Public Policy and Administration - BS

Enhanced Comprehensive Academic Program Review 2016-17

Bachelor of Science Degree:
Public Policy and Administration

Academic Effectiveness and Assessment
St. Petersburg College

May 2017

Department of
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Effectiveness
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Enhanced Comprehensive Academic Program Review Produced by

Public Policy and Administration – BS Program

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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 Public Policy and Administration bachelor's degree prepares students to make decisions and influence policy affecting an organization, a community, a whole state or the entire nation. Students will learn the ins and outs of policy making and how to become a leader. Students also gain strong skills in policy analysis so they can design effective policies.

Degree Offered
A Bachelor of Science Degree in Public Policy and Administration is offered at SPC.

Program Performance
- *Actual Course Enrollment* increased in 2015 (385) from the previous year (351).
- *Unduplicated Headcount* increased in 2015 (136) from the previous year (119).
- *SSH Enrollment* increased in 2015 (1,155) from the previous year (1,053).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2016 (73.1%) from Fall 2015 (70.8%).
- The *course success rate* increased in 2015 (95.6%) from the previous year (93.2%).
- *Grade Distribution* indicated the majority of students (88%) received an 'A', 'B' or 'C' during 2015.
- An *Industry Certification* or equivalent state or national exam has not been identified for the Public Policy and Administration, BS program for evidence of certification attainment at the baccalaureate level.
- *Internship Enrollment* for PUP 4941 decreased between Fall 2015 (16) and Spring 2016 (6), but continued increasing in Summer 2016 (9) and Fall 2016 (12). *Internship Enrollment* for PUP 4949 decreased in Fall 2015 (9), Spring 2016 (8), Summer 2016 (7), and Fall 2016 (5).
- *Program Plans Taken by Plan* revealed more than half of the students who were enrolled in the program during fall 2014, and had not graduated, remained in the program by fall 2015. By fall 2016, less than a quarter of the original (fall 2014) PPA-BS 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 Public Policy and Administration - BS program increased in 2015 (28) from the previous year (24).
- *Fulltime Faculty* taught 90.3% of the ECHs in 2015-16 and 2014-15. Adjunct Faculty taught 9.7% of the ECHs in 2015-16 and 2014-15.
- The highest semester for Adjunct ECHs was Fall 2014-15 in which adjunct faculty taught 16.7% of the program's course load. The three-semester average for

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adjuncts (9.7%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile
- Eleven *occupation descriptions,* Chief executives; General and operations managers; Legislators; Administrative services managers; Transportation, storage, and distribution managers; Postmasters and mail superintendents; Social and community service managers; All other managers; Eligibility interviewers, government programs; Urban and regional planners; and Social and human service assistants were located in the Florida Department of Economic Opportunity (DEO) website for the Public Policy and Administration – BS program.
- The *2016 median hourly earnings* for Chief executives were not available for the state or Pinellas County. The *2016 median hourly earnings* for General and operations managers was $53.15 in Florida and $54.92 in Pinellas County. The *2016 median hourly earnings* for Legislators was $20.53 in Florida and $23.60 in Pinellas County. The *2016 median hourly earnings* for Administrative services managers was $49.65 in Florida and $47.16 in Pinellas County. The *2016 median hourly earnings* for Transportation, storage, and distribution managers was $45.13 in Florida and $44.04 in Pinellas County. The *2016 median hourly earnings* for Postmasters and mail superintendents was $39.26 in Florida. There were no county data available for this occupation. The *2016 median hourly earnings* for Social and community service managers was $34.06 in Florida and $34.90 in Pinellas County. The *2016 median hourly earnings* for All other managers was $47.72 in Florida and $50.73 in Pinellas County. The *2016 median hourly earnings* for Eligibility interviewers, government programs was $18.05 in Florida and $16.74 in Pinellas County. The *2016 median hourly earnings* for Urban and regional planners was $32.11 in Florida and $33.91 in Pinellas County. The *2016 median hourly earnings* for Social and human service assistants was $14.72 in Florida and $14.16 in Pinellas County.
- *Employment trend information* for Chief executives showed an average annual increase (6.5% - 11.8%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for General and operations managers showed an average annual increase (12.6% - 13.3%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Legislators showed an average annual increase (2.3% - 4.2%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Administrative services managers showed an average annual increase (12.8% - 13.6%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Transportation, storage, and distribution managers showed an average annual increase (7.9% - 10.6%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Postmasters and mail superintendents showed an average annual decrease (-18.5%) for the period between 2016 and 2024 across the state. *Employment trend information* for Social and community service managers showed an average annual increase (15.0% - 15.5%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for All

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other managers showed an average annual increase (9.5% - 12.3%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Eligibility interviewers, government programs showed an average annual increase (0.8% - 3.9%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Urban and regional planners showed an average annual increase (10.0% - 12.2%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Social and human service assistants showed an average annual increase (9.1% - 9.5%) for the period between 2016 and 2024 across the state and county.

- The *major employers* of the Public Policy and Administration – BS graduates include many county and city government offices. A comprehensive list consisting of some of the current employers is included within this report.
- *Total Placement* in the Public Policy and Administration – BS program indicated 81% of students were reported as being employed or in the military in 2012-13. There were no comparison data for this measure.

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 Public Policy and Administration – BS Program.
- The *2015-16 Academic Program Assessment Follow-Up Report* was completed in July 2017. The action item was successfully completed, and the results published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

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 Public Policy and Administration – BS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Twenty-seven *Recent Alumni surveys* were provided to the 2014-15 graduates of the Public Policy and Administration – BS program. Thirty percent of the graduates responded to the survey (8 of the 27). 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:
  o 37.5% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to "*Obtain employment*"; another 37.5% selected "*Continue my education*"; while the remaining 25.0% said "*Earn more money.*"
  o 50.0% of recent graduate survey respondents indicated that SPC did "*Exceptionally well*" in helping them meet their goal; and 25.0% selected "*Very well.*"

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- 100.0% of recent graduate survey respondents would recommend SPC' Public Policy and Administration, B.S. program to another.

Dean's Perspective: Issues, Trends, and Recent Successes
Since the inception of the Public Policy and Administration Program, the biggest challenge has been getting word of the program to the correct students. The program opened just as the economic downturn started and governmental entities were not hiring or laying off. This initial problem may have helped the program in the long run to focus the employment potential for graduates in the private and non-profit sectors. Now that the economy has recovered, government jobs have recovered as well provided a large number of job opportunities for graduates as baby boomers retire.

Many of the job descriptions for positions for which our graduates apply involve project management skills and it has been a priority to find the support and training for these skills.

The program's greatest successes have come from capstone projects which give students the opportunity to address over the term of a semester a single issue, research solutions and present their findings to a panel of interested stakeholders. A number of the projects mandated interaction with various outside governmental entities, the result of which has been employment opportunities for students in Pinellas County government, Pasco County government and many local municipalities. The City of Seminole has created a ten-year program as a retirement honor for former city manager Frank Edmonds. This program created an annual one-year job opportunity for a SPC Public Policy graduate in august of each year. The employer is then deployed to four different governmental departments over the course of a year, charged with working on four different special projects. The first intern Mecca Bellmore spent four months in the city's Public Safety department documenting fire compliance for the city. As a result of which the private insurance rates for city residents went down due to her substantiation of enhanced safety and response protocols.

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.

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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://www.spcollege.edu/edoutcomes/ to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

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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.

Academic Program Assessment Cycle

- Assess and collect data
- Analyze data / Complete report
- Identify areas of improvement (action plans)
- Develop and implement solutions
- Review Performance (1 year follow-up)

Viability Report (annual)

Assessment Report (every 3 yrs)

Program Review (every 4 yrs)

SPC St. Petersburg College
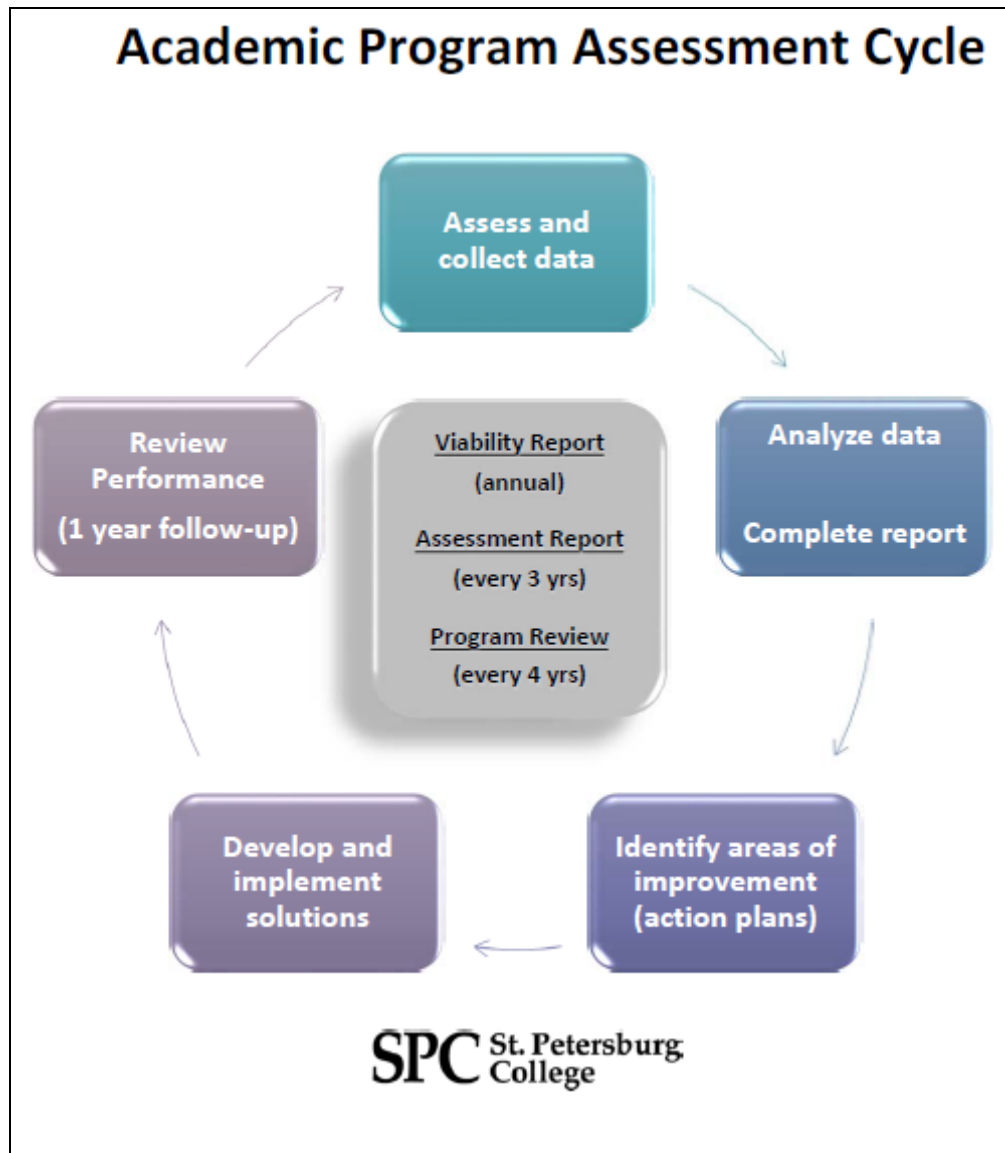
Figure 1: Academic Program Assessment Cycle

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Program Description

SPC's Public Policy and Administration bachelor's degree prepares students to make decisions and influence policy affecting an organization, a community, a whole state or the entire nation. Students will learn the ins and outs of policy making and how to become a leader. Students also gain strong skills in policy analysis so they can design effective policies.

