Public Safety Administration - BAS

Enhanced Comprehensive Academic Program Review 2018-19

Bachelor of Applied Science Degree:
Public Safety Administration

Academic Effectiveness and Assessment

St. Petersburg College

October 2019

Enhanced Comprehensive Academic Program Review Produced by

Public Safety Administration – BAS Program

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Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

ii

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Table of Contents

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

iii

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

iv

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 online bachelor's degree in Public Safety Administration will prepare students to be a leader in today's public safety organizations, especially if they are a current safety professional. SPC's bachelor program is perfect if students have a related associate degree or certificate. Since SPC recognizes the challenge of fitting school into a work schedule, the program offers eight week courses that are completely online. In addition, SPC gives students academic credit for previous experience or training.

Degree Offered
A Bachelor of Applied Science Degree in Public Safety Administration is offered at SPC.

Program Performance
- *Actual Course Enrollment* decreased in 2017 (2,256) from the previous year (2,285).
- *Unduplicated Headcount* increased in 2017 (887) from the previous year (855).
- *SSH Enrollment* decreased in 2017 (6,771) from the previous year (6,859).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2018 (101.2%) from Fall 2017 (115.6%).
- The *course success rate* decreased in 2017 (85.3%) from the previous year (86.9%).
- *Grade Distribution* indicated that the majority of the students (84.2%) received an 'A', 'B' or 'C' during 2017.
- An *Industry Certification* or equivalent state or national exam has not been identified for the Public Safety Administration program for evidence of certification attainment at the baccalaureate level.
- *Internship Enrollment* for EMS1421 and EMS2659 indicated there was one student in Summer 2017.
- *Program Plans Taken by Plan* revealed that almost half 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 2017, more than one-fifth of the original (fall 2016) PSA-BAS students remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the Public Safety Administration - BAS program decreased in 2017 (80) from the previous year (90).
- *Fulltime Faculty* taught 66.1% of the ECHs in 2017-18 as compared to 72.0% in 2016-17. Adjunct Faculty taught 33.9% of the ECHs in 2017-18 as compared to 28.0% in 2016-17.
- The highest semester for Adjunct ECHs was Fall 2014-15 in which adjunct faculty taught 38.0% of the program's course load. The three-semester average for

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

adjuncts (33.9%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- Seven *occupation descriptions,* All other first-line supervisors of protective service workers; Firefighters; First-line supervisors of police and detectives; Detectives and criminal investigators; Police and sheriff's patrol officers; Emergency management directors; and Probation officers and correctional treatment specialists were located in the Florida Department of Economic Opportunity (DEO) website for the Public Safety Administration – BAS program.
- The *2017 median hourly earnings* for All other first-line supervisors of protective service workers was $22.64 in Florida and $23.69 in Pinellas County. The *2017 median hourly earnings* for Firefighters was $24.16 in Florida and $22.83 in Pinellas County. The *2017 median hourly earnings* for First-line supervisors of police and detectives was $44.60 in Florida and $45.59 in Pinellas County. The *2017 median hourly earnings* for Detectives and criminal investigators was $31.81 in Florida and $34.23 in Pinellas County. The *2017 median hourly earnings* for Police and sheriff's patrol officers was $27.13 in Florida and $27.01 in Pinellas County. The *2017 median hourly earnings* for Emergency management directors was $44.76 in Florida. There were no data to report for Pinellas County. The *2017 median hourly earnings* for Probation officers and correctional treatment specialists was $18.52 in Florida and $18.78 in Pinellas County.
- *Employment trend information* for All other first-line supervisors of protective service workers showed an average annual increase (9.5% - 9.6%) for the period between 2017 and 2025 across the state and county. *Employment trend information* for Firefighters showed an average annual increase (6.6% - 8.8%) for the period between 2017 and 2025 across the state and county. *Employment trend information* for First-line supervisors of police and detectives showed an average annual increase (5.3% - 6.5%) for the period between 2017 and 2025 across the state and 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. *Employment trend information* for Police and sheriff's patrol officers showed an average annual increase (6.4% - 8.2%) for the period between 2017 and 2025 across the state and county. *Employment trend information* for Emergency management directors showed an average annual increase (11.0%) for the period between 2017 and 2025 across the state. There were no county data available. *Employment trend information* for Probation officers and correctional treatment specialists showed an average annual decrease (0.0% - -1.0%) for the period between 2017 and 2025 across the state and county.
- The *major employers* of the Public Safety Administration – BAS graduates are Charlotte Co Fire/EMS, Polk County Board of Commissioners – Emergency Management, and several police and fire departments throughout Pinellas County.
- *Total Placement* in the Public Safety Administration – BAS program increased in 2016-17 (84%) from the previous year (81%).

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

- The *2015-16 Academic Program Assessment Report* indicated that the desired results were met for all four Program Learning Outcomes (PLOs) assessed in the Public Safety Administration – BAS Program.

- The *2015-16 Academic Program Assessment Follow-Up Report* was completed in April 2017. The lone action item was not completed, and the results published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Public Safety Administration – BAS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.

- Fifty-five *Recent Alumni surveys* were provided to the 2016-17 graduates of the Public Safety Administration – BAS program. Twenty-four percent of the graduates responded to the survey (13 of the 55). 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:
    - 53.8% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to "Get a promotion"; 23.1% selected "Continue my education"; 7.7% selected "Change career fields"; another 7.7% chose "Meet certification/training needs"; while the remaining 7.7% selected "Obtain employment".
    - 46.2% of recent graduate survey respondents indicated that SPC did "Exceptionally well" in helping them meet their goal; 30.8% selected "Very well"; while 15.4% stated "Adequately".
    - 91.7% of recent graduate survey respondents would recommend SPC's Public Safety Administration - BAS program to another.
- Two *Employer surveys* were sent out to employers based on the permission provided by recent graduates in the 2016-17 recent graduate survey. One survey respondent provided an evaluation of the graduates' college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.

Dean's Perspective: Issues, Trends, and Recent Successes
The program has experienced a decline in enrollment. This is due to the current staffing issues in the field, a turnover in our student services area, and the need to review and renew the look of the BAS program. As a department, the lower division will be moving

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

renew the look of the BAS program. As a department, the lower division will be moving to a main campus. (Gibbs). This should be a solid feeder system for the BAS program and allow for faculty involvement in the college community.

Because the BAS program is currently all online, faculty will be posted once a week in the learning centers of (Gibbs, Clearwater, Seminole). This will serve multiple purposes; office hours throughout the county for students to visit professors, the ability for advising managers to meet with faculty about the program, and the specific faculty member becoming intimately involved in the campus lifestyle for recruiting purposes. Lastly, we are reviewing a rebrand of the program, reviewing curriculum and creating a marketing plan to increase enrollment.

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.

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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

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

Educational Assessment

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

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

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

Program Review Process

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

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

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

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

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

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

represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.
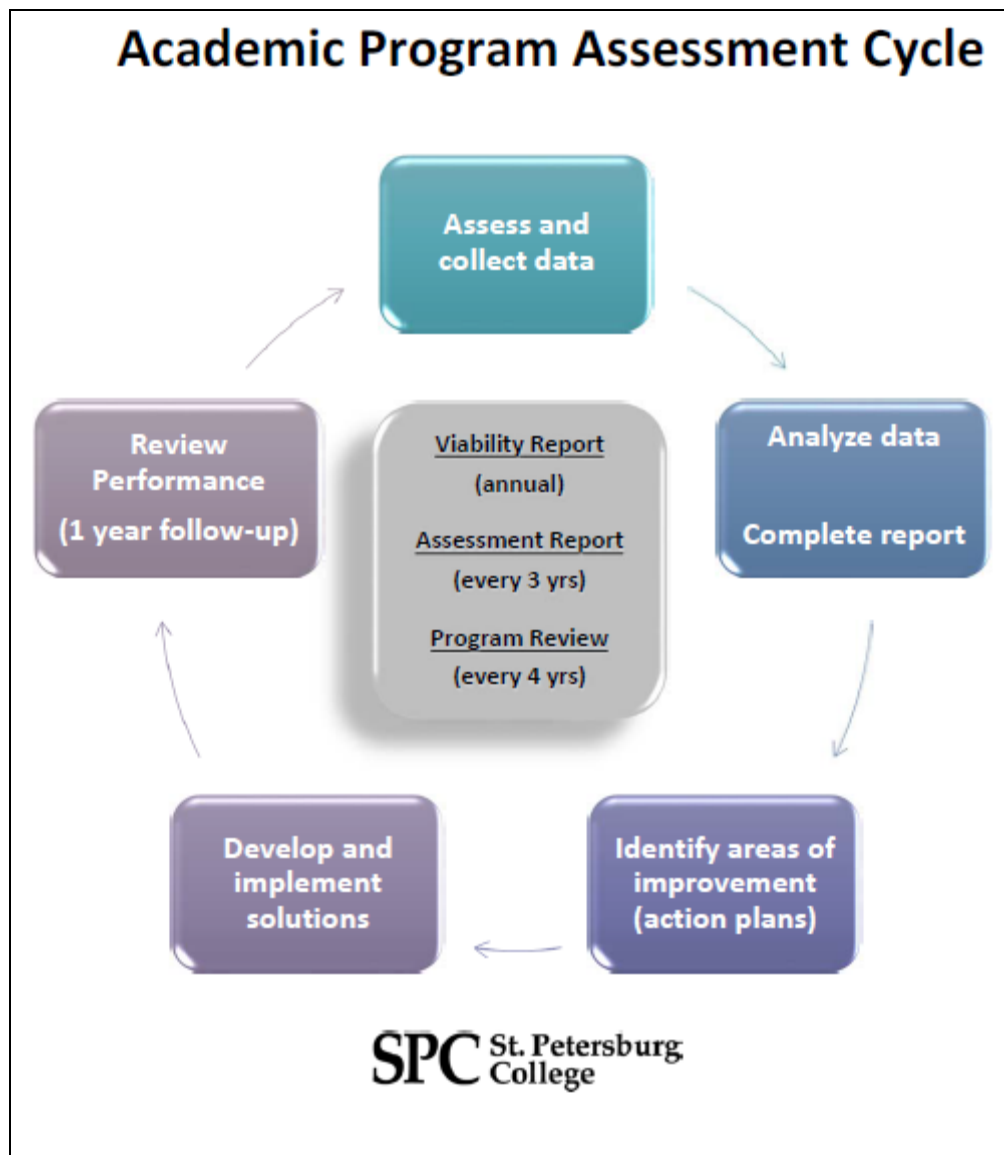
Figure 1: Academic Program Assessment Cycle

Program Description

SPC's online bachelor's degree in Public Safety Administration will prepare students to be a leader in today's public safety organizations, especially if they are a current safety professional. SPC's bachelor program is perfect if students have a related associate degree or certificate. Since SPC recognizes the challenge of fitting school into a work schedule, the program offers eight week courses that are completely online. In addition, SPC gives students academic credit for previous experience or training.

