

# Crime Scene Technology

Comprehensive Academic Program Review  
2006-2007

*Associate in Science Degree in  
Crime Scene Technology*



Department of Institutional Research  
and Effectiveness  
St. Petersburg College



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Department of  
Institutional Research  
and Effectiveness  
St. Petersburg College  
P.O. Box 13489  
St. Petersburg, FL 33733  
(727) 341-3084  
FAX (727) 341-5411

## Comprehensive Academic Program Review Produced by Crime Scene Technology Program

Brian Frank, M.S.  
*Program Director*

### Department of Institutional Research and Effectiveness

Magaly Tymms, B.S.  
*Assessment Coordinator for Academic Programs*

James Coraggio, M.Ed.  
*Assessment Coordinator for Academic Programs*

Amy Brush, M.S.  
*Outreach Coordinator*

Carol Weideman, Ph.D.  
*Director of Institutional Research and Effectiveness*

With contributions from:

Shirley Bell  
Theresa Dimmer  
Jerry Dyer  
Leigh Goldberg

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Crime Scene Technology  
2006-2007 Comprehensive Academic Program Review  
Department of Institutional Research and Effectiveness

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## Executive Summary

### *Introduction*

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

### *Program Description*

The goal of this program is to prepare successful students for employment in the field of criminalistics with a specialty in Crime Scene Technology. The student can serve as, but is not limited to, a Crime Scene Technician, Crime Scene Photographer, Fingerprint Classification Specialist, Crime Lab Assistant, Investigator/Consultant, Juvenile Assessment Worker, Latent Print Examiner/Trainee, Fire Inspector/Investigator, Forensic Science Specialist and Property and Evidence Personnel. Crime Scene Technologists can be employed by Local, State and Federal law enforcement agencies, State Attorneys' Offices, Public Defenders' Offices, Medical Examiners' Offices law firms and private industry. The content includes, but is not limited to, a working knowledge of all basic tenets in crime scene technology encompassed in the phases of crime scene search, recording, evidence gathering, packaging of evidence and courtroom testimony. The goal is the proper collection of crime scene evidence according to all legal dictates for presentation in court. Laboratory and field experiences are an integral part of this program. Students will participate in mock crime scene exercises, moot court hearings and various lab experiences that involve the processing of evidence.

### *Program Performance*

- *Actual Course Enrollment* has remained relatively stable in the Crime Scene Technology program over the last two academic years, with lower enrollment during Summer sessions. Actual Enrollment decreased during 2005-2006 Fall, Spring, and Summer semesters, from the previous year.
- *Student Semester Hour (SSH) Productivity* has remained consistent in the Crime Scene Technology program over the last three semesters of 2005-2006 hovering at 0.79. The 2005-2006 Fall, Spring, and Summer semesters showed a decrease from the 2004-2005 SSH values.
- The number of *program graduates* in the Crime Scene Technology Associate in Science degree program reached a ten-year high (54) in 2003-2004 and decreased slightly (46) in 2005-2006.
- *Fulltime faculty* taught 40.9% of the course load during 2005-2006, as compared to 41.8% during the 2004-2005 academic year. Thus, none of the semesters were within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

### *Program Profitability*

- The *Relative Profitability Index (RPI-T)* for the Crime Scene Technology program increased to its five-year high (1.17) during 2005-2006.





### *Program Improvements*

- *Capital Expenditures* for the Crime Scene Technology program during the past three years totaled \$13,674. During 2004 the capital outlay was \$7,910, for the purchase of a dell monitor and a ductless hood. During 2005 the capital outlay was \$5,764, for the purchase of an overhead projector and a fingerprint powder accumulator.

### *Academic Outcomes*

- The *2003-2004 Academic Program Assessment Report* indicated that the desired results were met for eight of the ten Major Learning Objectives (MLOs) assessed. SPC Mean Scores met or exceeded the criteria for success for all MLOs with the exception of MLO 6 and MLO 9.
- The *2003-2004 Academic Program Assessment Follow-up Report* was completed on September 12, 2005. This report indicated that the action plan item for MLO 9 was completed.

### *Stakeholder Perceptions*

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Crime Scene Technology program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.
- A Crime Scene Technology *advisory committee* meeting was held on April 11, 2007. The meeting consisted of status reports on enrollment, course offerings, and transferability of skills to employment.
- *Recent Graduate surveys* were provided to the 2004-2005 graduates of the Crime Scene Technology program. Forty-seven percent (47.2%) of the 36 graduates surveyed responded to the survey. Three of the respondents provided permission to contact their employers.

