

Crime Scene Technology - AS

Enhanced Comprehensive Academic Program Review 2018-19

*Associate in Science Degree:
Crime Scene Technology*



Academic Effectiveness and Assessment
St. Petersburg College



August 2019



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Enhanced Comprehensive Academic Program Review Produced by

Crime Scene Technology - AS 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 Associate in Science degree in Crime Scene Technology prepares students to work in crime scene investigations and to earn their bachelor's degree in Public Safety Administration at SPC. The A.S. degree gives students a working knowledge of crime scene technology and a chance to participate in lab and field experiences, mock crime scene exercises and moot court hearings.

Degrees Offered

An Associate in Science Degree in Crime Scene Technology is offered at SPC. A certificate in Crime Scene Technology is also offered.

Program Performance

- *Actual Course Enrollment* increased in 2017 (643) from the previous year (591).
- *Unduplicated Headcount* increased in 2017 (258) from the previous year (227).
- *SSH Enrollment* increased in 2017 (1,982) from the previous year (1,818).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2018 (97.0%) from Fall 2017 (100.4%).
- The *course success rate* decreased in 2017 (91.7%) from the previous year (92.0%).
- *Grade Distribution* indicated that almost three-quarters of the CST- AS students (80.5%) received an 'A', 'B' or 'C' during 2017. *Grade Distribution* indicated that almost three-quarters of the CST- CT students (94.3%) received an 'A', 'B' or 'C' during 2017.
- An *Industry Certification* or equivalent state or national exam has not been identified for the Crime Scene Technology program for evidence of certification attainment at the associate level.
- *Internship Enrollment* for CJE2940 indicated there was one student in Fall 2017.
- *Program Plans Taken by Plan* revealed that about one-third of the students who were enrolled in the program during fall 2016, and had not graduated, remained in the program by fall 2017. By fall 2018, less than one-fifth of the original (fall 2016) CST-AS students remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the Crime Scene Technology - AS program decreased in 2017 (32) from the previous year (35). The number of *program graduates* in the Crime Scene Technology - CT program decreased in 2017 (40) from the previous year (43).
- *Fulltime Faculty* taught 58.1% of the ECHs in 2017-18 as compared to 49.1% in 2016-17. Adjunct Faculty taught 41.9% of the ECHs in 2017-18 as compared to 50.9% in 2016-17.

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- The highest semester for Adjunct ECHs was Fall 2015-16 in which adjunct faculty taught 60.0% of the program's course load. The three-semester average for adjuncts (41.9%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- One *occupation description*, Detectives and criminal investigators was located in the Florida Department of Economic Opportunity (DEO) website for the Crime Scene Technology - AS program.
- The *2017 median hourly earnings* for Detectives and criminal investigators was \$31.81 in Florida and \$34.23 in Pinellas County.
- *Employment trend information* for Detectives and criminal investigators showed an average annual increase (4.3% - 5.4%) for the period between 2017 and 2025 across the state and county.
- The *major employers* of the Crime Scene Technology - AS graduates include police departments in major cities, as well as county and government offices.
- *Total Placement* in the Crime Scene Technology - AS program decreased in 2016-17 (74%) from the previous year (76%).
- *State Graduates data* indicated that sixty-nine students completed one of five state Crime Scene Technology - AS programs in 2016-17, of those 50 had some matching state data and were employed. Forty percent (40%) of those state graduates were employed at least a full quarter.

Academics

- The *2016-17 Academic Program Assessment Report* indicated that the desired results were met for six of the nine Program Learning Outcomes (PLOs) assessed in the Crime Scene Technology - AS Program. The criteria for success were met during both years for PLOs 1, 3 through 6, and 9. For PLOs 2 and 8, the criteria for success were met for specific years and not others.
- The *2016-17 Academic Program Assessment Follow-Up Report* has not yet been completed.

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 Crime Scene Technology - AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Seventy-three *Recent Alumni surveys* were provided to the 2016-17 graduates of the Crime Scene Technology - AS program. Ten percent of the graduates responded to the survey (7 of the 73). 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.

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Notable results include:

- 42.9% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Change career fields”; another 42.9% selected “Obtain employment”; while the remaining 14.3% selected “Earn more money”.
- 28.6% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal; while 42.9% stated “Very well”.
- 100.0% of recent graduate survey respondents would recommend SPC’s Crime Scene Technology - AS program to another.
- *Employer surveys* are sent out based on the permission provided by recent graduates in the 2016-17 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.

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

Our new Lead Instructor brings a wealth of information and skill sets to the program. The program will be moving to the Gibbs Campus to initiate more contact with the student population as well as faculty participation in campus life. Already Professor Ernst has secured new equipment and developing ideas to increase enrollment in the program. Long term, we would like to initiate a day time track. Within the curriculum, we are reviewing the end of program assessment as well as investigating a possible Lab Track that would promote a transfer into a science BAS providing the necessary credentials for students to be hired in a crime scene lab setting.

Recommendations/ Action Plan

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





SPC Mission Statement

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

Introduction

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

Institutional Effectiveness

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

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

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

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

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

Educational Assessment

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

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

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

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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.

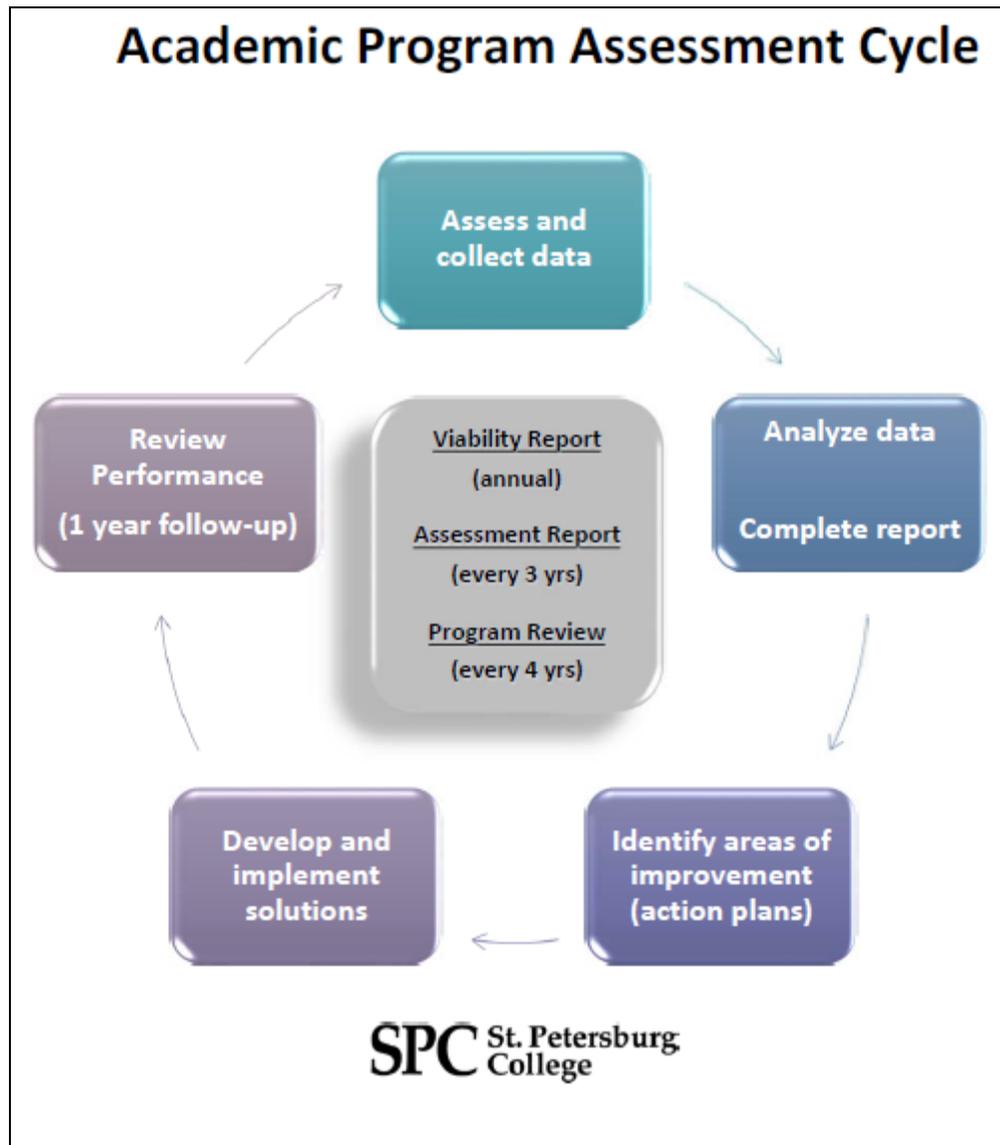


Figure 1: Academic Program Assessment Cycle

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Program Description

SPC's Associate in Science degree in Crime Scene Technology prepares students to work in crime scene investigations and to earn their bachelor's degree in Public Safety Administration at SPC. The A.S. degree gives students a working knowledge of crime scene technology and a chance to participate in lab and field experiences, mock crime scene exercises and moot court hearings.

Degrees Offered

An Associate in Science Degree in Crime Scene Technology is offered at SPC. A certificate in Crime Scene Technology is also offered.

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

Accreditation

No accreditation information is on file for the Crime Scene Technology - AS program.

Program Learning Outcomes

1. The student will acquire skills and knowledge in developing visual aids for use in courtroom proceedings and in preparing for courtroom testimony and will acquire an understanding of effective listening techniques in order to answer a direct or cross examination.
2. The student will acquire knowledge of, and the ability to use National Crime Information (NCIC) and Henry classification system and will acquire knowledge of general fingerprint rules and the ability to classify fingerprints.
3. The student will acquire knowledge of the methodology used in crime scene recording and classifying physical evidence and will acquire an understanding of the concepts of crime scene processing, and be able to apply techniques available to the crime scene investigator.
4. The student will develop abilities and skills in preparing crime scene related documents and will demonstrate an ability to coordinate with other investigative personnel and agencies.

