St. Petersburg Bayfront Hotel** to reserve a block of rooms and meeting space for the College’s *Moving the Needle 2015* Conference to be held October 28-30, 2015. The cost for the rooms will be paid by attendees and the costs for food will be paid under a separate Agreement. Although there is no cost associated with this Agreement, should the College need to cancel this event, the costs for cancellation, to cover rooms, food and other services may be up to \$60,000. This item was approved by Anne Cooper on March 30, 2015. Department—Institutional Research & Effectiveness
71. Amendment to the Agreement with the **Institute for Professional Certification and Licensing Education (IPCLE)** whereby the College and IPCLE have partnered to offer online and classroom insurance education courses. The Agreement is a revenue-share Agreement that continues annually with an approximate annual revenue to the College of \$34,000. This modification will update the Agreement to establish that IPCLE will pay for the annual costs associated with an email marketing account that has been set up by the College through iContact, LLC. Such costs will be deducted from the revenue share payments by the College to IPCLE. The cost to be paid by IPCLE for the iContact account for the current year will be \$6,493.94. Should annual costs change, IPCLE will be responsible for the then current costs. All other terms and conditions of the Agreement will remain in effect. This item was approved by Anne Cooper on February 5, 2015. Department—Corporate Training
72. Agreement with the **Library of Congress** to continue to provide the Classification Web access for use in the College’s libraries. The renewal period will commence as soon as possible and continue for the period of one year. The cost to the College for this period will be \$525. This item was approved by Anne Cooper on March 4, 2015. Department—District Library
73. Agreement with **Logical Operations, Inc.** for a Smart Course License to provide access to course content materials for various courses offered by Corporate Training. The Agreement

is for the period of one year and continues through June 30, 2015. The cost to the College for this Agreement through June 30, 2015 is \$7,499. This item was approved by Anne Cooper on January 29, 2015. Department—Corporate Training

74. Agreement with **Phillies Florida, LLC** whereby the College will provide access to the two northern parking lots on the Clearwater Campus for fan parking during Phillies Spring Training home games. The Agreement will commence as soon as possible and continue through April 15, 2015. In exchange, Phillies Florida will provide in-king, stadium Billboard outfield signage and two season tickets during the season. There is no cost to the College associated with entering into this Agreement. This item was approved by Doug Duncan on January 23, 2015. Department—Facilities
75. Agreement with **Maxim Healthcare Services, Inc. d/b/a Maxim Staffing Solutions** to provide Nursing services to St. Petersburg Collegiate High School students as required by Pinellas County Schools. The Agreement will commence as soon as possible and will continue for the period of one year. The cost to the College for this Agreement will be \$1,520. This item was approved by Anne Cooper on February 26, 2015. Department—St. Petersburg Collegiate High School
76. Agreement with the **Museum of Fine Arts, St. Petersburg** to use its Marly Room for the Speed Date Your Local Leaders event to be held by the Institute for Strategic Policy Solutions on April 22, 2015 at no cost to the College. This item was approved by James Olliver on January 8, 2015. Department—Institute for Strategic Policy Solutions
77. Agreement with **National Employers Council, Inc. d/b/a PeopleSystems** to continue to audit unemployment claims and monitor refunds from the state. The Agreement will commence as soon as possible and continue through December 31, 2015. The cost to the College for this Agreement will be \$4,800. This item was approved by Doug Duncan on January 14, 2015. Department—Human Resources
78. Agreement with **Ovid Technologies, Inc.** to provide access to the Anatomy & Physiology database used for study and research in the College's libraries. The Agreement will commence as soon as possible and continue through June 30, 2015. The cost to the College for this period will be \$2,643. This item was approved by Anne Cooper on February 16, 2015. Department—District Library
79. Agreement with **Simplex Grinnell, LP** to provide burglary alarm monitoring service for the Indoor Firing Range and the Allstate Center. The Agreement will commence as soon as possible and continue through June 30, 2015. The cost to the College for this Agreement will be \$160. This item was approved by Doug Duncan on January 29, 2015. Department—Facilities, In-House Construction
80. Agreement with **Jodi F. Solomon Speakers Bureau** to provide speaker Christine McKinley to speak to students as part of the College's four-year Baccalaureate conference to be held April 9-10, 2015. The cost to the College for this Agreement will be \$5,750. This item was approved by Tonjua Williams on March 18, 2015. Department—Student Life & Leadership