Notable results include:

- 100.0% of recent graduate survey respondents who were employed, were employed full-time.
- 42.9% of recent graduate survey respondents had a current position related to their studies.
- 14.3% of recent graduate survey respondents thought that SPC did 'Exceptionally well', 35.7% 'Very well', while 14.3% thought that SPC 'Adequately' prepared them for their current position.
- 83.3% of recent graduate survey respondents employed in a field related to their studies believed that SPC prepared them for their chosen career.
- For hourly employees, 25.0% of recent graduate survey respondents earned between \$13.86 and \$16.49 per hour, while the remaining 75.0% earned between \$10.00 and \$13.85 per hour.
- For salary employees, 22.2% of recent graduate survey respondents earned between \$30,000 and \$39,999 per year, while the remaining 77.8% earned between \$20,000 and \$29,999 per year.





- 100.0% of recent graduate respondents who are continuing their education are doing so in upper division programs.
- 94.1% of recent graduate survey respondents would recommend the Crime Scene Technology program to another
- Three *Employer surveys* were sent out to employers based on the permission provided by recent graduates in the 2004-2005 recent graduate survey. Sixty-six (66.7%) of the three employers surveyed responded to the employer survey. Notable results include:
  - 100.0% of employers responding to the survey had graduate employees who earned between \$12.01 and \$13.85 per hour.
  - An employer evaluation of the graduates' general education competencies indicated that eight of the ten competency areas achieved a mean value of 5.5 or higher.

#### *Occupation Profile*

- *2005 median yearly income* for Crime Scene Technology was \$55,800 in the United States, \$51,800 in the State of Florida.
- *Employment trend information* suggests a significant average annual increase (16% - 19%) in employment for the profession over the next 5 - 7 years for the country and state.

#### *State Graduates Outcomes*

- *State Graduates* data indicated that almost seventy (67) students completed a state Crime Scene Technology program in 2003-2004, of those about fifty (53) had some matching state data. Ninety-one percent (34) of those state graduates were employed at least a full quarter. Eighty-six percent (25) of SPC's Crime Scene Technology graduates were found to be employed for a full quarter.

#### *Summary*

Overall, the Crime Scene Technology Program appears to be moving forward and is solid in its structure and design. The few noted exceptions or deficiencies are listed in the *Employer Survey Information* section of this document.

Although the number of respondents was minimal, the Faculty of the Crime Scene Technology Program has already addressed these noted exceptions. Effective August 2006, students entering the Crime Scene Technology Program are required to take the College Placement Test (CPT) to determine their reading and writing levels. Students must pass this test with a score of 70% and place at the College's reading and writing levels, otherwise, they must take remedial courses (in English, Reading and Writing) prior to entering the program. The effect of the entrance requirement should be noticed by the end of the summer session 2006 (July 2007).

Productivity: The slight decline in productivity is reactionary to the decline in student enrollment. To adjust for this, a standard course offering is being constructed to provide students with a mapped plan of course offerings, thus creating the demand and increase the number of students in each course on a term basis. This has been successful within other programs throughout the college.



Program Graduates: Within the last year graduations have increased from 36 in 2004-2005, to 46 in 2005-2006. It is difficult to obtain the status of many graduates in the program. Some already reside well outside the region while others may relocate to obtain employment.

Faculty: The Crime Scene Technology Program supports 2 full-time faculty members. In addition there is a multitude of adjunct faculty currently working in the various subsections of Crime Scene Investigations. The program relies heavily on the experience and skills of the faculty to impart a true understanding of the nature of the crime scene profession.

Capital Expenditures: Capital Expenditures for the Crime Scene Technology program during the past three years totaled \$13,674. The Advisory Board's involvement with the capital outlay for the past three years was not available at the time of this review.

*Recommendations/Action Plan*

- Program Recommendations and action plans are compiled by the Provost and Program Director, and are located at the end of the document.



## SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. 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 seventy-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 Offices of Planning, Budgeting, and Research work 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 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 for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. 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 (<https://it.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 State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