Degree Offered
A Bachelor of Applied Science Degree in Public Safety Administration is offered at SPC.

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

Accreditation
There is no accreditation information on file for the Public Safety Administration – BAS program.

Program Learning Outcomes
1. To develop the knowledge, skills, and abilities necessary for students to assume various leadership roles within the field of public safety administration.
2. Accurately evaluate response methods related to rapidly changing environments and communities.
3. Summarize ethical and legal decision making processes in public safety administration using higher order thinking skills.
4. Analyze effective communication and problem solving practices for application to various safety administration scenarios.

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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9

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

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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.*

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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11

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

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Measure #11: *Faculty/Adjunct Ratio*
The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

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

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

Measure #14: *State and County Trends and Wage Information*
Employment trend information is reported by state and county. Jobs (2017) refers to the average annual job openings due to growth and net replacement; % Change (2017-2025) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO)* *http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections*

Measure #15: *Major Employers*
Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: *Total Placement*
Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports* *http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #17: *State Graduates Outcomes*
State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports* *http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #18: *Educational Outcomes*
End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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.

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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14

Program Performance

SharePoint

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site

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: **PSA - UD**, Class Acade✖.
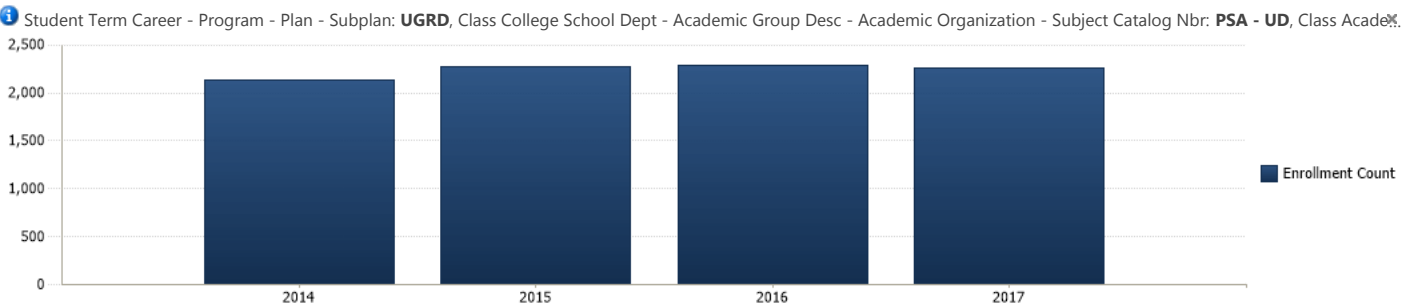
Enrollment Count

Enrollment Count

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

Term Academic Year - Term Desc	Enrollment Count
▷ 2014	2,130
▷ 2015	2,277
▷ 2016	2,285
▷ 2017	2,256

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   [All ▾]

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

Course Instructional Method   [All ▾]

Student Type (FTIC)   [All ▾]

Class Academic Group   [All ▾]

Age Group   [All ▾]

Ethnic Group   [All ▾]

Gender   [All ▾]

Custom Cohort   [All ▾]

Student Group   [All ▾]

16

SharePoint

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site

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: **PSA - UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class...
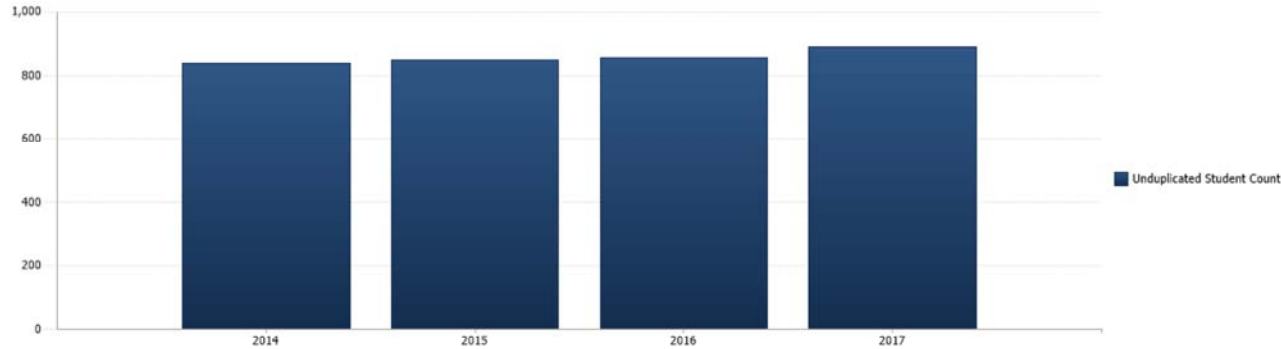
Unduplicated Student Count

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

Term Academic Year - Term Desc	Unduplicated Student Count
▷ 2014	838
▷ 2015	849
▷ 2016	855
▷ 2017	887

Student System Cube Refresh

Last Refresh: 9/13/2018 5:49:09 AM

Viability Report Process Document

📄 Viability Report Process Document

Academic Year - Term Desc - Multi | 2014, 2015, 2016, 2017 ▾ |

Campus Description | All |

Career - Program - Plan - Subplan - Multi | Undergraduate ▾ |

College - Group - Acad Org - Subject | PSA - UD ▾ |

Course Instructional Method | All ▾ |

Student Type (FTIC) | All |

Age Group | All |

Ethnic Group | All |

Gender | All |

Custom Cohort | All ▾ |

Student Group | All ▾ |

Course Group | All ▾ |

17

SharePoint   Newsfeed   OneDrive   Sites   Robert Mohr III ▾   ?

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**   Search this site

Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

SSH Enrollment Graph

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

SSH Enrollment

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

Term Academic Year - Term Desc	Units Taken
▷ 2014	6,390
▷ 2015	6,831
▷ 2016	6,859
▷ 2017	6,771

Student System Cube Refresh

Last Refresh: 9/13/2018 5:49:09 AM

Viability Report Process Document

📄 Viability Report Process Document

Academic Year - Term Desc - Multi   [2014, 2015, 2016, 2017 ▾]

Campus Description   [All]

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

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

Course Instructional Method   [All ▾]

Student Type (FTIC)   [All]

Age Group   [All]

Ethnic Group   [All]

Gender   [All]

Custom Cohort   [All ▾]

Student Group   [All ▾]

Course Group   [All ▾]

18

Newsfeed   OneDrive   Sites   Robert Mohr III ▾

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site

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: **PSA - UD**   ✕
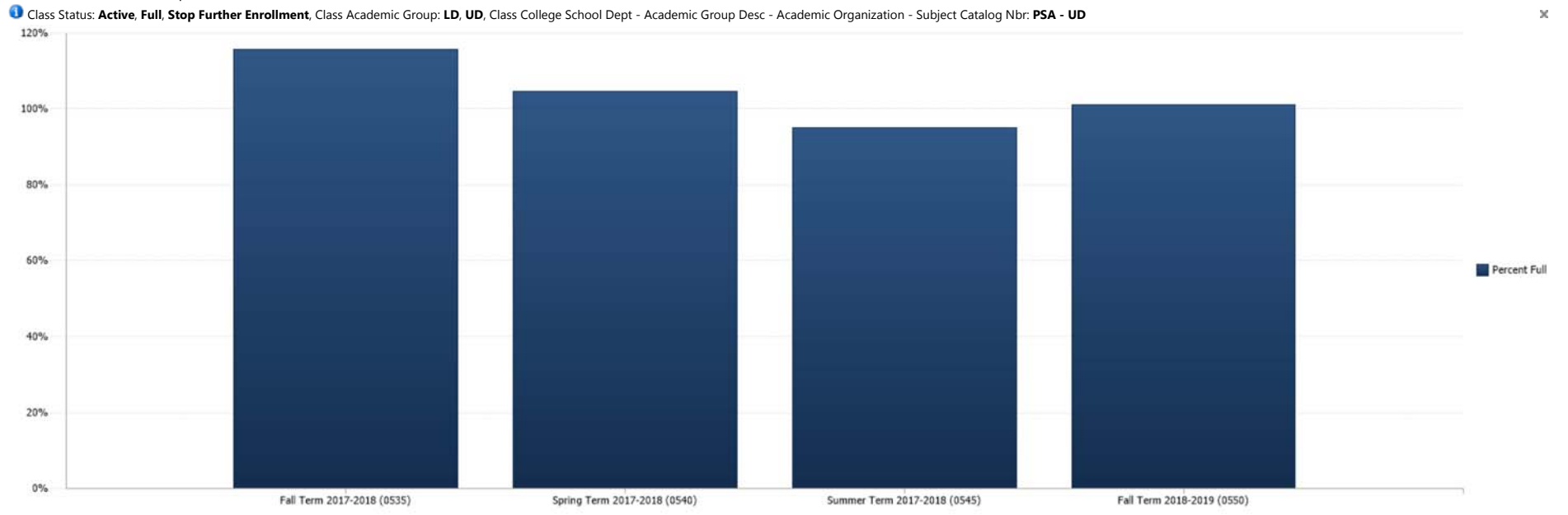
Percent Full Metric by Instructional Method