Degree Offered
A Bachelor of Science Degree in Public Policy and Administration is offered at SPC.

For a complete listing of all courses within the Public Policy and Administration Program, please see Appendix A.

Accreditation
No accreditation information is on file for the Public Policy and Administration program.

Program Learning Outcomes
1. Exhibit the ability to plan and organize issues to address a public policy and administration topic.
2. Apply the Public Policy Administration program's four-step policy analysis process by utilizing component oral and written communication skills.
3. Demonstrate a thorough knowledge and understanding of national, state, and local regulatory standards.
4. Acquire and implement advanced critical thinking skills to be an effective public policy leader.
5. Exhibit application of professional and ethical management and leadership skills commensurate with the International City Manager's Association (ICMA) and the American Society for Public Administration (ASPA).

Measure Descriptions

The CAPR reports include twenty-three 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 2016. 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: 2012, 2013, 2014, 2015
- 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: 2012, 2013, 2014, 2015
- 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: 2012, 2013, 2014, 2015
- 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: <u>2015-16 Fall, Spring, Summer; 2016-17 Fall</u>
- College - Group - Acad Org - Subject: <u>Academic Organization</u>
- Class Status: <u>Active, Full, Stop Further Enrollment</u>
- All other filters: <u>All</u>

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: <u>2012, 2013, 2014, 2015</u>
- Academic Plan - Multi: <u>Undergraduate</u>
- College - Group - Acad Org - Subject: <u>Academic Organization</u>
- All other filters: <u>All</u>

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: <u>2012, 2013, 2014, 2015</u>
- Academic Plan - Multi: <u>Program Plan</u>
- All other filters: <u>All</u>

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.*

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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: <u>2015-16 Fall, Spring, Summer; 2016-17 Fall</u>
- Academic Plan - Multi: <u>Program Plan</u>
- All other filters: <u>All</u>

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: <u>2014-15 Fall</u>
- Enroll History Acad Term Desc (must be same as above): <u>2014-15 Fall</u>
- Student Term History Academic Plan: <u>Applicable Program plan</u>
- Comparison Filters
  Academic Year - Term Desc - Multi: <u>2014-15 Fall, Spring, Summer; 2015-16 Fall, Spring, Summer; 2016-17 Fall</u>
- All other filters: <u>All</u>

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: <u>2012, 2013, 2014, 2015</u>
- Graduation Degree Plan Subplan - Multi: <u>All Applicable Program Plans</u>
- All other filters: <u>All</u>

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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 2017)*

Measure #13: *Capital Expenditures (will be available by December 2017)*

Measure #14: *State and County Trends and Wage Information*
Employment trend information is reported by state and county. Jobs (2016) refers to the average annual job openings due to growth and net replacement; % Change (2016-2024) 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 2017)*

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.

Measure #23: *Labor Insight/Jobs*
Labor Insight/Jobs provides a variety of reports which are based on current workforce openings. Reports are available by occupations, top titles, education and experience, top skills, top industry sectors, top employers, salary distributions, and job counts. Filters allow the user to select a timeframe, geographic location, and job title. A license is required to access Burning Glass at *http://laborinsight.burning-glass.com/*

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Program Performance

SharePoint

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CAPR > Enrollment

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: ⚑..
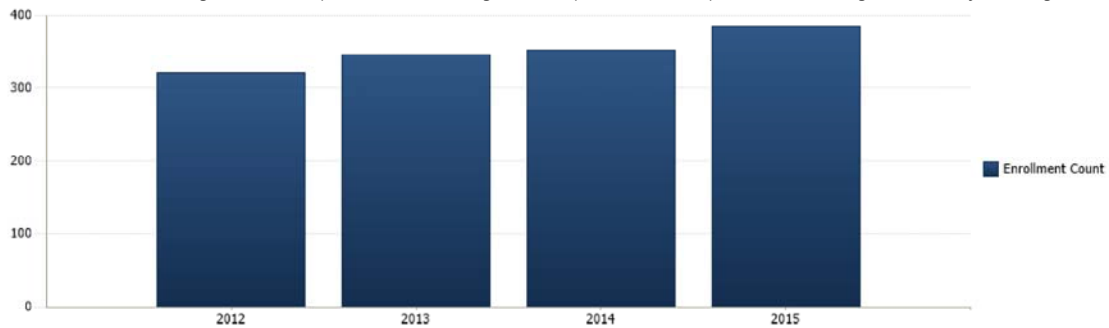
Enrollment Count

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

Term Academic Year - Term Desc	Enrollment Count
▷ 2012	321
▷ 2013	345
▷ 2014	351
▷ 2015	385

Student System Cube Refresh

Last Refresh: 5/2/2017 5:40:58 AM

CAPR Process Document

📄 CAPR Process Document

Academic Year - Term Desc - Multi [2012, 2013, 2014, 2015 ▾]

Campus Description [All ▾]

Academic Plan - Multi [All ▾]

College - Group - Acad Org - Subject [PPA-UD ▾]

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 ▾]

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Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PPA-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subpl...

Student System Cube Refresh

  Last Refresh: 9/27/2016 6:01:27 AM

Unduplicated Student Count

ⓘ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PPA-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subpl...

Term Academic Year - Term Desc	Unduplicated Student Count
▷ 2012	107
▷ 2013	123
▷ 2014	119
▷ 2015	136

Academic Year - Term Desc - Multi   [2012, 2013, 2014, 2015 ▼]

Campus Description   [All]

Career - Program - Plan - Subplan - Multi   [Undergraduate ▼]

College - Group - Acad Org - Subject   [PPA-UD ▼]

Course Instructional Method   [All ▼]

Student Type (FTIC)   [All]

Age Group   [All]

Ethnic Group   [All]

Gender   [All]

Custom Cohort   [All ▼]

Student Group   [All ▼]

Course Group   [All ▼]

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Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

SSH Enrollment Graph
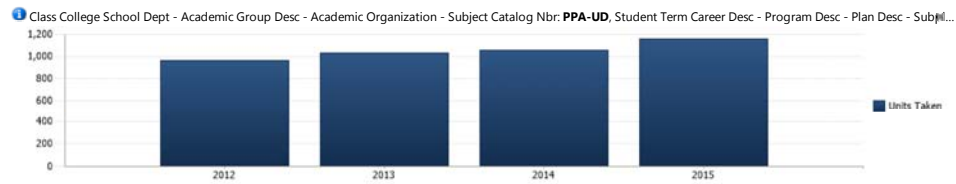
ℹ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PPA-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subpl...

SSH Enrollment

ℹ Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PPA-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subpl...

Term Academic Year - Term Desc	Units Taken
▷ 2012	963
▷ 2013	1,035
▷ 2014	1,053
▷ 2015	1,155

Student System Cube Refresh

Last Refresh: 9/27/2016 6:01:27 AM

Academic Year - Term Desc - Multi   `2012, 2013, 2014, 2015 ⌄`

Campus Description   `All`

Career - Program - Plan - Subplan - Multi   `Undergraduate ⌄`

College - Group - Acad Org - Subject   `PPA-UD ⌄`

Course Instructional Method   `All ⌄`

Student Type (FTIC)   `All`

Age Group   `All`

Ethnic Group   `All`

Gender   `All`

Custom Cohort   `All ⌄`

Student Group   `All ⌄`

Course Group   `All ⌄`

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SPC
St. Petersburg College

One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Stra
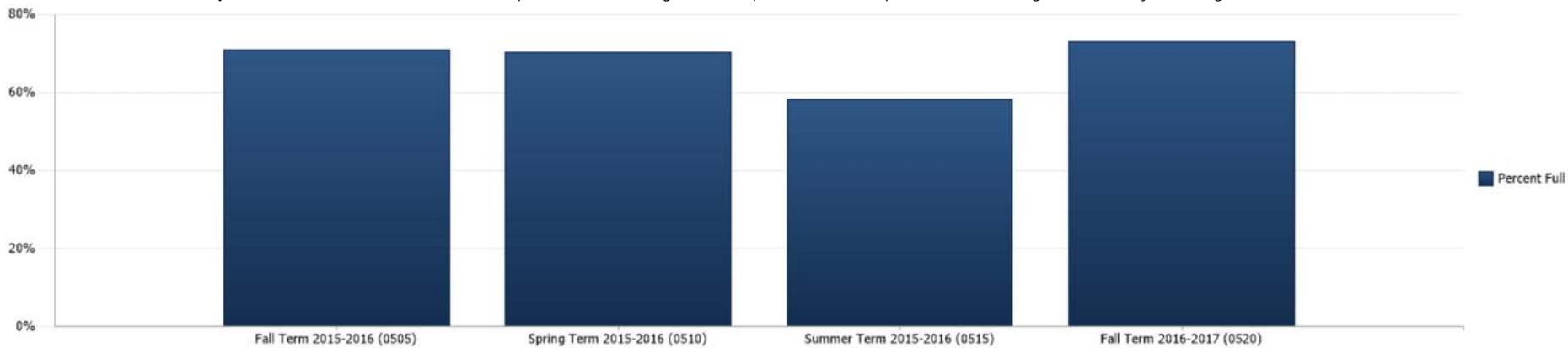
Academic Program Viability Report > Percent Full

Enrollment | Performance | Percent Full | Graduates | Course Groups

Percent Full Metric Graph

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

Percent Full Metric by Instructional Method

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

Term Academic Year - Term Desc	Measures	⊿ All	Blended	Face-to-Face	Independent Study	Online
Fall Term 2015-2016 (0505)	Enrollment Count	155	51	95		9
Fall Term 2015-2016 (0505)	Standard Course Load	219	51	153		15
Fall Term 2015-2016 (0505)	Percent Full	70.8%	100.0%	62.1%		60.0%
Spring Term 2015-2016 (0510)	Enrollment Count	156	42	91		23
Spring Term 2015-2016 (0510)	Standard Course Load	222	51	141		30
Spring Term 2015-2016 (0510)	Percent Full	70.3%	82.4%	64.5%		76.7%
Summer Term 2015-2016 (0515)	Enrollment Count	74	9	47	7	11
Summer Term 2015-2016 (0515)	Standard Course Load	127	15	82	15	15
Summer Term 2015-2016 (0515)	Percent Full	58.3%	60.0%	57.3%	46.7%	73.3%
Fall Term 2016-2017 (0520)	Enrollment Count	160	47	76		37
Fall Term 2016-2017 (0520)	Standard Course Load	219	51	118		50
Fall Term 2016-2017 (0520)	Percent Full	73.1%	92.2%	64.4%		74.0%

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SharePoint

SPC   One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Training   Search this site