*(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.*

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.*

Recently, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

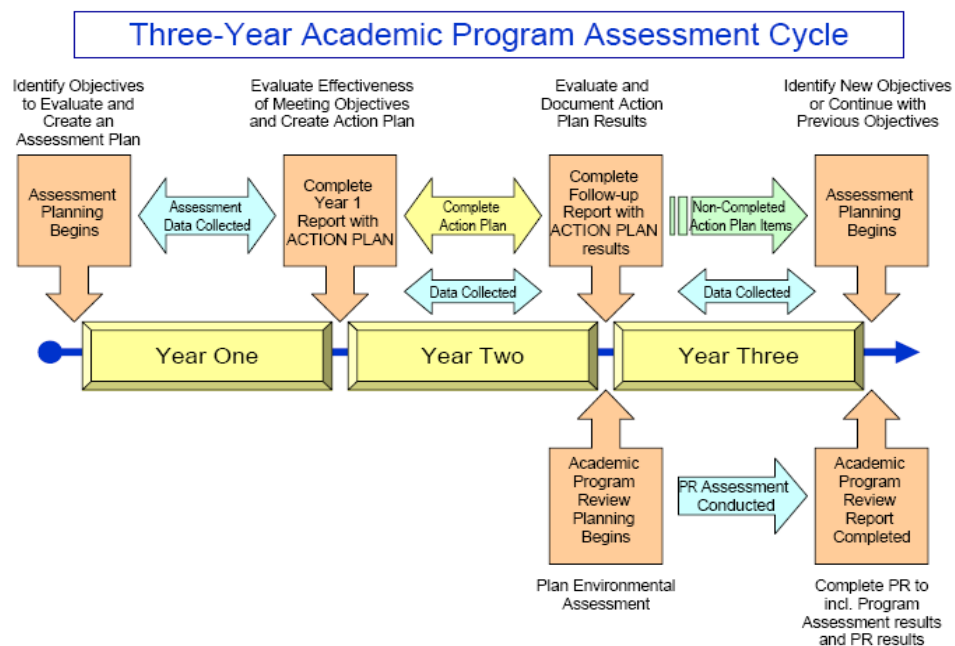


Figure 1: Three-Year Academic Program Assessment Cycle

### Program Description

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



enforcement agencies, State Attorneys' Offices, Public Defenders' Offices, Medical Examiners' Offices law firms and private industry. The content includes, but is not limited to, a working knowledge of all basic tenets in crime scene technology encompassed in the phases of crime scene search, recording, evidence gathering, packaging of evidence and courtroom testimony. The goal is the proper collection of crime scene evidence according to all legal dictates for presentation in court. Laboratory and field experiences are an integral part of this program. Students will participate in mock crime scene exercises, moot court hearings and various lab experiences that involve the processing of evidence.

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

#### *Accreditation*

The St. Petersburg College Crime Scene Technology Program was developed based upon the need and input of local law enforcement agencies, as well as national trends in the field of criminalistics.

Developed in 1986 and implemented in 1987, the Crime Scene Technology program was created with the assistance of the Florida Resource Center for Occupational Program Design and Evaluation (FRC). The committee developed a curriculum process (DACUM) using subject matter experts from within specific fields located in the general study of crime scene technology. Specifically, experts in the fields of Law Enforcement, Crime Laboratory Analysis, Crime Scene and Bench Photography, Forensic Laboratory Analysis, Fingerprint Classification, Fingerprint Comparison, general Crime Scene Processing and Forensic Science Sections were incorporated into the process.

At the time of the program's creation, there were no other programs within the State of Florida with similar features. The program set the state standards for training crime scene technicians at the college level. While there are still no Florida State Standards for crime scene technicians, agencies are working to create and institute set standards to imitate the law enforcement and corrections Florida State guidelines for law enforcement services.





Since the program's inception, nine other community colleges in the State of Florida have created their own Crime Scene Technology Programs. The nine other colleges have incorporated St. Petersburg College's core classes as part of their programs.





## Program Performance

### *Actual Course Enrollment*

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program's core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment has remained relatively stable in the Crime Scene Technology program over the last two academic years, with lower enrollment during Summer sessions. Actual Enrollment decreased during 2005-2006 Fall, Spring, and Summer semesters, from the previous year as shown by Figure 2.

