

Criminal Justice Technology - AS

Enhanced Comprehensive Academic Program Review 2017-18

*Associate in Science Degree:
Criminal Justice Technology*



Academic Effectiveness and Assessment
St. Petersburg College

March 2018



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Enhanced Comprehensive Academic Program Review Produced by

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

SPC's flexible Associate in Science Degree in Criminal Justice Technology gives students a foundation in public safety and an education credential if students want to move up in their career. In addition, students are taught the nature and principles of the criminal justice system, the criminal investigation procedure, juvenile delinquency issues, and rules of evidence. This A.S. degree transfers to SPC's bachelor's degree in Public Safety Administration.

Degree Offered

An Associate in Science Degree in Criminal Justice Technology is offered at SPC.

Program Performance

- *Actual Course Enrollment* increased in 2016 (865) from the previous year (858).
- *Unduplicated Headcount* increased in 2016 (538) from the previous year (523).
- *SSH Enrollment* increased in 2016 (2,595) from the previous year (2,574).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2017 (72.7%) from Fall 2016 (79.4%).
- The *course success rate* decreased in 2016 (75.8%) from the previous year (78.2%).
- *Grade Distribution* indicated that almost three-quarters of the students (71.7%) received an 'A', 'B' or 'C' during 2016.
- An *Industry Certification Attainment* for the Criminal Justice Technology - AS program revealed that the majority of students passed the State Corrections Exam between 2012-13 and 2015-16 (86.2%, 97.0%, 100.0%, and 100.0%, respectively). The majority of student also passed the State Law Enforcement Exam between 2012-13 and 2015-16 (91.1%, 94.0%, 96.5%, and 93.2%, respectively).
- A comparison of *Internship Enrollment* for CJE 2940 was not available.
- *Program Plans Taken by Plan* revealed that less than one-third of the students who were enrolled in the program during fall 2015, and had not graduated, remained in the program by fall 2016. By fall 2017, less than one-seventh of the original (fall 2015) CJPSS-AS students remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the Criminal Justice Technology - AS program increased in 2016 (32) from the previous year (28).
- *Fulltime Faculty* taught 80.8% of the ECHs in 2016-17 as compared to 80.1% in 2015-16. Adjunct Faculty taught 19.2% of the ECHs in 2016-17 as compared to 19.9% in 2015-16.

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- The highest semester for Adjunct ECHs was Fall 2013-14 in which adjunct faculty taught 33.7% of the program's course load. The three-semester average for adjuncts (19.2%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- One *occupation description*, Police and sheriff's patrol officers were located in the Florida Department of Economic Opportunity (DEO) website for the Criminal Justice Technology - AS program.
- The *2017 median hourly earnings* for Police and sheriff's patrol officers was \$27.13 in Florida and \$27.01 in Pinellas County.
- *Employment trend information* for Police and sheriff's patrol officers showed an average annual increase (6.4% - 8.2%) for the period between 2017 and 2025 across the state and county.
- The *major employers* of the Criminal Justice Technology - AS graduates are law enforcement agencies in Pinellas County, Hillsborough County, Manatee County, Sarasota County, Polk County, Pasco County, Hernando County, and the State of Florida.
- The Criminal Justice Technology - AS Program transitioned to a new CIP code as of 7/25/2015. Until students fully cycle through to the new code, data for multiple codes will be reported by the state. The new CIP code is 1743010302. The prior CIP code was 1743010300.
- *Total Placement* in the Criminal Justice Technology - AS program under the old code 1743010300 increased in 2015-16 (100%) from the previous year (97%).
- *Total Placement* in the Criminal Justice Technology - AS program under the new code 1743010302 was 75% for 2015-16. No prior data was available under this code.
- *State Graduates data* indicated that four-hundred and ninety-seven students completed one of twenty-one state Criminal Justice Technology - AS programs under the old code 1743010300 in 2015-16, of those 394 had some matching state data and were employed. Fifty-eight percent (58%) of those state graduates were employed at least a full quarter.
- *State Graduates data* indicated that one-hundred and eight students completed one of nine state Criminal Justice Technology - AS programs under the new code 1743010302 in 2015-16, of those 62 had some matching state data and were employed. Forty-one percent (41%) of those state graduates were employed at least a full quarter.

Academics

- The *2015-16 Academic Program Assessment Report* indicated that the desired results were met for all five Program Learning Outcomes (PLOs) assessed in the Criminal Justice Technology - AS Program. The criteria for success were met for all three years for PLOs 4 and 5; however, for PLOs 1 through 3, the criteria for success were met for specific years and not others.
- The *2015-16 Academic Program Assessment Follow-Up Report* was completed in June 2017. The lone action item was completed by the program.

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Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Criminal Justice Technology - AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Twenty-nine *Recent Alumni surveys* were provided to the 2014-15 graduates of the Criminal Justice Technology - AS program. Fourteen percent of the graduates responded to the survey (4 of the 29). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.
Notable results include:
 - 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Get a promotion”; 25.0% selected “Earn more money”; while the remaining 25.0% selected “Obtain employment”.
 - 25.0% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal; while the remaining 75.0% said “Very well”.
 - 100.0% of recent graduate survey respondents would recommend SPC’s Criminal Justice Technology - AS program to another.
- Employer Surveys are sent out based on the permission provided by recent graduates in the 2014-15 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.

Dean’s Perspective: Issues, Trends, and Recent Successes

The program has shown growth in the number of students that are taking CJ courses in the past four years. Unduplicated enrollment within the courses increased by 13% from 2013 to 2016. SSH enrollment increased 10% over the same time span. Enrollment has been boosted by the enrollment of students from outside the AS degree program who take CJ courses.

There is an issue of concern with reference to the total number of AS majors in the program. That number has decreased. There are various internal and external factors that have contributed to this situation.

1. Availability of Employment
2. Course offerings (Online, Face to Face, Flex and Blended)
3. Internal agency mandates that influence their members to seek/complete educational pursuits
4. Availability of funds/resources to pay for education
5. Student readiness for the program i.e. taking and completing prerequisites prior to enrolling in CJ courses

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Additionally, the numbers of majors in the program may have been impacted by the low number of students in the Public Safety Education Program (PSEP). The program has been slow to grow due to a number of factors.

1. Instability and lack of support at the school level
2. Lack of support from school board level
3. Lack of having a dedicated SPC faculty member to guide and influence the growth of the program

The program has moved to address these issues by re-establishing contact with school personnel that head up the program on the various campuses. Dialogue with the PCSB dual enrollment officials has been challenging. Contact has been spear headed by SPC's dual enrollment officer. The possibility of hiring a full time faculty member to head up PSEP will enhance awareness of the program, thus helping to grow enrollment.

The issues listed above are being addressed in a variety of ways. Course offerings, course delivery options, and locations are being reviewed to determine the best fits for the needs of students, the college, and the program. The program is working to meet and exceed the desires of area employers so that graduates of SPC's CJ program are desired employees.

A final step is ensuring that the program is aware of the evolving educational mandates from local agencies to employees. Making sure that the program is ready to meet educational demands of employers is critical for the long-term health of the program. Recognizing that younger, better educated public safety personnel are sought after throughout the region, state and nation is a driving force behind the revisions being made to the program.

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.





SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website <http://web.spcollege.edu/edoutcomes/> to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.



Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1



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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