Academic Program Viability Report > Performance

Enrollment | Performance | Percent Full | Graduates | Course Groups

Success Rate Graph

ⓘ Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept – Academic Group...
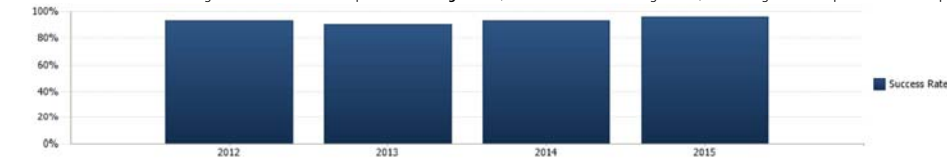
Performance

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

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▷ 2012	321	93.1%	3.7%	2.2%	0.6%
▷ 2013	345	89.9%	3.2%	3.8%	2.3%
▷ 2014	351	93.2%	2.8%	2.0%	1.4%
▷ 2015	385	95.6%	3.1%	0.8%	0.3%

Student System Cube Refresh

Last Refresh: 9/27/2016 6:01:27 AM

Academic Year - Term Desc - Multi   [2012, 2013, 2014, 2015 ▾]

Campus Description   [All]

Career - Program - Plan - Subplan - Multi   [Undergraduate ▾]

College - Group - Acad Org - Subject   [PPA-UD ▾]

Course Instructional Method   [All ▾]

Student Type (FTIC)   [All]

Age Group   [All]

Ethnic Group   [All]

Gender   [All]

Student Group   [All ▾]

Course Group   [All ▾]

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SharePoint

SPC   One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Tra
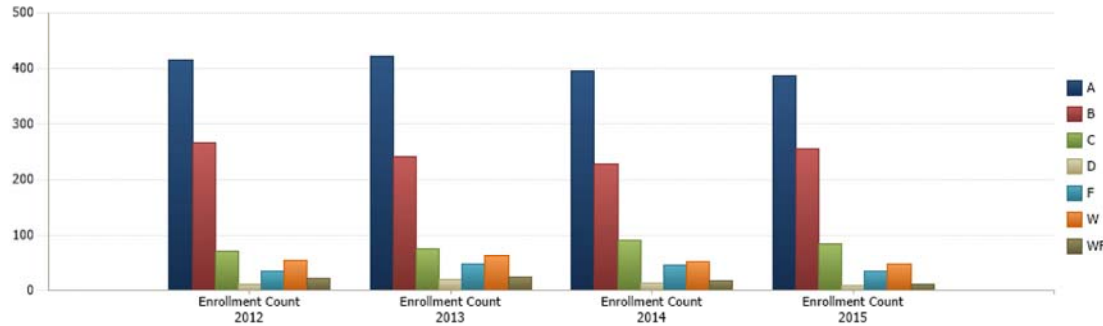
CAPR > Grade Distribution

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: **PPA-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Clas..

Student Grade Distribution

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **PPA-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Clas..

Term Academic Year - Term Desc	Enrollment Count							
	◢ All	A	B	C	D	F	W	WF
▷ 2012	874	415	267	71	11	34	55	21
▷ 2013	891	422	239	76	19	48	62	25
▷ 2014	844	395	228	92	14	46	52	17
▷ 2015	828	386	255	85	8	35	47	12

Student System Cube Refresh

Last Refresh: 5/2/2017 5:40:58 AM

CAPR Process Document

📄 CAPR Process Document

Academic Year - Term Desc - Multi   2012, 2013, 2014, 2015 ▾

Campus Description   All ▾

Academic Plan - Multi   PPA-BS ▾

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 ▾

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Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the Public Policy and Administration, BS program for evidence of certification attainment at the baccalaureate level.

View: **Course Groups**
Date: **10/3/2016**
Dashboard: **Course Groups**
Parameter: **Fall Term 2015-2016 (0505),Spring Term 2015-2016 (0510),Summer Term 2015-2016 (0515),Fall Term 2016-2017 (0520),All,Undergraduate,PPA-UD,All,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2015-2016 (0505)		Spring Term 2015-2016 (0510)		Summer Term 2015-2016 (0515)		Fall Term 2016-2017 (0520)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
PUP4941	16	1	6	1	9	1	12	1
PUP4949	9	1	8	1	7	1	5	1

One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Tra

CAPR > Program Plans Taken by Plan

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

Program Plans Taken by Plan

ⓘ Student Enrollment History Class Academic Career: **UGRD**, Class Academic Career: **UGRD**, Student Enrollment History Academic Year - Term Desc: **Fall Term 2014-2015 (0490)**, Student Term History Academic Plan: **PPA-BS**, Sp...

Academic Plan	Fall Term 2014-2015 (0490) Unduplicated Student Count	Spring Term 2014-2015 (0495) Unduplicated Student Count	Fall Term 2015-2016 (0505) Unduplicated Student Count	Spring Term 2015-2016 (0510) Unduplicated Student Count	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016-2017 (0525) Unduplicated Student Count
◢ All	109	84	71	54	34	22
PPA-BS	109	79	60	42	26	15
GEN-AA			1			
BUS-BS		1	1	1	1	1
DIGFORN-AS					1	1
LEGAL-AS			1	1		
PSA-BAS		1	1	2	1	1
BUSADM-CT		1	1			
CWPA-AS				1		
DIG-AS				1		
EAM-CT		1				
EDST-BS			1	1	1	1

Student System Cube Refresh

Last Refresh: 5/2/2017 5:40:58 AM

CAPR Process Document

📄 CAPR Process Document

Cohort Selection Filters

Cohort Selection Filters

Comparison Filters

Student Term History Academic Year-Term Desc   [Fall Term 2014-2015 (0490) ▾]

Student Enroll History Instructional Modality   [All ▾]

Academic Year - Term Desc - Multi   [Fall Term 2014-2015 (0490), Spring Term... ▾]

Enroll History Acad Term Desc (must be same as above)   [Fall Term 2014-2015 (0490) ▾]

Student Term History Part Full Time   [All ▾]

Student Term History Academic Plan   [PPA-BS ▾]

Student Term History Age Group   [All ▾]

Student Term History FTIC   [All ▾]

Ethnic Group   [All ▾]

Student Term History Enrollment Type   [All ▾]

Gender   [All ▾]

Student Term History Total Cumulative Units   [All ▾]

Custom Cohort   [All ▾]

Student Term History Home Campus Desc   [All ▾]

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SharePoint

SPC

One College Support   Academic Departments   College Administration   Committees & Groups   Executive Leadership   SPC Locations   **SPC-Business Intelligence**   Strategic Initiatives   Student Services   Training   Search this site
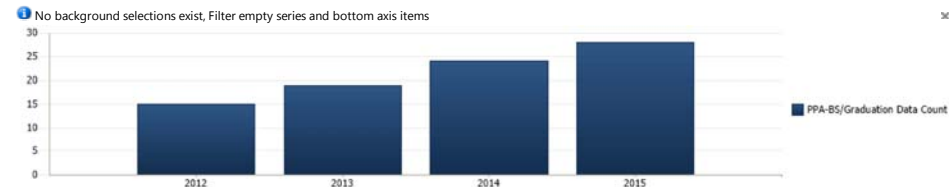
Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | Graduates | Course Groups

Overall Graduates Trend

ⓘ No background selections exist, Filter empty series and bottom axis items ✖

■ PPA-BS/Graduation Data Count

Overall Graduates Count

ⓘ No background selections exist, Filter empty rows and columns ✖

Graduation Degree - Plan - Sub Plan	Measures	▸ 2012	▸ 2013	▸ 2014	▸ 2015
PPA-BS	Graduation Data Count	15	19	24	28

Student System Cube Refresh

Last Refresh: 9/27/2016 6:01:27 AM

Academic Year - Term Desc - Multi   `2012, 2013, 2014, 2015 ▾`

Graduation Degree Plan Subplan - Multi   `PPA-BS ▾`

Age Group   `All`

Gender   `All`

Ethnic Group   `All`

Custom Cohort   `All ▾`

Student Group   `All ▾`

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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 2012-2013	24.8	100.0%	0.0	0.0%	0.0	0.0%
Spring 2012-2013	30.6	100.0%	0.0	0.0%	0.0	0.0%
Summer 2012-2013	15.4	100.0%	0.0	0.0%	0.0	0.0%
2012-2013 Total	70.8	100.0%	0.0	0.0%	0.0	0.0%
Fall 2013-2014	36.0	92.3%	0.0	0.0%	3.0	7.7%
Spring 2013-2014	39.0	92.9%	0.0	0.0%	3.0	7.1%
Summer 2013-2014	21.0	100.0%	0.0	0.0%	0.0	0.0%
2013-2014 Total	96.0	94.1%	0.0	0.0%	6.0	5.9%
Fall 2014-2015	30.0	83.3%	0.0	0.0%	6.0	16.7%
Spring 2014-2015	33.0	91.7%	0.0	0.0%	3.0	8.3%
Summer 2014-2015	21.0	100.0%	0.0	0.0%	0.0	0.0%
2014-2015 Total	84.0	90.3%	0.0	0.0%	9.0	9.7%
Fall 2015-2016	30.0	83.3%	0.0	0.0%	6.0	16.7%
Spring 2015-2016	33.0	91.7%	0.0	0.0%	3.0	8.3%
Summer 2015-2016	21.0	100.0%	0.0	0.0%	0.0	0.0%
2015-2016 Total	84.0	90.3%	0.0	0.0%	9.0	9.7%

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

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Faculty/Adjunct Ratio

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

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Occupation Profile

Occupation Descriptions

The occupation description for Chief executives (111011) used by the DEO is shown below:

Determine and formulate policies and provide the overall direction of companies or private and public sector organizations within the guidelines set up by a board of directors or similar governing body. Plan, direct, or coordinate operational activities at the highest level of management with the help of subordinate executives and staff managers.

The occupation description for General and operations managers (111021) used by the DEO is shown below:

Plan, direct, or coordinate the operations of companies or public and private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Include owners and managers who head small business establishments whose duties are primarily managerial. Exclude "First-Line Supervisors/Managers of Retail Sales Workers" (411011) and workers in other small establishments.

The occupation description for Legislators (111031) used by the DEO is shown below:

Develop laws and statues at the Federal, State, or local level. Include only elected officials.

The occupation description for Administrative services managers (113011) used by the DEO is shown below:

Plan, direct, or coordinate supportive services of an organization, such as recordkeeping, mail distribution, telephone operator/receptionist, and other office support services. May oversee facilities planning and maintenance and custodial operations. Exclude "Purchasing Managers" (113061).

The occupation description for Transportation, storage, and distribution managers (113071) used by the DEO is shown below:

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with governmental policies and regulations. Include logistics managers.

The occupation description for Postmasters and mail superintendents (119131) used by the DEO is shown below:

Direct and coordinate operational, administrative, management, and supportive services of a U.S. post office; or coordinate activities of workers engaged in postal and related work in assigned post office.

The occupation description for Social and community service managers (119151) used by the DEO is shown below:

Plan, organize, or coordinate the activities of a social service program or community outreach organization. Oversee the program or organization's budget and policies regarding participant involvement, program requirements, and benefits. Work may involve directing social workers, counselors, or probation officers.

The occupation description for All other managers (119199) used by the DEO is shown below:

All managers not listed separately.