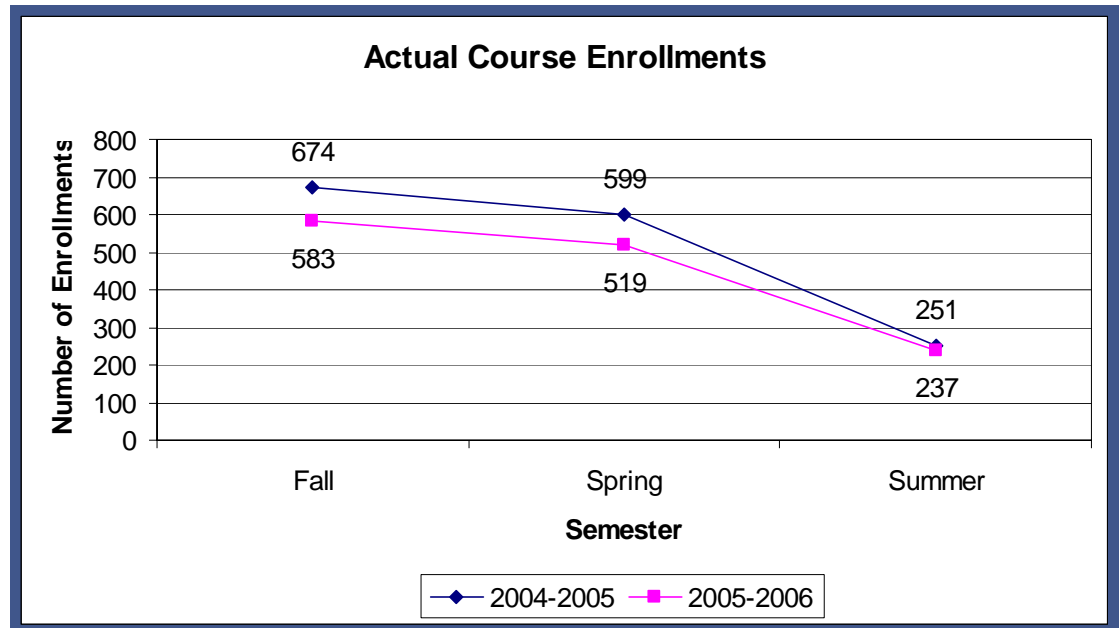


Figure 2: Actual Course Enrollment

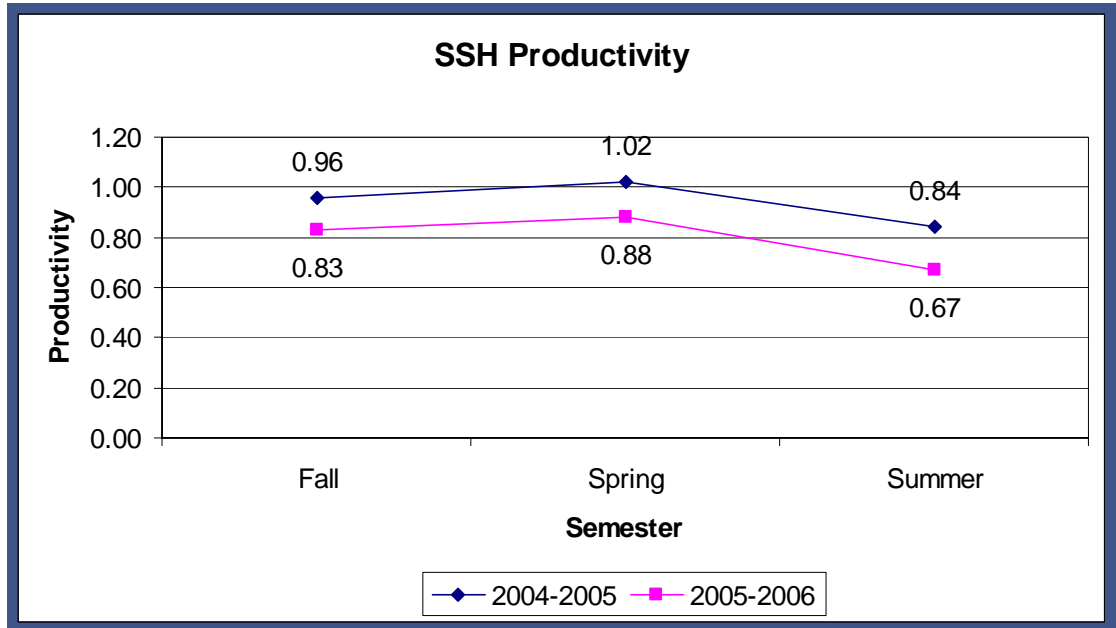
Source: PeopleSoft Student Administration System: Course Management Summary Report (S\_CMSUMM)





### *Productivity*

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH Productivity has remained consistent in the Crime Scene Technology program over the last three semesters of 2005-2006 hovering at 0.79 as shown by Figure 3. The 2005-2006 Fall, Spring, and Summer semesters showed a decrease from the 2004-2005 SSH values.



*Figure 3: SSH Productivity*

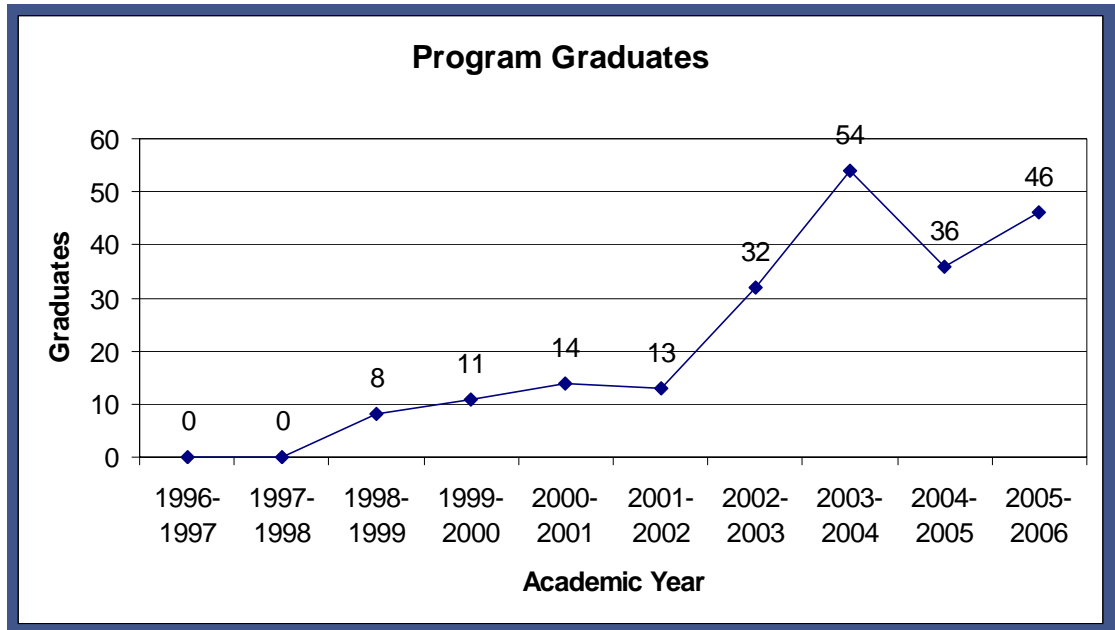
Source: PeopleSoft Student Administration System: Course Management Summary Report (S\_CMSUMM)