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5. The student will develop ability and skills in the use of the camera to document that crime scene and related evidentiary materials and will acquire knowledge of documentation procedures related to crime scene photography.
6. The student will acquire knowledge of the techniques involved in the detection, enhancement and recovery of latent fingerprints and will acquire an understanding of the appropriate application of processing techniques.
7. The student will acquire knowledge of the capabilities of a full-service crime lab and will acquire knowledge of the chain of custody, submission protocols and appropriate comparison standards.
8. The student will acquire an understanding of safe and proper methods of handling biological evidence and will acquire knowledge of the collection methods and testing of biological evidence.
9. The student will acquire knowledge of the potential health and safety hazards and the skills and techniques to minimize risk to self and others and will acquire knowledge of state and federal regulations regarding hazardous materials as related to crime scenes



Measure Descriptions

The CAPR reports include twenty-two measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2018. 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:** 2014, 2015, 2016, 2017
- **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:** 2014, 2015, 2016, 2017
- **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:** 2014, 2015, 2016, 2017
- **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:** 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **College - Group - Acad Org - Subject:** Academic Organization
- **Class Status:** Active, Full, Stop Further Enrollment
- **All other filters:** All

Measure #5: Course Success (Performance)

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

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #6: Grade Distribution

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

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #7: Industry Certification Attainment

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



Measure #8: Internship Enrollment (Course Groups)

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

- **Academic Year - Term Desc - Multi:** 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #9: Program Plans Taken by Plan

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

- **Student Cohort Student Term History Academic Year-Term Desc:** 2016-17 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2016-17 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**
Academic Year - Term Desc - Multi: 2016-17 Fall, Spring, Summer; 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **All other filters:** All

Measure #10: Graduates

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

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All



Measure #11: Faculty/Adjunct Ratio

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

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

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

Measure #14: State and County Trends and Wage Information

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

Measure #15: Major Employers

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

Measure #16: Total Placement

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

Measure #18: Educational Outcomes

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

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

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

Measure #20: *Student Survey of Instruction*

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

Measure #21: *Recent Alumni Survey*

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

Measure #22: *Employer Survey*

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



Program Performance

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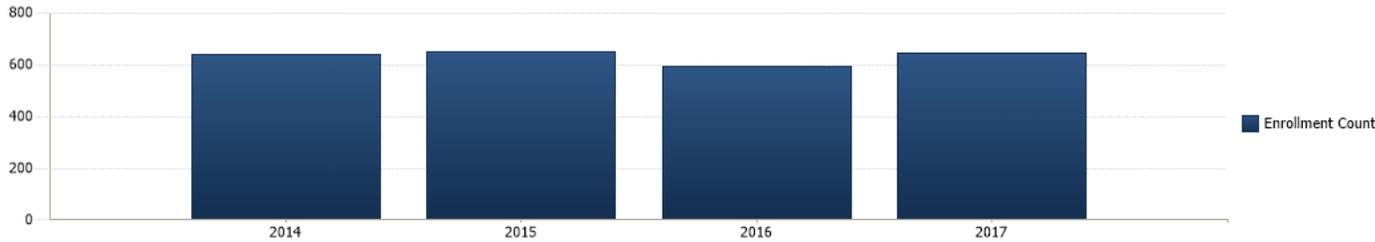


CAPR > Enrollment

[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: **CST - LD**, Class Academic...



Enrollment Count

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

| Term Academic Year - Term Desc | Enrollment Count |
|--------------------------------|------------------|
| ▷ 2014 | 641 |
| ▷ 2015 | 650 |
| ▷ 2016 | 591 |
| ▷ 2017 | 643 |

Student System Cube Refresh

Last Refresh: 2/19/2019 6:20:54 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

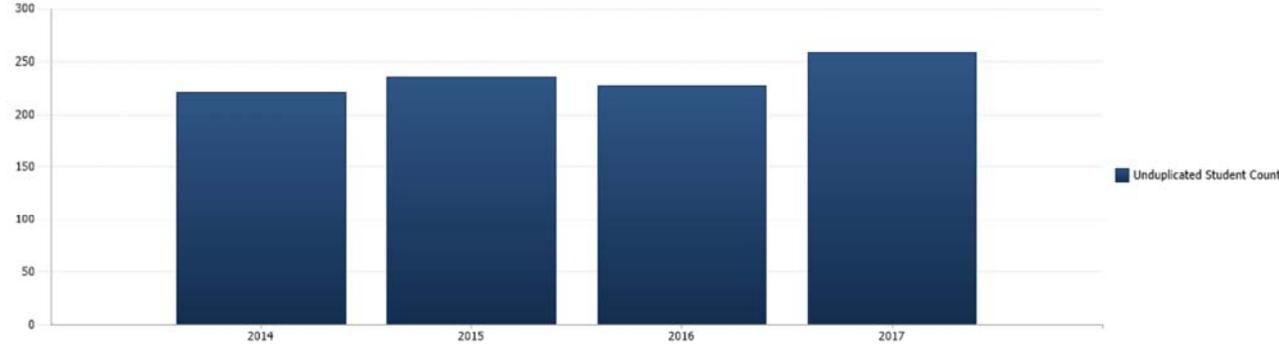


Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CST - LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Clas...



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **CST - LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Clas...

| Term Academic Year - Term Desc | Unduplicated Student Count |
|--------------------------------|----------------------------|
| ▸ 2014 | 221 |
| ▸ 2015 | 236 |
| ▸ 2016 | 227 |
| ▸ 2017 | 258 |

Student System Cube Refresh

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Viability Report Process Document

[Viability Report Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

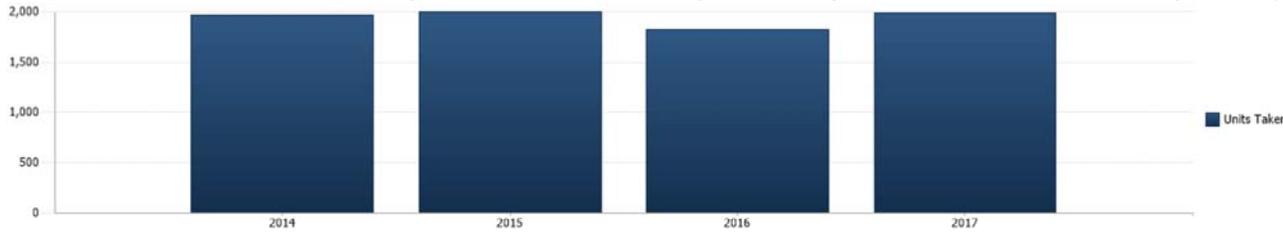


Academic Program Viability Report > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Course Groups](#)

SSH Enrollment Graph

Class Academic Career: **UGRD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class College School Dept - Academic Group Desc - Academic Organization - Subj...



SSH Enrollment

Class Academic Career: **UGRD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class College School Dept - Academic Group Desc - Academic Organization - Subj...

| Term Academic Year - Term Desc | Units Taken |
|--------------------------------|-------------|
| 2014 | 1,966 |
| 2015 | 1,998 |
| 2016 | 1,818 |
| 2017 | 1,982 |

Student System Cube Refresh

Last Refresh: 9/18/2018 7:48:29 AM

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

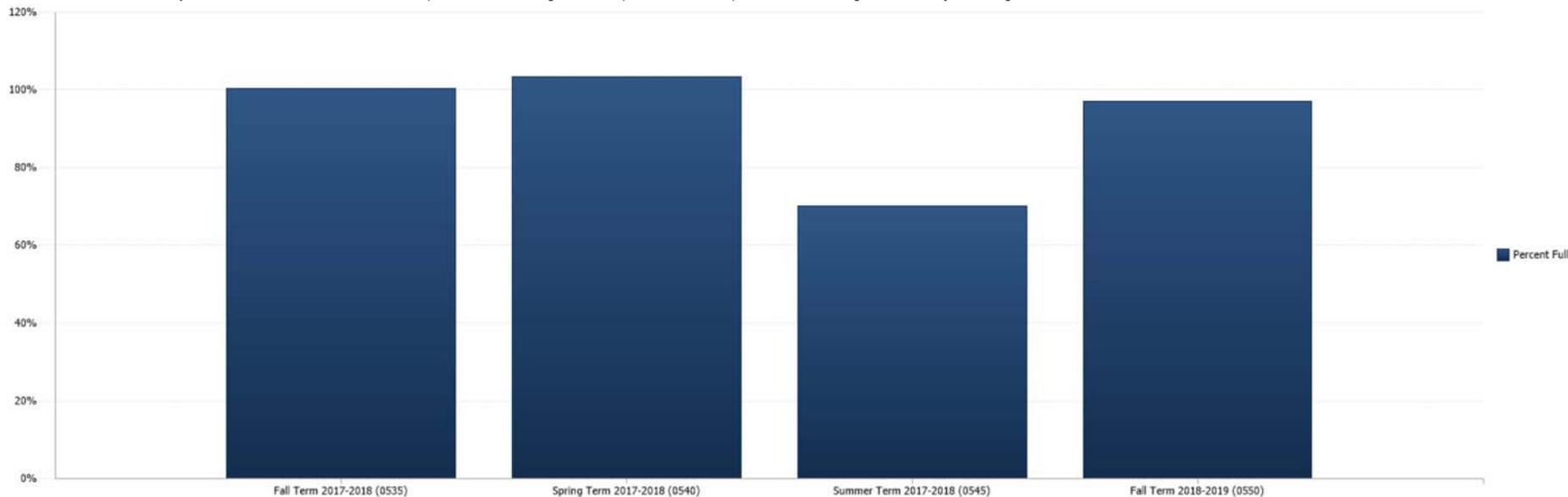


Academic Program Viability Report > Percent Full

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: **CST - LD**



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: **CST - LD**, Filter empty rows and columns

| Term Academic Year - Term Desc | Measures | All | Blended | Face-to-Face | Online |
|--------------------------------|----------------------|--------|---------|--------------|--------|
| Fall Term 2017-2018 (0535) | Enrollment Count | 236 | 19 | 93 | 124 |
| Fall Term 2017-2018 (0535) | Standard Course Load | 235 | 30 | 100 | 105 |
| Fall Term 2017-2018 (0535) | Percent Full | 100.4% | 63.3% | 93.0% | 118.1% |
| Spring Term 2017-2018 (0540) | Enrollment Count | 274 | 24 | 84 | 166 |
| Spring Term 2017-2018 (0540) | Standard Course Load | 265 | 30 | 95 | 140 |
| Spring Term 2017-2018 (0540) | Percent Full | 103.4% | 80.0% | 88.4% | 118.6% |
| Summer Term 2017-2018 (0545) | Enrollment Count | 133 | | 30 | 103 |
| Summer Term 2017-2018 (0545) | Standard Course Load | 190 | | 50 | 140 |
| Summer Term 2017-2018 (0545) | Percent Full | 70.0% | | 60.0% | 73.6% |
| Fall Term 2018-2019 (0550) | Enrollment Count | 228 | 15 | 84 | 129 |
| Fall Term 2018-2019 (0550) | Standard Course Load | 235 | 30 | 100 | 105 |
| Fall Term 2018-2019 (0550) | Percent Full | 97.0% | 50.0% | 84.0% | 122.9% |

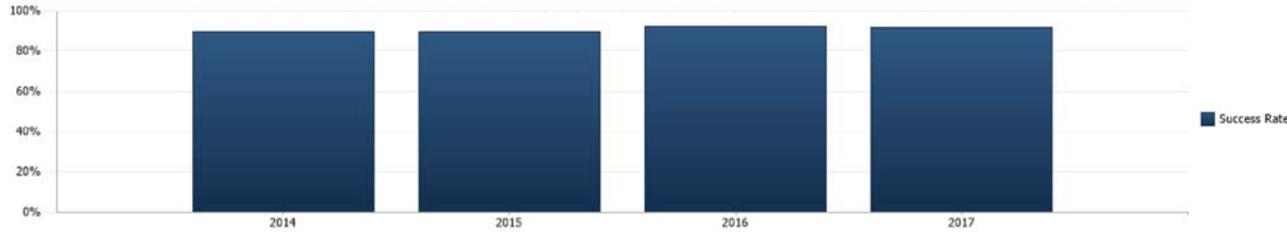


Academic Program Viability Report > Performance

Enrollment | **Performance** | Percent Full | Graduates | Course Groups

Success Rate Graph

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



Performance

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

| Term Academic Year - Term Desc | Enrollment Count | Success Rate | Withdrawal Rate | F Rate | WF Rate |
|--------------------------------|------------------|--------------|-----------------|--------|---------|
| 2014 | 641 | 89.4% | 3.4% | 4.2% | 2.2% |
| 2015 | 650 | 89.4% | 2.2% | 4.5% | 2.0% |
| 2016 | 591 | 92.0% | 1.7% | 3.2% | 2.0% |
| 2017 | 642 | 91.7% | 2.2% | 2.3% | 1.4% |