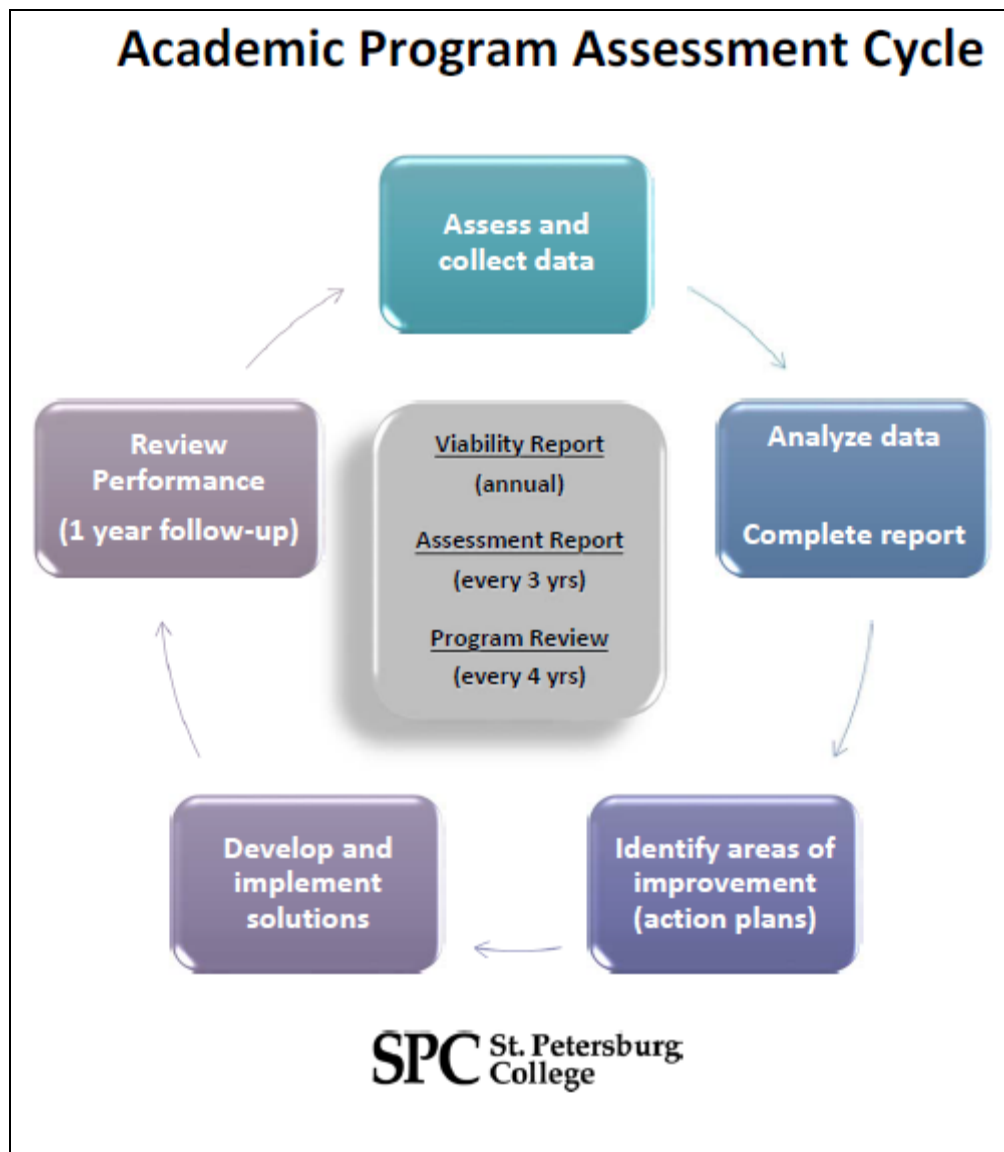


Figure 1: Academic Program Assessment Cycle



Program Description

SPC's flexible Associate in Science Degree in Criminal Justice Technology gives students a foundation in public safety and an education credential if students want to move up in their career. In addition, students are taught the nature and principles of the criminal justice system, the criminal investigation procedure, juvenile delinquency issues, and rules of evidence. This A.S. degree transfers to SPC's bachelor's degree in Public Safety Administration.

Degree Offered

An Associate in Science Degree in Criminal Justice Technology is offered at SPC.

For a complete listing of all courses within the Criminal Justice Technology Program, please see Appendix A.

Accreditation

No accreditation information is on file for the Criminal Justice Technology - AS program.

Program Learning Outcomes

1. Identify the present organizational structure, functions, trends, problems and issues of the local, state, and federal police, courts and correctional agencies within the American criminal justice system.
2. The student will identify the historical, philosophical, and theoretical origins of substantive and procedural law, as related to the criminal justice system.
3. The student will demonstrate an understanding of the criminal justice investigative process.
4. The student will demonstrate knowledge of technologies utilized in the criminal justice profession.
5. The student will analyze causes, enforcement, and prevention of crimes.



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Measure Descriptions

The CAPR reports include twenty-two measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2017. Each measure is described in detail below.

Measure #1: Actual Course Enrollment (Enrollment Count)

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #2: Unduplicated Headcount

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #3: SSH Enrollment

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

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Measure #4: *Percent Full*

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- Academic Year - Term Desc - Multi: 2016-17 Fall, Spring, Summer; 2017-18 Fall
- College - Group - Acad Org - Subject: Academic Organization
- Class Status: Active, Full, Stop Further Enrollment
- All other filters: All

Measure #5: *Course Success (Performance)*

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

Measure #6: *Grade Distribution*

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #7: *Industry Certification Attainment*

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*



Measure #8: Internship Enrollment (Course Groups)

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2016-17 Fall, Spring, Summer; 2017-18 Fall
- Academic Plan - Multi: Program Plan
- All other filters: All

Measure #9: Program Plans Taken by Plan

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- Student Cohort Student Term History Academic Year-Term Desc: 2015-16 Fall
- Enroll History Acad Term Desc (must be same as above): 2015-16 Fall
- Student Term History Academic Plan: Applicable Program plan
- Comparison Filters
Academic Year - Term Desc - Multi: 2015-16 Fall, Spring, Summer; 2016-17 Fall, Spring, Summer; 2017-18 Fall
- All other filters: All

Measure #10: Graduates

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- Academic Year - Term Desc - Multi: 2013, 2014, 2015, 2016
- Graduation Degree Plan Subplan - Multi: All Applicable Program Plans
- All other filters: All





Measure #11: Faculty/Adjunct Ratio

The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

Measure #12: Revenue and Expenses (will be available by December 2019)

Measure #13: Capital Expenditures (will be available by December 2019)

Measure #14: State and County Trends and Wage Information

Employment trend information is reported by state and county. Jobs (2017) refers to the average annual job openings due to growth and net replacement; % Change (2017-2025) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. Source: Florida Department of Economic Opportunity (DEO) <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Measure #15: Major Employers

Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: Total Placement

Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.

Measure #17: State Graduates Outcomes

State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.

Measure #18: Educational Outcomes

End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: Three-Year Course Review (will be available by December 2019)

Measure #20: Student Survey of Instruction

The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: Recent Alumni Survey

Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: Employer Survey

Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.





Program Performance



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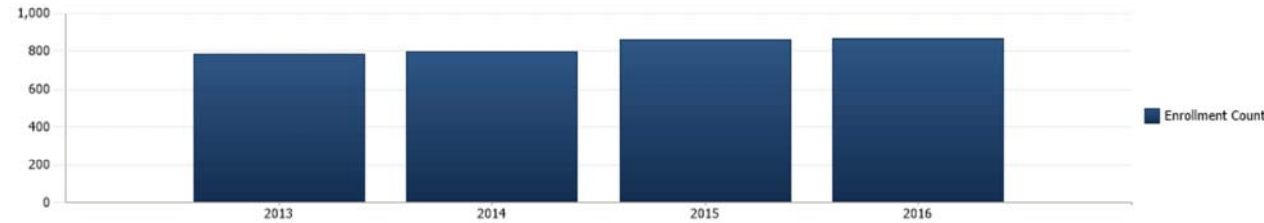
SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CRIMJUS-LD**, Class Adm...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CRIMJUS-LD**, Class Adm...

Term Academic Year - Term Desc	Enrollment Count
2013	785
2014	798
2015	858
2016	865

Student System Cube Refresh

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CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

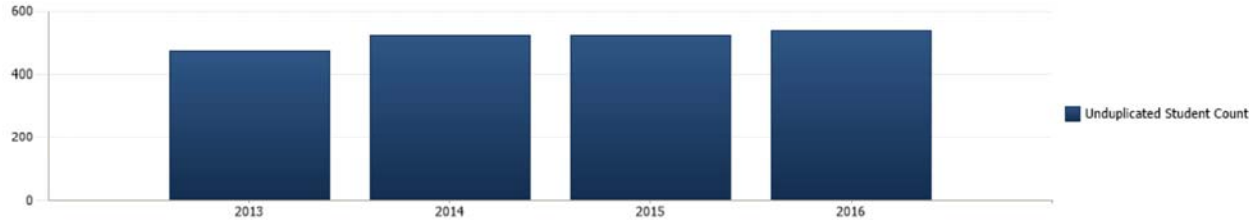
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Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Unduplicated Student Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CRIMJUS-LD**, Class Adm...



Unduplicated Student Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CRIMJUS-LD**, Class Adm...

Term Academic Year - Term Desc	Unduplicated Student Count
2013	475
2014	523
2015	523
2016	538

Student System Cube Refresh

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CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Campus Description All

Academic Plan - Multi All

College - Group - Acad Org - Subject CRIMJUS-LD

Course Instructional Method All

Student Type (FTIC) All

Class Academic Group All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All

Student Group All

Course Group All

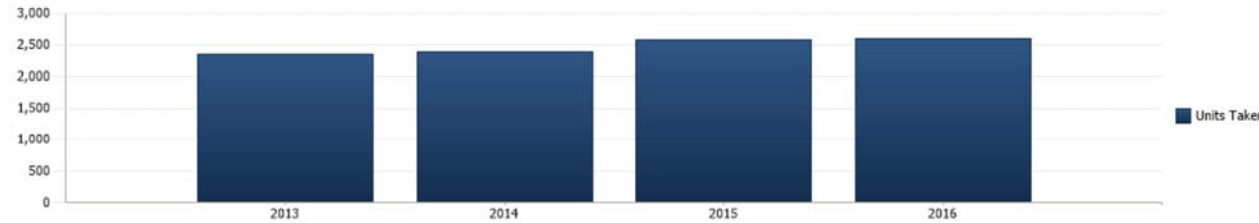
SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

SSH Enrollment Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CRIMJUS-LD**, Class Adm...



SSH Enrollment

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CRIMJUS-LD**, Class Adm...

Term Academic Year - Term Desc	Units Taken
2013	2,355
2014	2,394
2015	2,574
2016	2,595

Student System Cube Refresh

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CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi **2013, 2014, 2015, 2016**

Campus Description **All**

Academic Plan - Multi **All**

College - Group - Acad Org - Subject **CRIMJUS-LD**

Course Instructional Method **All**

Student Type (FTIC) **All**

Class Academic Group **All**

Age Group **All**

Ethnic Group **All**

Gender **All**

Custom Cohort **All**

Student Group **All**

Course Group **All**

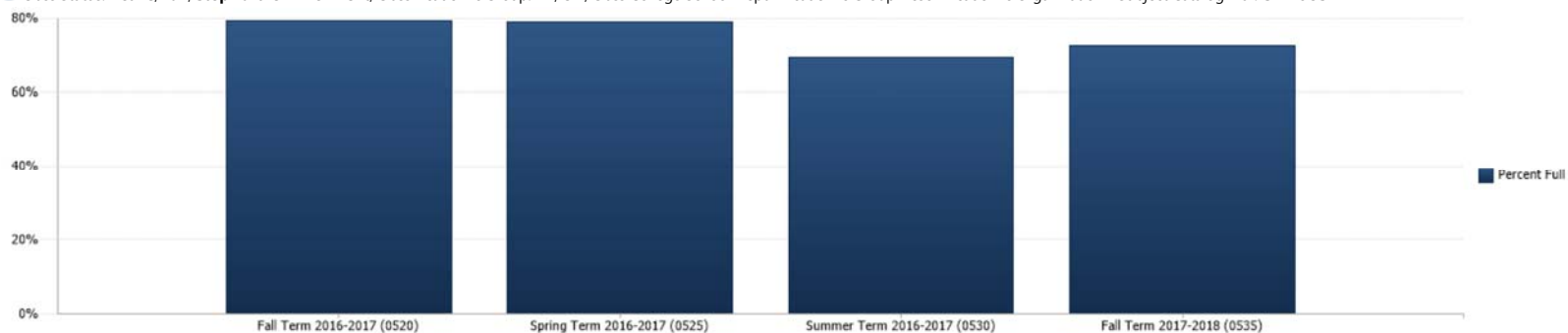
SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?