ⓘ Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **PSA - UD**, Filter empty rows and columns   ✕
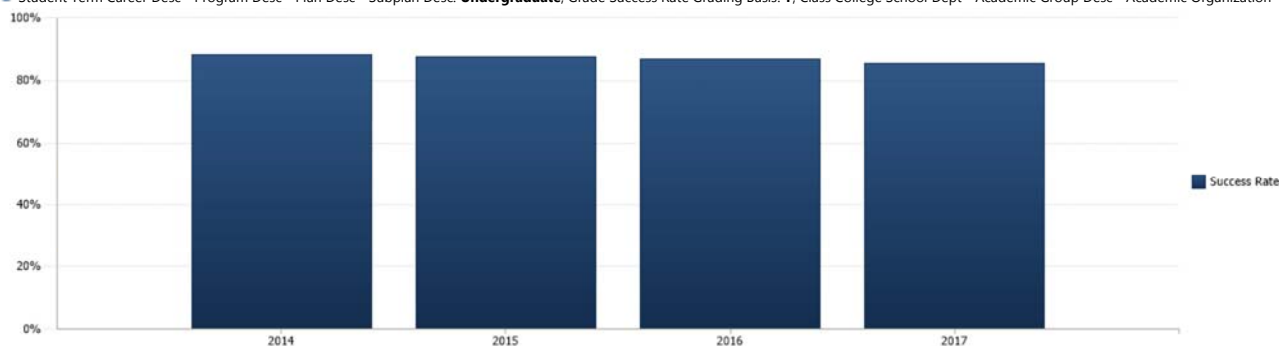
Term Academic Year - Term Desc	Measures	◢ All	Online
Fall Term 2017-2018 (0535)	Enrollment Count	1,014	1,014
Fall Term 2017-2018 (0535)	Standard Course Load	877	877
Fall Term 2017-2018 (0535)	Percent Full	115.6%	115.6%
Spring Term 2017-2018 (0540)	Enrollment Count	891	891
Spring Term 2017-2018 (0540)	Standard Course Load	852	852
Spring Term 2017-2018 (0540)	Percent Full	104.6%	104.6%
Summer Term 2017-2018 (0545)	Enrollment Count	352	352
Summer Term 2017-2018 (0545)	Standard Course Load	370	370
Summer Term 2017-2018 (0545)	Percent Full	95.1%	95.1%
Fall Term 2018-2019 (0550)	Enrollment Count	913	913
Fall Term 2018-2019 (0550)	Standard Course Load	902	902
Fall Term 2018-2019 (0550)	Percent Full	101.2%	101.2%

19

SharePoint

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Academic Program Viability Report > Performance

Search this site

Enrollment | Performance | Percent Full | Graduates | Course Groups

Success Rate Graph

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

Success Rate

Student System Cube Refresh

Last Refresh: 9/13/2018 5:49:09 AM

Viability Report Process Document

📄 Viability Report Process Document

| Academic Year - Term Desc - Multi | 2014, 2015, 2016, 2017 ▾ |

| Campus Description | All |

| Career - Program - Plan - Subplan - Multi | Undergraduate ▾ |

| College - Group - Acad Org - Subject | PSA - UD ▾ |

| Course Instructional Method | All ▾ |

| Student Type (FTIC) | All |

| Age Group | All |

| Ethnic Group | All |

| Gender | All |

| Student Group | All ▾ |

| Course Group | All ▾ |

Performance

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

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
▷ 2014	2,130	88.3%	4.4%	3.6%	2.4%
▷ 2015	2,277	87.5%	4.6%	4.6%	2.1%
▷ 2016	2,285	86.9%	4.5%	5.4%	2.1%
▷ 2017	2,257	85.3%	4.7%	5.9%	2.4%

20

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**

Search this site

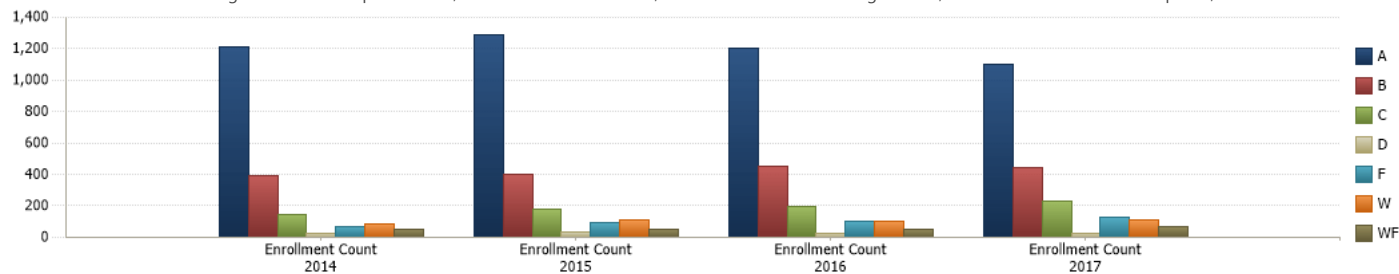# CAPR > Grade Distribution

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: **PSA-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career✕...

Legend:
- A
- B
- C
- D
- F
- W
- WF

Student Grade Distribution

ⓘ Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **PSA-BAS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career✕...

	Enrollment Count							
	◢ All							
Term Academic Year - Term Desc		A	B	C	D	F	W	WF
▷ 2014	1,975	1,207	393	142	28	70	87	48
▷ 2015	2,158	1,288	404	182	35	93	106	50
▷ 2016	2,130	1,199	451	195	27	102	103	53
▷ 2017	2,101	1,101	442	226	29	130	107	66

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   PSA-BAS ▾

Course Instructional Method   All ▾

Student Type (FTIC)   All ▾

Class Academic Group   All ▾
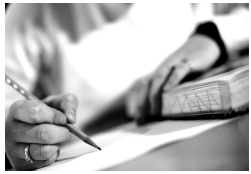
Age Group   All ▾

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 Public Safety Administration program for evidence of certification attainment at the baccalaureate level.

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,Public Safety Admin-BAS,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
EMS1421					1	1		
EMS2659					1	1		

Academic Plan	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016-2017 (0525) Unduplicated Student Count	Summer Term 2016-2017 (0530) Unduplicated Student Count	Fall Term 2017-2018 (0535) Unduplicated Student Count	Spring Term 2017-2018 (0540) Unduplicated Student Count	Summer Term 2017-2018 (0545) Unduplicated Student Count	Fall Term 2018-2019 (0550) Unduplicated Student Count
All	305	211	115	155	104	45	77
PSA-BAS	305	205	110	149	101	43	70
FIRE-AS		1	1				
CST-AS		1	1	1	1		
ENRCH-NO		1	2	1			1
EAM-AS							1
COMPNET-AS							1
BUS-AS		1	1				
CST-CT		1					
EMS-AS				1		1	1
HIT-AS				1	1		1
HSA-AS		1					
ITSC-AS				1	1		
MGTORG-BAS				1		1	2

24

SharePoint

S

SPC-Business Intelligence   Financial Information   Recruitment and Admissions - Details   Student Information   **Student Information - Detail**
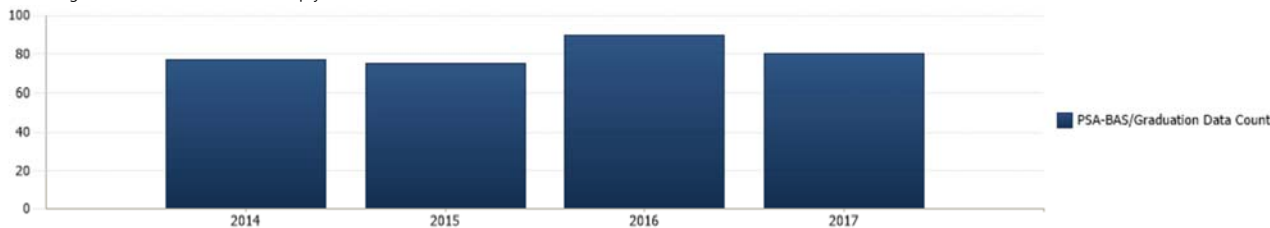
Search this site

Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | Graduates | Course Groups

Overall Graduates Trend

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

■ PSA-BAS/Graduation Data Count

Overall Graduates Count

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

Graduation Degree - Plan - Sub Plan	Measures	▷ 2014	▷ 2015	▷ 2016	▷ 2017
PSA-BAS	Graduation Data Count	77	75	90	80

Student System Cube Refresh

Last Refresh: 9/17/2018 6:00:59 AM

Viability Report Process Document

W▐ Viability Report Process Document

Academic Year - Term Desc - Multi | 2014, 2015, 2016, 2017 ▾ |
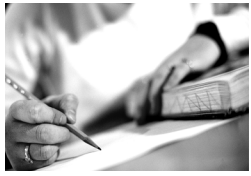
Graduation Degree Plan Subplan - Multi | PSA-BAS ▾ |