Student System Cube Refresh

Last Refresh: 9/18/2018 7:48:29 AM

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Student Group

Course Group

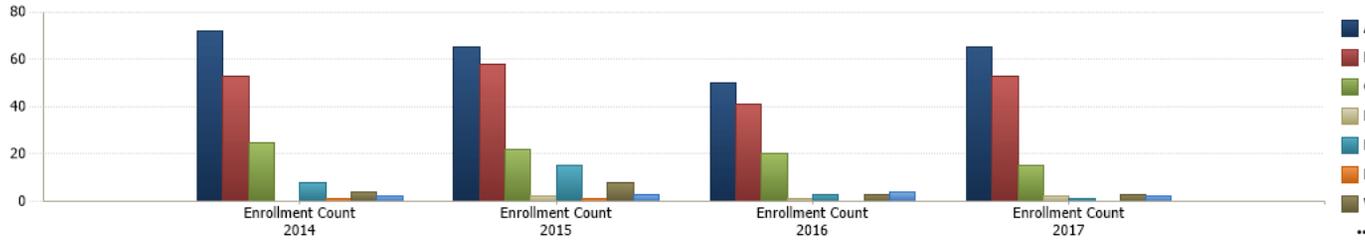


CAPR > Grade Distribution

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: **CST-CT**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U**..



Student Grade Distribution

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

| Term Academic Year - Term Desc | Enrollment Count | | | | | | | | |
|--------------------------------|------------------|----|----|----|---|----|---|---|----|
| | All | A | B | C | D | F | N | W | WF |
| ▸ 2014 | 165 | 72 | 53 | 25 | 8 | 1 | 4 | 2 | |
| ▸ 2015 | 174 | 65 | 58 | 22 | 2 | 15 | 1 | 8 | 3 |
| ▸ 2016 | 122 | 50 | 41 | 20 | 1 | 3 | | 3 | 4 |
| ▸ 2017 | 141 | 65 | 53 | 15 | 2 | 1 | | 3 | 2 |

Student System Cube Refresh

Last Refresh: 2/19/2019 6:20:54 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi **2014, 2015, 2016, 2017**

Campus Description **All**

Academic Plan - Multi **CST-CT**

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**

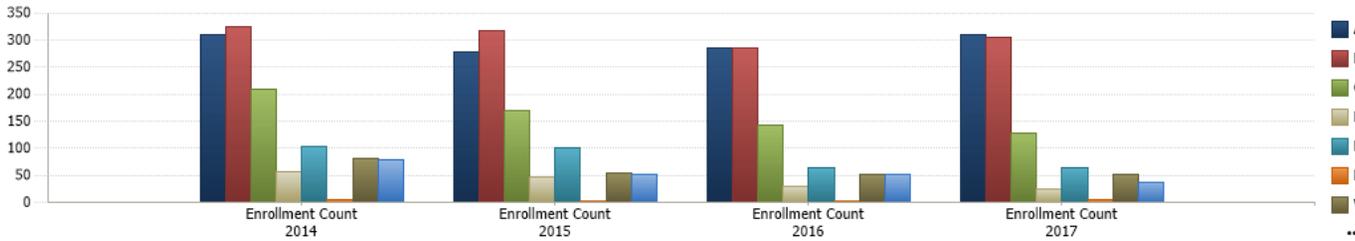


CAPR > Grade Distribution

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: **CST-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U...**



Student Grade Distribution

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

| Term Academic Year - Term Desc | Enrollment Count | | | | | | | | |
|--------------------------------|------------------|-----|-----|-----|----|-----|---|----|----|
| | All | A | B | C | D | F | N | W | WF |
| ▸ 2014 | 1,170 | 311 | 325 | 209 | 56 | 104 | 5 | 81 | 79 |
| ▸ 2015 | 1,020 | 277 | 318 | 169 | 46 | 102 | 3 | 54 | 51 |
| ▸ 2016 | 911 | 285 | 286 | 142 | 30 | 64 | 1 | 51 | 52 |
| ▸ 2017 | 923 | 310 | 306 | 127 | 24 | 65 | 4 | 51 | 36 |

Student System Cube Refresh

Last Refresh: 2/19/2019 6:20:54 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi **2014, 2015, 2016, 2017**

Campus Description **All**

Academic Plan - Multi **CST-AS**

Course Instructional Method **All**

Student Type (FTIC) **All**

Class Academic Group **All**

Age Group **All**

Ethnic Group **All**

Gender **All**

Student Group **All**

Course Group **All**



Industry Certification Attainment

An industry certification or equivalent state or national exam has not been identified for the Crime Scene Technology program for evidence of certification attainment at the associate level.



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View: **Course Groups**
 Date: **9/19/2018**
 Dashboard: [Course Groups](#)
 Parameter: **Fall Term 2017-2018 (0535),Spring Term 2017-2018 (0540),Summer Term 2017-2018 (0545),Fall Term 2018-2019 (0550),All,Crime Scene Technology,All,All,All,All,All,All,All,All**

| Class Course Group - Subject Catalog Nbr | Fall Term 2017-2018 (0535) | | Spring Term 2017-2018 (0540) | | Summer Term 2017-2018 (0545) | | Fall Term 2018-2019 (0550) | |
|--|----------------------------|-------------------|------------------------------|-------------------|------------------------------|-------------------|----------------------------|-------------------|
| | Unduplicated Student Count | Number of Classes | Unduplicated Student Count | Number of Classes | Unduplicated Student Count | Number of Classes | Unduplicated Student Count | Number of Classes |
| CJE2940 | 1 | 1 | | | | | | |

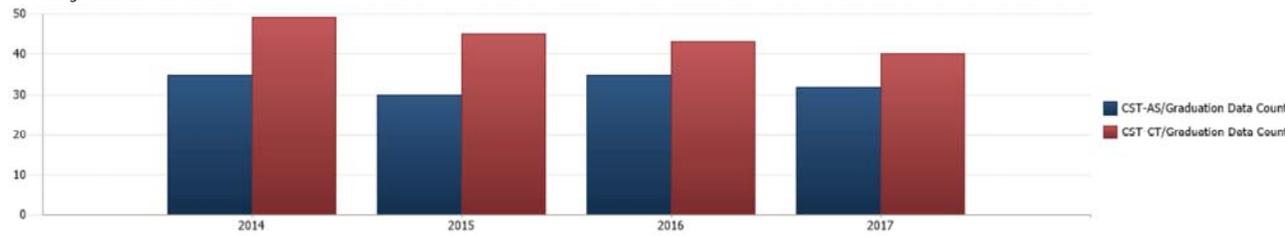


Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | [Graduates](#) | Course Groups

Overall Graduates Trend

No background selections exist



Overall Graduates Count

No background selections exist

| Graduation Degree - Plan - Sub Plan | Measures | 2014 | 2015 | 2016 | 2017 |
|-------------------------------------|-----------------------|------|------|------|------|
| CST-AS | Graduation Data Count | 35 | 30 | 35 | 32 |
| CST-CT | Graduation Data Count | 49 | 45 | 43 | 40 |

Student System Cube Refresh

Last Refresh: 9/18/2018 7:48:29 AM

Academic Year - Term Desc - Multi

Graduation Degree Plan Subplan - Multi

Age Group

Gender

Ethnic Group

Custom Cohort

Student Group



Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

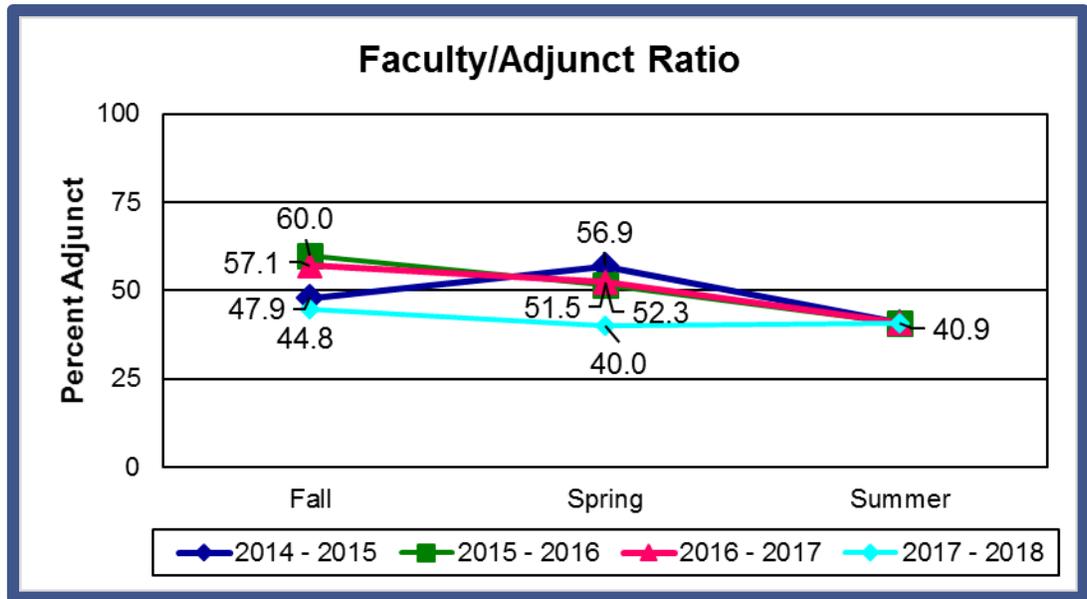
| | Fulltime Faculty | | Percent of Load Faculty | | Adjunct Faculty | |
|------------------|------------------|---------------------|-------------------------|---------------------|-----------------|---------------------|
| | Number of ECHs | % of Classes Taught | Number of ECHs | % of Classes Taught | Number of ECHs | % of Classes Taught |
| Fall 2014-2015 | 18.5 | 52.1% | 0.0 | 0.0% | 17.0 | 47.9% |
| Spring 2014-2015 | 12.5 | 43.1% | 0.0 | 0.0% | 16.5 | 56.9% |
| Summer 2014-2015 | 13.0 | 59.1% | 0.0 | 0.0% | 9.0 | 40.9% |
| 2014-2015 Total | 44.0 | 50.9% | 0.0 | 0.0% | 42.5 | 49.1% |
| Fall 2015-2016 | 12.0 | 40.0% | 0.0 | 0.0% | 18.0 | 60.0% |
| Spring 2015-2016 | 16.0 | 48.5% | 0.0 | 0.0% | 17.0 | 51.5% |
| Summer 2015-2016 | 13.0 | 59.1% | 0.0 | 0.0% | 9.0 | 40.9% |
| 2015-2016 Total | 41.0 | 48.2% | 0.0 | 0.0% | 44.0 | 51.8% |
| Fall 2016-2017 | 12.0 | 42.9% | 0.0 | 0.0% | 16.0 | 57.1% |
| Spring 2016-2017 | 15.5 | 47.7% | 0.0 | 0.0% | 17.0 | 52.3% |
| Summer 2016-2017 | 13.0 | 59.1% | 0.0 | 0.0% | 9.0 | 40.9% |
| 2016-2017 Total | 40.5 | 49.1% | 0.0 | 0.0% | 42.0 | 50.9% |
| Fall 2017-2018 | 16.0 | 55.2% | 0.0 | 0.0% | 13.0 | 44.8% |
| Spring 2017-2018 | 19.5 | 60.0% | 0.0 | 0.0% | 13.0 | 40.0% |
| Summer 2017-2018 | 13.0 | 59.1% | 0.0 | 0.0% | 9.0 | 40.9% |
| 2017-2018 Total | 48.5 | 58.1% | 0.0 | 0.0% | 35.0 | 41.9% |

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



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



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Occupation Profile

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Occupation Description

The occupation description for Detectives and criminal investigators (33-3021) used by the DEO is shown below:

Conduct investigations related to suspected violations of Federal, State, or local laws to prevent or solve crimes.