81. Agreement with **Springshare, Inc.** to continue to provide LibGuides, a template-driven content management system for libraries. The system will be used to create attractive multimedia content, share knowledge and information and promote library resources to the community. The system also allows integration of interactive content such as videos, podcasts, RSS feeds and widgets such as chat and feedback from polls/surveys. The Agreement renewal is for the period of one year at a cost to the College of \$3,838. This item was approved by Anne Cooper on January 30, 2015. Department—District Library
82. Agreement with **City of St. Petersburg** for the use of Williams Park for a student event on April 2, 2015. The City will also provide tables, chairs and the audio system. There is no cost to the College associated with this Agreement. This item was approved by Kevin Gordon on February 26, 2015. Department—Student Life & Leadership
83. Agreement with **Stoneware, Inc.** to provide its LanSchool Classroom Management software and one year of support and upgrades for use at the Downtown Center. The software is used by students/instructors in the classroom, testing area, open lab, and tutoring areas. The Agreement will commence as soon as possible and continue for one year. The cost to the College for this period will be \$896. This item was approved by Tonjua Williams on March 17, 2015. Department—Provost, DT
84. Agreement with the **Tampa Bay Business Journal (TBBJ)** to provide a digital campaign for the Collaborative Labs to run on the TBBJ website. The Agreement will commence as soon as possible and continue through June 15, 2015. The cost to the College for this Agreement will be \$7,283. This item was approved by Anne Cooper on March 25, 2015. Department—Collaborative Labs
85. Amendment to the Agreement with **Teco Partners, Inc.** to provide energy consulting and supply procurement services related to the College’s purchase and transport of gas to College facilities. The Agreement will commence as soon as possible and will continue for the period of one year at a monthly cost of \$329. Thereafter, the Agreement will continue on a month-to-month basis; however, the College may terminate the Agreement with 60 days’ notice. **This modification will add Midtown to the Agreement at an additional monthly cost of \$47.** Based on the foregoing the new monthly cost will be \$376. This item was approved by Doug Duncan on March 16, 2015. Department—Facilities Services
86. Right of Entry Agreement and In-Building Radio Distribution Agreement with **Verizon Wireless Personal Communications LP d/b/a Verizon Wireless** that will allow Verizon to access the campuses and the use of facilities in order to install equipment to increase Verizon Wireless cell phone signals at the Seminole and Tarpon Springs Campuses. There is no cost to the College associated with entering into these Agreements. This item was approved by Doug Duncan on March 27, 2015. Department—Information Systems—Networks
87. Agreement with **Verotown, LLC** to provide hotel accommodations for the College’s Softball team during the 2015 Treasure Coast Crossover Tournament to be held in Vero Beach on February 20-22, 2015. The cost to the College for this Agreement will be \$1,876. This item was approved by Tonjua Williams on January 22, 2015. Department—Athletics

88. Agreement with **Wiley Subscription Services** to provide access to various online databases used for study and research in the College's libraries. The Agreement will commence as soon as possible and continue through December 31, 2015. The cost to the College for this period will be \$4,478.00. This item was approved by Anne Cooper on February 16, 2015.
Department—District Library

Pamela S. Smith, Legal Services Coordinator, prepared this Quarterly Informational Report on contract items not exceeding \$325,000.

Suzanne Gardner, General Counsel, recommends approval.

ps0408151

April 21, 2015

MEMORANDUM

TO: Board of Trustees, St. Petersburg College

FROM: William D. Law, Jr., President 

SUBJECT: Removal of Certain Assets from Property Inventory

This Memo is for informational purposes and fulfills the requirement of Florida Statute 274.07 for the recording of the disposition of government property into the Board Meeting minutes. Per approval by the Survey Committee for removal from the inventory, the following items have a current Net Book value of \$0 and were acquired between 1977 and 2012.

Disposition and disposal of assets that are retired from inventory

Once an asset is determined to be surplus, either through age, condition or obsolescence, the asset is relocated to the Tarpon Springs warehouse for further disposition. Our warehouse personnel then begin the process of attempting to donate the assets. The typical order in which these attempts are made are: 1) Pinellas County Schools; 2) other governmental agencies; and then 3) non-profit entities. This process applies to all assets except motor vehicles.