The occupation description for Eligibility interviewers, government programs (434061) used by the DEO is shown below:

Determine eligibility of persons applying to receive assistance from government programs and agency resources, such as welfare, unemployment benefits, social security and public housing.

The occupation description for Urban and regional planners (193051) used by the DEO is shown below:

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Develop comprehensive plans and programs for use of land and physical facilities of local jurisdictions, such as towns, cities, counties, and metropolitan areas.

The occupation description for Social and human service assistants (211093) used by the DEO is shown below:

Assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide client services, as well as support for families. May assist clients in identifying available benefits and social and community services and help clients obtain them. May assist social workers with developing, organization, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or adult daycare. Exclude "Rehabilitation Counselors" (211015), "Personal and Home Care Aides" (399021), "Eligibility Interviewers, Government Program" (434061), and "Psychiatric Technicians" (292053).

State and County Trends and Wage Information

The distribution of 2016 wage information for Chief executives; General and operations managers; Legislators; Administrative services managers; Transportation, storage, and distribution managers; Postmasters and mail superintendents; Social and community service managers; All other managers; Eligibility interviewers, government programs; Urban and regional planners; and Social and human service assistants is located in the table below. The median hourly earnings for Chief executives were not available for the state or Pinellas County. The median hourly earnings for General and operations managers was $53.15 in Florida and $54.92 in Pinellas County. The median hourly earnings for Legislators was $20.53 in Florida and $23.60 in Pinellas County. The median hourly earnings for Administrative services managers was $49.65 in Florida and $47.16 in Pinellas County. The median hourly earnings for Transportation, storage, and distribution managers was $45.13 in Florida and $44.04 in Pinellas County. The median hourly earnings for Postmasters and mail superintendents was $39.26 in Florida. There were no county data for this occupation. The median hourly earnings for Social and community service managers was $34.06 in Florida and $34.90 in Pinellas County. The median hourly earnings for All other managers was $47.72 in Florida and $50.73 in Pinellas County. The median hourly earnings for Eligibility interviewers,

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government programs was $18.05 in Florida and $16.74 in Pinellas County. The median hourly earnings for Urban and regional planners was $32.11 in Florida and $33.91 in Pinellas County. The median hourly earnings for Social and human service assistants was $14.72 in Florida and $14.16 in Pinellas County.

Employment trend information is also provided for occupations related to Public Policy and Administration in the table. An average annual increase in employment for Chief executives (6.5% - 11.8%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for General and operations managers (12.6% - 13.3%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for Legislators (2.3% - 4.2%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for Administrative services managers (12.8% - 13.6%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for Transportation, storage, and distribution managers (7.9% - 10.6%) is shown for the period between 2016 and 2024, across the state and county. An average annual decrease in employment for Postmasters and mail superintendents (-18.5%) is shown for the period between 2016 and 2024, across the state. An average annual increase in employment for Social and community service managers (15.0% - 15.5%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for All other managers (9.5% - 12.3%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for Eligibility interviewers, government programs (0.8% - 3.9%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for Urban and regional planners (10.0% - 12.2%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for Social and human service assistants (9.1% - 9.5%) is shown for the period between 2016 and 2024, across the state and county.

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Employment Data

Growth for Chief executives

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	19,393	6.5%	N/A
Pinellas County	5,477	11.8%	N/A

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

Growth for General and operations managers

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	77,914	12.6%	$53.15/hr
Pinellas County	4,182	13.3%	$54.92/hr

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

Growth for Legislators

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	1,534	4.2%	$20.53/hr
Pinellas County	43	2.3%	$23.60/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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Growth for Administrative services managers

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	10,126	12.8%	$49.65/hr
Pinellas County	682	13.6%	$47.16/hr

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

Growth for Transportation, storage, and distribution managers

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	4,124	7.9%	$45.13/hr
Pinellas County	132	10.6%	$44.04/hr

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

Growth for Postmasters and mail superintendents

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	340	-18.5%	$39.26/hr
Pinellas County	N/A	N/A	N/A

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

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Growth for Social and community service managers

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	3,924	15.0%	$34.06/hr
Pinellas County	213	15.5%	$34.90/hr

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

Growth for All other managers

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	38,588	9.5%	$47.72/hr
Pinellas County	2,255	12.3%	$50.73/hr

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

Growth for Eligibility interviewers, Government programs

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	3,862	0.8%	$18.05/hr
Pinellas County	179	3.9%	$16.74/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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Growth for Urban and Regional Planners

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	2,029	12.2%	$32.11/hr
Pinellas County	80	10.0%	$33.91/hr

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

Growth for Social and Human Service Assistants

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	12,954	9.5%	$14.72/hr
Pinellas County	646	9.1%	$14.16/hr

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

Public Policy & Administration

Where our Graduates are Working

Below is a snippet of where are graduates are currently employed:

- *Public Information Officer – Pinellas County Communications Department*
- *HR Generalist – Sixth Judicial Circuit Court*
- *School Resource Officer – Tarpon Springs Police Department*
- *Transportation Specialist – Pinellas County Schools*
- *Case Manager I – Pinellas County*
- *Process Server – Process Service and Legal Support*
- *Executive Assistant to City Manager – City of New Port Richey*
- *Administrative Services Coordinator – Career Source Pinellas*
- *Instructional Support Specialist – Saint Petersburg College*
- *Capital Budgets Coordinator – City of Port Richey*
- *Recreation Leader (Parks and Recreation) – City of St. Petersburg*
- *Library Services Specialist – City of Seminole*
- *Claims Examiner – United States Department of Veteran Affairs*
- *Customer Service Technician I – Pinellas County Tax Collector*
- *Support Specialist – Pinellas County Sports Commission*
- *Public Policy Management Associate – City of Seminole*
- *ARMS Clerk – Pinellas County Sheriff's Office*
- *Code Enforcement Officer – City of St. Petersburg*
- *Privacy and Records Management Coordinator – Baycare*
- *Economic Development Coordinator – City of St. Petersburg*
- *Extension Program Coordinator—Pinellas County Extension Service*
- *Claims Management Specialist – USAA*
- *Pasco County Court House*
- *Customer Service Clerk – St. Johns Utility Department*
- *Case Manager – Department of Children and Families*
- *Eighth Grade Social Sciences Teacher – Hillsborough County Schools*
- *Administrative Analyst – City of St. Pete Beach*
- *Senior Administrative Analyst – City of Pinellas Park Utilities Department*
- *City Clerk / Public Information Specialist – City of New Port Richey*
- *Director of Public Relations & Communications – Marion County Board of County Commissioners*
- *Police Officer – St. Petersburg Police Department*
- *Registrar/Patient Access Services Representative – Pinellas County Health Department*
- *Executive Administrative Specialist – Pinellas County Government*
- *Pinellas County District Director for Congressman Charlie Christ*
- *Investigator – Pinellas County Property Appraiser's Office*
- *Executive Director – Oak Ridge Housing Authority, Oak Ridge, Tennessee*

2015-16 Placement Data

Total Placement
PPA-BS
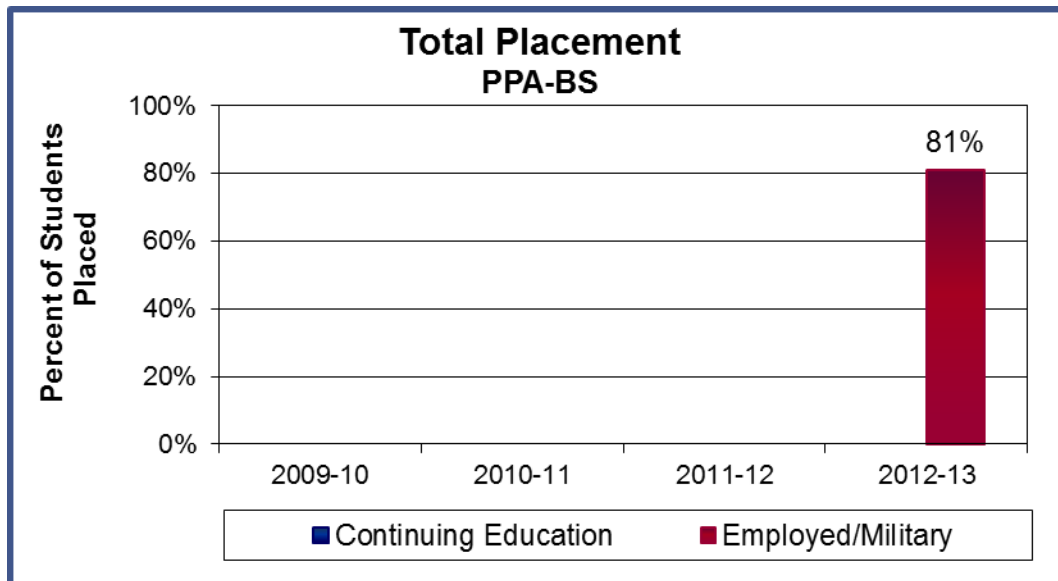
PPA BS		
	Continuing Education	**Employed/Military**
2009-10		
2010-11		
2011-12		
2012-13		81%

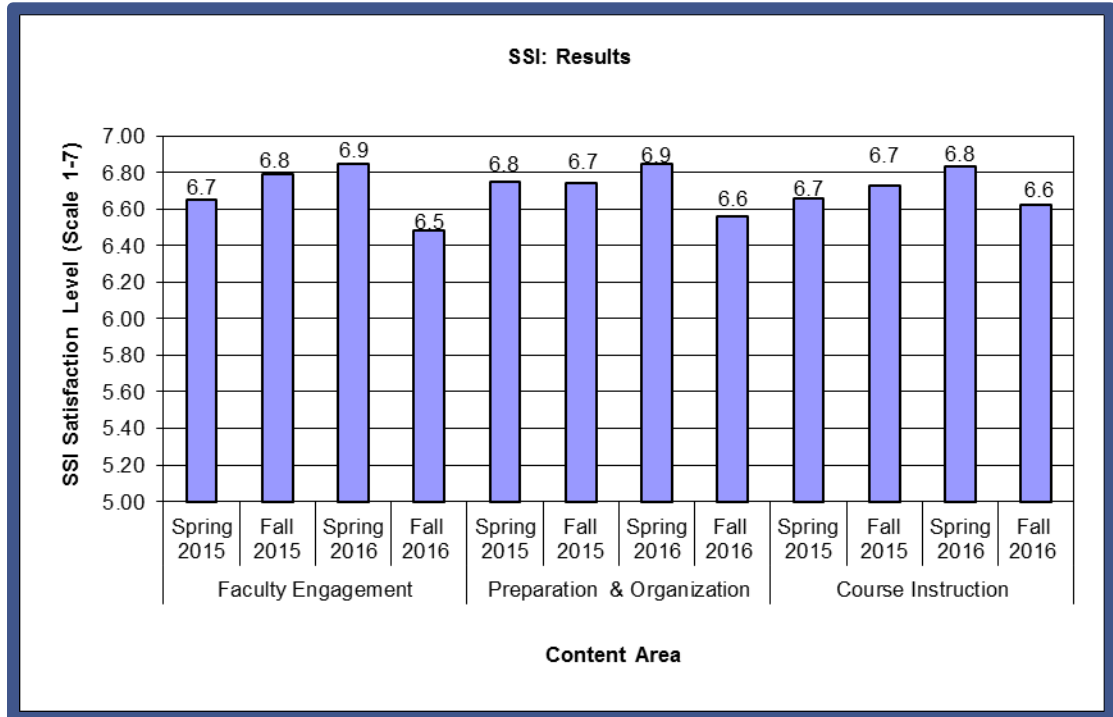*Source: FETPIP Follow-up Outcomes http://www.fldoe.org/fetpip/ccs.asp*

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Academics

Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Public Policy and Administration – BS 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. Exhibit the ability to plan and organize issues to address a public policy and administration topic.
2. Apply the Public Policy Administration program's four-step policy analysis process by utilizing component oral and written communication skills.
3. Demonstrate a thorough knowledge and understanding of national, state, and local regulatory standards.
4. Acquire and implement advanced critical thinking skills to be an effective public policy leader.
5. Exhibit application of professional and ethical management and leadership skills commensurate with the International City Manager's Association (ICMA) and the American Society for Public Administration (ASPA).