### *Program Graduates*

The number of program graduates in the Crime Scene Technology Associate in Science degree program reached a ten-year high (54) in 2003-2004 and decreased slightly (46) in 2005-2006 as shown by Figure 4.



*Figure 4: Program Graduates*

Source: 2006-07 SPC Factbook, Table 31





### *Grade Distributions*

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

*Table 1*  
*Program Core Course Grade Distributions*

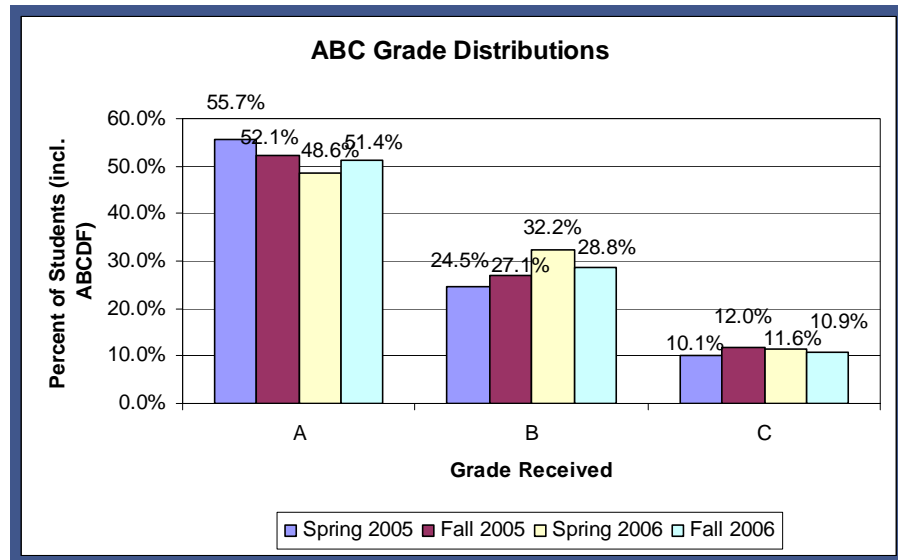
Semester	Grade Distributions				
	A	B	C	D	F
Spring 2005	55.7%	24.5%	10.1%	2.8%	6.8%
Fall 2005	52.1%	27.1%	12.0%	3.4%	5.4%
Spring 2006	48.6%	32.2%	11.6%	2.3%	5.4%
Fall 2006	51.4%	28.8%	10.9%	2.7%	6.2%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.



*Figure 5: ABC Grade Distributions*

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students succeeding (earning a grade of A, B, and C) and once again only A, B, C, D, and F grades are included in the calculations. The vast majority of students in the program are successful in the courses as shown by Figure 6. In Spring of 2006, 92.4% of the students received a grade of A, B, or C, as compared to 90.4% in Spring of 2005. In Fall of 2006, 91.1% of the students received a passing grade as compared to 91.2% in Fall of 2005.