Enrollment | Performance | [Percent Full](#) | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Percent Full Metric Graph

1 Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CRIMJUS-LD**



Student System Cube Refre:

Last Refresh: 2/12/2018 5:24:16 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

College - Group - Acad Org - Subject

Course Instructional Method

Class Status

Student Group

Course Group

Percent Full Metric by Instructional Method

1 Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CRIMJUS-LD**, Filter empty rows and columns

Term Academic Year - Term Desc	Measures	All	Blended	Face-to-Face	Independent Study	Online
Fall Term 2016-2017 (0520)	Enrollment Count	381	7	107		267
Fall Term 2016-2017 (0520)	Standard Course Load	480	30	210		240
Fall Term 2016-2017 (0520)	Percent Full	79.4%	23.3%	51.0%		111.3%
Spring Term 2016-2017 (0525)	Enrollment Count	380	25	62		293
Spring Term 2016-2017 (0525)	Standard Course Load	480	60	150		270
Spring Term 2016-2017 (0525)	Percent Full	79.2%	41.7%	41.3%		108.5%
Summer Term 2016-2017 (0530)	Enrollment Count	104			2	102
Summer Term 2016-2017 (0530)	Standard Course Load	150			30	120
Summer Term 2016-2017 (0530)	Percent Full	69.3%			6.7%	85.0%
Fall Term 2017-2018 (0535)	Enrollment Count	356	8	110		238
Fall Term 2017-2018 (0535)	Standard Course Load	490	30	210		250
Fall Term 2017-2018 (0535)	Percent Full	72.7%	26.7%	52.4%		95.2%

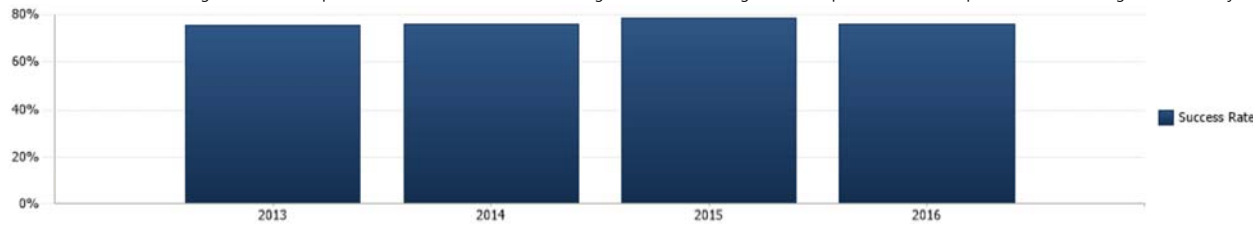
SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?

Enrollment | [Performance](#) | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Success Rate Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...



Performance

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2013	785	75.2%	8.0%	7.3%	6.4%
2014	798	76.1%	8.9%	9.9%	3.4%
2015	858	78.2%	8.6%	7.2%	2.9%
2016	865	75.8%	7.4%	8.1%	2.8%

Student System Cube Refresh

Last Refresh: 2/12/2018 5:24:16 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Campus Description All

Academic Plan - Multi All

College - Group - Acad Org - Subject CRIMJUS-LD

Course Instructional Method All

Student Type (FTIC) All

Class Academic Group All

Age Group All

Ethnic Group All

Gender All

Student Group All

Course Group All

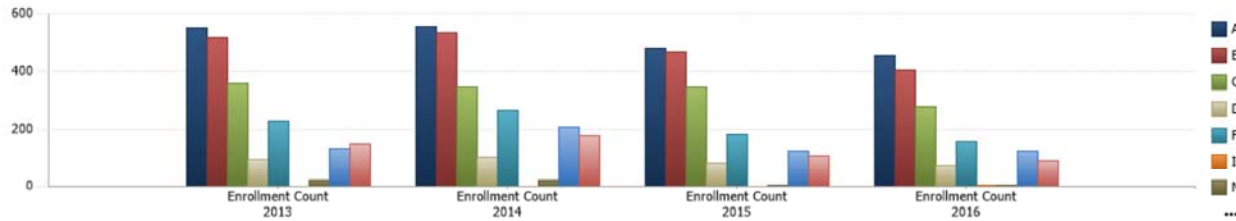
SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **CJPSS-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...



Student System Cube Refresh

Last Refresh: 2/12/2018 5:24:16 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Campus Description All

Academic Plan - Multi CJPSS-AS

Course Instructional Method All

Student Type (FTIC) All

Class Academic Group All

Age Group All

Ethnic Group All

Gender All

Student Group All

Course Group All

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **CJPSS-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career...

Term Academic Year - Term Desc	Enrollment Count									
	All	A	B	C	D	F	I	N	W	WF
2013	2,045	550	516	356	93	230	19	133	148	
2014	2,203	555	531	346	103	266	20	205	177	
2015	1,783	478	464	344	84	183	2	123	105	
2016	1,586	453	404	280	72	159	1	3	123	91



Industry Certification Attainment

In the Criminal Justice Technology program, the state Officer Certification Examination is used to evaluate the students. Students must pass the exam within four years of the start of their Basic Recruit Training program. The exam is required for certification within the State of Florida.

Corrections and Law Enforcement State Licensure Exam Passing Rates						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
State Exam – Corrections	64.70%	81.60%	86.20%	97.00%	100.00%	100.00%
State Exam – Law Enforcement	84.70%	88.10%	91.10%	94.00%	96.50%	93.20%

Source: 2016-17 Factbook, Table 9



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View: **Course Groups**
 Date: **9/26/2017**
 Dashboard: [Course Groups](#)
 Parameter: **Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),All,Undergraduate,CRIMJUS-LD,All,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2016- 2017 (0520)		Spring Term 2016- 2017 (0525)		Summer Term 2016-2017 (0530)		Fall Term 2017- 2018 (0535)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
CJE2940							1	1

View: **Program Plans Taken by Plan**

Date: **2/12/2018**

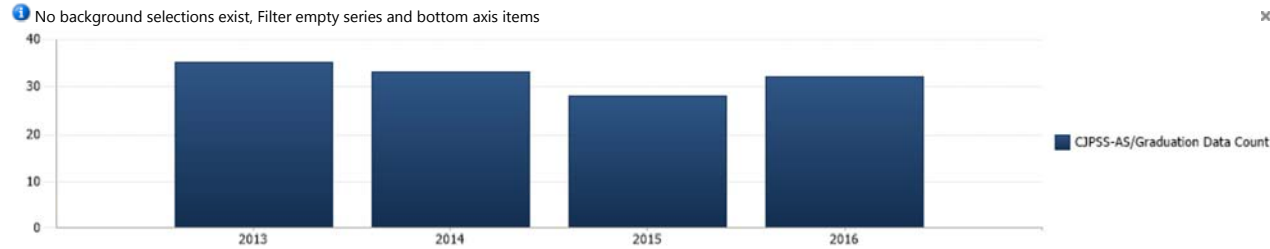
Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2015-2016 (0505),Fall Term 2015-2016 (0505),CJPSS-AS,All,All,All,All,All,All,All,All,All,All,Fall Term 2015-2016 (0505),Spring Term 2015-2016 (0510),Summer Term 2015-2016 (0515),Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),All**

Academic Plan	Fall Term 2015-2016 (0505) Unduplicated Student Count	Spring Term 2015- 2016 (0510) Unduplicated Student Count	Summer Term 2015- 2016 (0515) Unduplicated Student Count	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016- 2017 (0525) Unduplicated Student Count	Summer Term 2016- 2017 (0530) Unduplicated Student Count	Fall Term 2017-2018 (0535) Unduplicated Student Count
All	307	207	85	150	114	62	94
CJPSS-AS	307	174	59	96	68	26	42
CRIM-TR		4	2	3	5	5	8
-						1	3
GEN-AA		14	8	16	15	7	16
BUS-TR			2				
COMM-TR				1			
ENRCH-NO					2	1	1
HSDIS-AS		1		1		1	
PSA-BAS		7	8	17	14	12	16
ARCH-AS		1			1		
BLE-PSAV		2					
CHDEV-AS		1	1	1	1		1
CIT-AS		1	1	1	1		1
COMPNET-AS			1				
DIG-AS					1		
DRAFT-AS						1	
EAM-AS				1	1	2	1
EDU-TR		1	1	2			1
EMS-AS					1	2	2
ENG-AS				1			
HSA-AS		1	1	6	1	1	
HUS-AS				1			
ITSC-AS				2	1		
ITSC-CT						1	
LEGAL-AS						1	1
NURSING-TR			1	1	1	1	1
SOCIAL-TR					1		

Enrollment | Performance | Percent Full | [Graduates](#) | Grade Distribution | Course Groups | Program Plans Taken by Plan

Overall Graduates Trend



Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	2013	2014	2015	2016
CJPSS-AS	Graduation Data Count	35	33	28	32

Student System Cube Refresh

Last Refresh: 2/12/2018 5:24:16 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Graduation Degree Plan Subplan - Multi CJPSS-AS