Age Group | All |

Gender | All |

Ethnic Group | All |

Custom Cohort | All ▾ |

Student Group | All ▾ |

25

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	63.5	62.0%	0.0	0.0%	39.0	38.0%
Spring 2014-2015	66.5	64.6%	0.0	0.0%	36.5	35.4%
Summer 2014-2015	36.5	74.1%	0.0	0.0%	12.8	25.9%
2014-2015 Total	166.5	65.4%	0.0	0.0%	88.3	34.6%
Fall 2015-2016	75.7	73.0%	0.0	0.0%	28.0	27.0%
Spring 2015-2016	79.5	76.1%	0.0	0.0%	25.0	23.9%
Summer 2015-2016	33.0	68.8%	0.0	0.0%	15.0	31.3%
2015-2016 Total	188.2	73.5%	0.0	0.0%	68.0	26.5%
Fall 2016-2017	71.5	69.8%	0.0	0.0%	31.0	30.2%
Spring 2016-2017	78.0	71.6%	0.0	0.0%	31.0	28.4%
Summer 2016-2017	33.0	78.6%	0.0	0.0%	9.0	21.4%
2016-2017 Total	182.5	72.0%	0.0	0.0%	71.0	28.0%
Fall 2017-2018	69.5	62.6%	0.0	0.0%	41.5	37.4%
Spring 2017-2018	67.0	63.2%	0.0	0.0%	39.0	36.8%
Summer 2017-2018	38.0	80.9%	0.0	0.0%	9.0	19.1%
2017-2018 Total	174.5	66.1%	0.0	0.0%	89.5	33.9%

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

Faculty/Adjunct Ratio

Percent Adjunct

	Fall	Spring	Summer
	38.0	36.8	31.3
	37.4	35.4	25.9
	30.2	28.4	21.4
	27.0	23.9	19.1

Legend: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017-2018

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

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Occupation Profile

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2018-19 Enhanced Comprehensive Academic Program Review
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28

Occupation Descriptions

The occupation description for All other first-line supervisors of protective service workers (33-1099) used by the DEO is shown below:

All protective service supervisors not listed separately above.

The occupation description for Fire fighters (33-2011) used by the DEO is shown below:

Control and extinguish fire or respond to emergency situations where life, property, or the environment is at risk. Duties may include fire prevention, emergency medical service, hazardous material response, search and rescue, and disaster management.

The occupation description for First-line supervisors/managers of police and detectives (33-1012) used by the DEO is shown below:

(Police Chief) Supervise and coordinate activities of members of police force. These workers have other employees reporting directly to them.

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.

The occupation description for Police and sheriff's patrol officers (33-3051) used by the DEO is shown below:

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

The occupation description for Emergency management directors (13-1061) used by the DEO is shown below:

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

(Public Safety Director) Coordinate disaster response or crisis management activities, provide disaster preparedness training, and prepare emergency plans and procedures for natural (e.g., hurricanes, floods, earthquakes), wartime, or technological (e.g., nuclear power plant emergencies, hazardous materials spills) disasters or hostage situations.

The occupation description for Probation officers and correctional treatment specialists (21-1092) used by the DEO is shown below:

Provide social services to assist in rehabilitation of law offenders in custody or on probation or parole. Make recommendations for actions involving formulation of rehabilitation plan and treatment of offender, including conditional release and education and employment stipulations.

State and County Trends and Wage Information
The distribution of 2017 wage information for Public Safety Administration is located in the table below. The median hourly earnings for All other first-line supervisors of protective service workers was $22.64 in Florida and $23.69 in Pinellas County. The median hourly earnings for Firefighters was $24.16 in Florida and $22.83 in Pinellas County. The median hourly earnings for First-line supervisors of police and detectives was $44.60 in Florida and $45.59 in Pinellas County. The median hourly earnings for Detectives and criminal investigators was $31.81 in Florida and $34.23 in Pinellas County. The median hourly earnings for Police and sheriff's patrol officers was $27.13 in Florida and $27.01 in Pinellas County. The median hourly earnings for Emergency management directors was $44.76 in Florida. There were no data to report for Pinellas County. The median hourly earnings for Probation officers and correctional treatment specialists was 18.52 in Florida and $18.78 in Pinellas County.

Employment trend information for occupations related to Public Safety Administration are also provided in the tables. An average annual increase in employment for All other first-line supervisors of protective service workers (9.5% - 9.6%) is shown for the period between 2017 and 2025, across the state and county. An average annual increase in employment for Firefighters (6.6% - 8.8%) is shown for the period between 2017 and 2025, across the state and county. An average annual increase in

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

employment for First-line supervisors of police and detectives (5.3% - 6.5%) is shown for the period between 2017 and 2025, across the state and county. 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. An average annual increase in employment for Police and sheriff's patrol officers (6.4% - 8.2%) is shown for the period between 2017 and 2025, across the state and county. An average annual increase in employment for Emergency management directors (11.0%) is shown for the period between 2017 and 2025, across the state. There were no county data available. An average annual decrease in employment for Probation officers and correctional treatment specialists (0.0% - -1.0%) is shown for the period between 2017 and 2025, across the state and county.
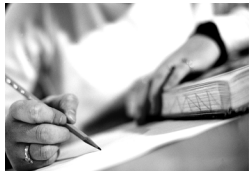
Employment Data

Growth for All other first-line supervisors of protective service workers

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	5,427	9.5%	$22.64/hr
Pinellas County	156	9.6%	$23.69/hr

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

Growth for Firefighters

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	25,581	8.8%	$24.16/hr
Pinellas County	1,327	6.6%	$22.83/hr

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

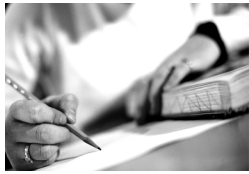Growth for First-line supervisors of police and detectives

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	4,157	6.5%	$44.60/hr
Pinellas County	150	5.3%	$45.59/hr

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

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

Growth for Police and sheriff's patrol officers

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

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

Growth for Emergency management directors

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	155	11.0%	$44.76/hr
Pinellas County	N/A	%	$/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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2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

Growth for Probation officers and correctional treatment specialists

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	4,549	-1.0%	$18.52/hr
Pinellas County	194	0.0%	$18.78/hr

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

Major Employers

Graduates of SPC's Public Safety Administration – BAS program are employed in various areas related to their field. The primary local employers of these graduates are Charlotte Co Fire/EMS, Polk County Board of Commissioners – Emergency Management, and several police and fire departments throughout Pinellas County, as depicted in the table below.

Major Employers

Employers of Public Safety Administration - BAS Graduates
Charlotte Co Fire/EMS
Polk County Board of County Commissioners - Emergency Management
Clearwater Police Department
Clearwater Fire Department
Pinellas Park Police Department
Pinellas Park Fire Department
St. Petersburg Police Department
St. Petersburg Fire Department
Largo Fire Department

Source: Recent Alumni Survey reports and program administrator records

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2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness
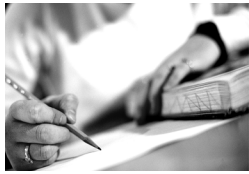
2018-19 Placement Data

Total Placement

PSA BAS		
	Pool Count	**Percent Placed**
2014-15	65	88%
2015-16	63	81%
2016-17	64	84%

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

*Refers to graduates found to be employed full-time or part-time.

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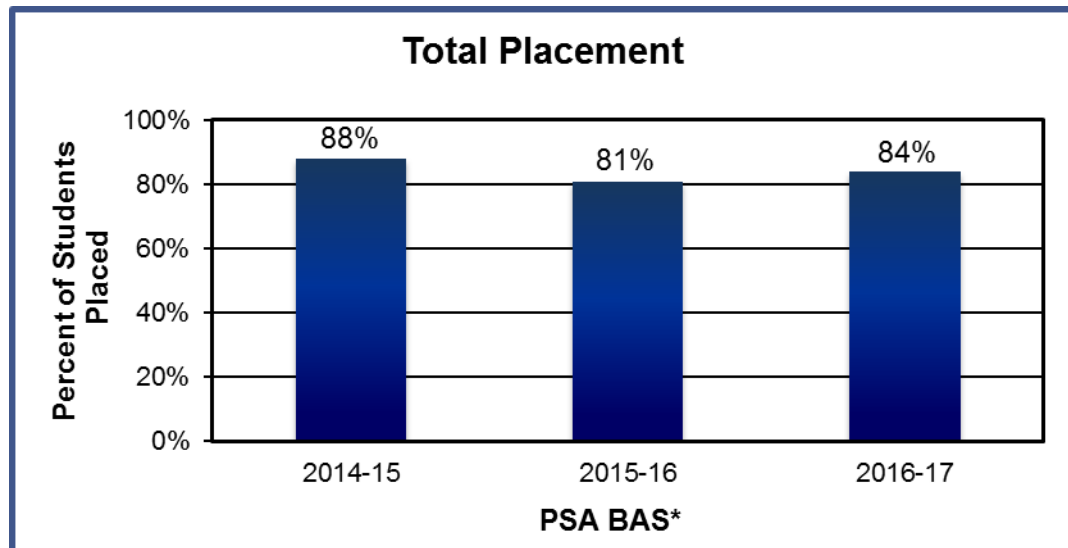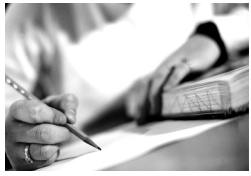Institutional Research and Effectiveness

Academics

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37

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 Public Safety Administration – BAS program was evaluated through an Academic Program Assessment Report (APAR).

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

1. To develop the knowledge, skills, and abilities necessary for students to assume various leadership roles within the field of public safety administration.
2. Accurately evaluate response methods related to rapidly changing environments and communities.
3. Summarize ethical and legal decision making processes in public safety administration using higher order thinking skills.
4. Analyze effective communication and problem solving practices for application to various safety administration scenarios.

Means of Assessment

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

The Public Safety Administration (BAS) program used the results of 1) a mini research project; 2) a journal/learning portfolio; and 3) a qualifying exam to evaluate students for PLO 1 and assessments 1 and 3 for PLOs 2 through 4. The criteria for success stated students should attain a minimum score of 70% on each assessment with the qualifying exam requiring students to score 70% on each section of the exam as well as overall.