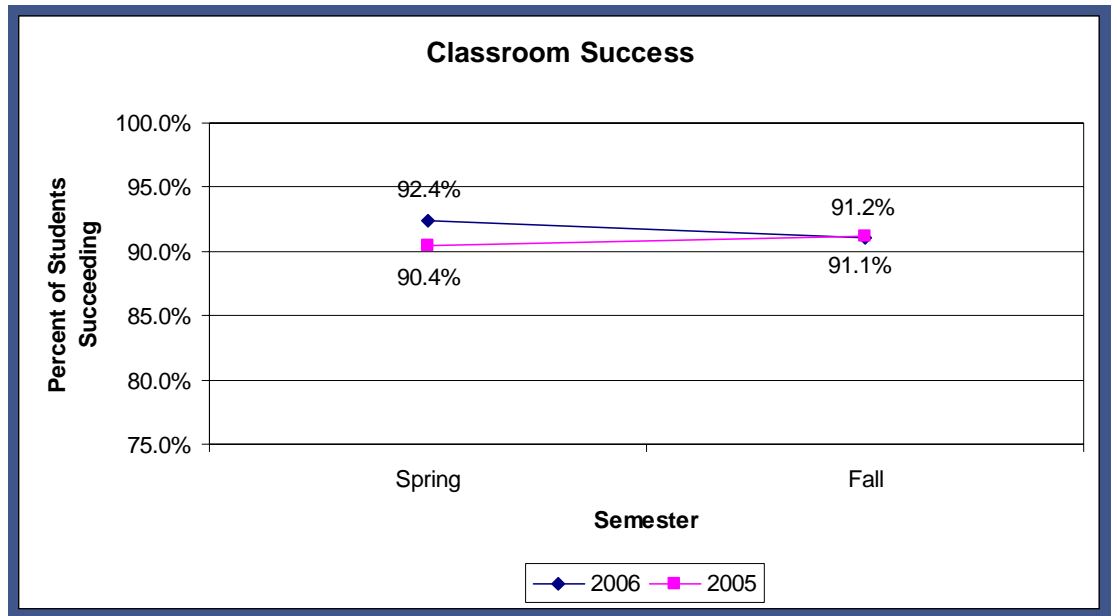


Figure 6: Classroom Success

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



### *Fulltime/Adjunct Faculty Ratio*

Table 2 displays the number and percentage of Crime Scene Technology program equated credit hours (ECHs) taught by the individual faculty classifications. As shown, Fulltime Faculty taught 40.9% of the ECHs in 2005-2006, as compared to 41.8% in 2004-2005.

*Table 2  
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 2004-2005	31.0	45.86%	0.0	0.00%	36.6	54.14%
Spring 2004-2005	28.0	43.08%	0.0	0.00%	37.0	56.92%
Summer 2004-2005	10.0	30.77%	0.0	0.00%	22.5	69.23%
2004-2005 Total	69.0	41.79%	0.0	0.00%	96.1	58.21%
Fall 2005-2006	25.5	40.16%	0.0	0.00%	38.0	59.84%
Spring 2005-2006	20.5	33.16%	0.0	0.00%	41.3	66.84%
Summer 2005-2006	19.6	55.83%	0.0	0.00%	15.5	44.17%
2005-2006 Total	65.6	40.89%	0.0	0.00%	94.8	59.11%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT)





The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program's adjunct's ECHs by the sum of the Adjunct's, Percent of Load's, and Fulltime Faculty's ECHs. Figure 7 displays the Fulltime/Adjunct Faculty Ratio information for the last two academic years.

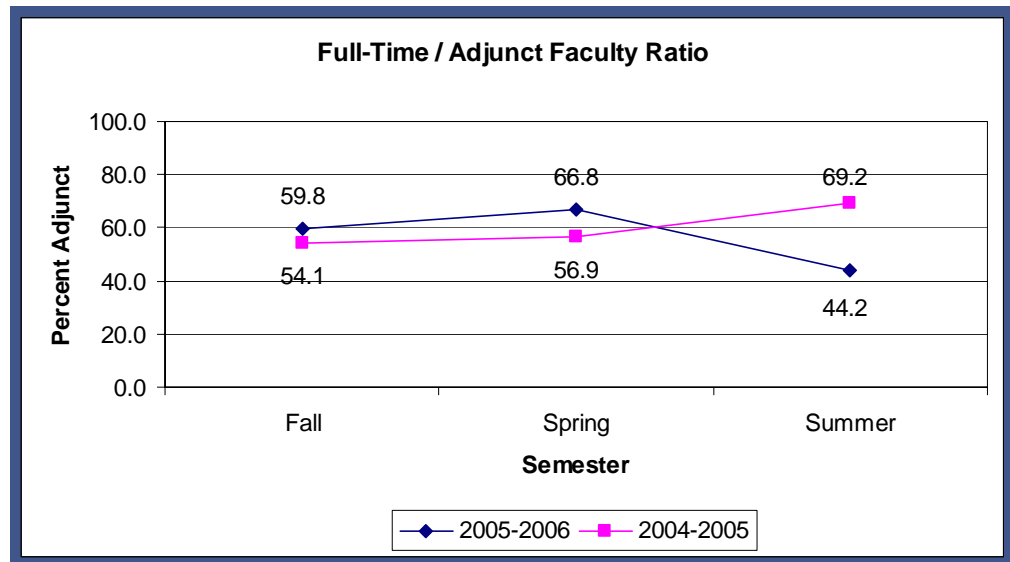


Figure 7: Full-time/Adjunct Faculty Ratio

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT)





## Program Profitability

### *Relative Profitability Index (RPI-T)*

Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel costs and current expenses. Only Fund 10 financials were used in the calculation of RPI-T for this report; specifically, 400000 level accounts were used for program revenues, 500000 level accounts were used for personnel costs, and 600000 level accounts were used for current expenses. The RPI-T for the Crime Scene Technology program increased to its five-year high (1.17) during 2005-2006, as shown by Figure 8.