Means of Assessment

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

The Public Policy and Administration (BS) program used the results of an assessment administered in the capstone course, PUP 4941. The criteria for success stated that students should attain a minimum score of 70% on the assessment for each PLO.

Data were collected during Fall 2015 through Summer 2016. The students whom were assessed achieved a minimum score of 70% on each assessment for all five PLOs and met the criteria for success.

The 2015-16 follow-up report draft has not yet been approved.

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For the complete 2015-16 Public Policy and Administration Program Assessment Report, please see Appendix B.

Stakeholder Perceptions

Student Survey of Instruction (SSI)

SSI: Results

Source: St. Petersburg College Student Survey of Instruction database

Public Policy and Administration, B.S.

2015-16 Alumni Survey Report

Survey of 2014-15 Graduates

➢ *B.S.: Public Policy and Administration*

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-seven Alumni Surveys were provided to the 2014-15 graduates of the Public Policy and Administration, B.S. program. Responses were received from 8 B.S. graduates.

Thirty percent (8/27) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, two 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:
- 83.3% (5/6) of recent graduate survey respondents, who were employed, were employed full-time.
- 42.9% (3/7)* of recent graduate survey respondents had a current position related to their studies.
- 37.5% (3/8) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Obtain employment"*; 37.5% (3/8) *"Continue my education"*; and 25.0% (2/8) *"Earn more money"*.
- 71.4% (5/7) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 42.9% (3/7) *"Obtain employment"*; 14.3% (1/7) *"Change career fields"*; and 14.3% (1/7) *"Earn more money"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 50.0% (4/8) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 25.0% (2/8) *"Very well"*; and 12.5% (1/8) *"Poorly"*; while 12.5% (1/8) thought that SPC did not help at all.
- 42.9% (3/7)* of recent graduate survey respondents indicated that they earned $15.00-$19.99 per hour ($31,000-$41,999 annually); 42.9% (3/7) earned $10.00-$14.99 per hour ($21,000-$30,999 annually); and 14.3% (1/7) earned less than $10.00 an hour (less than $21,000 annually).
- 62.5% (5/8) of recent graduate survey respondents indicated they are continuing their education.

- 100.0% (8/8) of recent graduate survey respondents would recommend SPC's Public Policy and Administration, B.S. program to another.
- An evaluation of Public Policy and Administration, B.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Twelve outcomes received mean scores between 4.5 and 4.8, ten received mean scores between 4.1 and 4.4, and three received mean scores between 3.5 and 3.9.

*While only 6 respondents reported that they were employed, 7 answered the questions on wages and whether their employment was related to their studies.

Table 1
College Preparation Ratings for Recent Public Policy and Administration, B.S. Graduates

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Communicating clearly and effectively with others through:			
Speaking	8	4.1	0.6
Listening	8	4.5	0.5
Reading	8	4.5	0.5
Writing	8	4.5	0.5
Your use of mathematical and computational skills:			
Comfortable with mathematical calculations	8	3.6	0.7
Using computational skills appropriately	8	3.9	0.8
Accurately interpreting mathematical data	8	3.5	1.1
Using the following forms of technology:			
Email	8	4.8	0.5
Word Processing	8	4.6	0.5
Spreadsheets	8	4.1	1.0
Databases	8	4.5	0.8
Internet Research	8	4.6	0.5
Thinking logically and critically to solve problems:			
Gathering and assessing relevant information	7	4.4	0.5
Inquiring about and interpreting information	7	4.4	0.5
Organizing and evaluating information	7	4.6	0.5
Analyzing and explaining information to others	7	4.4	0.5
Using information to solve problems	7	4.4	0.5

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Working effectively with others in a variety of settings:			
Participating as a team player (e.g., group projects)	6	4.7	0.5
Working well with individuals from diverse backgrounds	7	4.6	0.5
Using ethical courses of action	7	4.4	0.5
Demonstrating leadership skills	7	4.7	0.5
Appreciating the importance of lifelong learning:			
Showing an interest in career development	7	4.1	0.7
Being open to new ideas and challenges	7	4.6	0.5
Willingness to take on new responsibilities	7	4.4	0.5
Pursuing additional educational opportunities	7	4.4	0.5

St. Petersburg College

Public Policy and Administration, B.S.
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.

Two employer surveys were sent out to employers based on the permission provided by recent graduates in the 2014-15 recent graduate survey. One survey respondent provided an evaluation of the graduates' college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.

Program Action Plan

Program: Public Policy and Administration, BS

Date Completed: July 2017

Prepared By: Susan Demers

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Strategic Enrollment Growth: Complete development of Policy Leadership online offering.	Enrollment-CMD	March 2018	Jeff Kronschnabl
2	Marketing and Strategic Communications: Develop Public Policy and Administration Portfolio to deliver to students.	Placement-CMD	December 2017	Jeff Kronschnabl
3	Recruitment: Continue campus recruiting outreach to advisors and outreach specialists.	Enrollment-CMD	May 2018	Jeff Kronschabl

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II. Special Resources Needed:

Funds for the student portfolios at $6.00 per item, are needed, as well as support for leadership luncheons and student attendance at conferences.

III. Area(s) of Concern/Improvement:

Raising enrollment in this specialty program without marketing support has been a challenge for a face to face program. With the addition of online availability for the Public Policy and Administration Program, enrollment in all classes, face to face as well as online, has improved.

The development of online classes is a complicated and labor intensive undertaking but the payoff for the program will be the opportunity to enroll students across the country in this unique undergraduate program.

There is a need for continued financial support for program offerings including the Public Policy and Leadership luncheons. These programs give students a unique opportunity to listen and interact with public officials who pay students the compliment of straightforward answers and advice and who can serve as role models for a career of public service.

There is also a need for continued financial support for our student organization, the nation's only undergraduate chapter of the International City/County Managers Association, which will allow student attendance at state and national conferences. (Dollars for a faculty advisor to accompany them are also necessary.) These networking opportunities have provided a number of students with on the spot job offers.

References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards.* Retrieved October 2002, from the Division of Community Colleges Web site: http://www.firn.edu/doe/rules/6A-14.htm

Contact Information

Please address any questions or comments regarding this evaluation to:

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St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
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crawford.sabrina@spcollege.edu

Appendices

PROGRAM OF STUDY
College of Policy, Ethics and Legal Studies
Public Policy and Administration Bachelor of Science
PPA-BS

Effective Beginning Catalog Term: Fall 2016 (0520)

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

Susan Demers, Dean, CL
(727) 791-2501

Program Summary

The goal of this program is to prepare students for the dynamic nature of public policy and administration by providing critical thinking and problem solving techniques which will enable them to make sound decisions and influence policy affecting organizations, communities, a whole state or the entire nation.

Graduates will be prepared to use advanced critical thinking and analytical skills to effectively solve the myriad problems which arise in a changing world and comply with modern demands for accountability. Students will demonstrate the advanced knowledge and tools necessary to:
• Evaluate and design public policy
• Apply the appropriate communication and negotiation skills within the structure and processes of government
• Use the technical skills and political astuteness required of a public policy/administration professional
• Demonstrate the management and leadership qualities of a public policy/administration professional who can readily anticipate issues and demonstrate the ability to adapt to governments that are in a constant state of flux.

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

Information is not Currently Available

Admission Rules

Admission requires completion of sixty (60) college-level credits in a related discipline, including 15 credits of transferable general education courses, and completion of the state-mandated prerequisites listed below with a grade of "C" or better.

GRADE OF "C" OR HIGHER REQUIRED FOR ALL COURSES

Graduation Rules

GRADE OF "C" OR HIGHER REQUIRED FOR ALL COURSES

FOREIGN LANGUAGE REQUIREMENT: If you have not completed two consecutive years of the same foreign language in high school or 8 credits in college, you will need to complete 8 credits of foreign language before completing the B.S. program.

ADMISSIONS COURSES 60 credits in a related discipline with at least 15 General Education credits	Credits
Total Credits	60

STATE MANDATED PREREQUISITES The following three courses are required & may be used as part of the General Education Requirements		Credits
CGS 1100	Computer Applications	3
POS 2041	American National Government	3
	(Select one Economics course)	
ECO 2013	Principles of Macroeconomics	3
or		
ECO 2023	Principles of Microeconomics	3

**It is highly recommended that students enroll in PUP 3002 in the first term of their program.

MAJOR CORE COURSES Complete 45 credits		Credits
PUP 3002 **	Introduction to Public Policy and Administration	3
ISM 3011	Management Information Systems	3
MAN 3301	Public Personnel Management	3
MAN 4584	Process Improvement Methodologies	3
PAD 4204	Public Finance	3
PAD 4232	Grant Administration & Resource Development	3
PAD 4603	Administrative Law	3
POS 3235	Mass Media & Public Policy	3
PUP 3040	State and Local Government and Public Policy	3
PUP 3033	Policy Leadership	3
PUP 3043	Evaluating Public Policy (Research Methods I)	3
PUP 3046	Policy Data Analysis (Research Methods II)	3
PUP 3054	Policy and Ethics	3
PUP 3823	Emergency and Crisis Communications	3
PUP 4941	Public Policy Capstone	3
Total Credits		45

MAJOR ELECTIVE COURSES
Select 15 credits

		Credits
COM 3120 📄	Organizational Communication	3
EDF 3660 📄	Education and Public Policy in the United States	3
HUS 4561 📄	Social Problems and Policy	3
INR 4030 📄	Diplomacy	3
MAN 4102 📄	Managing Cultural Diversity	3
PAD 3330 📄	Urban and Regional Planning	3
PLA 3885 📄	United States Constitutional Law	3
POS 3272 📄	American Civic Life	3
PUP 3023 📄	Public Policy and Administration Legal Research	3
PUP 3052 📄	Issues in International Policy	3
PUP 3055 📄	Public Policy and Negotiation	3
PUP 4949 📄	Public Policy and Administration Co-op Work Experience	3
Total Credits		**15**

Total Credits	**120**

**It is highly recommended that students enroll in PUP 3002 in the first term of their program.

Program Assessment Report

Program: College of Policy and Legal Studies: Public Policy & Admin, BS

Option: Public Policy

Report Year: 2015-16

Drafted by Jeffery Kronschnabl on Aug 25, 2016

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!

Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.

Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Exhibit the ability to plan and organize issues to address a public policy and administration topic

I. Use of Past Results

While the overall performance exceeds the minimum of 70% the data have highlighted an area of opportunity for improving individual student success. One change that was made to the assignment, after identifying the student who received a "0" for the presentation, was to make this a required part of the assignment, where it had previously been optional. Overall, students have exhibited a highly ethical, rational, well thought out, professional approach to their respective case studies. As a result of confirming students' ability to exercise the seven competencies on the rubric, the program revised the rubric to assess specific competencies identified in each learning outcome, such as the extent to which students exhibit the ability to plan and organize issues to address a public policy topic .

II. Methodology

Means of Assessment: The Public Policy Admin, BS program utilized one assessment in the capstone course, PUP 4941, to confirm students' demonstration of program learning outcome (PLO) #1. In the Case Study assignment, students are required to select a topic for a project consistent with the goals and objectives of the capstone course and must be approved by the instructor. The case study selected must meet certain criteria, including addressing issues that are relevant, timely, and involve local or state topics.

Date(s) of Administration: Fall 2015 - Summer 2016

Method: For the Case Study assignment, students must provide clear expectations and benchmarks and include the four-step policy analysis. They must include historical policy and relevant and legitimate research, know the law, and speak to timing, tolerance, politics, and power. Seven specified criteria are used to assess the case study: Analytical, Communication and Writing Submissions, Presentation, Organizational Skills and Format, Critical Thinking, Legal & Historical Research, and Public Presentation. At the start of the term, students are provided guidelines on how to create a case study along with the rubric that is used to assess the case study. While students complete various types of projects within the same course, there is a consistent and common core set of criteria on which students are assessed, which are the seven criteria on the rubric.

Assessment Instrument: Case studies are assessed using a rubric, where all seven criteria align to the five

program learning outcomes, including PLO #1. Each competency is worth between 50 and 125 points, for a total of 500 points. Organizational Skills and Format scores is the primary means of assessing PLO 1, though other scores are related.

Population: All students enrolled in the PUP 4941 capstone course are assessed on the Case Study.

III. Criteria for Success

The criteria for success will require a 70% minimum for organizational skills and format, the primary means of assessment.

IV. Summary of Assessment Findings

Results via Face-to-Face

2015-16 Capstone Case Study: Average Scores by Competency (N=)		
Analytical (50)	95%	31
Organizational Skills and Format (125)	87%	31
Critical Thinking (50)	97%	31
Legal and Historical Research (50)	98%	31

Results via Distance Delivery (Online, Blended, etc)

The assessment course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

The above results demonstrate that students exceeded the criteria necessary for success in 2015-16. Organization skills and format is the primary means of assessment PLO 1 and students in 2015-15 exceeded the criteria for success by 17%. Related analytical trends exceeded the goal by 25%, critical thinking by 27%, & legal & historical research by 28%.

Note - we do not have the previous year's data as it was in another learning management system. Data above is the most recently available and is contained within D2L.

VI. Action Plan and Timetable for Implementation

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

- Sample capstone completion binders will be made readily available for review by student to provide clarity as to expectations required for course success.
  - Professor Kronschnabl / Jul 2017

Budget / Planning Implications:

None required

#2:   Apply the Public Policy Administration program's four-step policy analysis process by utilizing competent oral and written communication skills.

I. Use of Past Results

While the overall performance exceeds the minimum of 70% the data have highlighted an area of opportunity for improving individual student success. One change that was made to the assignment, after identifying the student who received a "0" for the presentation, was to make this a required part of the assignment, where it had previously been optional. Overall, students have exhibited a highly ethical, rational, well thought out, professional approach to their

respective case studies. As a result of confirming students' ability to exercise the seven competencies on the rubric, the program has revised the rubric to assess specific competencies identified in each learning outcome, such as the extent to which students demonstrate the appropriate use of competent written and oral communication skills.

II. Methodology

Means of Assessment: The Public Policy Admin, BS program utilized one assessment in the capstone course, PUP 4941, to confirm students' demonstration of program learning outcome (PLO) #2. In the Case Study assignment, students are required to select a topic for a project consistent with the goals and objectives of the capstone course and must be approved by the instructor. The case study selected must meet certain criteria, including addressing issues that are relevant, timely, and involve local or state topics.

Date(s) of Administration: Fall 2015 - Summer 2016

Method: For the Case Study assignment, students must provide clear expectations and benchmarks and include the four-step policy analysis. They must include historical policy and relevant and legitimate research, know the law, and speak to timing, tolerance, politics, and power. Seven specified criteria are used to assess the case study: Analytical, Communication and Writing Submissions, Presentation, Organizational Skills and Format, Critical Thinking, Legal and Historical Research, and Public Presentation. At the start of the term, students are provided guidelines on how to create a case study along with the rubric that is used to assess the case study. While students complete various types of projects within the same course, there is a consistent and common core set of criteria on which students are assessed, which are the seven criteria on the rubric.

Assessment Instrument: Case studies are assessed using a rubric, where all seven criteria align to the five program learning outcomes, including PLO #2. Each competency is worth between 50 and 125 points, for a total of 500 points. Communication & Writing & Presentation scores are primarily used to assess PLO 2, though other scores are related.

Population: All students enrolled in the PUP 4941 capstone course are assessed on the Case Study.

III. Criteria for Success

The criteria for success will require a 70% minimum for communication and writing submission & presentation scores, the primary means of assessment.

IV. Summary of Assessment Findings

Results via Face-to-Face

2015-16 Capstone Case Study: Average Scores by Competency (N=)		
Analytical (50)	95%	31
Communication and Writing Submissions (50)	88%	31
Presentation (125)	95%	31
Organizational Skills and Format (125)	87%	31
Critical Thinking (50)	97%	31
Legal and Historical Research (50)	98%	31

Results via Distance Delivery (Online, Blended, etc)

The assessment course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

Students exceeded the criteria necessary for success for written and oral communication and presentation skills. Communications and writing submissions scores exceeded the stated goal by 18%, while presentation scores exceeded the goal by 25%.

As previously discussed, related analytical trends exceeded the goal by 25%, organizational skills and format by 17%, critical thinking by 27%, & legal and historical research by 28%.

Note: we do not have the previous year's data as it was in another learning management system. Data listed above is most recent available and is contained within D2L.

#3: Demonstrate a thorough knowledge and understanding of national, state, and local regulatory standards.

I. Use of Past Results

Program Learning Outcome (PLO) #3 is integrated throughout the Public Policy Administration, BS curriculum. Mastery of this outcome is demonstrated by students via the Capstone Case Study assignment. Students are required to apply the Public Policy Administration program's four-step policy analysis process throughout the application of written and oral communications relative to their case study in the capstone course. An integral part of the policy analysis process is for the student to "know the law." They must demonstrate a thorough knowledge of how the law applies to their case study, and make appropriate recommendations based on their findings.

While review of the data was insightful regarding the development of success criteria, it proved difficult to analyze results by program learning outcome (PLO). The rubric utilized to assess the case study does not include specific alignment to each PLO. However, faculty did identify that among the seven competency areas on the rubric the "Presentation" section was the area where one student elected not to complete the presentation and therefore brought the total average down to 78%. While the overall performance exceeds the minimum of 70% the data have highlighted an area of opportunity for improving individual student success. One change that was made to the assignment, after identifying the student who received a "0" for the presentation, was to make this a required part of the assignment, where it had previously been optional. Overall, students have exhibited a highly ethical, rational, well thought out, professional approach to their respective case studies. As a result of confirming students' ability to exercise the seven competencies on the rubric, the program plans to revise the rubric to assess specific competencies identified in each learning outcome, such as the extent to which students exhibit their understanding of national, state and local regulatory standards.

II. Methodology

Means of Assessment: The Public Policy Admin, BS program utilized one assessment in the capstone course, PUP 4941, to confirm students' demonstration of program learning outcome (PLO) #3. In the case Study assignment, students are required to select a topic for a project consistent with the goals and objectives of the capstone course and must be approved by the instructor. The case study selected must meet certain criteria, including addressing issues that are relevant, timely, involve local or state topics, and are legally sustainable.

Date(s) of Administration: Fall 2015 - Summer 2016

Method: For the Case Study assignment, students must provide clear expectations and benchmarks and include the four-step policy analysis. They must include historical policy and relevant and legitimate research, know the law, and speak to timing, tolerance, politics, and power. Seven specified criteria are used to assess the case study: Analytical, Communication and Writing Submissions, Presentation, Organizational Skills and Format, Critical Thinking, Legal & Historical Research, and Public Presentation. At the start of the term, students are provided guidelines on how to create a case study along with the rubric that is used to assess the case study. While students complete various types of projects within the same course, there is a consistent and common core set of criteria on which students are assessed, which are the seven criteria on the rubric.

Assessment Instrument: Case studies are assessed using a rubric, where all seven criteria align to the five program learning outcomes, including PLO #3. Each competency is worth between 50 and 125 points, for a total of 500 points. Legal & Historical Research scores are primarily used to assess PLO 2, though other scores are related.

Population: All students enrolled in the PUP 4941 capstone course are assessed on the Case Study.

III. Criteria for Success

The criteria for success will require a 70% minimum for legal and historical research, the primary means of assessment.

IV. Summary of Assessment Findings

Results via Face-to-Face

2015-16 Capstone Case Study: Average Scores by Competency (N=)		
Analytical (50)	95%	31
Communication and Writing Submissions (50)	88%	31
Presentation (125)	95%	31
Organizational Skills and Format (125)	87%	31
Critical Thinking (50)	97%	31
Legal and Historical Research (50)	98%	31
Public Presentation (50)	96%	31

Results via Distance Delivery (Online, Blended, etc)

The assessment course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

The above results exceeded the criteria necessary for success for the primary assessment measure, Legal & Historical Research. Students exceeded the legal and historical research goal by 28%.

Related analytical trends exceeded the criteria by 25%, communication and written submissions by 18%, presentation by 25%, organizational skills and format by 17%, critical thinking by 27%, and public presentation by 26%.

Note: we do not have the previous year's data as it was in another learning management system. Data above is the most recent available and is contained within D2L.

#4:   Acquire and implement advanced critical thinking skills needed to be an effective public policy leader.

I. Use of Past Results

Program Learning Outcome (PLO) #4 is integrated throughout the Public Policy Administration, BS curriculum. Mastery of this outcome is demonstrated by students via the Capstone Case Study assignment. Students are required to identify and present a public policy issue involving real people, in real time, in front of a local governing body. Their ability to plan and organize the issue will involve, but not be limited to, the following criteria: strategic action plan, operational plan, organizational plan, resources plan, contingency plan, and an action plan cycle. Completion of this assignment requires students to have an understanding of the political, operational, and relational aspects of the chosen issue.

While the overall performance exceeds the minimum of 70% the data have highlighted an area of opportunity for improving individual student success. One change that was made to the assignment, after identifying the student who received a "0" for the presentation, was to make this a required part of the assignment, where it had previously been optional. Overall, students have exhibited a highly ethical, rational, well thought out, professional approach to their respective case studies. As a result of confirming students' ability to exercise the seven competencies on the rubric, the program revised the rubric to assess specific competencies identified in each learning outcome, such as the extent to which students implement advanced critical thinking skills needed to be an effective public policy leader.