State and County Trends and Wage Information

The distribution of 2017 wage information for Detectives and criminal investigators is located in the table below. The median hourly earnings for Detectives and criminal investigators was \$31.81 in Florida and \$34.23 in Pinellas County.

Employment trend information for occupations related to Crime Scene Technology are also provided in the tables. An average annual increase in employment for Detectives and criminal investigators (4.3% - 5.4%) is shown for the period between 2017 and 2025, across the state and county.



Employment Data

Growth for Detectives and criminal investigators

| | Jobs (2017) | % Change (2017-2025) | Median Earnings |
|-----------------|--------------------|-----------------------------|------------------------|
| Florida | 6,584 | 4.3% | \$31.81/hr |
| Pinellas County | 369 | 5.4% | \$34.23/hr |

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



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Major Employers

Graduates of SPC's Crime Scene Technology - AS program are employed in various areas related to their field. The primary local employers of these graduates include police departments in major cities, as well as county and government offices as depicted in the table below.

Major Employers

| Employers of Crime Scene Technology - AS Graduates |
|--|
| Clearwater Police Department |
| St Petersburg Police Department |
| Pasco County Sheriff's Department |
| Pinellas County Sheriff's Department |
| Sarasota Police Department |
| Bradenton Police Department |
| Hernando County Sheriff's Department |
| Hillsborough County Sheriff's Department |
| Tampa Police Department |
| Polk County Sheriff's Department |
| Pinellas Park Police Department |
| Manatee County Sheriff's Department |
| Florida Department of Law Enforcement |
| Tampa International Airport Police Department |
| Pinellas County State Attorney Office |

Source: Recent Alumni Survey reports and program administrator records

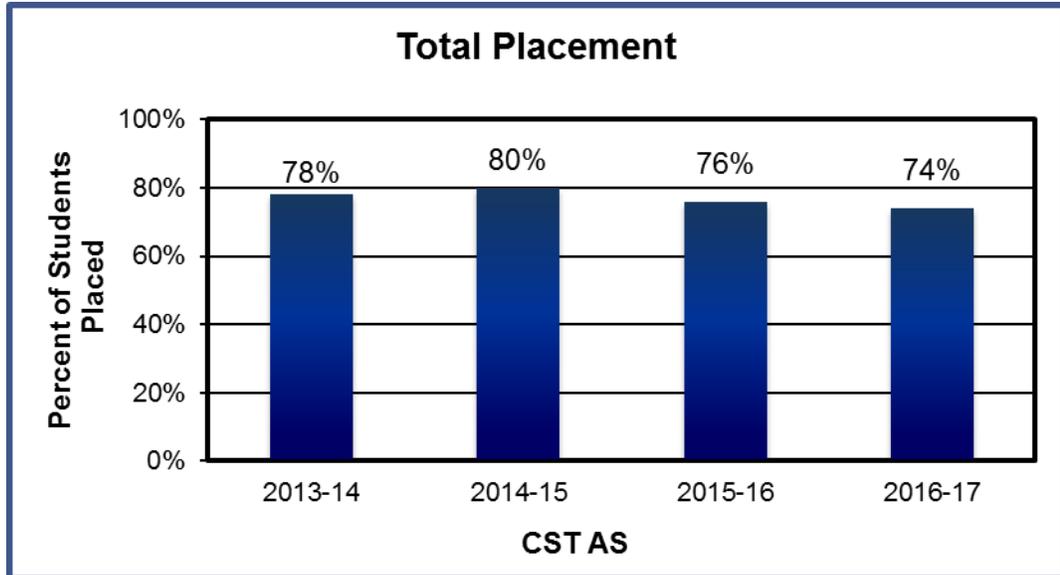


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2018-19 Placement Data



| CST AS | | |
|---------|------------|----------------|
| | Pool Count | Percent Placed |
| 2013-14 | 27 | 78% |
| 2014-15 | 30 | 80% |
| 2015-16 | 25 | 76% |
| 2016-17 | 31 | 74% |

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



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State Graduates Outcomes

Crime Scene Technology Program Graduates 2016-17 Outcomes by Florida Community College

| Florida Community College | Total Completers | # Found Employed | # Employed for a Full Qtr | % Employed For a Full Qtr | FETPIP Pool | # Training Related (Employed or Education) | Placement Rate |
|------------------------------------|------------------|------------------|---------------------------|---------------------------|-------------|--|----------------|
| Eastern Florida State College | **** | **** | **** | 44% | **** | **** | 67% |
| Florida Southwestern State College | **** | **** | **** | 63% | **** | **** | 88% |
| Miami Dade College | 18 | 12 | **** | ***% | 15 | 11 | 73% |
| Palm Beach State College | 14 | 10 | **** | ***% | 11 | **** | ***% |
| St. Petersburg College | 37 | 28 | 20 | 54% | 31 | 23 | 74% |
| Total | 69 | 50 | 20 | 40% | 57 | 34 | 60% |

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

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

- Graduate value equal to 0.

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

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Academics

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Educational Outcomes

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

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2016-17 assessment. Each of the nine PLOs is listed below:

1. The student will acquire skills and knowledge in developing visual aids for use in courtroom proceedings and in preparing for courtroom testimony and will acquire an understanding of effective listening techniques in order to answer a direct or cross examination.
2. The student will acquire knowledge of, and the ability to use National Crime Information (NCIC) and Henry classification system and will acquire knowledge of general fingerprint rules and the ability to classify fingerprints.
3. The student will acquire knowledge of the methodology used in crime scene recording and classifying physical evidence and will acquire an understanding of the concepts of crime scene processing, and be able to apply techniques available to the crime scene investigator.
4. The student will develop abilities and skills in preparing crime scene related documents and will demonstrate an ability to coordinate with other investigative personnel and agencies.
5. The student will develop ability and skills in the use of the camera to document that crime scene and related evidentiary materials and will acquire knowledge of documentation procedures related to crime scene photography.
6. The student will acquire knowledge of the techniques involved in the detection, enhancement and recovery of latent fingerprints and will acquire an understanding of the appropriate application of processing techniques.
7. The student will acquire knowledge of the capabilities of a full-service crime lab and will acquire knowledge of the chain of

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custody, submission protocols and appropriate comparison standards.

8. The student will acquire an understanding of safe and proper methods of handling biological evidence and will acquire knowledge of the collection methods and testing of biological evidence.
9. The student will acquire knowledge of the potential health and safety hazards and the skills and techniques to minimize risk to self and others and will acquire knowledge of state and federal regulations regarding hazardous materials as related to crime scenes.

Means of Assessment

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

The Crime Scene Technology (AS) program used the results of a program specific 100-item multiple choice assessment. The criteria for success stated that students should attain a mean score greater than 70% in each of the following categories: 1) Courtroom Experience, 2) Fingerprint Analysis, 3) Physical Collection Evidence, 4) Crime Scene Documentation and Inter-Agency Coordination, 5) Crime Scene Photography, 6) Latent Fingerprinting, and 7) Biological Evidence.

Data were collected during 2015-16 and 2016-17. The students whom were assessed achieved a minimum mean score of 70% during both years for PLOs 1, 3 through 6, and 9. For PLOs 2 and 8, only the students whom were assessed in 2015-16 met the criteria for success.

The 2016-17 follow-up report has not yet been completed.

For the complete 2016-17 Crime Scene Technology Program Assessment Report, please see Appendix B.

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Stakeholder Perceptions

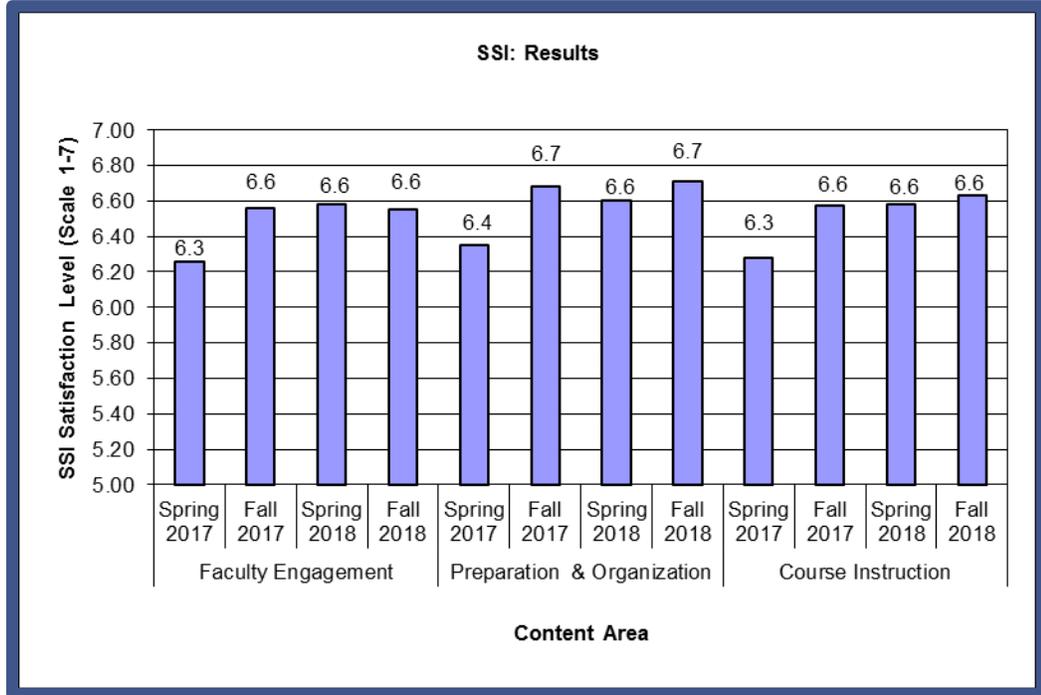
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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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St. Petersburg College **Crime Scene Technology**
SPC 2017-18 Alumni Survey Report
Survey of 2016-17 Graduates

- A.S. Degree: Crime Scene Technology
- Certificate: Crime Scene Technology

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.