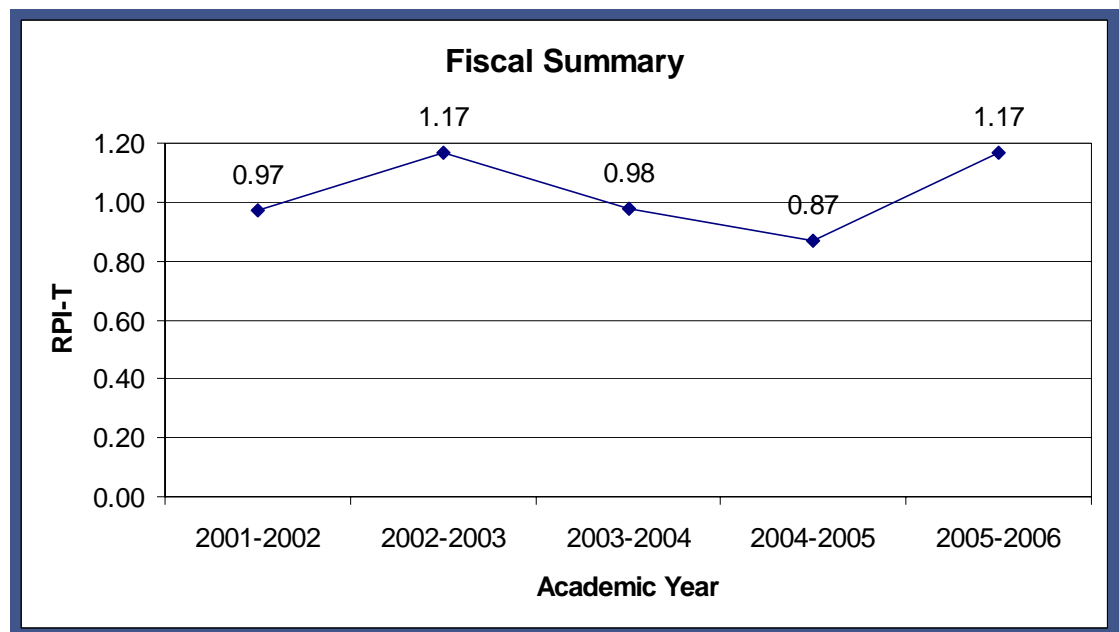


Figure 8: Fiscal Summary

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



## Program Improvements

### *Capital Expenditures*

Capital Expenditures for the Crime Scene Technology program during the past three years totaled \$13,674, as shown on Table 3. During 2004 the capital outlay was \$7,910, for the purchase of a dell monitor and a ductless hood. During 2005 the capital outlay was \$5,764, for the purchase of an overhead projector and a fingerprint powder accumulator.

Table 3  
Crime Scene Technology Capital Expenditures

Capital Expenditures			
Year	Capital Outlay	Account	Purchase Description
2004	\$7,910	706010	Dell Monitor Ductless hood
2005	\$5,764	700000	Overhead Projector Fingerprint Powder Accumulator
2006	0	--	--
<b>Total</b>	<b>\$13,674</b>	--	--

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



## Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program's educational outcomes. The Crime Scene Technology program was recently evaluated through an Academic Program Assessment Report (APAR) in 2003-2004. Each of the program's ten Major Learning Outcomes (MLOs) was evaluated during the assessment. Each of the ten MLOs are listed below:

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



8. The student will acquire knowledge of the capabilities of a full-service crime lab and will acquire knowledge of the chain of custody, submission protocols and appropriate comparison standards.
9. The student will acquire an understanding of safe and proper methods of handling biological evidence and will acquire knowledge of the collection methods and testing of biological evidence.
10. The student will acquire knowledge of the potential health and safety hazards and the skills and techniques to minimize risk to self and others and will acquire knowledge of state and federal regulations regarding hazardous materials as related to crime scenes.

In the Crime Scene Technology Program, the results of a locally developed structured response (100 multiple-choice questions) assessment instrument were used to assess the students. The criteria for success required that students answer 10 specific questions for each of the ten MLOs correctly, at a mean greater than 70%.

Data was collected during 2001, 2002 and 2003, however, only the data findings for 2003 are shown in Table 4. In April, July, and December 2003, the desired results were met for eight of the ten MLOs assessed. SPC Mean Scores met or exceeded the criteria for success for all MLOs with the exception of MLO 6 and MLO 9.