Age Group All

Gender All

Ethnic Group All

Student Group All

Custom Cohort All



Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

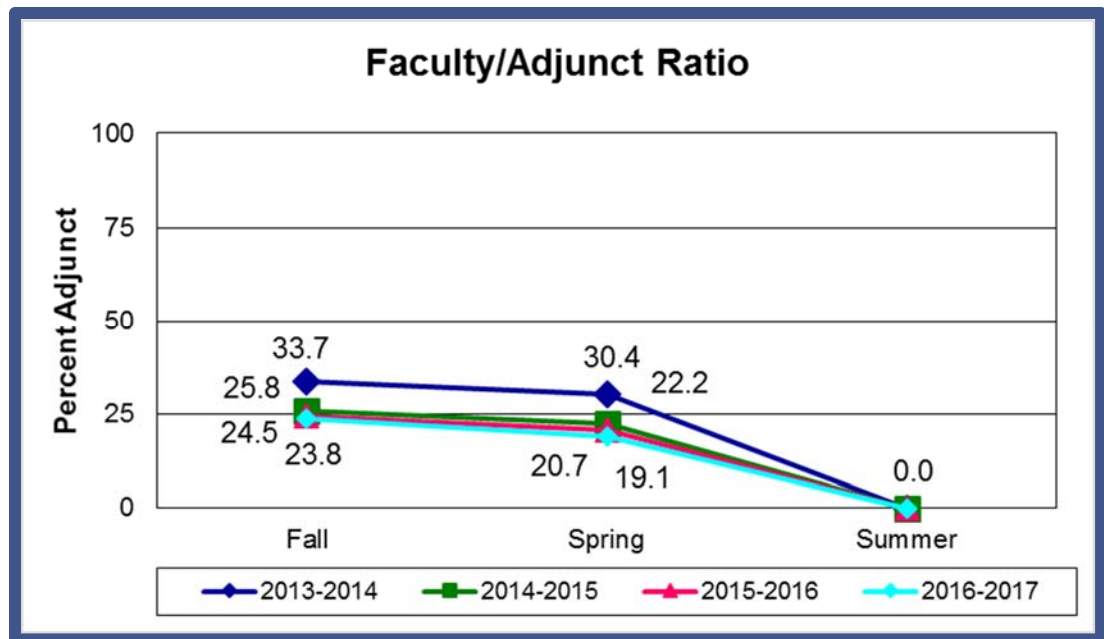
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2013-2014	30.5	66.3%	0.0	0.0%	15.5	33.7%
Spring 2013-2014	27.5	69.6%	0.0	0.0%	12.0	30.4%
Summer 2013-2014	12.0	100.0%	0.0	0.0%	0.0	0.0%
2013-2014 Total	70.0	71.8%	0.0	0.0%	27.5	28.2%
Fall 2014-2015	36.0	74.2%	0.0	0.0%	12.5	25.8%
Spring 2014-2015	31.5	77.8%	0.0	0.0%	9.0	22.2%
Summer 2014-2015	12.6	100.0%	0.0	0.0%	0.0	0.0%
2014-2015 Total	80.1	78.8%	0.0	0.0%	21.5	21.2%
Fall 2015-2016	37.0	75.5%	0.0	0.0%	12.0	24.5%
Spring 2015-2016	36.5	79.3%	0.0	0.0%	9.5	20.7%
Summer 2015-2016	13.0	100.0%	0.0	0.0%	0.0	0.0%
2015-2016 Total	86.5	80.1%	0.0	0.0%	21.5	19.9%
Fall 2016-2017	38.5	76.2%	0.0	0.0%	12.0	23.8%
Spring 2016-2017	38.0	80.9%	0.0	0.0%	9.0	19.1%
Summer 2016-2017	12.0	100.0%	0.0	0.0%	0.0	0.0%
2016-2017 Total	88.5	80.8%	0.0	0.0%	21.0	19.2%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



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Occupation Profile



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Occupation Description

The occupation description for Police and sheriff's patrol officers (333051) used by the DEO is shown below:

Maintain order, enforce laws and ordinances, and protect life and property in an assigned patrol district. Perform combination of following duties: patrol a specific area on foot or in a vehicle; direct traffic; issue traffic summonses; investigate accidents; apprehend and arrest suspects, or serve legal processes of courts.

State and County Trends and Wage Information

The distribution of 2017 wage information for Police and sheriff's patrol officers is located in the table below. The median hourly earnings for Police and sheriff's patrol officers was \$27.13 in Florida and \$27.01 in Pinellas County.

Employment trend information for occupations related to Criminal Justice Technology are also provided in the tables. An average annual increase in employment for Police and sheriff's patrol officers (6.4% - 8.2%) is shown for the period between 2017 and 2025, across the state and county.





Employment Data

Growth for Police and sheriff's patrol officers

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	41,229	8.2%	\$27.13/hr
Pinellas County	2,015	6.4%	\$27.01/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>



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Major Employers

Graduates of SPC's Criminal Justice Technology - AS program are employed in various areas related to their field. The primary local employers of these graduates are law enforcement agencies in Pinellas County, Hillsborough County, Manatee County, Sarasota County, Polk County, Pasco County, Hernando County, and the State of Florida as depicted in the table below.

Major Employers

Employers of Criminal Justice Technology - AS Graduates
Local and State Law Enforcement agencies located in the listed counties:
Pinellas County
Hillsborough County
Manatee County
Sarasota County
Polk County
Pasco County
Hernando County
State of Florida

Source: Recent Alumni Survey reports and program administrator records

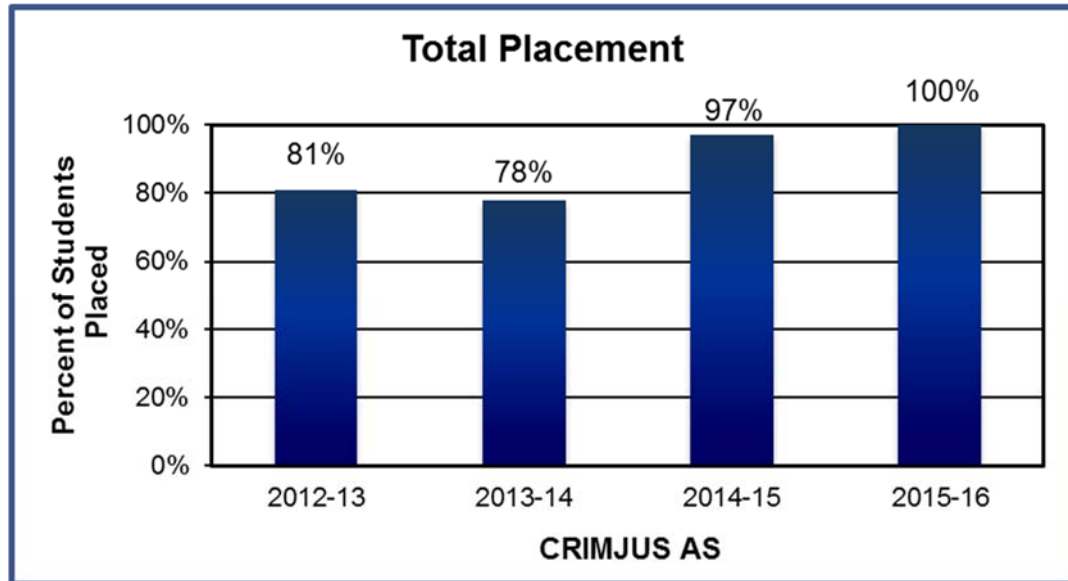


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2017-18 Placement Data



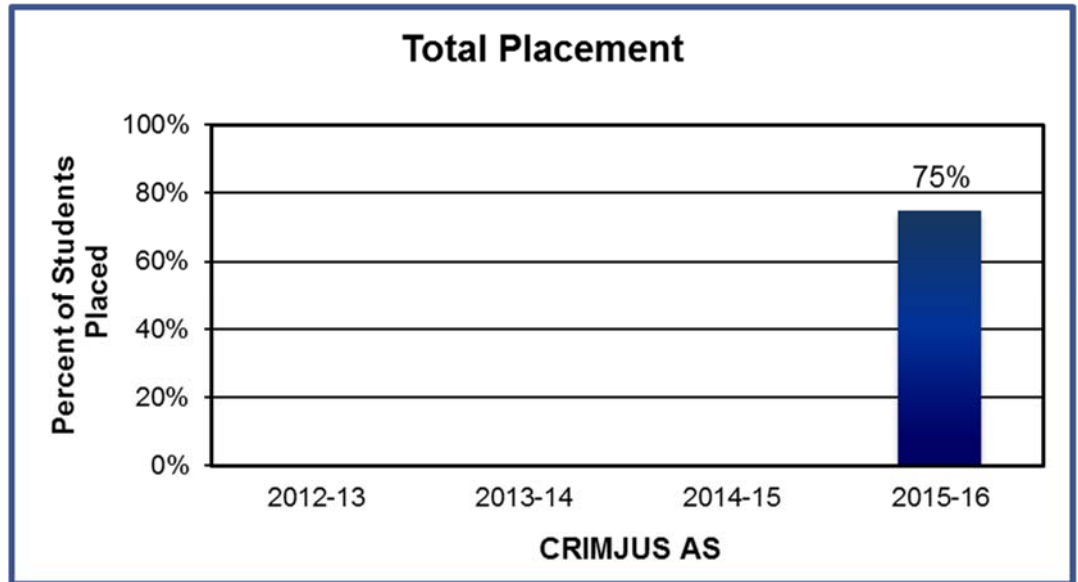
CRIMJUS AS (Older Code: 1743010300)		
	Pool Count	Percent Placed
2012-13	26	81%
2013-14	27	78%
2014-15	30	97%
2015-16	N/A	100%

Source: FETPIP Follow-up Outcomes <http://www.fldoe.org/fetpip/ccs.asp>



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CRIMJUS AS (New Code: 1743010302)		
	Pool Count	Percent Placed
2015-16	20	75%

Source: FETPIP Follow-up Outcomes <http://www.fldoe.org/fetpip/ccs.asp>



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State Graduates Outcomes

*Criminal Justice Technology Program (Old Code: 1743010300) Graduates 2015-16
Outcomes by Florida Community College*