II. Methodology

Means of Assessment:

The Public Policy Admin, BS program utilized one assessment in the capstone course, PUP 4941, to confirm students' demonstration of program learning outcome (PLO) #4. In the Case Study assignment, students are required to select a topic for a project consistent with the goals and objectives of the capstone course and must be approved by the instructor. The case study selected must meet certain criteria, including addressing issues that are relevant, timely, and involve local or state topics. Students are required to research and gather legitimate data from reliable websites and personal interviews with experts in the fields under review.

Date(s) of Administration: Fall 2015 - Summer 2016

Method: For the Case Study assignment, students must provide clear expectations and benchmarks and include the four-step policy analysis. They must include historical policy and relevant and legitimate research, know the law, and speak to timing, tolerance, politics, and power. Seven specified criteria are used to assess the case study: Analytical, Communication and Writing Submissions, Presentation, Organizational Skills and Format, Critical Thinking, Legal & Historical Research, and Public Presentation. At the start of the term, students are provided guidelines on how to create a case study along with the rubric that is used to assess the case study. While students complete various types of projects within the same course, there is a consistent and common core set of criteria on which students are assessed, which are the seven criteria on the rubric.

Assessment Instrument: Case studies are assessed using a rubric, where all seven criteria align to the five program learning outcomes, including PLO #3. Each competency is worth between 50 and 125 points, for a total of 500 points. Critical Thinking scores are primarily used to assess PLO 2, though other scores are related.

Population: All students enrolled in the PUP 4941 capstone course are assessed on the Case Study.

III. Criteria for Success

The criteria for success will require a 70% minimum for critical thinking, the primary means of assessment.

IV. Summary of Assessment Findings

Results via Face-to-Face

2015-16 Capstone Case Study: Average Scores by Competency (N=)		
Analytical (50)	95%	31
Organizational Skills and Format (125)	87%	31
Critical Thinking (50)	97%	31
Legal and Historical Research (50)	98%	31

Results via Distance Delivery (Online, Blended, etc)

The assessment course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

Students greatly exceeded the goal the program set for the critical thinking component of the case study. Scores for critical thinking surpassed the goal by 27%. The analytical trends exceeded by 25%, organizational skills & format by 17%, legal and historical research by 28%.

Note: we do not have the previous year's data as it was in another learning management system. Data above is the most recent available and is contained within D2L.

#5: Exhibit application of professional and ethical management and leadership skills commensurate with the International City Manager's Association (ICMA) and the American Society for Public Administration (ASPA).

I. Use of Past Results

Program Learning Outcome (PLO) #5 is integrated throughout the Public Policy Administration, BS curriculum. Mastery of this outcome is demonstrated by students via the Capstone Case Study assignment. Students are required to identify and present a public policy issue involving real people, in real time, in front of a local governing body. Students are required to demonstrate leadership skills/application with an emphasis on ethical government industry standards in a professional manner, commensurate with the case study being presented. Planning and organizing the issue will involve, but not be limited to, the following criteria: strategic action plan, operational plan, organizational plan, resources plan, contingency plan, and an action plan cycle. Completion of this assignment requires students to have an understanding of the political, operational, and relational aspects of the chosen issue.

While the overall performance exceeds the minimum of 70% the data have highlighted an area of opportunity for improving individual student success. One change that was made to the assignment, after identifying the student who received a "0" for the presentation, was to make this a required part of the assignment, where it had previously been optional. Overall, students have exhibited a highly ethical, rational, well thought out, professional approach to their respective case studies. As a result of confirming students' ability to exercise the seven competencies on the rubric, the program plans to revise the rubric to assess specific competencies identified in each learning outcome, such as the extent to which students exhibit application of professional and ethical management and leadership skills.

II. Methodology

Means of Assessment: The Public Policy Admin, BS program utilized one assessment in the capstone course, PUP 4941, to confirm students' demonstration of program learning outcome (PLO) #5. In the Case Study assignment, students are required to select a topic for a project consistent with the goals and objectives of the capstone course and must be approved by the instructor. The case study selected must meet certain criteria, including addressing issues that are relevant, timely, and involve local or state topics.

Date(s) of Administration: Fall 2015 - Summer 2016

Method: For the Case Study assignment, students must provide clear expectations and benchmarks and include the four-step policy analysis. They must include historical policy and relevant and legitimate research, know the law, and speak to timing, tolerance, politics, and power. Seven specified criteria are used to assess the case study: Analytical, Communication and Writing Submissions, Presentation, Organizational Skills and Format, Critical Thinking, Legal & Historical Research, and Public Presentation. At the start of the term, students are provided guidelines on how to create a case study along with the rubric that is used to assess the case study. While students complete various types of projects within the same course, there is a consistent and common core set of criteria on which students are assessed, which are the seven criteria on the rubric.

Assessment Instrument: Case studies are assessed using a rubric, where all seven criteria align to the five program learning outcomes, including PLO #5. Each competency is worth between 50 and 125 points, for a total of 500 points. Public Presentation scores are primarily used to assess PLO 2, though other scores are related.

Population: All students enrolled in the PUP 4941 capstone course are assessed on the Case Study.

III. Criteria for Success

The criteria for success will require a 70% minimum for analytical, communication and writing submissions, presentation, organizational skills and format, critical thinking, legal & historical research, public presentation (for PLO 5).

IV. Summary of Assessment Findings

Results via Face-to-Face

2015-16 Capstone Case Study: Average Scores by Competency (N=)		
Analytical (50)	95%	31
Communication and Writing Submissions (50)	88%	31
Presentation (125)	95%	31
Organizational Skills and Format (125)	87%	31

Critical Thinking (50)	97%	31
Legal and Historical Research (50)	98%	31
<mark>**Public Presentation (50)**</mark>	96%	31

Results via Distance Delivery (Online, Blended, etc)

The assessment course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

The above results indicate that students significantly surpassed the critical for success for the public presentation which allows students to display their skills in a professional environment. Public presentation scores exceeded the goal by 26%.

The analytical trends exceeded by 25%, communication and writing submissions by 18%, presentation by 25%, organizational skills and format by 17%, critical thinking by 27%, and legal and historical research by 28%.

Note: we do not have the previous year's data as it was in another learning management system. Data above is the most recent available and is contained within D2L.

Action Plan

Category Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology		
D2. Open discussion on measurability of Goals/Outcomes in mission statement		

Sample capstone completion binders will be made readily available for review by student to provide clarity as to expectations required for course success.
     Budget / Planning Implications:
     None required
	#1	Professor Kronschnabl Jul 2017

E. None		
E1. No Action Plan is deemed necessary		
No Action Plan is deemed necessary		

Approvals

Program Administrator:
Jeffery Kronschnabl - Instructor in Charge

Approved by Jeffery Kronschnabl - Instructor in Charge on Aug 25, 2016

Educational Outcomes Coordinators:
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Aug 30, 2016

Dean:
Susan Demers - Dean, College of Policy Ethics and Legal Studies

Approved by Susan Demers - Dean, College of Policy Ethics and Legal Studies on Dec 5, 2016

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Dec 6, 2016

Program Assessment Followup Report

Program: College of Policy and Legal Studies: Public Policy & Admin, BS

Option: Public Policy

Report Year: 2015-16

Drafted by Jeffery Kronschnabl on Jul 17, 2017

Program Learning Outcomes

#1: Exhibit the ability to plan and organize issues to address a public policy and administration topic

#2: Apply the Public Policy Administration program's four-step policy analysis process by utilizing competent oral and written communication skills.

#3: Demonstrate a thorough knowledge and understanding of national, state, and local regulatory standards.

#4: Acquire and implement advanced critical thinking skills needed to be an effective public policy leader.

#5: Exhibit application of professional and ethical management and leadership skills commensurate with the International City Manager's Association (ICMA) and the American Society for Public Administration (ASPA).

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology			
D2.	**Open discussion on measurability of Goals/Outcomes in mission statement**		
	Sample capstone completion binders will be made readily available for review by student to provide clarity as to expectations required for course success. **Explanation:** All set - students have a process by which they can access meaningful and relative capstone binders by which to assist them in their curriculum requirements.	#1	Professor Kronschnabl Jul 2017

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
E. None			
E1.	**No Action Plan is deemed necessary**		
	No Action Plan is deemed necessary **Plan for Completion:** -- None --	#	-- None --

Evaluation of the Impact of Action Plan Items on Program Quality

Professional development is one of the cornerstones to our program curriculum. A student's capstone will upon completion be the level of a "professional consultant."

Our students have gained the experience and confidence necessary to take them to the next level. As one city manager stated: "Your students are actually job ready when we hire them."

Program quality requires our students to be able to communicate effectively through oral and written communications. The above actions are directed at achieving those qualities.

Thank you,

Professor Kronschnabl

Approvals

Program Administrator:
Jeffery Kronschnabl - Instructor in Charge

Approved by Jeffery Kronschnabl - Instructor in Charge on Jul 17, 2017

Educational Outcomes Coordinators:
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on Jul 17, 2017

Dean:
Susan Demers - Dean, College of Policy Ethics and Legal Studies

Approved by Susan Demers - Dean, College of Policy Ethics and Legal Studies on Jul 17, 2017

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 17, 2017

Appendix C: 2016 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for April 2016 and September 2016 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link:
http://www.spcollege.edu/epicenter/advisory/advisory_committees.htm

Public Policy and Administration - BS
2016-17 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

ST. PETERSBURG COLLEGE

Public Policy and Administration Baccalaureate Program

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Advisory Committee Meeting
Wednesday, April 13, 2016, 10:00 a.m. – 11:20 a.m.

Seminole Campus Room TL 108

MEETING MINUTES

IN ATTENDANCE

St. Petersburg College administration, advisory board members, faculty, students and staff: Rafael Murga, Chris Harper, Mecca Bellmore, Robert Pergolizzi, Elizabeth Van Scoyoc, Dina Hyson, Donald Hall, Jeff Kronschnabl, Jason Hall, Niki Johnson, Nicholas Zoller, Matthew McCann, Earl Fratus, Donna Smith

WELCOME

The meeting was called to order at 10:10 a.m. in Room #108 within the TL building on the Seminole Campus.

PROGRAM REVIEW AND INFORMATION

Professor Jeff Kronschnabl introduced board members and presented an overview of our Public Policy and Administration program.

- **Updates on Alumni Association**: status was provided on launching our Public Policy & Administration Alumni Association – where we plan to go with updating our graduate surveys, etc.
- **Public Policy & Administration Newsletter:** Sent out quarterly; a check was made to make sure every advisory committee member was receiving our newsletter. One was not and we will make this correction.
- **Florida City County Managers Association (FCCMA)** will be hosting its annual conference in Orlando – June 1, 2016. We have the honor of attending their conference as guests of FCCMA. Professor Jeff Kronschnabl, Administrative Specialist Elizabeth Van Scoyoc and 8 students have been registered as of this date. Individual mentors will

be assigned upon arrival to guide the students throughout their day. Professional dress and business cards will be required of our students.