Seventy-three Alumni Surveys were provided to the 2016-17 graduates of the Crime Scene Technology program. Responses were received from 2 A.S. graduates and 5 Certificate completers.

Ten percent (7/73) of the graduates surveyed responded to the survey. None of the respondents provided permission to contact an employer related to their program, so no employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 66.7% (4/6) of recent graduate survey respondents, who were employed, were employed full-time.
- 16.7% (1/6) of recent graduate survey respondents had a current position related to their studies.
- 42.9% (3/7) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Change career fields"*; 42.9% (3/7) *"Obtain employment"*; and 14.3% (1/7) *"Earn more money"*.
- 42.9% (3/7) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 28.6% (2/7) *"Earn more money"*; 14.3% (1/7) *"Meet certification/training needs"*; and 14.3% (1/7) *"Obtain employment"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 28.6% (2/7) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; and 42.9% (3/7) *"Very well"*; while 28.6% (2/7) thought that SPC did not help at all.
- 66.7% (4/6) of recent graduate survey respondents indicated that they earned \$10.00-\$14.99 per hour (\$21,000-\$30,999 annually); 16.7% (1/6) earned \$25.00 or more per hour (\$52,000 or more annually); and 16.7% (1/6) earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually).
- 71.4% (5/7) of recent graduate survey respondents indicated they are continuing their education.

- 100% (6/6) of recent graduate survey respondents would recommend SPC’s Crime Scene Technology program to another.
- An evaluation of Crime Scene Technology graduates’ general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Twenty-one outcomes received mean scores between 4.5 and 4.8, one received a mean score of 4.0, and three received a mean score of 3.8.

Table 1
College Preparation Ratings for Recent Crime Scene Technology Program Graduates

| <i>General Education Outcomes</i> <i>(Five point rating scale with five being the highest)</i> | <i>Item Ratings</i> | | |
|---|---------------------|-------------|-----------|
| | <i>N</i> | <i>Mean</i> | <i>SD</i> |
| <i>Communicating clearly and effectively with others through:</i> | | | |
| Speaking | 6 | 4.7 | 0.5 |
| Listening | 6 | 4.7 | 0.5 |
| Reading | 6 | 4.7 | 0.5 |
| Writing | 6 | 4.7 | 0.5 |
| | | | |
| <i>Your use of mathematical and computational skills:</i> | | | |
| Comfortable with mathematical calculations | 6 | 3.8 | 1.0 |
| Using computational skills appropriately | 6 | 4.0 | 0.9 |
| Accurately interpreting mathematical data | 6 | 3.8 | 1.0 |
| | | | |
| <i>Using the following forms of technology:</i> | | | |
| Email | 6 | 4.8 | 0.4 |
| Word Processing | 6 | 4.5 | 0.8 |
| Spreadsheets | 6 | 3.8 | 1.0 |
| Databases | 6 | 4.7 | 0.5 |
| Internet Research | 6 | 4.8 | 0.4 |
| | | | |
| <i>Thinking logically and critically to solve problems:</i> | | | |
| Gathering and assessing relevant information | 6 | 4.8 | 0.4 |
| Inquiring about and interpreting information | 6 | 4.8 | 0.4 |
| Organizing and evaluating information | 6 | 4.8 | 0.4 |
| Analyzing and explaining information to others | 6 | 4.8 | 0.4 |
| Using information to solve problems | 6 | 4.8 | 0.4 |
| | | | |
| <i>Working effectively with others in a variety of settings:</i> | | | |
| Participating as a team player (e.g., group projects) | 6 | 4.7 | 0.5 |

| <i>General Education Outcomes</i> <i>(Five point rating scale with five being the highest)</i> | <i>Item Ratings</i> | | |
|---|---------------------|-------------|-----------|
| | <i>N</i> | <i>Mean</i> | <i>SD</i> |
| Working well with individuals from diverse backgrounds | 6 | 4.8 | 0.4 |
| Using ethical courses of action | 6 | 4.8 | 0.4 |
| Demonstrating leadership skills | 6 | 4.8 | 0.4 |
| | | | |
| <i>Appreciating the importance of lifelong learning:</i> | | | |
| Showing an interest in career development | 6 | 4.8 | 0.4 |
| Being open to new ideas and challenges | 6 | 4.8 | 0.4 |
| Willingness to take on new responsibilities | 6 | 4.8 | 0.4 |
| Pursuing additional educational opportunities | 6 | 4.8 | 0.4 |

St. Petersburg College



Crime Scene Technology

2017-18 Employer Survey Report

Employer Survey of 2016-17 Graduates

Employer Survey Information

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

Employer Surveys are sent out based on the permission provided by recent graduates in the 2016-17 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.



Program Action Plan

Program: Crime Scene Technology, AS

Date Completed: June 5, 2019

Prepared by: Lynn A. Ernst

I. Action Plan Items:

| | Action Item | Measure Addressed | Completion Date | Responsible Party |
|---|---|--|-----------------|-------------------|
| 1 | Transition the end of program examination to an on line process | Student success completing the CST program, Currently the examination is not available to on line students | June 2020 | Lynn A. Ernst |
| 2 | Provide access of all textbooks associated with the CST program in every SPC campus library | Students will have additional availability of the required textbooks in the CST program | June 2020 | Lynn A. Ernst |

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II. Special Resources Needed:

Purchase of additional CST program textbooks both hard copy and audio (if available) for the campus libraries.

III. Area(s) of Concern/Improvement:

The coordination of faculty in CST program to review the current end of assessment test and to submit any changes/corrections or additions before the test is an electronic form. Additional research with IT members on protection of the document once completed.

Currently requesting new textbooks for course review, CJL 2610 Courtroom Presentation of Evidence, CJE2645 Introduction to Forensic Science and CJE 2676C Biological Evidence. Once a decision has been made on the textbooks, additional copies will be requested for the SPC campus libraries.





References

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

Contact Information

Please address any questions or comments regarding this evaluation to:

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Crime Scene Technology - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Appendices

Crime Scene Technology - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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PROGRAM OF STUDY
College of Public Safety Administration
Crime Scene Technology Associate in Science
CST-AS

Effective Catalog Term: Fall 2019 (0565) through Present (CIP# 1743010600)

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

Program Leadership Information

publicsafetyadvising@spcollege.edu -, -

Lynn Ernst, Lead Instructor, AC
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(727) 341-4508

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

Program Summary

The goal of this program is to prepare successful students for employment in the field of criminalistics with a specialty in Crime Scene Technology. The student can serve in, but is not limited to, a position as a Crime Scene Technician, Crime Scene Photographer, Fingerprint Classification Specialist, Crime Lab Assistant, Investigator/Consultant, Juvenile Assessment Worker, Latent Print Examiner/Trainee, Fire Inspector/Investigator, Forensic Science Specialist and Property and Evidence Personnel. Crime Scene Technologists can be employed by Local, State and Federal law enforcement agencies, State Attorneys' Offices, Public Defenders' Offices, Medical Examiners' Offices, law firms and private industry.

The content includes, but is not limited to, a working knowledge of all basic tenets in crime scene technology encompassed in the phases of crime scene search, recording, evidence gathering, packaging of evidence and courtroom testimony. The goal is the proper collection of crime scene evidence according to all legal dictates for presentation in court.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory program is provided through vocational classroom instruction and applied laboratory procedures and practice.

Laboratory and field experiences are an integral part of this program. Students will participate in mock crime scene exercises, moot court hearings and various lab experiences that involve the processing of evidence.

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.

Admission Rules

1. Complete SPC application.
2. Take SPC placement test.
3. Attend an advising session with program director, faculty member or SEPSI advisor.

Graduation Rules

1. A minimum grade of "C" in all Support and Major courses.
2. Completion of an End-of-Program Assessment Examination.

| | |
|--|----------------|
| AS GENERAL EDUCATION REQUIREMENTS | Credits |
| Communications - Composition | |
| Complete 3 credits from the approved General Education Composition I coursework below. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree. | 3 |
| Total Credits | 3 |

| | |
|---|----------------|
| AS GENERAL EDUCATION REQUIREMENTS | Credits |
| Communications - Literature | |
| Complete 3 credits from the approved General Education Composition II/Literature coursework . Minimum grade of "C" required. This requirement must be completed within the first 36 credits of coursework toward the AS degree. | 3 |
| Total Credits | 3 |

| | |
|---|----------------|
| AS GENERAL EDUCATION REQUIREMENTS | Credits |
| Communications - Speech | |
| Complete 3 credits from the approved General Education Speech coursework . Minimum grade of "C" required. | 3 |
| Total Credits | 3 |

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|--|----------------|
| AS GENERAL EDUCATION REQUIREMENTS | Credits |
| Humanities and Fine Arts | |
| Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required. | 3 |
| Total Credits | 3 |

| | |
|---|----------------|
| AS GENERAL EDUCATION REQUIREMENTS | Credits |
| Mathematics | |
| Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required. | 3 |
| Total Credits | 3 |

| | |
|--|----------------|
| AS GENERAL EDUCATION REQUIREMENTS | Credits |
| Social and Behavioral Sciences | |

| | |
|--|---|
| Complete 3 credits from the approved General Education Social and Behavioral Sciences coursework. Minimum grade of "C" required. | 3 |
|--|---|

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| Total Credits | 3 |
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|--|----------------|
| AS GENERAL EDUCATION REQUIREMENTS | Credits |
| Ethics | |

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|--|---|
| Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required. | 3 |
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| Total Credits | 3 |
|----------------------|----------|

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|--|----------------|
| AS GENERAL EDUCATION REQUIREMENTS | Credits |
| Enhanced World View | |

Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.

| | |
|----------------------|----------|
| Total Credits | 0 |
|----------------------|----------|

| | |
|---|----------------|
| SUPPORT COURSES | Credits |
| Computer and Information Literacy Competency (Complete 1 credit) | |

| | |
|--|---|
| Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. | 1 |
|--|---|

| | | |
|----------|---|---|
| CGS 1070 | Basic Computer and Information Literacy | 1 |
|----------|---|---|

| | | |
|----------|-----------------------|---|
| CGS 1100 | Computer Applications | 3 |
|----------|-----------------------|---|

| | | |
|----------|--|---|
| CGS 1309 | Computer and Information Technology Concepts | 3 |
|----------|--|---|

| | | |
|----------|--|---|
| EME 2040 | Introduction to Educational Technology | 3 |
|----------|--|---|

| | | |
|----------|-----------------------------|---|
| MUM 1001 | Apple Macintosh Foundations | 1 |
|----------|-----------------------------|---|

| | |
|----------------------|----------|
| Total Credits | 1 |
|----------------------|----------|

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|--|----------------|
| SUPPORT COURSES | Credits |
| Criminal Justice (Complete 3 credits) | |

| | | |
|----------|----------------------------------|---|
| CCJ 1020 | Introduction to Criminal Justice | 3 |
|----------|----------------------------------|---|

| | |
|----------------------|----------|
| Total Credits | 3 |
|----------------------|----------|