Data were collected during 2014-15 and 2015-16. The students whom were assessed achieved a minimum score of 70% on all three assessments for PLO 1 and on both corresponding assessments for PLOs 2 through 4.

The 2015-16 follow-up report was completed in April 2017. The lone action item was not completed, and the results published in the 2015-16 follow-

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

For the complete 2015-16 Public Safety Administration, BAS Program Assessment Report, please see Appendix B.
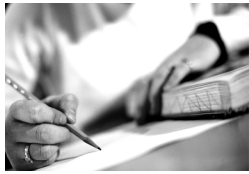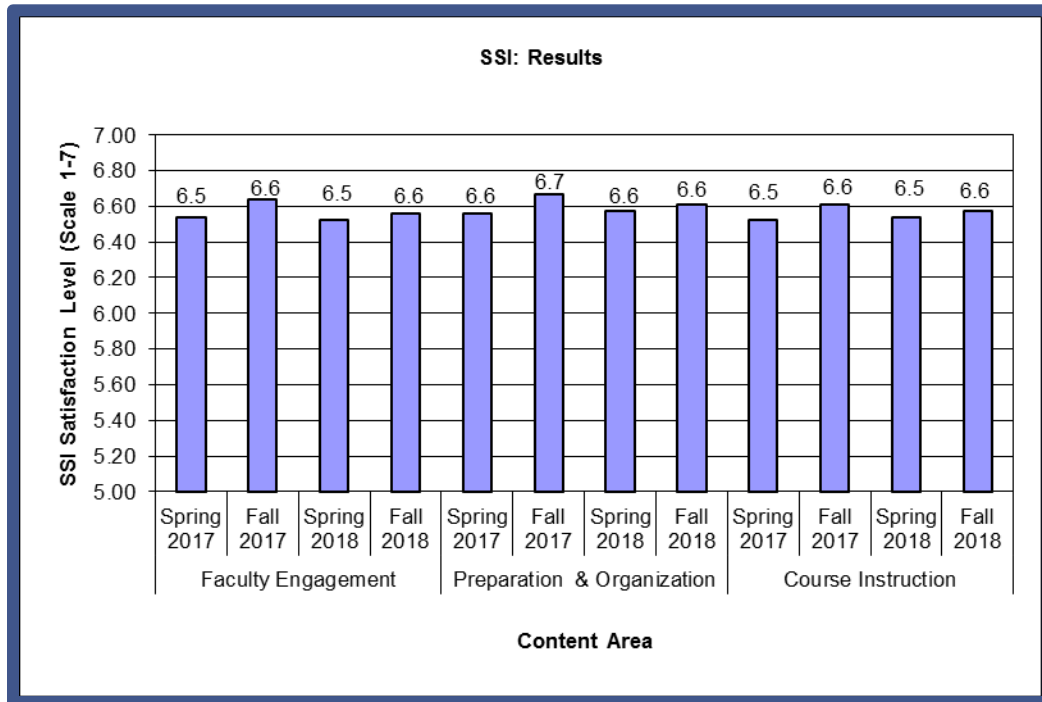
Stakeholder Perceptions

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40

Student Survey of Instruction (SSI)

Source: St. Petersburg College Student Survey of Instruction database

Public Safety Administration, B.A.S.

2017-18 Alumni Survey Report

Survey of 2016-17 Graduates

➢ *B.A.S. Degree: Public Safety Administration*
➢ *Certificate: Gangs Enforcement Management*

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.

Fifty-five Alumni Surveys were provided to the 2016-17 graduates of the Public Safety Administration, B.A.S. program. Responses were received from 13 B.A.S. graduates.

Twenty-four percent (13/55) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, two employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:
- 100% (10/10) of recent graduate survey respondents, who were employed, were employed full-time.
- 90.9% (10/11)* of recent graduate survey respondents had a current position related to their studies.
- 53.8% (7/13) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Get a promotion"*; 23.1% (3/13) *"Continue my education"*; 7.7% (1/13) *"Change career fields"*; 7.7% (1/13) *"Meet certification/training needs"*; and 7.7% (1/13) *"Obtain employment"*.
- 50.0% (5/10) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Earn more money"*; 50.0% (5/10) *"Get a promotion"*; 50.0% (5/10) *"Continue my education"*; and 30.0% (3/10) *"Meet certification/training needs"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 46.2% (6/13) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 30.8% (4/13) *"Very well"*; 15.4% (2/13) *"Adequately"*; and 7.7% (1/13) *"Poorly"*.
- 54.5% (6/11)* of recent graduate survey respondents indicated that they earned $25.00 or more per hour ($52,000 or more annually); 27.3% (3/11) earned $20.00-$24.99 per hour ($42,000-$51,999 annually); and 18.2% (2/11) earned $15.00-$19.99 per hour ($31,000-$41,999 annually).
- 38.5% (5/13) of recent graduate survey respondents indicated they are continuing their education.

- 91.7% (11/12) of recent graduate survey respondents would recommend SPC's Public Safety Administration, B.A.S. program to another.
- An evaluation of Public Safety Administration, B.A.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Twelve outcomes received mean scores between 4.5 and 4.7, ten received mean scores between 4.1 and 4.4, and three received a mean score of 3.8.

*Although only 10 respondents indicated that they were employed, 11 provided information on wages and answered the question regarding whether their employment related to their studies.

Table 1
College Preparation Ratings for Recent Public Safety Administration, B.A.S. Program Graduates

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Communicating clearly and effectively with others through:			
Speaking	12	4.3	0.8
Listening	12	4.3	0.6
Reading	12	4.4	0.5
Writing	12	4.4	0.5
Your use of mathematical and computational skills:			
Comfortable with mathematical calculations	12	3.8	0.8
Using computational skills appropriately	12	3.8	0.8
Accurately interpreting mathematical data	12	3.8	0.8
Using the following forms of technology:			
Email	12	4.5	0.7
Word Processing	12	4.6	0.5
Spreadsheets	12	4.3	0.9
Databases	12	4.1	1.1
Internet Research	12	4.5	0.7
Thinking logically and critically to solve problems:			
Gathering and assessing relevant information	12	4.7	0.5
Inquiring about and interpreting information	12	4.6	0.5
Organizing and evaluating information	12	4.6	0.5
Analyzing and explaining information to others	12	4.4	0.7
Using information to solve problems	12	4.6	0.5

General Education Outcomes *(Five point rating scale with five being the highest)*	Item Ratings		
	N	*Mean*	*SD*
Working effectively with others in a variety of settings:			
Participating as a team player (e.g., group projects)	12	4.4	0.8
Working well with individuals from diverse backgrounds	12	4.5	0.7
Using ethical courses of action	12	4.7	0.5
Demonstrating leadership skills	12	4.4	0.7
Appreciating the importance of lifelong learning:			
Showing an interest in career development	12	4.7	0.5
Being open to new ideas and challenges	12	4.6	0.5
Willingness to take on new responsibilities	12	4.3	0.7
Pursuing additional educational opportunities	12	4.6	0.7

Public Safety Administration, B.A.S.

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.

Two employer surveys were sent out to employers based on the permission provided by recent graduates in the 2016-17 recent graduate survey. One survey respondent provided an evaluation of the graduates' college preparation. Since a single response cannot accurately represent the entire program, employer survey results about college preparation will not be reported.

Program Action Plan

Program: Public Safety Administration, BAS

Date Completed: August 2020

Prepared By: Kenneth Afienko

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Develop a veteran friendly academic path where a series of courses would be offered face-to-face to allow veteran students to receive their full benefits and be in compliance.	SSH Enrollment	Continuous Academic Excellence	Dean and Faculty
2	We will review the current program and adjust accordingly. Currently, the focus will be creating a leadership track and re-branding the degree program.	SSH Enrollment	Continuous Academic Excellence	Dean and Faculty
3	Continuously evaluating the program to determine trends and work-related needs to revisit courses taught and to adjust based upon the needs of	SSH Enrollment	Continuous Academic Excellence	Dean and Faculty

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

students and employers.			

II. Special Resources Needed:

None

III. Area(s) of Concern/Improvement:

We continue to work with student services to review and improve the on-boarding process by capturing necessary information to allow us to reach out to those students that are not actively employed in the field and could benefit from professional services and programming.

References

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

Contact Information

Please address any questions or comments regarding this evaluation to:

Maggie Tymms, M.A.
Director, Institutional Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
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Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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48

Appendices

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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49

College of Public Safety Administration
Public Safety Administration Bachelor of Applied Science
PSA-BAS

Effective Catalog Term: Fall 2017 (0535) through Present (CIP# 1104399991)

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 -, -

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

Program Summary

This program develops competencies that help students solve management problems, understand finance and budgets, fine tune strategic plans, develop and evaluate programs, enhance human resource potential, increase productivity and address internal organizational issues.

The PSA-BAS degree, along with the appropriate certifications, prepares graduates for entry-level positions in law enforcement, fire services, corrections, emergency medical services, emergency administration management, and industrial security enterprises in government and private sector agencies.

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

Admission requires completion of sixty (60) college-level credits in a related discipline, including 15 credits of transferable general education courses and a minimum of 9 credits in lower division public safety related classes. These include courses with pre-fixes of CCJ, CJB, CJD, CJE, CJT, DSC, EMS, and FFP

Graduation Rules

Students who have not completed an AS degree in a Public Safety Related field are required to complete 24 credits total of lower division public safety courses in addition to the bachelor level classes. These courses include the pre-fixes of CCJ, CJB, CJD, CJE, CJT, DSC, EMS, and FFP.