- **Project on Accountable Justice (PAJ):** Is a collaborative research effort that began over 3 years ago with a focus to advancing public safety through evidence based policies and practices. Partners include St. Petersburg College, Florida State University, Baylor University. PAJ began about 4 years ago as a data survey group regarding incarceration efforts in the State of Florida and has evolved into a "think tank" group instrumental in prison and criminal justice reform. In addition, we have been working with various government entities on the topic of "Civil Citations" – updates on our efforts was provided to board members
- **City of Seminole Management Associate Position:** St. Petersburg College's Public Policy & Administrations program was honored with a 10 year commitment and $350,000 agenda item that will select and place one of our students to work full time within the City of Seminole as part of their government associate training program
  - *Presentation by Mecca Bellmore*: began position in August 2015 in the Fire Department and will transition through three more city departments during her time in this position. Right now she is working on ISO (Insurance Service Office) requirements, FEMA (Federal Emergency Management Association) compliance, researching and submitting several grants, and will be working on accreditation renewal soon. She will also be working on performance evaluations so they can be added to the upcoming budget. Ms. Bellmore is receiving excellent evaluations. We are very proud of her. She recently accepted a full time position with the St. Pete Beach. We are in the process of working out the logistics for interviewing and hiring of the next "Business Associate" student from our program.
- **Public Policy Leadership Speakers Series Luncheons:** A total of 9 reputable, high-quality speakers have presented to our students since 2012. No fees are ever paid to presenters. They come because they want to make a difference in our students' lives. We are working on getting a high-level female speaker for our Series as we have only had one woman come to speak to our students with her husband (both judges). Immediately following our board meeting today we will head over to Seminole Campus Conference Center for a presentation by Colonel Susan A. Ferrera, Director of Protocol, United States Air Force Central Command, MacDill A.F.B. – who will share her experiences and leadership perspectives from her 25-year career.
- **Rafael Murga:** Graduated this past summer 2015; worked for Tech Data in Commerce and is looking forward to helping us work to bring our program online with the "signature pieces that make it what it is."
- **Presentation by Chris Harper**: SPC video was played featuring Chris Harper's success story with the Pinellas County Sports Commission. He started as an intern while in the

PPA program and now works full-time with the Sports Commission as a Marketing Manager. Ready Set Rio marketing video was shown to the committee; it promotes the Olympic training and elite training destination in Oldsmar, one of three training sites for athletes.

- **Presentation by Matthew McCann** – graduate student who is now employed as research analyst for Dr. Bill Law, President of St. Petersburg College
- **Internships:** Board members all concur that internships are a must and crucial to the success of every Public Policy student. Some also agreed that an internship probably should be required in the program.
- **Earl Fratus, Director of SPC's Honor Program –** offered his support and will be working with us to engage some of the honor's program students into Public Policy & Administration program
- **Curriculum changes:** two of our elective courses have been approved as core courses beginning Fall/2016 in lieu of transferring two of our core courses to elective course status. The changes are:
  - **COM 3120 Organizational Communications** (moved from core to electives)
  - **HUS 4561 Social Problems and Policy** (moved from core to electives)
  - **POS 3235 Mass Media and Public Policy** (moved from electives to core)
  - **PUP 3823 Emergency and Crisis Communications** (moved from electives to core)
- **Discussions/Suggestions**:
- Internships should be mandatory.
- Program will have an online alternative to accommodate more single parents who work and cannot make it to the classroom. Likewise, public safety workers need the online format. Virtual classrooms were suggested for distance learners; Webex is already built in to the budget for this. Hosted live lecture and/or lectures posted online.
- Long term goal of the PPA program is to have graduates spread out over the five county area which would give students the opportunity to intern and work with municipalities and government entities.

Closing remarks: Jeff Kronschnabl thanked the Board for coming and providing valuable feedback that will help to improve our program. The board members were thanked for their attendance and participation.

ADJOURNMENT

The meeting was adjourned at 11: 25 a.m.

Not everyone is called to be a leader, but everyone is called to make an impact

ST. PETERSBURG COLLEGE

Public Policy and Administration Baccalaureate Program

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Advisory Committee Meeting
Friday, September 16, 2016, 10:15 a.m. – 11:15 a.m.
Hilton Carillon Park Hotel – Conference Room

<u>MEETING MINUTES</u>

IN ATTENDANCE

St. Petersburg College administration, advisory board members, faculty, staff, and students: Jeff Kronschnabl, Elizabeth Van Scoyoc, Sonya Walling, Donald Hall, Nick Zoller, Robert Pergolizzi, Micah Maxwell, Mecca Bellmore-Serfustini, and Theresa Kontodiakos.

Board members not in attendance: Brian J. Aungst, Frank Edmunds, Harry Gross, Ed Hooper, Dina Hyson, Andy Steingold, John E. Tuthill, Michael Waters, Rafael Murga, Sheryl Goff

WELCOME

The meeting was called to order at <u>10:15</u> a.m. in Room Echelon within the Hilton Carillon Hotel's Conference Center.

PROGRAM REVIEW AND INFORMATION

Professor Jeff Kronschnabl introduced board members and presented an overview of our Public Policy and Administration program.

- **Updates on Intro to Public Policy (PUP 3002) online class**:
  We launched our first online class, PUP 3002—Introduction to Public Policy, this fall 2016 semester. The online class is a need for individuals who cannot attend face to face. We will continue to grow to offer our program completely online. However, we will continue to offer our face to face classes for our students who need this format.
- **Public Policy & Administration Newsletter:** is sent out quarterly; Volume II, Issue II featured an article on Public Policy and Administration graduate Sane Haidara's mission to improve the quality of life and educational attainment for all citizens in his native country, Timbuktu. The newsletter also featured his graduation speech which was shown to board members on the monitor.

- **Florida City County Managers Association (FCCMA)** hosted its annual conference in Orlando – June 2, 2016. We had the honor of attending the conference as guests of FCCMA through our SPC-ICMA student chapter. Professor Jeff Kronschnabl and 8 students attended the event. Individual mentors were assigned upon arrival to guide the students throughout their day. The focus of the conference was how to hire and retain the brightest men and women in public service. Frank Murnst hosted the event and stressed that government is in great need of the next generation of leaders.

- **Project on Accountable Justice (PAJ):** Is a collaborative research effort that began over 3 years ago with a focus to advancing public safety through evidence-based policies and practices. Partners include St. Petersburg College, Florida State University, Baylor University. PAJ began about 4 years ago as a data survey group regarding incarceration efforts in the State of Florida and has evolved into a "think tank" group instrumental in prison and criminal justice reform. In addition, we have been working with various government entities on the topic of "Civil Citations" – updates on our participation were provided to board members.

- **City of Seminole Management Associate Position:** St. Petersburg College's Public Policy & Administrations program was honored with a 10 - year commitment and $350,000 agenda item that will select and place one of our students to work full time for one year within the City of Seminole as part of their Public Policy Management Associate training program for the next 10 years. Public Policy graduate Sonya Walling was recently offered and has accepted this position.

  > **Presentation by Sonya Walling:** Sonya spoke about her experience with the Public Policy Management position for the City of Seminole for which she has been selected. She will begin her position within the next couple of weeks. She used her capstone at her interview and believes that it was one of the things that helped prepare her for taking this position. The City would like to make it a requirement for interviewees to present their capstone work product as a requirement for this position. Sonya will begin her internship with the city manager, Ann Toney-Deal, taking on some of her projects and will conclude the last part of her internship with Harry Cline in the Budget and Finance department.

  > She stated that the most valuable aspect of her experience within our program was her internship. She believes it should be a requirement for all Public Policy students because it helps prepare them for the real world. Board members also agreed that internships should be required. Professor Jeff Kronschnabl believes the public policy management associate model that City of Seminole has adopted works well and should be a national model.

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Mecca Bellmore-Serfustini, former Public Policy Management Associate for Seminole, spoke of her experiences in her position with the City of Seminole and how it prepared her for the transition to her new position with the City of St. Pete Beach. Nick Zoller also spoke of his internship with Pinellas County's Communications Department which transitioned into a part-time and then full-time position as a Public Information Officer.

- **Public Policy Leadership Speakers Series Luncheons:** A total of 9 reputable, high-quality speakers have presented to our students since 2012. No fees are ever paid to presenters. They come because they want to make a difference in our students' lives. On April 13, 2016, we hosted Colonel Susan A. Ferrera, Director of Protocol, United States Air Force Central Command, MacDill A.F.B. – who shared her experiences and leadership perspectives from her 25-year career. On September 9, 2016, Jeff Kronschnabl and Elizabeth Van Scoyoc attended Colonel Susan's Fererra's retirement ceremony at Mac Dill AFB. The ceremony was indeed very special. We are in the process of preparing for our next luncheon.

- **Meeting with Pinellas County Workforce, HR, and Marketing Department:** Mark Woodard contacted us and asked us to attend a meeting to discuss placing the next generation of leaders within Pinellas County government positions. Within the next two years Pinellas County will have 300 openings. We discussed a collaborative partnership between the county and our Public Policy and Administration program. We gave them our graduate portfolio (suggested by our advisory committee—thank you!) which includes graduate resumes and qualifications so they have the latest information on our graduates in this program.

- **Discussions/Suggestions**: If board members need a student for a project, please let our program know. The project could turn into an internship.

  o **Professor Jeff Kronschnabl posed the question: What do you think it would take to better improve our curriculum, student engagement, etc. and make a difference within our community**?

Mr. Donald Hall's comments—Departments work together quite well in our city. We are beginning to see more Slavic individuals in our community. We should get governments to formulate ideas to better serve this population. We need better representation in our community that mirrors our Clearwater population (e.g. Hispanic, Albanian/Slavic, and African American). We need people to bring ideas to keep government accountable and productive. New and fresh perspectives are beneficial to the community.

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The best advice I can give you: Don't be afraid to present something to your supervisor. Be prepared to tell them the good and the bad. Identify pros and cons of the issue and present options. Verbal and written communication is so very important in public service. Public speaking is also crucial to effective communication.

Terry K.—mentioned that SACS accreditation is coming up. Perhaps we could use a student for this? She stated that student testimonials from graduates of our program are important to document.

Nicholas Zoller – has many research projects for our students and they could present their findings to the board. Projects could be used in a new course for PPA. Students would do a project and present their work and findings to the board of commissioners.

Mecca Bellmore-Serfustini—believes research and report projects are very important and could be done by Policy Leadership students.

Sonya Walling—focused on what can be done to keep the flow of students coming into our program and what the Board can do to work with the advising offices at each campus.

Micah Maxwell—stated that he wants students to be active in their local government to keep government accountable and to be prepared to consider others' ideas in order to bring their ideas together to come up with workable solutions. In addition, he stated that many city codes are out of date and need to be updated.

Robert Pergolizzi—encourages students to go witness our government in action. In regard to our community, improving Hispanic involvement is important and requires education, communication, and cooperation. It requires citizens to go and participate and witness local government at play…which can be difficult to do, especially with students who work two jobs.

- The long term goal of the PPA program is to have graduates spread out over the five county area which would give students the opportunity to intern and work with municipalities and government entities.

Closing remarks: Jeff Kronschnabl thanked the Board for coming and providing valuable feedback that will help to improve our program. The board members were thanked for their attendance and participation.

ADJOURNMENT

The meeting was adjourned at 11:20 a.m.

Not everyone is called to be a leader, but everyone is called to make an impact