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|---|----------------|
| SUPPORT COURSES | Credits |
| Human Anatomy (Complete 3 credits) | |

| | | |
|----------|---------------|---|
| BSC 1083 | Human Anatomy | 3 |
|----------|---------------|---|

| | |
|----------------------|----------|
| Total Credits | 3 |
|----------------------|----------|

Students must complete any approved science course with a CHM, ESC, GLY or PHY prefix and one credit of elective coursework. It is highly suggested students complete the following to satisfy these 4 credits: CHM 1025 and CHM 1025L or PSC 1001C Physical Science with Lab and any one credit elective

SUPPORT COURSES

| | |
|--|----------------|
| Physical Science (Select 3 credits) | Credits |
| Any approved science course with a CHM, ESC, GLY or PHY prefix | 3 |
| Total Credits | 3 |

SUPPORT COURSES

| | |
|-----------------------------------|----------------|
| Elective (Select 1 credit) | Credits |
| Any one credit elective course | 1 |
| Total Credits | 1 |

MAJOR CORE COURSES

| | |
|--|----------------|
| Complete 28 credits | Credits |
| CJE 1640  Introduction to Crime Scene Technology | 3 |
| CJE 1643  Advanced Crime Scene Technology | 3 |
| CJE 2644  Crime Scene Safety | 3 |
| CJE 2645  Introduction to Forensic Science | 3 |
| CJE 2671 +  Latent Fingerprint Development | 3 |
| CJE 2672  Fingerprint Classification | 3 |
| CJE 2676  Biological Evidence | 3 |
| CJL 2610 +  Courtroom Presentation of Scientific Evidence | 3 |
| CJE 2673 C  Crime Scene Photography | 4 |
| Total Credits | 28 |

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|----------------------|-----------|
| Total Credits | 60 |
|----------------------|-----------|

*Courses CJL 2610 and CJE 2671 should be taken during the student's last semester.

PID 957



Program Assessment Report

Program: Crime Scene Technology

Report Year: 2016-17

Drafted by David Brumfield on Dec 12, 2017

Data Files

☐ [CST end of program assessment results FINAL.xlsx](#)

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: The student will acquire skills and knowledge in developing visual aids for use in courtroom proceedings and in preparing for courtroom testimony and will acquire an understanding of effective listening techniques in order to answer a direct or cross examination.

I. Use of Past Results

For 2012 and 2013, this PLO showed a 0.2 percentage point improvement within the last two years being reported. We will continue to evaluate the progress and look into areas that may continue to improve the overall standing.

II. Methodology

Means of Assessment:

A locally developed assessment instrument was used to assess the achievements of students enrolled in the Associate in Science (AS) degree in Crime Scene Technology.

Date(s) of Administration: 2012 and 2013

Method: Students enrolled in the Crime Scene Technology program were assessed using a locally developed assessment instrument. The purpose of this assessment is to evaluate student performance by Major Learning Objective, and make summative interpretations for program improvement.

Assessment Instrument: A locally developed closed book, 100-item structured response (multiple-choice) assessment instrument

Item/Scoring: Questions 1-10 of the assessment are aligned with the courtroom experience. Each question is worth one point. The assessment was graded using a standard key developed by the course instructors, and employing a scantron machine.

Population: The end of program assessment was administered at the completion of each semester to all students, upon completion of the required 'core' classes for the A.S. degree in Crime Scene Technology. Students were required to complete this assessment prior to graduation.

III. Criteria for Success

Students should answer correctly a mean of greater than 70% on questions 1-10 of the assessment instrument.

IV. Summary of Assessment Findings

| Crime Scene Technology Program Assessment Results | | |
|---|---------|---------|
| MLO 1 Items 1-10 | | |
| | 2015-16 | 2016-17 |
| Number of Students | 35 | 33 |
| Mean Score | 78.0% | 78.2% |
| Criteria | 70% | 70% |
| Above/Below Criteria | 8.0% | 8.2% |

V. Discussion and Analysis of Assessment Findings

Crime scene students exceeded the target criteria for courtroom experience for both 2015-16 (78.0%) & 2016-17 (78.2%). Scores remained consistent over the 2 year period that was assessed, with a 0.20% increase from 2015 to 2016.

VI. Action Plan and Timetable for Implementation

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

- [Transition the end of program exam to an online process](#)
- Program Administrator / Aug 2018

#2: The student will acquire knowledge of, and the ability to use National Crime Information Center (NCIC) and Henry classification system and will acquire knowledge of general fingerprint rules and the ability to classify fingerprints.

I. Use of Past Results

While the mean score for this PLO is above the criteria for 2013, it did drop 0.1 percentage point in the last year of this report. We believe that this is due to the instructor's illness that may have reduced her effectiveness. We will continue to monitor this PLO.

II. Methodology

Means of Assessment: A locally developed assessment instrument was used to assess the achievements of students enrolled in the Associate in Science (AS) degree in Crime Scene Technology.

Date(s) of Administration: 2012 and 2013

Method: Students enrolled in the Crime Scene Technology program were assessed using a locally developed assessment instrument. The purpose of this assessment is to evaluate student performance by Major Learning Objective, and make summative interpretations for program improvement.

Assessment Instrument: A locally developed closed book, 100-item structured response (multiple-choice) assessment instrument

Item/Scoring: Questions 11-20 of the assessment align with fingerprint analysis. Each question is worth one point. The assessment was graded using a standard key developed by the course instructors, and employing a scantron machine.

Population: The end of program assessment was administered at the completion of each semester to all students, upon completion of the required 'core' classes for the A.S. degree in Crime Scene Technology. Students were required to complete this assessment prior to graduation.

III. Criteria for Success

Students should answer correctly a mean of greater than 70% on questions 11-20 of the assessment instrument.

IV. Summary of Assessment Findings

| Crime Scene Technology Program Assessment Results | | |
|---|---------|---------|
| MLO 2 Items 11-20 | | |
| | 2015-16 | 2016-17 |
| Number of Students | 35 | 33 |
| Mean Score | 70.0% | 66.4% |
| Criteria | 70.0% | 70.0% |
| Above/Below Criteria | 0.0% | -3.6% |

V. Discussion and Analysis of Assessment Findings

Student scores in the area of finger printing did not meet the target for 2016-17 (-3.6%) but did for 2015-16. Finger printing remains an area for improvement for the program. This will be discussed with the instructor over this section so that she is aware of the problems.

VI. Action Plan and Timetable for Implementation

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

- [Transition the end of program exam to an online process](#)
- Program Administrator / Aug 2018

#3: The student will acquire knowledge of the methodology used in crime scene recording and classifying physical evidence and will acquire an understanding of the concepts of crime scene processing, and be able to apply techniques available to the crime scene investigator.

I. Use of Past Results

This PLO has continued to exceed the criteria level over the last two years reported.

II. Methodology

Means of Assessment:

A locally developed assessment instrument was used to assess the achievements of students enrolled in the Associate in Science (AS) degree in Crime Scene Technology.

Date(s) of Administration: 2012 and 2013

Method: Students enrolled in the Crime Scene Technology program were assessed using a locally developed

assessment instrument. The purpose of this assessment is to evaluate student performance by Major Learning Objective, and make summative interpretations for program improvement.

Assessment Instrument: A locally developed closed book, 100-item structured response (multiple-choice) assessment instrument

Item/Scoring: Questions 21-30 of the assessment aligned to physical evidence collection. Each question is worth one point. The assessment was graded using a standard key developed by the course instructors, and employing a scantron machine.

Population: The end of program assessment was administered at the completion of each semester to all students, upon completion of the required 'core' classes for the A.S. degree in Crime Scene Technology. Students were required to complete this assessment prior to graduation.

III. Criteria for Success

Students should answer correctly a mean of greater than 70% on questions 21-30 of the assessment instrument.

IV. Summary of Assessment Findings

| Crime Scene Technology Program Assessment Results | | |
|---|---------|---------|
| MLO 3 Items 21-30 | | |
| | 2015-16 | 2016-17 |
| Number of Students | 35 | 33 |
| Mean Score | 93.4% | 90.3% |
| Criteria | 70% | 70% |
| Above/Below Criteria | 23.4% | 20.3% |

V. Discussion and Analysis of Assessment Findings

Student scores in this area far exceeded the target goal for each of the years assessed. 2015-16 scores exceeded the target by 23.4%, while 2016-16 scores exceeded the target by 20.3%. There was a slight decline in student scores from 2015 to 2016 (-3.1%) but the overall mean scores exceeded the targeted in both years.

VI. Action Plan and Timetable for Implementation

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

- [Transition the end of program exam to an online process](#)
- Program Administrator / Aug 2018

#4: The student will develop abilities and skills in preparing crime scene related documents and will demonstrate an ability to coordinate with other investigative personnel and agencies.

I. Use of Past Results

For 2013, the mean score for this PLO continues to remain above the criteria, although it has gone down by 0.5 percentage points in the last year. This will be closely monitored and discussed with the faculty to ensure we maintain or raise this level.

II. Methodology

Means of Assessment:

A locally developed assessment instrument was used to assess the achievements of students enrolled in the Associate in Science (AS) degree in Crime Scene Technology.

Date(s) of Administration: 2012 and 2013

Method: Students enrolled in the Crime Scene Technology program were assessed using a locally developed assessment instrument. The purpose of this assessment is to evaluate student performance by Major Learning Objective, and make summative interpretations for program improvement.

Assessment Instrument: A locally developed closed book, 100-item structured response (multiple-choice) assessment instrument

Item/Scoring: Questions 31-40 of the assessment align to crime scene documentation and inter-agency coordination. Each question is worth one point. The assessment was graded using a standard key developed by the course instructors, and employing a scantron machine.

Population: The end of program assessment was administered at the completion of each semester to all students, upon completion of the required 'core' classes for the A.S. degree in Crime Scene Technology. Students were required to complete this assessment prior to graduation.

III. Criteria for Success

Students should answer correctly a mean of greater than 70% on questions 31-40 of the assessment instrument.

IV. Summary of Assessment Findings

| Crime Scene Technology Program Assessment Results | | |
|---|---------|---------|
| MLO 4 Items 31-40 | | |
| | 2015-16 | 2016-17 |
| Number of Students | 35 | 33 |
| Mean Score | 78% | 73% |
| Criteria | 70% | 70% |
| Above/Below Criteria | 8.3% | 2.7% |

V. Discussion and Analysis of Assessment Findings

Crime Scene students exceeded the target goals for both 2015-16 and 2016-17 for crime scene documentation and inter-agency coordination skills. Students exceeded the target by 8.3% in 2015-16, while exceeding the goal by 2.7% in 2016-17. This remains an area of high achievement by our students.

VI. Action Plan and Timetable for Implementation

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

- [Transition the end of program exam to an online process](#)
- Program Administrator / Aug 2018

#5: The student will develop ability and skills in the use of the camera to document the crime scene and related evidentiary materials and will acquire knowledge of documentation procedures related to crime scene photography.