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

GENERAL EDUCATION COURSES
Additional General Education Courses

	Credits
Enhanced World View Requirements	
A. Communications	9
B. Humanities/Fine Arts	6
C. Mathematics	6
D. Natural & Physical Sciences	6 - 7
E. Social & Behavioral Sciences	6
F. Ethics	3
G. Computer/Information Literacy Competency (see catalog for details)	
Total Credits	**18**

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

	Credits
Total Credits	**60**

MAJOR CORE COURSES
Core Requirements (Complete 27 credits)

		Credits
MAN 3301	Public Personnel Management	3
PAD 3311	Program Planning & Evaluation	3
PAD 3820	Foundations of Public Safety Administration	3
PAD 3874	Community Relations Theory and Practice	3
PAD 4046	Managing Conflict in Public Organizations	3
PAD 4204	Public Finance	3
PAD 4232	Grant Administration & Resource Development	3
PAD 4603	Administrative Law	3
PAD 4878	Public Safety Administration Capstone	3
Total Credits		**27**

MAJOR ELECTIVE COURSES
Elective Courses (Select 6 credits)

		Credits
COM 3120	Organizational Communication	3
ISM 3011	Management Information Systems	3
MAN 3240	Applied Organizational Behavior	3
MAN 3303	Management & Leadership Practices	3
MAN 4863	Facilities and Property Management	3
PAD 3034	Survey of Public Policy	3
PAD 4332	Strategic and Operational Planning	3
PAD 4393	Critical Incident Management	3
Total Credits		**6**

SUBPLAN
Select ONE subplan from below (Complete 9 credits):

	Credits
Total Credits	**9**

SUBPLAN CORE COURSES
SUBPLAN: Criminal Justice (CJ)

		Credits
CJC 3163	Management of Community Corrections	3
CJC 3311	Contemporary Issues & Trends in Corrections	3
CJC 3601	Corrections Practice & Policy	3
CJE 3263	International Organized Crime	3
CJE 3341	Patrol Issues in Law Enforcement Administration	3
CJE 3361	Management of Specialized Law Enforcement Units	3
CJE 3611	Criminal Investigations Theory and Practice	3
PAD 4014	Political & Socio-Economic Impact of Gangs	3

SUBPLAN CORE COURSES
SUBPLAN: Fire Science (FSE)

		Credits
FES 3003	Political and Legal Foundations for Fire Protection	3
FES 3015	Advanced Fire Administration	3
FES 3533	Community Fire & Risk Reduction	3
FES 3780	Analytical Approaches to Public Fire Protection	3
FES 4585	Fire Prevention Organization and Management	3
FFP 3785	Chief Officer	3

SUBPLAN CORE COURSES
SUBPLAN: Emergency Management and Homeland Security (EMHS)

		Credits
FES 3823	Planning Methodology for Hazard Mitigation	3
FES 3833	Emerging Issues in Environmental Disaster Management	3
FES 4014	Evolution of Emergency Management	3
PAD 4393	Critical Incident Management	3

SUBPLAN CORE COURSES
SUBPLAN: Cross Discipline (CD)

		Credits
	Choose 9 credits from the Subplans above	9

Total Credits	**120**

Program Assessment Report

Program: (College of) Public Safety Administration, BAS
Option: Public Safety Admin
Report Year: 2015-16

Drafted by Charles Crowther on Jul 18, 2016

Data Files

- PSA_Journal_Grading_Rubric.docx
- PSA_Mini_Projects_Assessment_Rubric.docx
- PLO Data Alignment 2015-16.xlsx
- 2015-16 PSA Exam Data (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: To develop the knowledge, skills, and abilities necessary for students to assume various leadership roles within the field of public safety administration.

I. Use of Past Results

Method 1: The average score of the Research Mini-Project 1 across the four class sections was 93.6%%. It is clear that students perform very well with regards to writing ability, structure and organization of papers.

Method 2: The average score of the Journal across the four class sections was 97.6%. The rubric reflects PLO #1 goal of leadership skill documentation. It is a suitable measure for the competencies that are expected for PLO#1; the development of leadership skills and the documentation of those KSA's. The rubric will be revised to align directly to PLO#1. The students performed well in the areas measured.

Method 3: The Data for the questions on the Qualifying Exam and the Capstone Exam were examined by analyzing scores on each question. No changes are recommended.

II. Methodology

Means of Assessment:

The Public Safety Admin, BAS program utilized three assessments in the capstone course, PAD 4878, to confirm students' demonstration of program learning outcome (PLO) #1. The assignments include Research Mini Project #1,

the Journal, and the qualifying exam. The totals of the combined scores for the Mini Project 1, Capstone Journal, and First section of the Qualifying Exam were used to assess PLO#1. All Capstone students were assessed on all 3 of the methods.

Date(s) of Administration: 2014-15 - 2015-16

Method 1: Research Mini-Project 1 - The results of each student's required Research Mini-project #1 were examined to assess the program goal 1 - To develop the knowledge, skills, and abilities necessary for students to assume various leadership roles within the field of public safety administration. The question students must address for PLO #1 is: How are public safety agencies preparing their employees with the knowledge, skills and abilities necessary to assume future leadership roles? Students conduct a thorough literature review to explore the different methods used by public safety agencies (Law Enforcement, Fire, EMS, Homeland Security, Military Police, etc.) for preparing their employees for future leadership roles and succession planning. Students also select one public safety agency to profile in detail their methods for developing their future leaders and succession planning.

Assessment Instrument: Research Mini-Project Grading Rubric: The Research Mini-Project #1 is assessed utilizing a 4-point scale rubric consisting of five competency areas, all of which align to PLO #1. The four Performance Levels are Superior Contribution (100%), Proficient Contribution (75%), Sufficient Contribution (50%), and Insufficient Contribution (25%). The four Performance Levels are utilized to measure the student's success in five Categories of Competency. The five Categories of Competency each were assigned a weight of 20% towards the overall grade. Category of Competency #1 – Organization and Structure – examined the student's ability to provide an organized and sequential presentation, main idea, hypothesis, research question, supporting details and logical relationships between topics and subtopics. Category of Competency #2 – Quality of the Information – examined the student's ability to demonstrate critical thinking skills and a scholarly presentation. Category of Competency #3 – Understanding of Concepts and Issues Related to the Topic – examined the student's ability to demonstrate creativity in the application of concepts, issues and reading materials provided through the course and the student's own research. Category of Competency #4 – References, Sources, Guidelines and Use of APA – examined the student's ability to use references, sources and APA guidelines that contribute to the integrity of the student's work product. Category of Competency #5 – Mechanics – examined the student's ability to utilize correct spelling, grammar and punctuation. The grading methodology enabled the professor to assess the student's ability in each of the five Categories of Competencies to determine the student's performance level as Superior, Proficient, Sufficient or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Research Mini-Project #1 assignment. In completing this assignment, the students demonstrate their knowledge of PLO #1.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Research Mini-Project 1.

Method 2: Each student must write a detailed Capstone Journal, also known as a Learning Portfolio. It will address the four program goals and explain how the student successfully accomplished each of these program goals through the course work and learning experiences in the Public Safety Administration Program. The Capstone Journal will connect specific assignments within specific courses as examples of obtainment. The Capstone Journal may also include self-reflections of how skills were demonstrated in a practical setting. For example, communication skills that were learned in previous courses were used in the application of writing a new firefighting procedure manual which links to program goal #1. The student must show evidence of reaching each program goal. Students may attach copies of written assignments completed during the Public Safety Administration Program as evidence.

Assessment Instrument: The Journal is assessed utilizing a 5-point scale rubric consisting of four competency areas, all of which align to PLO #1. The five Performance Levels are Exemplary (100%), Proficient (75%), Developing (50%), and Emerging (25%), and Not Sufficient (0%). The five Performance Levels are utilized to measure the student's success in four Categories of Competency. These four Categories of Competency are (1) Analysis; (2) Reflection; (3) Organization; and (4) Mechanics. The four Categories of Competency each were assigned a weight of 25% towards the overall grade. Category of Competency #1 – Analysis – examined the student's ability to apply inductive or deductive reasoning, make inferences, address implications and consequences, identify facts and relevant information correctly. Category of Competency #2 – Reflection – examined the student's ability to identify strengths and weaknesses in his/her own thinking, assumptions, values, perspectives and compare them to other points of view and evaluate them. Category of Competency #3 – Organization – examined the student's ability to arrange content with evidence and subtle transitions. Category of Competency #4 – Mechanics – examined the student's ability to utilize correct spelling, grammar and punctuation. The grading methodology enabled the professor to assess the student's ability in each of the four Categories of Competencies to determine the student's performance level as Exemplary, Proficient, Developing, Emerging or Not Sufficient. Each Category of Competency contributed to the overall grade the student received for the Journal assignment.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Capstone Journal.

Method 3: The third method is the examining the scores from the First section of the Qualifying Exam compared to the scores on the Capstone Exam. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #1, the first section of the test is aligned and includes 16 questions relating to PLO#1. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Admin program.

Assessment Instrument: The exam is a multiple choice test where each question contains a single correct response; all questions are assigned a value of four points and the entire test is worth 160 points. Section 1 of the test aligns to PLO #1 and is worth 64 points.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Qualifying and Capstone Exams.

III. Criteria for Success

Method 1: The required score for the Research Mini-Project 1 is a minimum of 70% on the entire rubric.

Method 2: The required score for the Journal is a minimum of 70% on the entire rubric.