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Broward College	87	70	54	62%	76	55	72%
College of Central Florida	****	****	****	60%	****	****	75%
Daytona State College	23	20	16	70%	21	16	76%
Florida SouthWestern State College	33	28	24	73%	32	24	75%
Florida State College at Jacksonville	20	14	12	60%	18	17	94%
Gulf Coast State College	****	****	****	100%	****	****	100%
Hillsborough Community College	102	83	57	56%	87	60	69%
Indian River State College	63	55	43	68%	59	48	81%
Lake-Sumter State College	****	****	****	33%	****	****	33%
Northwest Florida State College	****	****	****	60%	****	****	40%
Palm Beach State College	17	12	12	71%	13	11	85%

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Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Pasco-Hernando State College	16	11	****	***%	14	11	79%
Pensacola State College	****	****	-	0%	****	****	67%
Polk State College	27	23	18	67%	27	22	81%
Seminole State College of Florida	11	****	****	***%	****	****	56%
South Florida State College	****	****	****	67%	****	****	80%
St. Johns River State College	****	****	****	80%	****	****	80%
St. Petersburg College	****	****	****	86%	****	****	100%
State College of Florida, Manatee-Sarasota	15	13	10	67%	15	10	67%
Tallahassee Community College	****	****	****	100%	****	****	67%
Valencia College	83	65	43	52%	70	46	66%
Total	497	394	289	58%	432	320	74%

**** Graduate values less than 10 but greater than 0.

***% Percentage based on numerator less than 10 and denominator 10 or more.

- Graduate value equal to 0.

Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stm>



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*Criminal Justice Technology Program (New Code: 1743010302) Graduates 2015-16
Outcomes by Florida Community College*

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Eastern Florida State College	11	****	****	***%	10	****	***%
Florida State College at Jacksonville	10	****	****	***%	****	****	56%
Miami Dade College	23	12	10	43%	16	12	75%
Polk State College	14	10	****	***%	13	13	100%
Santa Fe College	****	****	****	67%	****	****	33%
Seminole State College of Florida	29	25	20	69%	26	14	54%
St. Petersburg College	21	15	14	67%	20	15	75%
Tallahassee Community College	****	****	****	33%	****	****	67%
Valencia College	****	****	****	100%	****	****	100%
Total	108	62	44	41%	85	54	64%

**** Graduate values less than 10 but greater than 0.

***% Percentage based on numerator less than 10 and denominator 10 or more.

- Graduate value equal to 0.

Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>



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Academics



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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Criminal Justice Technology - AS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2015-16 assessment. Each of the five PLOs is listed below:

1. Identify the present organizational structure, functions, trends, problems and issues of the local, state, and federal police, courts and correctional agencies within the American criminal justice system.
2. The student will identify the historical, philosophical, and theoretical origins of substantive and procedural law, as related to the criminal justice system.
3. The student will demonstrate an understanding of the criminal justice investigative process.
4. The student will demonstrate knowledge of technologies utilized in the criminal justice profession.
5. The student will analyze causes, enforcement, and prevention of crimes.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Criminal Justice Technology (AS) program used the results of a 100-question exam administered to students who apply to graduate. The criteria for success stated that students should attain a minimum score of 70% or greater on each of the five sections of the exam: 1) Criminal Justice, 2) Crime and Delinquency, 3) Investigative Trends, 4) Constitutional Law and Rules of Evidence, and 5) Research Methods.

Data were collected during Fall 2013 through Spring 2016. The students whom were assessed achieved a minimum score of 70% during all three years

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for PLOs 4 and 5. However, for PLOs 1 through 3, the criteria for success were met for specific years and not others.

The 2015-16 follow-up report was completed in June 2017. The lone action item was completed by the program. Full details can be found in the 2015-16 follow-up report.

For the complete 2015-16 Criminal Justice Technology Program Assessment Report, please see Appendix B.



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Stakeholder Perceptions

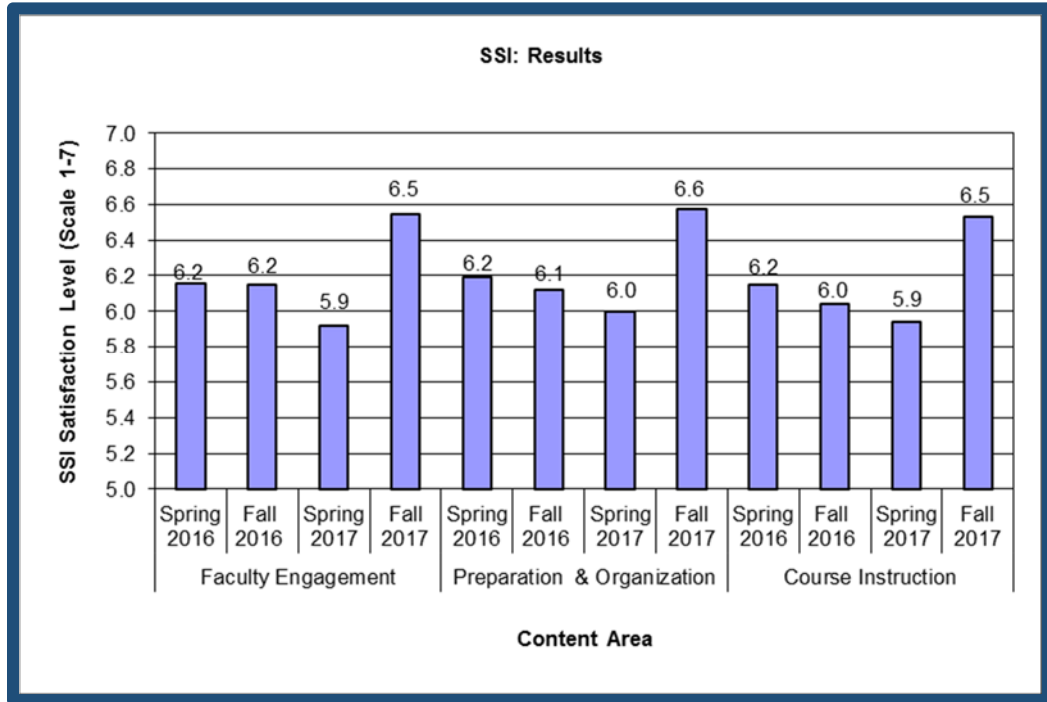


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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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St. Petersburg College Criminal Justice
SPC 2015-16 Alumni Survey Report
Survey of 2014-15 Graduates

➤ A.S. Degree: Criminal Justice / Public Safety Services

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Twenty-nine Alumni Surveys were provided to the 2014-15 graduates of the Criminal Justice program. Responses were received from 4 A.S. graduates.

Fourteen percent (4/29) of the graduates surveyed responded to the survey. As none of the respondents provided permission and sufficient information to contact their employer, no employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 75.0% (3/4) of recent graduate survey respondents, who were employed, were employed full-time.
- 100.0% (4/4) of recent graduate survey respondents had a current position related to their studies.
- 50.0% (2/4) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Get a promotion"*; 25.0% (1/4) *"Earn more money"*; and 25.0% (1/4) *"Obtain employment"*.
- 50.0% (2/4) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Earn more money"*; 50.0% (2/4) *"Continue my education"*; 25.0% (1/4) *"Get a promotion"*; and 25.0% (1/4) *"Obtain employment"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 25.0% (1/4) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; and 75.0% (3/4) *"Very well"*.
- 50.0% (2/4) of recent graduate survey respondents indicated that they earned \$25.00 or more per hour (\$52,000 or more annually); 25.0% (1/4) earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually); and 25.0% (1/4) earned \$10.00-\$14.99 per hour (\$21,000-\$30,999 annually).
- 50.0% (2/4) of recent graduate survey respondents indicated they are continuing their education.

- 100.0% (4/4) of recent graduate survey respondents would recommend SPC's Criminal Justice program to another.
- An evaluation of Criminal Justice graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Ten outcomes received mean scores between 4.5 and 4.8, eight received mean scores between 4.0 and 4.3, two received a mean score of 3.8, three received a mean score of 3.3, and two received a mean score of 2.8.

Table 1

College Preparation Ratings for Recent Criminal Justice Program Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	4	4.0	0.8
Listening	4	4.5	0.6
Reading	4	4.3	0.5
Writing	4	4.3	0.5
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	4	3.3	0.5
Using computational skills appropriately	4	3.3	0.5
Accurately interpreting mathematical data	4	3.3	0.5
<i>Using the following forms of technology:</i>			
Email	4	4.5	0.6
Word Processing	4	3.8	1.0
Spreadsheets	4	2.8	1.3
Databases	4	2.8	1.3
Internet Research	4	3.8	0.5
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	4	4.3	0.5
Inquiring about and interpreting information	4	4.3	0.5
Organizing and evaluating information	4	4.3	0.5
Analyzing and explaining information to others	4	4.0	0.8
Using information to solve problems	4	4.3	0.5

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	4	4.8	0.5
Working well with individuals from diverse backgrounds	4	4.5	0.6
Using ethical courses of action	4	4.5	0.6
Demonstrating leadership skills	4	4.5	0.6
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	4	4.5	0.6
Being open to new ideas and challenges	4	4.5	0.6
Willingness to take on new responsibilities	4	4.5	0.6
Pursuing additional educational opportunities	4	4.5	0.6

St. Petersburg College



Criminal Justice

2015-16 Employer Survey Report

Employer Survey of 2014-15 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Employer Surveys are sent out based on the permission provided by recent graduates in the 2014-15 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.