I. Use of Past Results

Due to technical advancements in the field of photography this program will remove the Crime Scene Photo I and Photo II courses beginning in January 2015. This PLO will still be considered as part of the history of the camera and how it is used in documenting a crime scene, but will be delegated to a supporting role of new major learning outcomes that will be introduced in July 2015.

II. Methodology

Means of Assessment:

A locally developed assessment instrument was used to assess the achievements of students enrolled in the Associate in Science (AS) degree in Crime Scene Technology.

Date(s) of Administration: 2012 and 2013

Method: Students enrolled in the Crime Scene Technology program were assessed using a locally developed assessment instrument. The purpose of this assessment is to evaluate student performance by Major Learning Objective, and make summative interpretations for program improvement.

Assessment Instrument: A locally developed closed book, 100-item structured response (multiple-choice) assessment instrument

Item/Scoring: Questions 41-55 of the assessment are aligned to crime scene photography. Each question is worth one point. The assessment was graded using a standard key developed by the course instructors, and employing a scantron machine.

Population: The end of program assessment was administered at the completion of each semester to all students, upon completion of the required 'core' classes for the A.S. degree in Crime Scene Technology. Students were required to complete this assessment prior to graduation.

III. Criteria for Success

Students should answer correctly a mean of greater than 70% on questions 41-55 of the assessment instrument.

IV. Summary of Assessment Findings

| Crime Scene Technology Program Assessment Results | | |
|---|---------|---------|
| MLO 5 Items 41-55 | | |
| | 2015-16 | 2016-17 |
| Number of Students | 35 | 33 |
| Mean Score | 73.9% | 73.3% |
| Criteria | 70% | 70% |
| Above/Below Criteria | 3.9% | 3.3% |

V. Discussion and Analysis of Assessment Findings

Students exceeded the target criteria in the area of crime scene photography for both 2015-16 & 2016-17. Student scores exceeded the criteria by 3.9% in 2015, while exceeding the target by 3.3% in 2016. While there was a 0.6% decrease in scores from 2015 to 2016, the scores remained above the target criteria.

VI. Action Plan and Timetable for Implementation

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

- [Transition the end of program exam to an online process](#)
- Program Administrator / Aug 2018

#6: The student will acquire knowledge of the techniques involved in the detection, enhancement and recovery of latent fingerprints and will acquire an understanding of the appropriate application of processing techniques.

I. Use of Past Results

The mean score for this PLO exceeded the criteria during the last two years. We will be continue to monitor student scores to ensure the criteria is met.

II. Methodology

Means of Assessment:

A locally developed assessment instrument was used to assess the achievements of students enrolled in the Associate in Science (AS) degree in Crime Scene Technology.

Date(s) of Administration: 2012 and 2013

Method: Students enrolled in the Crime Scene Technology program were assessed using a locally developed assessment instrument. The purpose of this assessment is to evaluate student performance by Major Learning Objective, and make summative interpretations for program improvement.

Assessment Instrument: A locally developed closed book, 100-item structured response (multiple-choice) assessment instrument

Item/Scoring: Questions 56-70 of the assessment are aligned to latent finger printing. Each question is worth one point. The assessment was graded using a standard key developed by the course instructors, and employing a scantron machine.

Population: The end of program assessment was administered at the completion of each semester to all students, upon completion of the required 'core' classes for the A.S. degree in Crime Scene Technology. Students were required to complete this assessment prior to graduation.

III. Criteria for Success

Students should answer correctly a mean of greater than 70% on questions 56-70 of the assessment instrument.

IV. Summary of Assessment Findings

| Crime Scene Technology Program Assessment Results | | |
|---|---------|---------|
| MLO 6 Items 56-70 | | |
| | 2015-16 | 2016-17 |
| Number of Students | 35 | 33 |
| Mean Score | 83% | 79% |
| Criteria | 70% | 70% |
| Above/Below Criteria | 12.9% | 9.0% |

V. Discussion and Analysis of Assessment Findings

Students' scores well exceeded the targets for both 2015-16 and 2016-17 for latent finger printing techniques. Crime Scene students exceeded the target criteria by 12.9% in 2015-16, while exceeded the target by 9.0% in 2016-17.

VI. Action Plan and Timetable for Implementation

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

- [Transition the end of program exam to an online process](#)
- Program Administrator / Aug 2018

#7: The student will acquire knowledge of the capabilities of a full-service crime lab and will acquire knowledge of the chain of custody, submission protocols and appropriate comparison standards.

I. Use of Past Results

These findings are somewhat expected as the long time instructor for this course has resigned. A replacement instructor was hired but forced to resign after one session due to a medical problem. The third instructor hired has only taught this course one time.

II. Methodology

Means of Assessment:

A locally developed assessment instrument was used to assess the achievements of students enrolled in the Associate in Science (AS) degree in Crime Scene Technology.

Date(s) of Administration: 2012 and 2013

Method: Students enrolled in the Crime Scene Technology program were assessed using a locally developed assessment instrument. The purpose of this assessment is to evaluate student performance by Major Learning Objective, and make summative interpretations for program improvement.

Assessment Instrument: A locally developed closed book, 100-item structured response (multiple-choice) assessment instrument

Item/Scoring: Each question is worth one point. The assessment was graded using a standard key developed by the course instructors, and employing a scantron machine.

Population: The end of program assessment was administered at the completion of each semester to all students, upon completion of the required 'core' classes for the A.S. degree in Crime Scene Technology. Students were required to complete this assessment prior to graduation.

III. Criteria for Success

Students should answer correctly a mean of greater than 70% on questions 71-80 of the assessment instrument.

IV. Summary of Assessment Findings

| Crime Scene Technology Program Assessment Results | | |
|---|---------|---------|
| MLO 7 Items 71-80 | | |
| | 2015-16 | 2016-17 |
| Number of Students | 35 | 33 |
| Mean Score | 69% | 66% |
| Criteria | 70% | 70% |
| Above/Below Criteria | -0.6% | -4.2% |

V. Discussion and Analysis of Assessment Findings

Students did not achieve the target goal in either 2015-16 or 2016-17. Crime scene student scores were 0.6 below the target for 2015-16, while scores were 4.2 below the target in 2016-17.

We have introduced new material to this course and it may take a while for students to get used to the course requirements. We will work with our instructor for the next few semesters to make sure students have the best chance for success.

VI. Action Plan and Timetable for Implementation

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

- [Consult with and assist our new instructor with the required PLO.](#)
- Program Administrator / Aug 2018
- [Transition the end of program exam to an online process](#)
- Program Administrator / Aug 2018

#8: The student will acquire an understanding of safe and proper methods of handling biological evidence and will acquire knowledge of the collection methods and testing of biological evidence.

I. Use of Past Results

While the criteria for this PLO was met the past two years, we will continue to monitor student scores. This course is one of the courses that was revised with the new curriculum update in August 2014.

II. Methodology

Means of Assessment:

A locally developed assessment instrument was used to assess the achievements of students enrolled in the Associate in Science (AS) degree in Crime Scene Technology.

Date(s) of Administration: 2012 and 2013

Method: Students enrolled in the Crime Scene Technology program were assessed using a locally developed assessment instrument. The purpose of this assessment is to evaluate student performance by Major Learning Objective, and make summative interpretations for program improvement.

Assessment Instrument: A locally developed closed book, 100-item structured response (multiple-choice) assessment instrument

Item/Scoring: Questions 81-90 of the assessment are aligned to the handling of biological evidence. Each question is worth one point. The assessment was graded using a standard key developed by the course instructors, and employing a scantron machine.

Population: The end of program assessment was administered at the completion of each semester to all students, upon completion of the required 'core' classes for the A.S. degree in Crime Scene Technology. Students were required to complete this assessment prior to graduation.

III. Criteria for Success

Students should answer correctly a mean of greater than 70% on questions 81-90 of the assessment instrument.

IV. Summary of Assessment Findings

| Crime Scene Technology Program Assessment Results | | |
|---|---------|---------|
| MLO 8 Items 81-90 | | |
| | 2015-16 | 2016-17 |
| Number of Students | 35 | 33 |

| | | |
|----------------------|------|-------|
| Mean Score | 73% | 67% |
| Criteria | 70% | 70% |
| Above/Below Criteria | 3.1% | -2.7% |

V. Discussion and Analysis of Assessment Findings

Crime scene students surpassed the target for biological evidence in 2015-16, but failed to reach the target in 2016-17. Students exceeded the target in 2015-16 by 3.1%, but were 2.7% below the target in 2016-17. The program will monitor student scores in this area to judge whether the decline in scores represents a 1 year anomaly or a trend in student performance.

VI. Action Plan and Timetable for Implementation

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

- [Transition the end of program exam to an online process](#)
- Program Administrator / Aug 2018

#9: The student will acquire knowledge of the potential health and safety hazards and the skills and techniques to minimize risk to self and others and will acquire knowledge of state and federal regulations regarding hazardous materials as related to crime scenes.

I. Use of Past Results

Although we have exceeded the criterion for this PLO, it dropped by 0.2 percentage points in the last year of this report. The new curriculum as of August 2014 incorporated the advances in chemistry and other safety precautions of the past few years. This course was increased from 2 to 3 credits to enable the additional information to be included.

II. Methodology

Means of Assessment:

A locally developed assessment instrument was used to assess the achievements of students enrolled in the Associate in Science (AS) degree in Crime Scene Technology.

Date(s) of Administration: 2012 and 2013

Method: Students enrolled in the Crime Scene Technology program were assessed using a locally developed assessment instrument. The purpose of this assessment is to evaluate student performance by Major Learning Objective, and make summative interpretations for program improvement.

Assessment Instrument: A locally developed closed book, 100-item structured response (multiple-choice) assessment instrument

Item/Scoring: Each question is worth one point. The assessment was graded using a standard key developed by the course instructors, and employing a scantron machine.

Population: The end of program assessment was administered at the completion of each semester to all students, upon completion of the required 'core' classes for the A.S. degree in Crime Scene Technology. Students were required to complete this assessment prior to graduation.

III. Criteria for Success

Students should answer correctly a mean of greater than 70% on questions 91-100 of the assessment instrument.

IV. Summary of Assessment Findings

| | | |
|---|---------|---------|
| Crime Scene Technology Program Assessment Results | | |
| MLO 9 Items 91-100 | | |
| | 2015-16 | 2016-17 |
| Number of Students | 35 | 33 |
| Mean Score | 84% | 82% |
| Criteria | 70% | 70% |
| Above/Below Criteria | 14.3% | 12.4% |

V. Discussion and Analysis of Assessment Findings

Student scores exceeded the criteria for success for both 2015-16 & 2016-17. Crime scene students exceeded the target by 14.3% in 2015-16, while surpassing the goal by 12.4% in 2016-17. While there was a 1.9% decline in mean scores between 2015 and 2016, overall scores remained above the target goal.