Method 3: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

IV. Summary of Assessment Findings

Results via Face-to-Face

Sections are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1: Research Mini-Project 1

2014-16 Mini Project 1 Scores		
Avg Score	N	
93.6%	100	

Method 2: Capstone Journal

2014-16 Journal Scores		
Avg Score	N	
97.6%	100	

Method 3: Qualifying/Capstone Exam

Item Analysis Table for PLO#1

2014-16 Qualifying Exam Data			
Question	Foundations Score (N=185)	Capstone Score (N=100)	Difference (+ -)
Q1	90%	99%	+9
Q2	93%	98%	+5
Q3	69%	81%	+12
Q4	90%	96%	+6
Q5	67%	89%	+22

Q6	93%	94%	+1
Q7	83%	98%	+15
Q8	99%	98%	-1
Q9	99%	100%	+1
Q10	64%	79%	+15
Q11	84%	96%	+12
Q12	76%	75%	-1
Q13	29%	1%	-28
Q14	85%	98%	+13
Q15	85%	81%	-4
Q16	81%	87%	+6
Section Average	80%	86%	+6
Min*	77%	83%	+6
Max*	85%	90%	+5

*Scores reflect the minimum & maximum average from all sections

V. Discussion and Analysis of Assessment Findings

Mini-Project #1's average student score was 93.6% this shows the students are being very well prepared for leadership roles in their chosen fields. The average score for the Capstone Journal was 97.6% again showing a high level of skill being demonstrated by the graduates. Our qualifying exam vs. Capstone exam scores demonstrated a net gain of knowledge between 5 and 6%. This reflects the high level of knowledge our working professional student base brings to the program. We believe the assessments employed do an excellent job of measuring the student's capabilities.

VI. Action Plan and Timetable for Implementation

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

- No Action Plan is deemed necessary

#2: Accurately evaluate response methods related to rapidly changing environments and communities.

I. Use of Past Results

Method 1: The average score of the Research Mini-Project 2 across the four class sections was 94.6%%. It is clear that students perform very well with regards to writing ability, structure and organization of papers.

Method 2: The Data for the questions on the Qualifying Exam and the Capstone Exam aligned with PLO #2 were

examined by analyzing scores on each question. No changes are recommended.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized two assessments in the capstone course, PAD 4878, to confirm students' demonstration of program learning outcome (PLO) #2. The assignments include Research Mini Project #2, and the qualifying/capstone exams. The totals of the combined scores for the Mini Project #2, and Second section of the Qualifying/capstone Exam were used to assess PLO#2. All Capstone students were assessed on both of the methods.

Date(s) of Administration: 2014-15 - 2015-16

Method 1: Mini-Project #2 - The results of each student's required Research Mini-Project #2 were examined to assess the program goal 2 - To prepare their students to respond to the rapidly changing environments within the field of public safety administration. The question students must address for PLO #2 is: How are public safety agencies preparing their employees to respond to the rapidly changing environments within the field of public safety administration? Students conduct a thorough literature review to explore the different methods used by public safety agencies (Law Enforcement, Fire, EMS, Homeland Security, Military Police, etc.) for preparing their employees to rapidly respond to changing environments within the field of public safety. Students select one public safety agency to profile in detail examining their methods for preparing their employees to respond to rapidly changing environments.

Assessment Instrument: Mini-Project Grading Rubric: The Research Mini-Project #2 is assessed utilizing a 4-point scale rubric consisting of five competency areas, all of which align to PLO #2. The four Performance Levels are Superior Contribution (100%), Proficient Contribution (75%), Sufficient Contribution (50%), and Insufficient Contribution (25%). The four Performance Levels are utilized to measure the student's success in five Categories of Competency. The five Categories of Competency each were assigned a weight of 20% towards the overall grade. Category of Competency #1 – Organization and Structure – examined the student's ability to provide an organized and sequential presentation, main idea, hypothesis, research question, supporting details and logical relationships between topics and subtopics. Category of Competency #2 – Quality of the Information – examined the student's ability to demonstrate critical thinking skills and a scholarly presentation. Category of Competency #3 – Understanding of Concepts and Issues Related to the Topic – examined the student's ability to demonstrate creativity in the application of concepts, issues and reading materials provided through the course and the student's own research. Category of Competency #4 – References, Sources, Guidelines and Use of APA – examined the student's ability to use references, sources and APA guidelines that contribute to the integrity of the student's work product. Category of Competency #5 – Mechanics – examined the student's ability to utilize correct spelling, grammar and punctuation. The grading methodology enabled the professor to assess the student's ability in each of the five Categories of Competencies to determine the student's performance level as Superior, Proficient, Sufficient or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Research Mini-Project #2 assignment. In completing this assignment, the students demonstrate their knowledge of PLO #2.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Research Mini-Project 2.

Method 2: The second method is the examining the scores from the First section of the Qualifying/Capstone Exam. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #2, the second section of the test is aligned and includes 9 questions relating to PLO#2. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Administration Program.

Assessment Instrument: The exam is a multiple choice test where each question contains a single correct response; all questions are assigned a value of four points and the entire test is worth 160 points. Section 2 of the test aligns to PLO #2 and is worth 36 points.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Qualifying/Capstone Exam.

III. Criteria for Success

Method 1: The required score for the Research project 2 is a minimum of 70% on the entire rubric.

Method 2: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

IV. Summary of Assessment Findings

Results via Face-to-Face

Sections are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1:Mini Research Project 2

2014-16 Mini Project 2 Scores		
Avg Score	N	
94.6%	100	

Method 2: Qualifying/Capstone Exam

Item Analysis Table for PLO #2

2014-16 Qualifying Exam Data			
Question	Foundations Score (N=185)	Capstone Score (N=100)	(Difference +-)
Q17	1%	39%	+38
Q18	67%	55%	-12
Q19	72%	86%	+14
Q20	65%	75%	+10
Q21	56%	79%	+23
Q22	57%	84%	+27
Q23	96%	98%	+2
Q24	82%	95%	+13
Q25	94%	97%	+3
Section Average	66%	79%	+13
Min*	63%	75%	+12
Max*	69%	83%	+14

*Scores reflect the minimum & maximum average from all sections

V. Discussion and Analysis of Assessment Findings

Mini-Project #2's average student score was 94.6% this shows the students are being very well prepared for managing change in their organizations. This project shows a high level of skill being demonstrated by the graduates. Our qualifying exam vs. Capstone exam scores demonstrated a net gain of knowledge between12 and 14%. This reflects the high level of knowledge our working professional student base brings to the program. We believe the assessments employed do an excellent job of measuring the student's capabilities.

VI. Action Plan and Timetable for Implementation

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

- No Action Plan is deemed necessary

#3: Summarize ethical and legal decision making processes in public safety administration using higher order critical thinking skills.

I. Use of Past Results

Method 1: The average score of the Research Mini-Project #3 across the four class sections was 96.46%, the second highest scores for the Research Mini-Projects. It is clear that students perform very well with regards to writing ability, structure and organization of papers.

Method 2: Qualifying/Capstone Exam Section 3 questions were slightly lower than Sections 1 and 2 exam scores. We attribute this to the legal aspects of the program being tested requiring specific detailed recall of facts and data. We believe no changes should be made to this section as it is a good measure of knowledge growth in these areas.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized two assessments in the capstone course, PAD 4878, to confirm students' demonstration of program learning outcome (PLO) #3. The assignments include Research Mini-Project #3, and the Qualifying Exam. The totals of the combined scores for the Research Mini-Project 3, and third section of the Qualifying Exam were used to assess PLO#3. All Capstone students were assessed on both of the methods.

Date(s) of Administration: 2014-15 - 2015-16

Method 1: The results of each student's required Research Mini-Project #3 were examined to assess the program goal 3 - To develop the student's ability to apply ethical and legal decision-making to public safety administration issues. Students conduct a thorough literature review to explore the different methods used by public safety agencies (Law Enforcement, Fire, EMS, Homeland Security, Military Police, etc.) for preparing their employees to make ethical and legal decision-making in public safety administration issues. Students also select one public safety agency to profile in detail their methods for developing their employees' ethical and legal decision-making.

Assessment Instrument: The Research Mini-Project #3 is assessed utilizing a 4-point scale rubric consisting of five competency areas, all of which align to PLO #3. The four Performance Levels are Superior Contribution (100%), Proficient Contribution (75%), Sufficient Contribution (50%), and Insufficient Contribution (25%). The four Performance Levels are utilized to measure the student's success in five Categories of Competency. The five Categories of Competency each were assigned a weight of 20% towards the overall grade. Category of Competency #1 – Organization and Structure – examined the student's ability to provide an organized and sequential presentation, main idea, hypothesis, research question, supporting details and logical relationships between topics and subtopics. Category of Competency #2 – Quality of the Information – examined the student's ability to demonstrate critical thinking skills and a scholarly presentation. Category of Competency #3 – Understanding of Concepts and Issues Related to the Topic – examined the student's ability to demonstrate creativity in the application of concepts, issues and reading materials provided through the course and the student's own research. Category of Competency #4 – References, Sources, Guidelines and Use of APA – examined the student's ability to use references, sources and APA guidelines that contribute to the integrity of the student's work product. Category of Competency #5 – Mechanics – examined the student's ability to utilize correct spelling, grammar and punctuation. The grading methodology enabled the professor to assess the student's ability in each of the five Categories of Competencies to determine the student's performance level as Superior, Proficient, Sufficient or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Research Mini-Project #3 assignment. In completing this assignment, the students demonstrate their knowledge of PLO #3.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Research Mini-Project 3.

Method 2: The second method is the examining the scores from the third section of the Qualifying/Capstone Exams. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #3, the third section of the test is aligned and includes 9 questions relating to PLO#3. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Administration program.

Assessment Instrument: The exam is a multiple choice test where each question contains a single correct response; all questions are assigned a value of four points and the entire test is worth 160 points. Section 3 of the test aligns to PLO #3 and is worth 36 points.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Qualifying/Capstone Exams.

III. Criteria for Success

Method 1: The required score for the Research Mini-Project 3 is a minimum of 70% on the entire rubric.

Method 2: The required score for the Capstone Exams is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

IV. Summary of Assessment Findings

Results via Face-to-Face

Sections are taught exclusively online, there are no face-to-face sections.