In the case of vehicles we have elected to dispose of them via either trade-in for newer vehicles or via the online auction site www.govdeals.com, which allows them to be sold to the highest bidder in an “as-is/where-is” condition. This method of disposal was determined to be the most efficient due to the very poor condition of the vehicles at the time of their retirement from service.

Tag Number	Description	Acq Date
00480	P-Up Truck:Toyota TAG 1768	10/1/1990
00563	Van:Chevrolet TAG 1761	1/1/1990
02548	Minivan:Ford Aero TAG 1765	11/1/1990
02980	Emcee Itfs Xmtr:Ch A-1	4/1/1980
03210*	Piano:Yamaha W/Bench	4/1/1977
05921	Dump Truck:Ford TAG 920	10/1/1987
06317	Stairmaster Personal Tra	6/1/1991
07480	Van:Ford:15 Pass TAG 989	1/1/1993
08716	Van:Dodge:15 Pass TAG 1770	5/1/1994
12023	Refectometer:Fluke	9/26/1997
12495	Treadmill:Landice LTD	5/19/1998
12496	Treadmill:Landice LTD	5/19/1998

Tag Number	Description	Acq Date
15262	UPS	11/10/1999
15699	Piano:Yamaha	10/12/1999
15700	Piano:Yamaha	10/12/1999
15701	Piano:Yamaha	10/12/1999
15702	Piano:Yamaha	10/12/1999
15703	Piano:Yamaha	10/12/1999
15704	Piano:Yamaha	10/12/1999
15705	Piano:Yamaha	10/12/1999
15706	Piano:Yamaha	10/12/1999
15707	Piano:Yamaha	10/12/1999
15708	Piano:Yamaha	10/12/1999
15709	Piano:Yamaha	10/12/1999
15710	Piano:Yamaha	10/12/1999
15711	Piano:Yamaha	10/12/1999
15712	Piano:Yamaha	10/12/1999
15713	Piano:Yamaha	10/12/1999
15714	Piano:Yamaha	10/12/1999
15715	Piano:Yamaha	10/12/1999
16209	Worksurface	6/22/1999
16732	Crown Victoria: Ford	4/12/2000
18741	Laptop Computer:Dell Latitude	12/12/2000
19561	Duet Le Graphic System	10/2/2002
20330	Beta Recorder:Sony	9/27/2001
20339	5" Studio Viewfinder:Sony	10/10/2001
20382	Digital Camera:Nikon D1X	12/17/2001
24200	Ambulance:Ford	10/10/2002
25975	Projector:Epson	6/20/2003
26250	Camera:SmartView 7000	10/9/2003
26612	Projector:Epson	11/24/2003
27172	Projector:Epson	12/3/2004
27229	Camcorder:Sony PC330	3/22/2004
27316	Projector:Epson	10/1/2004
27317	Projector:Epson	10/1/2004
27873	Metabolic Measurement System	9/8/2004
28083	Computer:Dell GX270	8/25/2004
28614*	APC Smart UPS	9/22/2004
28950	Fire Truck:Pierce Lance 91	2/28/2005
32820	Lab Freezer:Isotemp 2 Dr	1/6/2006
33848*	Transportation Cart:Club Car	5/24/2006

Tag Number	Description	Acq Date
34509??	EMC Scan & Networking Rack	3/14/2006
34759	Crown Vic 2F2FP71W77X155115	7/26/2007
34882	Elliptical Stair Step:Precor	9/12/2006
36172	Computer: Laptop	4/30/2007
36182	Computer: Laptop	4/30/2007
36183	Computer: Laptop	4/30/2007
36185	Computer: Laptop	4/30/2007
36287	Computer: Laptop	4/30/2007
36290	Computer: Laptop	4/30/2007
37036	Latitude D630	10/10/2007
37281	Recorder - Portable DTE	10/9/2008
38032*	Vaporizer	5/30/2008
39078	Equipment Bunker	7/1/2009
39780*	Toro 16 HP Walk Behind	11/22/2010
41821*	Cisco Chassis/Main Router	6/22/2012
41822*	Cisco Chassis/Main Router	6/22/2012
41823*	Cisco 5 Port Fiber Card	6/22/2012
41824*	Cisco 5 Port Fiber Card	6/22/2012

*Asset was traded-in for new equipment

William D. Law, Jr., President; Doug Duncan, Vice President, Administrative/Business Services & Information Systems, Theresa Furnas, Associate Vice President, Financial & Business Services; and Paul Spinelli, Director of Procurement & Asset Management, recommend approval.