VI. Action Plan and Timetable for Implementation

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

- [Transition the end of program exam to an online process](#)
- Program Administrator / Aug 2018

Action Plan

| Category | Action Plan Detail / Implications | For PLO | Responsible Party / Due Date |
|---|---|--|-----------------------------------|
| A. Enable Greater Student Success | | | |
| A1. Identify needs and address ways to improve overall student success | | | |
| | Consult with and assist our new instructor with the required PLO. | #7 | Program Administrator Aug 2018 |
| D. Improve Assessment Methodology | | | |
| D4. Improve method of data collection & analysis | | | |
| | Transition the end of program exam to an online process | #1, #2, #3, #4, #5, #6, #7, #8, #9 | Program Administrator Aug 2018 |

Evaluation of the Impact of Action Plan Items on Program Quality

Approvals

Program Administrators:

David Brumfield - Instructor

Michael Hughes - Associate Professor-Criminal Justice

Approved by David Brumfield - Instructor on Dec 12, 2017

Educational Outcomes Coordinators:

Joe Boyd - Coord, Accredtn&BaccAssessment

Magaly Tymms - Assessment Director

Approved by Joe Boyd - Coord, Accredtn&BaccAssessment on Dec 14, 2017

Dean:

Brian Frank - Dean

Approved by Brian Frank - Dean on Feb 9, 2018

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Feb 12, 2018



Appendix C: 2018 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for February 2018 and September 2018 are provided within this Appendix.

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

Crime Scene Technology - AS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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College of Public Safety Administration Advisory Committee Meeting
Tuesday, February 20, 2018

Members Present: Rosanne Beck (*SPC-PSA*), Kimberly Gaskin (*SPC-PSA*), Carol Rasor-Cordero (*SPC-PSA*), Kenneth Afienko (*SPC-PSA*) Geoffrey Brown (*SPC-PSA*), Richard Graham (*Lealman Fire District*), Michael Hughes (*SPC-PSA*), David Romine (*SPDD-Retired*)

Members Absent: Mark Berger (*Pinellas Park Police Department*), Sally Bishop (*Pinellas County Emergency Management*), Guy Keirn (*Pinellas Park Fire Department*), Dale Koning (*Pinellas Park High School*), Greg Mason (*PSCO Forensics Department*), Deborah McDonald (*FDLE Tampa Bay Regional Operations Center*), John Romeo (*FDLE Tampa Bay Regional Operations Center*), Dorene Thomas (*SPC-PSA*), Kevin Thomas (*SPC-PSA*), Brian Frank (*Dean-SPC PSA*), Sandra Brooking (*Pinellas County EMS & Fire Administration*), Craig Hare (*Pinellas County EMS & Fire Administration*).

1. Call to Order

2. Announcements

- Staff Changes: Charles Crowther retired December 15, 2017; he will be replaced by a 36 ECH faculty member for the Criminal Justice side hopefully by summer 2018 (545)
- David Brumfield has extended his retirement to December instead of July. He too, will be replaced by a 36 ECH faculty member

3. EAM/Fire Science

- Courses have been set up for the 2018-19 Academic Year

4. Public Safety Education Program

- Students in their junior and senior years of high school have the opportunity to take up to 12 credits that will count toward their degree and work at a police department to get work experience. Salary is estimated between \$15-18/hr. The positions are transferrable.

5. Public Safety Upper Division

- No changes

6. Open Discussion

- The Tampa Bay Police Chief Association Education Foundation puts out scholarship information yearly. Last year had few responses. The police chiefs are responsible for getting the word out since the next round of scholarships are approaching. Scholarships are paid by the academy. Older veteran students are welcomed but must be recommended by a police chief. Students are responsible for passing all coursework to avoid being financially liable.
- In light of recent events in the news, the SPPD is in the process of implementing safety measures to be better prepared for active shooter situations.

7. Adjournment

Members Present: Kimberly Gaskin (SPC PSA), Rosanne Beck (SPC-PSA), Carol Rasor-Cordero (SPC-PSA), Kenneth Afienko (SPC-PSA), Geoffrey Brown (SPC-PSA), Brian Frank (Dean, SPC –PSA) Michael Hughes (Chair, SPC-PSA), David Romine (Retired, Law Enforcement), Dorene Thomas (SPC-PSA), Mark Berger (Pinellas Park Police Department) Eric Carver (Provost, AC, HEC and VT of SPC), Sandra Brooking (Pinellas County EMS & Fire Administration) Kevin Thomas (SPC-PSA), Richard Graham (Lealman Fire District).

Members Absent: Guy Keirn (Pinellas Park Fire Department), Dale Koning (Pinellas Park High School), Greg Mason, (PCSO Forensics Department), John Mauro (PCSO), Deborah McDonald (FDLE Tampa Bay Regional Operations Center), John Romeo (FDLE Tampa Bay Regional Operations Center), Craig Hare (Pinellas County EMS & Fire Administration).

1. Retention Plan

A. Dashboard: Dr. Brian Frank

What we have started to notice in a lot of the numbers is that, we are not losing new students but we are losing current students. With our field of study, a lot is attributed to those who are working and they come back but at this they have been preoccupied. Our focus at lower division, I have had our career outreach specialist, look into pulling all of the students in our programs, identifying where they live and then start calling and introducing herself to them, helping them find jobs, the initial stage being looking for those not working in Public Safety. The ones that are enrolled in the academies are already on a path. They know where they are headed. I want to seek out students that are working at car dealerships, Walmart, Publix, etc. Those are the ones we want to try to hold on to.

B. Student Engagement: Dr. Brian Frank

I and the upper division faculty met last week, and followed up with Student Services. When someone applies to the bachelor's program and their application done, they get an email called, Attempt to Participate. It's literally a 5-question survey that they fill out, asking them what sub plan they want and the term they want to start. That way when the advisor contacts them in that specific term, they can get the student going. What we are thinking about doing is to add 2 questions to the survey to make a total of 7. The open ended question being: "Are you currently employed with a public safety agency?" if yes, there are some check boxes: Firefighter paramedic, EMT, police officer, deputy, corrections officer, administrative support or other. That way anyone who is in administrative support or other at the upper division level, we would focus on them, targeting them for events. We don't want our students to get fatigued from email, announcements and events, especially if they are working in the field. The ones not connected to anything, those are the ones I want to target. We are going to see if that has an impact on our retention.

2. Agency Recruitment: Training Class Recruitment: Dr. Brian Frank

Some attend multiple advisories; Michael Dibuono has the Law Enforcement Academy Advisory Board. When students attend other institutions like St. Leo, the question came up, "Why they went to those schools?" They said it was because the recruiters came to their department and talked to them. We are at the very least a third of the price compared to them and the same administrators from their agencies are teaching in the program. They were open to having recruitment come to the agencies, they agreed that if we can play a 1-minute video. Jacqui Kane will go to the agencies to see if anyone will be interested in that. Financial aid will be added. Additionally, when we are having training classes here like the continuing education classes, we were going to put together something small. For example, FDLE Executive Institute uses Business cards to be handed out.

3. Curriculum: Review AS Degree programs: Dr. Brian Frank

A. Common Core with Sub Plans

Five different AS degrees that go into the bachelor's program. Digital Forensics is fine, because it has the IT at the front end of it. all the other LD programs, don't have a common core, yet they're basically all public safety. So with enrollment, look at curriculum to come up with the common core of courses that any public safety lower division students should have such as Constitutional Law and NIMS. From there, each area will branch off to what area you want to focus on: Homeland Security, Fire Science, Emergency Management, etc. The current fire science courses that we have for lower division, are all aligned with Fire Officer I, Fire Officer, II, Fire Inspector I, Fire Inspector II, etc., at the fire college.

B. Include Officer Track (Law Enforcement, EMT, Fire): Geoff Brown

Fire college stops people from doing things online. At the same time, we are competing with individuals who are allowed to provide the same type of training, even though we do it for credit. Students that go through the fire academy only get 3 credits toward their degree. The people who are starting to take the ones that are their now, those are all people that have been on the job for 2 years. We don't want a 26-year old to be getting an AS degree; we want them to go to for their bachelor's degree. I met with Geoff, Jim and Charlie. We were thinking of removing those courses from the AS degree and see what we can articulate from the academy itself, come up with some new courses. That removes fire college piece from it and moves them as close to an AS degree as possible when they are done with the fire academy. Instead of being 7 classes away, I want a minimum of one or two classes away. So that way, we can offer those courses on the training side and we can run them nonstop. So Fire Inspector I and II, we can run them on the non-credit side. Everyone would still be served, and students would get their degree finished faster.

4. Announcements: James Angle Retiring: Dr. Brian Frank

James Angle is retiring from the Fire Academy as Training Director. He will be teaching as an adjunct and helping with the selection of his replacement. Names will be selected for the first round. My hope is that Dr. Eric Carver and I can handle academic college questions, and the other side will be handled by, James Angle, Geoff Brown, Gabrielle Bain and Glenn Davis. We will rotate and see what we come up with. Jim's selected fire chief and EMS personnel with to sit on that panel as well.

5. EAM/Fire Science: Geoffrey Brown

a. Fire Science Online Course Offerings

Jim sent out courses on a main list. The courses are broken out by certification. For Fire Science, all materials will be handle by Sara brown and all questions will be directed to her as well. Geoff will oversee this process. Calls will be filtered to advising.

6. Criminal Justice high school initiative: Michael Hughes

Renamed Public Safety Education Program. Regarding the 8 south county high schools, contact was made with Reginald Reid. Initially, the information that was sent out about the program, was geared toward 11th and 12th graders. Students have opportunity to earn 12 college credits. Recruiters are reaching out to 9th and 10th graders. Parents are encouraged to be proactive. One main challenge to overcome is staff changes from semester to semester, not having people as familiar with the program. I have sent e-mails to Judith, and everyone is encouraged to communicate with us. Recruiters will be on campuses in next couple of weeks. Michelle Mann will be involved with this process.

7: Upper Division: Dr.'s Carol Rasor-Cordero and Ken Afienko

Regarding ELP's right now, the college allows students to ELP 2 courses for 6 credits. If we go up to 9 credits instead of 6, students would finish faster, create a resume, write paper. it would be a great incentive. Since they don't have to buy a book, they only pay \$75.00 a course.

Currently upper division faculty are sharing Charlie's Chair responsibilities. Teaching in upper division, they have access to courses of adjuncts and monitor them so that there are no issues. Started last semester. Entire department has access so they can look into the courses.

7. Open Discussion:

Digital Forensics: Kevin Thomas

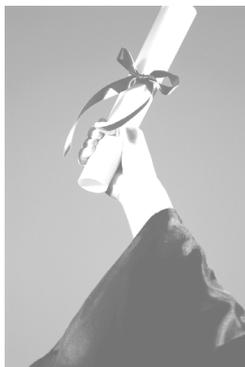
Digital forensics partnering with IT security. Applying with federal NSA, seal of approval for IT security program, require certain courses. Get approved, interview Kevin and Laura Malave. Update national profile. Kevin may apply for the digital forensics program itself next year to increase profile and get name out there.

Dark Web

One of the courses touches on it, but not much at this time. It would be a good idea in the future to focus on this perhaps. This refers to when sites can't be seen by search engines due to content.

Grant: Dr. Eric Carver

Summited Department of Economic Opportunity. Ready Pinellas. Redevelop homeland courses including upper division. Provide Infrastructure, equipment for EMT and paramedic. Mobile Training unit, this year is hopeful. 1.6 million, closer to December – February to see if the grant hits.



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