Results via Distance Education (Online, Blended, etc)

Method 1: Mini Research Project 3

2014-16 Mini Project 3 Scores		
Avg Score	N	
96.5%	100	

Method 2: Qualifying/Capstone Exam

Item Analysis Table for PLO #3

2014-16 Qualifying Exam Data			
Question	Foundations Score (N=185)	Capstone Score (N=100)	(Difference +-)
Q26	56%	85%	+29
Q27	65%	67%	+2
Q28	77%	47%	-30
Q29	82%	89%	+7
Q30	66%	90%	+24
Q31	54%	93%	+39
Q32	72%	93%	+21
Q33	70%	91%	+21
Q34	95%	49%	-46
Section Average	71%	78%	+7
Min*	67%	75%	+8

60

| Max* | 77% | 82% | +5 |

*Scores reflect the minimum & maximum average from all sections

V. Discussion and Analysis of Assessment Findings

Mini-Project #3's average student score was 96.5% this shows the students are being very well prepared for critical thinking and writing tasks in their respective organizations. This project shows a high level of skill being demonstrated by the graduates. Our qualifying exam vs. Capstone exam scores demonstrated a net gain of knowledge between 5 and 8%. This reflects the high level of knowledge our working professional student base brings to the program. We believe the assessments employed do an excellent job of measuring the student's capabilities.

VI. Action Plan and Timetable for Implementation

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

- No Action Plan is deemed necessary

#4: Analyze effective communication and problem solving practices for application to various public safety administration scenarios.

I. Use of Past Results

Method 1:The average score of the Research Mini-Project 4 across the four class sections was 97.6%. It is clear that students perform very well with regards to writing ability, structure and organization of papers.

Method 2: The Data for the questions on the Qualifying Exam and the Capstone Exam aligned with PLO #4 were examined by analyzing scores on each question. No changes are recommended.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized two assessments in the capstone course, PAD 4878, to confirm students' demonstration of program learning outcome (PLO) #4. The assignments include Research Mini-Project #4, and the Qualifying/Capstone Exams. The totals of the combined scores for the Research Mini-Project 4, and fourth section of the Qualifying/Capstone Exams were used to assess PLO#4. All Capstone students were assessed using both of the methods.

Date(s) of Administration: 2014-15 - 2015-16

Method 1: The results of each student's required Research Mini-Project #4 were examined to assess the program goal 4 - To enhance students' ability to effectively communicate and problem solve within various public safety administration environments. The question students must address for PLO #4 is: How are public safety agencies preparing their employees to effectively communicate and problem solve within various public safety administration environments? Students conduct a thorough literature review to explore the different methods used by public safety agencies (Law Enforcement, Fire, EMS, Homeland Security, Military Police, etc.) for preparing their employees to effectively communicate and problem solve within various public safety administration environments. Students also select one public safety agency to profile in detail their methods for developing their employees communication and problem solving skills.

Assessment Instrument: The Research Mini-Project #4 is assessed utilizing a 4-point scale rubric consisting of five competency areas, all of which align to PLO #4. The four Performance Levels are Superior Contribution (100%), Proficient Contribution (75%), Sufficient Contribution (50%), and Insufficient Contribution (25%). The four Performance Levels are utilized to measure the student's success in five Categories of Competency. The five Categories of Competency each were assigned a weight of 20% towards the overall grade. Category of Competency #1 – Organization and Structure – examined the student's ability to provide an organized and sequential presentation, main idea, hypothesis, research question, supporting details and logical relationships between topics and subtopics. Category of Competency #2 – Quality of the Information – examined the student's ability to demonstrate critical thinking skills and a scholarly presentation. Category of Competency #3 – Understanding of Concepts and Issues Related to the Topic – examined the student's ability to demonstrate creativity in the application of concepts, issues and reading materials provided through the course and the student's own research. Category of Competency #4 – References, Sources, Guidelines and Use of APA – examined the student's ability to use references, sources and APA guidelines that contribute to the integrity of the student's work product. Category of Competency #5 – Mechanics – examined the student's ability to utilize correct spelling, grammar and punctuation. The grading methodology enabled the professor to assess the student's ability in each of the five Categories of Competencies to determine the student's performance level as Superior, Proficient, Sufficient or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Research

Mini-Project #4 assignment. In completing this assignment, the students demonstrate their knowledge of PLO #4.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Research Mini-Project 4.

Method 2: The second method is the examining the scores from the Fourth section of the Qualifying/Capstone Exam. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #4, the fourth section of the test is aligned and includes 6 questions relating to PLO#4. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Admin program.

Assessment Instrument: The exam is a multiple choice test where each question contains a single correct response; all questions are assigned a value of four points and the entire test is worth 160 points. Section 4 of the test aligns to PLO #4 and is worth 24 points.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Qualifying/Capstone Exams.

III. Criteria for Success

Method 1: The required score for the Research Mini-Project 4 is a minimum of 70% on the entire rubric.

Method 2: The required score for the Qualifying/Capstone Exams is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

IV. Summary of Assessment Findings

Results via Face-to-Face

Sections are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1:Mini Research Project 4

2014-16 Mini Project 4 Scores		
Avg Score	N	
97.6%	100	

Method 2: Qualifying/Capstone Exam

Item Analysis Table for PLO #4

2014-16 Qualifying Exam Data			
Question	**Foundations Score (N=185)**	**Capstone Score (N=100)**	**(Difference +-)**
Q35	98%	100%	+2
Q36	73%	80%	+7
Q37	93%	99%	+6
Q38	35%	92%	+57
Q39	80%	85%	+5

Q40	98%	100%	+2
Section Average	82%	93%	+11
Min*	77%	89%	+12
Max*	90%	96%	+6

*Scores reflect the minimum & maximum average from all sections

V. Discussion and Analysis of Assessment Findings

Mini-Project #4's average student score was 97.6% this shows the students are being very well prepared for problem solving in their chosen fields. Our Qualifying exam vs. Capstone exam scores demonstrated a net gain of knowledge between 6 and 12%. This reflects the high level of knowledge our working professional student base brings to the program. We believe the assessments employed do an excellent job of measuring the student's capabilities.

VI. Action Plan and Timetable for Implementation

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

- We will add new case studies to the program to enhance student understanding of issues they will face as leaders in their respective areas of study.
  - Carol Rasor / Jul 2017

  Budget / Planning Implications:

  Instructors will complete the case study implementation project as part of their admin time. No budget required.

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		
We will add new case studies to the program to enhance student understanding of issues they will face as leaders in their respective areas of study. **Budget / Planning Implications:** Instructors will complete the case study implementation project as part of their admin time. No budget required.	#4	Carol Rasor Jul 2017
E. None		
E1. No Action Plan is deemed necessary		
No Action Plan is deemed necessary	#1, #2, #3	

Evaluation of the Impact of Action Plan Items on Program Quality

Approvals

Program Administrators:
Carol Rasor - Faculty
Charles Crowther - Program Chair Fire Science and Emergency Management
Kenneth Afienko - Associate Professor
Shirley Johnson - Professor

Approved by Charles Crowther - Program Chair Fire Science and Emergency Management on Jul 18, 2016

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

Approved by Joe Boyd - Assessment Coordinator on Jul 21, 2016

Dean:
Brian Frank - Dean

Approved by Brian Frank - Dean on Sep 22, 2016

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

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

Program Assessment Followup Report

Program: (College of) Public Safety Administration, BAS
Option: Public Safety Admin
Report Year: 2015-16

Drafted by Charles Crowther on Apr 18, 2017

Data Files

- PSA_Journal_Grading_Rubric.docx
- PSA_Mini_Projects_Assessment_Rubric.docx
- PLO Data Alignment 2015-16.xlsx
- 2015-16 PSA Exam Data (FINAL).xlsx

Overall Introduction

Program Learning Outcomes

#1: To develop the knowledge, skills, and abilities necessary for students to assume various leadership roles within the field of public safety administration.

#2: Accurately evaluate response methods related to rapidly changing environments and communities.

#3: Summarize ethical and legal decision making processes in public safety administration using higher order critical thinking skills.

#4: Analyze effective communication and problem solving practices for application to various public safety administration scenarios.

Action Plan

Completed Action Items

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

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
A. Enable Greater Student Success			
A1. Identify needs and address ways to improve overall student success			
	We will add new case studies to the program to enhance student understanding of issues they will face as leaders in their respective areas of study. **Plan for Completion:** -- None --	#4	Carol Rasor Jul 2017
E. None			
E1. No Action Plan is deemed necessary			
	No Action Plan is deemed necessary **Plan for Completion:** -- None --	#1, #2, #3	-- None --

Evaluation of the Impact of Action Plan Items on Program Quality

Adding Case Studies to the program courses will enhance the participant's critical thinking skills. It will better prepare students for the decisions they will make in the everyday world of public safety careers. The case study approach is already employed in most courses. We are simply adding more scenarios and cases to better prepare our students. This was a request from our advisory committee and our graduating students. It is our aim to produce the best prepared students we can and we believe the enhanced case study approach will do just that.

Approvals

Program Administrators:
Carol Rasor - Faculty
Charles Crowther - Program Chair Fire Science and Emergency Management
Kenneth Afienko - Associate Professor
Shirley Johnson - Professor

Approved by Charles Crowther - Program Chair Fire Science and Emergency Management on Apr 18, 2017

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

Approved by Magaly Tymms - Assessment Director on Apr 27, 2017

Dean:
Brian Frank - Dean

Approved by Brian Frank - Dean on Apr 27, 2017

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

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

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

Public Safety Administration - BAS
2018-19 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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67

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**

College of Public Safety Administration Advisory Committee Meeting
Tuesday, September 25, 2018

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 wil 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:**

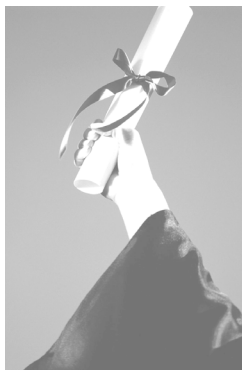   **Digital Forensics: Kevin Thomas**

   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.