Program Action Plan

Program: Criminal Justice Technology, AS

Date Completed: 5/3/2018

Prepared By: Michael Hughes

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Revitalization of CJ courses to include: CCJ1020 CJE2605 CJE1202 CCJ2720	Performance	Spring 2019	Michael Hughes
2	Increase enrollment of Public Safety Education Program students. Dedicate resources and personnel to identifying, counseling, and enrolling eligible high school 11th and 12 th grade students into this dual enrollment program.	SSH Enrollment	Spring 2019	Michael Hughes



Criminal Justice Technology - AS
2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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II. Special Resources Needed:

The anticipated hiring of a full time CJ instructor will help bring the listed action items to reality.

III. Area(s) of Concern/Improvement:

Continuing to grow the program via better means of identifying and categorizing students to best meet their needs so that they can and will complete their program of study.





References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.
Retrieved February 2018, from the Division of Community Colleges
Web site: <https://www.flrules.org/gateway/ruleno.asp?id=6A-14.060>

Contact Information

Please address any questions or comments regarding this evaluation to:

Maggie Tymms, M.A.
Director, Institutional Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3195
tymms.magaly@spcollege.edu



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Appendices



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PROGRAM OF STUDY
College of Public Safety Administration
Criminal Justice Technology Public Safety Services
Associate in Science
CJPSS-AS

Effective Catalog Term: Spring 2016 (0510) through Present (CIP# 1743010302)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

publicsafetyadvising@spcollege.edu -, -

Michael Hughes, Lead Instructor, AC
(727) 341-4146

Brian Frank, Dean, AC
(727) 341-4503

Program Summary

The goal of this program is to prepare the student with a diverse background in the history, philosophy, organization and operation of the various arenas of public safety and their respective processes. The flexibility of this degree is that the student is allowed to select an option/sub plan and still be able to receive a well rounded foundation of the public safety field. The Associate in Science degree program allows students to not only graduate with an AS degree, but also be able to meet the entrance requirements to continue the BAS degree in Public Safety Administration.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

N/A

Program Related Web Sites

N/A

Admission Rules

SPECIAL ADMISSION REQUIREMENTS:

1. Complete SPC application
2. Take SPC Placement Test
3. Completion of any remedial course work
4. Attend an advising session with the program office

ADDITIONAL INFORMATION: Law Enforcement and Corrections Subplans Only

1. *Must have permission of the program office before registering.
2. **Must have completed the St. Petersburg College Basic Law Enforcement Academy or Basic Corrections Academy, taken and passed the FDLE State Exam, and completed any necessary preparations to have these academy credits transferred to or accepted by SPC. Other credits may be awarded from other FDLE Certified Training schools via the SPC Experiential Learning Program.

Graduation Rules**SPECIAL GRADUATION REQUIREMENTS:**

1. A grade of "C" or better in all designated major and support courses in this program.
2. Completion of an End of Program Assessment Examination.

AS GENERAL EDUCATION REQUIREMENTS**Communications - Composition****Credits**

Complete 3 credits from the approved General Education Composition I coursework below. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.

3**Total Credits****3****AS GENERAL EDUCATION REQUIREMENTS****Communications - Literature****Credits**

Complete 3 credits from the approved General Education Composition II/Literature coursework. Minimum grade of "C" required. This requirement must be completed within the first 36 credits of coursework toward the AS degree.








3**Total Credits****3****AS GENERAL EDUCATION REQUIREMENTS****Communications - Speech****Credits**












Complete 3 credits from the approved General Education Speech coursework. Minimum grade of "C" required.

3**Total Credits****3****AS GENERAL EDUCATION REQUIREMENTS****Humanities and Fine Arts****Credits**

Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.

3**Total Credits****3**

AS GENERAL EDUCATION REQUIREMENTS		Credits
Mathematics		
	Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.	3
Total Credits		3
AS GENERAL EDUCATION REQUIREMENTS		Credits
Ethics		
	Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required.	3
Total Credits		3
AS GENERAL EDUCATION REQUIREMENTS		Credits
Computer/Information Literacy Competency		
	Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.	
Total Credits		0
AS GENERAL EDUCATION REQUIREMENTS		Credits
Enhanced World View		
	Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.	
Total Credits		0
SUPPORT COURSES		Credits
Political Science/Psychology/Sociology (Select 3 credits)		
	Completion of this requirement satisfies the General Education Social/Behavioral Science requirement for this AS degree.	
POS 2041 	American National Government	3
POS 2041 H 	Honors American National Government	3
PSY 1012 	General Psychology	3
PSY 1012 H 	Honors General Psychology	3
SYG 2000 	Introductory Sociology	3
Total Credits		3
MAJOR CORE COURSES		Credits
Complete 15 credits		
CCJ 1020 	Introduction to Criminal Justice	3
CCJ 2720 1 	Intro to Research Methods in Criminology	3

CJE 1202 	Crime and Delinquency	3
CJE 2605 	Investigative Trends	3
CJL 2062 	Constitutional Law & Rules of Evidence	3
Total Credits		15
SUBPLAN		Credits
Select one subplan from below (Complete 24 credits)		
Total Credits		24
SUBPLAN CORE COURSES		Credits
Subplan: Cross Discipline (CRJ) (Select 24 credits)		
Courses listed are a suggested pathway. Or select any courses with CCJ, CJB, CJC, CJD, CJE, CJL, CJT or DSC prefixes		24
CJE 1640 	Introduction to Crime Scene Technology	3
CJE 1643 	Advanced Crime Scene Technology	3
CJE 1681 	Internet as an Investigative Tool	3
CJE 1684 	Internet Fraud Investigations	3
CJE 2644 	Crime Scene Safety	3
DSC 1002 	Domestic & International Terrorism	3
DSC 1004 	Introduction to the NRF and NIMS	3
DSC 1552 	Critical Infrastructure Protection	3
SUBPLAN CORE COURSES		Credits
Subplan: Law Enforcement (LAW ENF) (Complete 24 credits)		
Credits articulated and applied from completion of the PSAV Law Enforcement Academy can be used toward the required 24 credits for this subplan C. Students completing this degree using this option must meet with the program office or the SEPSI Advisor in order to be certain all requirements of this option have been fulfilled.		24
SUBPLAN CORE COURSES		Credits
Subplan: Corrections (COR) (Complete 24 credits)		
Credits articulated and applied from completion of the PSAV Corrections Academy can be used towards fulfillment of the required 24 credits for this subplan. Students completing this degree using this option must meet with the program office or the SEPSI Advisor in order to be certain all requirements of this option have been fulfilled. Courses will be identified later.		24
Total Credits		60

¹Per SCNS course number changed from CCJ 2704 to CCJ 2720.



Program Assessment Report

Program: Criminal Justice Technology

Option: Criminal Justice Technology

Report Year: 2015-16

Drafted by Michael Hughes on Jul 25, 2016

Data Files

☐ Raw Data Scores 

Program Learning Outcomes

- #1:** Identify the present organizational structure, functions, trends, problems and issues of the local, state, and federal police, courts and correctional agencies within the American criminal justice system.
-

I. Use of Past Results

While conducting the 2012-13 Criminal Justice Technology end of program assessment, it was discovered that assessment data had not been collected for the past several years. Since the last assessment reporting cycle, the program has hired a fulltime instructor who is in charge of this AS degree. The program focused first on the curriculum of the program, creating customized text books for the core courses. At the close of the Fall 2013 session, the program will be administering an assessment to assess students pursuing the AS degree.

The program has designed and implemented a new assessment exam that students are asked to take and submit via MyCourses/D2L at the close of each session (8 week sessions) of classes. The revitalization of the program curriculum is continuing. Revised, interactive assignments have been introduced to the courses. A second generation of customized textbooks will be introduced during fall semester of 2016-17. Assessment data will be collected on a session/semester basis.

II. Methodology

Means of Assessment: Students are assessed using a comprehensive, end of program exam that was developed to assess the major themes within the criminal justice field.

Date(s) of Administration: Fall 2013-Spring 2016.

Assessment Instrument: A 100 question exam is administered to criminal justice students who apply to graduate. Questions 1-10 are aligned to the Introduction to Criminal Justice theme & assess the knowledge & skills relative to the structure, functions, trends, & problems/issues within the American Criminal Justice system.

Population: All CJ students in the program that have applied to graduate are asked to take the exam.

III. Criteria for Success

Students will achieve a 70% or greater average on the Introduction to Criminal Justice section of the exam due to the information being presented to them and their level of college experience.

IV. Summary of Assessment Findings

Results via Face-to-Face

Results via Distance Delivery (Online, Blended, etc)

End of program assessment - Introduction to Criminal Justice Scores				
Year	N	Avg	N Met Criteria	% Met Criteria
2013-14	35	80%	29	83%
2014-15	33	70%	17	52%
2015-16 Fall	10	80%	10	100%

V. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- I will review the Assessment questions, answers and method of delivery to try to determine the reason(s) for disparity in rates for PLO's 1,2,3. 2013-14, 2014-15 and Fall 2015-2016.
- / -- None --

#2: The student will identify the historical, philosophical, and theoretical origins of substantive and procedural law, as related to the criminal justice system.

I. Use of Past Results

While conducting the 2012-13 Criminal Justice Technology end of program assessment, it was discovered that assessment data had not been collected for the past several years. Since the last assessment reporting cycle, the program has hired a fulltime instructor who is in charge of this AS degree. The program focused first on the curriculum of the program, creating customized text books for the core courses. At the close of the Fall 2013 session, the program will be administering an assessment to assess students pursuing the AS degree.

The program has designed and implemented a new assessment exam that students are asked to take and submit via MyCourses/D2L at the close of each session (8 week sessions) of classes. The revitalization of the program curriculum is continuing. Revised, interactive assignments have been introduced to the courses. A second generation of customized textbooks will be introduced during fall semester of 2016-17. Assessment data will be collected on a session/semester basis.

II. Methodology

Means of Assessment: Students are assessed using a comprehensive, end of program exam that was developed to assess the major themes within the criminal justice field.

Date(s) of Administration: Fall 2013-Spring 2016.

Assessment Instrument: A 100 question exam is administered to criminal justice students who apply to graduate. Questions 20-40 are aligned to the Crime & Delinquency theme & they assess the student's knowledge & skills relative to substantive & procedural law.

Population: All CJ students in the program that have applied to graduate are asked to take the exam.

Students in the lead up course are typically new to college and have strong or passing interest in the subject or in the process of preparing themselves for careers in criminal justice. Students that are planning to attend the Police Academy typically take Crime & Delinquency instead of Introduction to Criminal Justice because they can earn credits toward their AS degree. Credits for Intro. to CJ are earned via articulation after graduation from the LEO/CORR academies.

III. Criteria for Success

Students will achieve a 70% or greater average on the Crime & Delinquency section of the exam due to the information being presented to them and their level of college experience.

IV. Summary of Assessment Findings

Results via Face-to-Face

Results included in the report

Results via Distance Delivery (Online, Blended, etc)

End of program assessment - Crime & Delinquency Scores				
Year	N	Avg	N Met Criteria	% Met Criteria
2013-14	35	79%	32	91%
2014-15	33	74%	22	67%
2015-16 Fall	10	80%	9	67%

V. Discussion and Analysis of Assessment Findings

The Assessment results for 2013-14 show that students are achieving above the mean average on the assessment. The 2014-15 and Fall 2015-16 Assessment results indicate that students did not achieve to the median standard on the assessment. There is no corresponding occurrence known to explain the differences in the assessment results

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- I will review the Assessment questions, answers and method of delivery to try to determine the reason(s) for disparity in rates for PLO's 1,2,3. 2013-14, 2014-15 and Fall 2015-2016.
- / -- None --

#3: The student will demonstrate an understanding of the criminal justice investigative process.

I. Use of Past Results

While conducting the 2012-13 Criminal Justice Technology end of program assessment, it was discovered that assessment data had not been collected for the past several years. Since the last assessment reporting cycle, the program has hired a fulltime instructor who is in charge of this AS degree. The program focused first on the curriculum of the program, creating customized text books for the core courses. At the close of the Fall 2013 session, the program will be administering an assessment to assess students pursuing the AS degree.

The program has designed and implemented a new assessment exam that students are asked to take and submit via MyCourses/D2L at the close of each session (8 week sessions) of classes. The revitalization of the program curriculum is continuing. Revised, interactive assignments have been introduced to the courses. A second generation of customized textbooks will be introduced during fall semester of 2016-17. Assessment data will collected on a session/semester basis.

II. Methodology

Means of Assessment: Students are assessed using a comprehensive, end of program exam that was developed to assessed the major themes within the criminal justice field.

Date(s) of Administration: Fal 2013-Spring 2016.

Assessment Instrument: A 100 question exam is administered to criminal justice students who apply to graduate. Questions 41-60 are aligned to the themes in the Investigative Trends theme they assess the knowledge & skills relative to the criminal justice investigative process.

Population: All CJ students in the program that have applied to graduate are asked to take the exam.

Students in the lead up course have typically been in college for a semester or longer and are more experienced with college requirements and expectations. Additionally, they have usually taken prior CJ courses are familiar with writing and assignment requirements for program.

III. Criteria for Success

Students will achieve a 70% or greater average on the Investigative Trends section of the exam due to the information being presented to them and their level of college experience.

IV. Summary of Assessment Findings

Results via Face-to-Face

Results included in the report

Results via Distance Delivery (Online, Blended, etc)

End of program assessment - Investigative Trends Scores				
Year	N	Avg	N Met Criteria	% Met Criteria
2013-14	35	81%	31	89%
2014-15	33	72%	21	64%
2015-16 Fall	10	79%	9	90%

V. Discussion and Analysis of Assessment Findings

The Assessment results for 2013-14 and fall 2015-2016 show that students are achieving above the mean average on the assessment. The 2014-15 Assessment results indicate that students did not achieve to the median standard on the assessment. There is no corresponding occurrence known to explain the differences in the assessment results

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- I will review the Assessment questions, answers and method of delivery to try to determine the reason(s) for disparity in rates for PLO's 1,2,3. 2013-14, 2014-15 and Fall 2015-2016.
- / -- None --

#4: The student will demonstrate knowledge of technologies utilized in the criminal justice profession.

I. Use of Past Results

While conducting the 2012-13 Criminal Justice Technology end of program assessment, it was discovered that assessment data had not been collected for the past several years. Since the last assessment reporting cycle, the program has hired a fulltime instructor who is in charge of this AS degree. The program focused first on the curriculum of the program, creating customized text books for the core courses. At the close of the Fall 2013 session, the program will be administering an assessment to assess students pursuing the AS degree.

The program has designed and implemented a new assessment exam that students are asked to take and submit via MyCourses/D2L at the close of each session (8 week sessions) of classes. The revitalization of the program curriculum is continuing. Revised, interactive assignments have been introduced to the courses. A second generation of customized textbooks will be introduced during fall semester of 2016-17. Assessment data will be collected on a session/semester basis.

II. Methodology

Means of Assessment: Students are assessed using a comprehensive, end of program exam that was developed to assess the major themes within the criminal justice field.

Date(s) of Administration: This data represents assessment results from fall 2013-Spring 2016.

Assessment Instrument: A 100 question exam is administered to criminal justice students who apply to graduate. Questions 61-80 are aligned to the Constitutional Law and Rules of Evidence theme & they assess the knowledge & skills relative to criminal justice technologies.

Population: All CJ students in the program that have applied to graduate are asked to take the exam.

Students in the lead up course are typically experienced students that have taken other course in the program are nearing graduation or transfer to the upper division courses to complete a BAS.

III. Criteria for Success

Students will achieve a 70% or greater average on the Constitutional Law and Rules of Evidence section of the exam due to the information being presented to them and their level of college experience.

IV. Summary of Assessment Findings

Results via Face-to-Face

Results included in the report

Results via Distance Delivery (Online, Blended, etc)

End of program assessment - Constitutional Law and Rules of Evidence Scores				
Year	N	Avg	N Met Criteria	% Met Criteria
2013-14	35	78%	31	89%
2014-15	33	75%	23	70%
2015-16 Fall	10	100%	10	100%

V. Discussion and Analysis of Assessment Findings

The Assessment results for 2013-14, 2014-15 and fall 2015-2016 show that students are achieving above the mean average on the assessment. The 2014-15 Assessment results indicate that students minimally achieved at the median standard on the assessment. There is no corresponding occurrence known to explain the differences in the

#5: The student will analyze the causes, enforcement, and prevention of crimes.

I. Use of Past Results

While conducting the 2012-13 Criminal Justice Technology end of program assessment, it was discovered that assessment data had not been collected for the past several years. Since the last assessment reporting cycle, the program has hired a fulltime instructor who is in charge of this AS degree. The program focused first on the curriculum of the program, creating customized text books for the core courses. At the close of the Fall 2013 session, the program will be administering an assessment to assess students pursuing the AS degree.

The program has designed and implemented a new assessment exam that students are asked to take and submit via MyCourses/D2L at the close of each session (8 week sessions) of classes. The revitalization of the program curriculum is continuing. Revised, interactive assignments have been introduced to the courses. A second generation of customized textbooks will be introduced during fall semester of 2016-17. Assessment data will be collected on a session/semester basis.

II. Methodology

Means of Assessment: Students are assessed using a comprehensive, end of program exam that was developed to assess the major themes within the criminal justice field.

Date(s) of Administration: Fall 2013-Spring 2016.

Assessment Instrument: A 100 question exam is administered to criminal justice students who apply to graduate. Questions 61-80 are aligned the Research Methods theme course & they assess the knowledge & skills relative to the causes, enforcement, & prevention of crimes.

Population: All CJ students that have applied to graduate are asked to take the exam.

Students in this course are typically experienced students are nearing the end of the program and are preparing to pursue their career in Criminal Justice or a related field.

III. Criteria for Success

Students will achieve a 70% or greater average on the Research Methods section of the exam due to the information being presented to them and their level of college experience.

IV. Summary of Assessment Findings
Results via Face-to-Face

Results included in the report

Results via Distance Delivery (Online, Blended, etc)

End of program assessment - Research Methods for Criminal Justice Scores				
Year	N	Avg	N Met Criteria	% Met Criteria
2013-14	35	83%	31	89%
2014-15	33	75%	24	73%
2015-16 Fall	10	82%	9	90%

V. Discussion and Analysis of Assessment Findings

The Assessment results for listed time frame indicate the students achieved Assessment rates in excess of the minimally desired rates. This indicates that students are learning and retaining the information from the course.

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
A. Enable Greater Student Success			
A1. Identify needs and address ways to improve overall student success			
	I will review the Assessment questions, answers and method of delivery to try to determine the reason(s) for disparity in rates for PLO's 1,2,3. 2013-14, 2014-15 and Fall 2015-2016.	#1, #2, #3	-- None --

Approvals

Program Administrators:

Brian Frank - Dean
Charles Crowther - Program Chair Fire Science and Emergency Management
Michael Hughes - Associate Professor-Criminal Justice

Approved by Michael Hughes - Associate Professor-Criminal Justice on Jul 25, 2016

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Aug 3, 2016

Dean:

Brian Frank - Dean

Approved by Brian Frank - Dean on Sep 22, 2016

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Sep 27, 2016



Program Assessment Followup Report

Program: Criminal Justice Technology

Option: Criminal Justice Technology

Report Year: 2015-16

Drafted by Charles Crowther on May 12, 2017

Data Files

[Raw Data Scores](#) 

Program Learning Outcomes

- #1:** Identify the present organizational structure, functions, trends, problems and issues of the local, state, and federal police, courts and correctional agencies within the American criminal justice system.
- #2:** The student will identify the historical, philosophical, and theoretical origins of substantive and procedural law, as related to the criminal justice system.
- #3:** The student will demonstrate an understanding of the criminal justice investigative process.
- #4:** The student will demonstrate knowledge of technologies utilized in the criminal justice profession.
- #5:** The student will analyze the causes, enforcement, and prevention of crimes.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
A. Enable Greater Student Success			
A1. Identify needs and address ways to improve overall student success			
	I will review the Assessment questions, answers and method of delivery to try to determine the reason(s) for disparity in rates for PLO's 1,2,3. 2013-14, 2014-15 and Fall 2015-2016. Explanation: The material that students scored lowest on in the assessments were questions from courses taken earlier in their program. The information was not as fresh in their memory as more recent classes they may have completed.	#1, #2, #3	-- None --

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
There are no items to display			

Evaluation of the Impact of Action Plan Items on Program Quality

By reviewing and assessing the Program Learning Outcomes (PLO's), we can ensure that the courses' Major Learning Outcomes (MLO's) are being adequately taught and understood by our students. We may also offer a review of the curriculum based on the PLOs, as students approach the end of their program coursework.

Approvals

Program Administrators:

Brian Frank - Dean

Charles Crowther - Program Chair Fire Science and Emergency Management

Michael Hughes - Associate Professor-Criminal Justice

Approved by Charles Crowther - Program Chair Fire Science and Emergency Management on May 12, 2017

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator

Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on May 12, 2017

Dean:

Brian Frank - Dean

Approved by Brian Frank - Dean on May 26, 2017

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jun 27, 2017



Appendix C: 2017 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for February 2017 and September 2017 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link: <http://www.spcollege.edu/friends-partners/work-with-spc/advisory-committees>



Criminal Justice Technology - AS
2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Public Safety Advisory committee meeting
Tuesday, February 14, 2017

Members present: Ken Afienko (SPC-PSA), Carol Rasor-Cordero (SPC-PSA), Guy Keirn (Pinellas Park Fire Department), Rick Graham (Lealman Fire District), Rosanne Beck (SPC-PSA), Michael Hughes (SPC-PSA), Kevin Thomas (SPC-PSA), Keith Murray (Pinellas County), Mark Berger (Pinellas Park Police), David Romine (Retired SPD), Kimberly Gaskin (SPC-PSA).

Members absent: Brian Frank (Dean, SPC-PSA), Sally Bishop (Director, Pinellas County Emergency Management), Geoffrey Brown (SPC-PSA), Charles Crowther (Program Chair, SPC Fire Science), Dale Konig (Department Chair, Pinellas Park High School), Greg Mason (PCSO), John Mauro (PCSO), Deborah McDonald (FDLE, Tampa Bay Regional Operations Center), Deborah Mortellaro (Career Outreach Specialist, SPC), John Romeo (FDLE, Tampa Bay Regional Operations Center), Dorene Thomas (SPC-PSA).

- I. Call to order
- II. Welcome
 - a. Introduction of members and guests

lii. Announcements

Kevin Thomas: Digital forensics applied for innovation grant, we plan to start a student lab at the EpiCenter that is designed to give students a real-life experience with forensics investigations in conjunction with the Tampa Bay Electronic Crimes Task Force. The lab at Epi has 10 computers. We need to order hardware and software. Hopefully by next fall it is up and running. Internship investigation activities. Right now just for enrolled students; CCIT and digital forensic students. Still working out licensing rules.

- lv. EAM /fire science
 - a. Fire science online course offerings.
No new developments at this time.

V. Criminal justice Lakewood high school initiative

Mike Hughes

The **Lakewood High School** initiative has outgrown its name since expansion has reached to seven different schools in Pinellas County. These include: **Gibbs High School, Dixie Hollins High School, Pinellas Park High, Seminole High, Osceola Boca Ciega High School, and St. Petersburg High School.** The Dual Enrollment program involves juniors and seniors getting the opportunity to earn college credit while in high school in the Public Safety and Criminal Justice fields. The Dual enrollment courses take place after the regular school day from 3:00-4:15pm. We are looking for that group of students who are somewhere in that 2.5-3.0 range GPA, despite the standard 3.0 GPA that is required. For students who are borderline to meeting the

requirements, exceptions are made. This is not a program for recruitment. Students have the opportunity to get 12 college credits in any program they want to. It builds confidence in the student so that they can be successful in a college environment. Students don't know PSA and CJL jobs. Students will take Investigative Trends and Crime & Delinquency in their junior year. In their senior year, they will take Research Methods and the NIMS course, to get an idea of Homeland Security. Our challenge is that we are working this in conjunction with St. Pete PD. This is a critical time because those juniors and seniors for next year are making up their schedules for fall. My goal is to introduce this program with more enthusiasm. Talk to parents about program on nights that they are at the school. Criminal Justice St. Petersburg College Cadet Program is the new proposed name for the initiative to encompass all schools involved.

We have an articulation program with Pinellas Park when they come out of the high school program. St. Pete fire Program is happening out of Gibbs High School. The schools have a willingness to expose kids to these things. Our program is in its fledgling stage. I anticipate there would be an uptick. To be competitive to get into any school, a good college transcript is vital. If you want to progress in careers, get the education. Try to work more closely with Gibbs and St. Pete fire. Gibbs is trying to get a leadership academy. I am talking about Adjusting curriculum to accommodate the leadership academy. School fire side or criminal justice. Chief Holloway called cadet program, get young folks interest in SPPD. Clearwater PD doing something with Public Service Aid. 30 hours of course work available to be taken.

Guy Keirn – In the City of Pinellas Park Fire Department there are Explorer posts. Thus far, we've hired 5 for firefighter/paramedics. Right now, there are 34 students for fire academy, and only one paramedic. We could hire 30 in this county right now. We can probably get them from other parts of the county and state. Four of 5 Explorers we have, have degrees from St. Petersburg College.

Mark Berger: Explorers start to learn culture of organizations; learn what rank structure means, and they compete for different ranks. Experience Ride –a-longs; immerse into the culture of police department. It boosts their confidence. Had success in hiring explorers, some 19 years old. Gives Fire explorers a sense of community.

Vi. Public Safety Upper Division

Rosanne Beck: With Quality Enhancement Plan (QEP), the College is doing this for SACS Accreditation. This year's theme is Ready, Set, Success. They have chosen working with students. This is similar to Smart Start. This program that is being put together is designed to help students get started in college for free. Still in the planning stages.

Vii. Open discussion

Guy Keirn: PSAV program. Penny Agers will be conducting a class in the future. Currently we have 34 Fire Academy students, 27 of which are in that program at HEC. The first class is in July. There will be approximately 80 students. It is anticipated to be a large program on the State and National level.

Viii. Summary of discussion and actions

Ix. Adjournment

College of Public Safety Administration advisory meeting

Tuesday, September 19, 2017

Members Present: Charles Crowther (SPC-PSA) , Kimberly Gaskin (SPC –PSA), Guy Kiern (Pinellas Park Fire Department), Mark Berger (Pinellas Park Police), Kenneth Afienko (SPC-PSA), Carol Rasor (SPC-PSA), David Romine (Retired SPD), Kevin Thomas (SPC-PSA), Geoffrey Brown (SPC-PSA), Rick Graham (Lealman Fire District), Rosanne Beck (SPC-PSA)

Members Absent: Sally Bishop (Pinellas County Emergency Management), Brian Frank (Dean, SPC-PSA), Michael Hughes (SPC-PSA), Dale Koning (Pinellas Park High School), Greg Mason (PSCO Forensics Department), John Mauro (PSCO) , Deborah McDonald (FDLE Tampa Bay Regional Operations Center) , Deborah Mortellaro (SPC), Keith Murray (Pinellas County Public Safety Services – **No longer on board**), John Romeo (FDLE Tampa Bay Regional Operations Center), Dorene Thomas (SPC-PSA), Sandra Brooking (Pinellas County EMS & Fire Administration- **new**).

- **Welcome and Announcements**

Guy Kiern, Charles Crowther and David Brumfield and are set to retire within the 2017-18 Academic Year.

- **EAM / Fire Science**

Charlie: The Fire Science Program has been on a downward slide for about the last 5 years. Before we shared the program with Valencia College, we did an online program in partnership with 15 other colleges. More and more lately, the college has tried to implement this program. At this point, as far as enrollment is concerned, we are somewhere between 3-5% over the last semester. In the last 15 years or so, the EAM program would graduate somewhere between 5-12 students. Last year, we only had three graduate. The program was on the brink of shutting down, but it was delayed due to enrollment picking up again.

Firefighters would use completed courses taken elsewhere for certificates and when they come here for degrees, use the courses toward something related to the subject matter they are interested in, which bolsters the number in the program but does not bolster the number of graduates. To help move the number of graduates up in that program, Pinellas County and Pinellas County police chiefs came to our training division on the law enforcement side, to implement a program for dispatchers. We put together that program, which is in the process of being certified with 100 hours online, 50 hours in classroom and 40 hours of practical experience at 4 different locations throughout the county. Once students complete that program, we are going to implement a program where it will articulate into the EAM degree program. Basically, they will get somewhere between 9-12 credits toward that degree for having completed. This is an effort to increase enrollment in that program so that it is not eliminated.

- **Criminal Justice Lakewood High School Initiative**

Lakewood High school and some of the other local high schools are putting together a program within their advisory groups that will allow students to enter into a law enforcement-based dual enrollment program so that they will get some College credit while completing their high school requirements and then they can move into a Criminal Justice program if they decide. Last year there were only three students involved, this year there are 15.

As for the Fire Program, at this time, college credit is an issue. If students have Firefighter I certification, they will move on to the Firefighter II program.

- **Public Safety Upper Division**

The program is up by approximately 5.5 % versus the college being up 3%.

- **Open Discussion**

Discussion will be needed to decide who replaces retiring members of the advisory board. Should people be replaced, Dave Romine willing to step up where needed.

- **Adjourned.**



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