**Table 4**  
**Crime Scene Technology Multiple-Choice Assessment Instrument results**

Major Learning Objective Assessed	St. Petersburg College Mean Scores					
	April 2003		July 2003		December 2003	
	Mean	% at criteria	Mean	% at criteria	Mean	% at criteria
MLO 1	76.55	82.76%	81.72	89.66%	78.53	85.29%
MLO 2	83.10	89.66%	85.86	93.10%	80.00	91.18%
MLO 3	88.28	96.55%	87.93	100.00%	85.00	97.06%
MLO 4	81.72	96.55%	82.07	93.10%	75.00	88.24%
MLO 5	86.55	100.00%	80.00	93.10%	81.18	82.35%
MLO 6	77.93	89.66%	72.41	75.86%	69.41%	67.65%
MLO 7	83.79	100.00%	85.17	100.00%	83.53	94.12%
MLO 8	78.97	86.21%	78.62	82.76%	80.88	97.06%
MLO 9	66.21	51.72%	67.24	65.52%	69.12	64.71%
MLO 10	74.48	79.31%	77.93	86.21%	70.00	79.41%

Source: Academic Outcomes from 2003-04 Academic Program Assessment Report (APAR)

The 2003-2004 follow-up report was completed on September 12, 2005. This report indicated that the action plan item for MLO 9 was completed.





## Stakeholder Perceptions

### *Student Survey of Instruction (SSI)*

Each Fall and Spring semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

Several variations of the SSI survey exist including lecture, non-lecture, clinical, and eCampus (on-line) versions. The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

The survey questions are grouped into four categories; faculty/student interaction, organization, presentation, and evaluation, as defined below:

- Faculty/Student Interaction - focuses on how successful the faculty was in encouraging students to excel, the time spent on relevant course material, and responding to concerns and questions both inside and outside of the classroom.
- Organization - deals with clear instructions, defined objectives, relevant course materials, and whether the assignments were challenging.
- Presentation - focuses specifically on the instructor and their preparation for the course, enthusiasm for course, time spent on course related activities, ability to speak clearly and distinctly, thorough explanation of the subject matter, and assignment of material throughout the term.
- Evaluation - focuses on course expectations and grading policies, applying the stated grading policies consistently and impartially, and giving applicable course assignments including quizzes and exams.



*Lecture.* The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. The 2006 SSI results show a slight increase for the Crime Scene Technology program, over the Fall 2005 scores in all four content areas. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during all four semesters. The average survey results by semester and content area are shown by Figure 9.

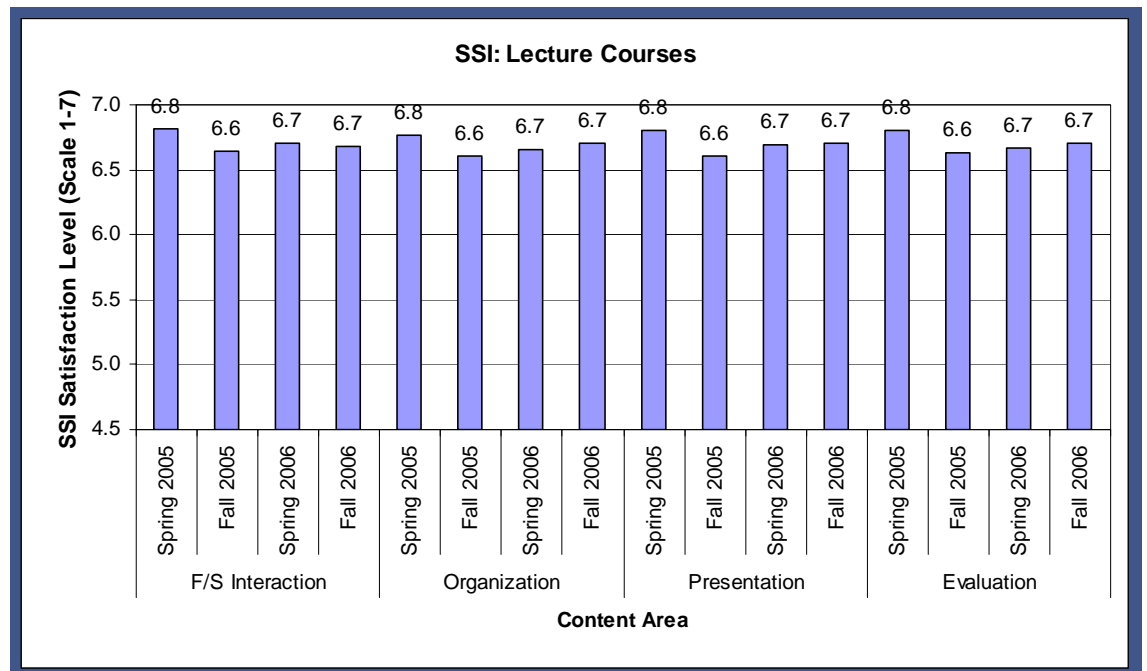


Figure 9: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS





*Non-Lecture.* Lab courses and self-paced or directed individual study use the non-lecture version of the survey. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during the Spring of 2006. The average survey results by semester and content area are shown by Figure 10.

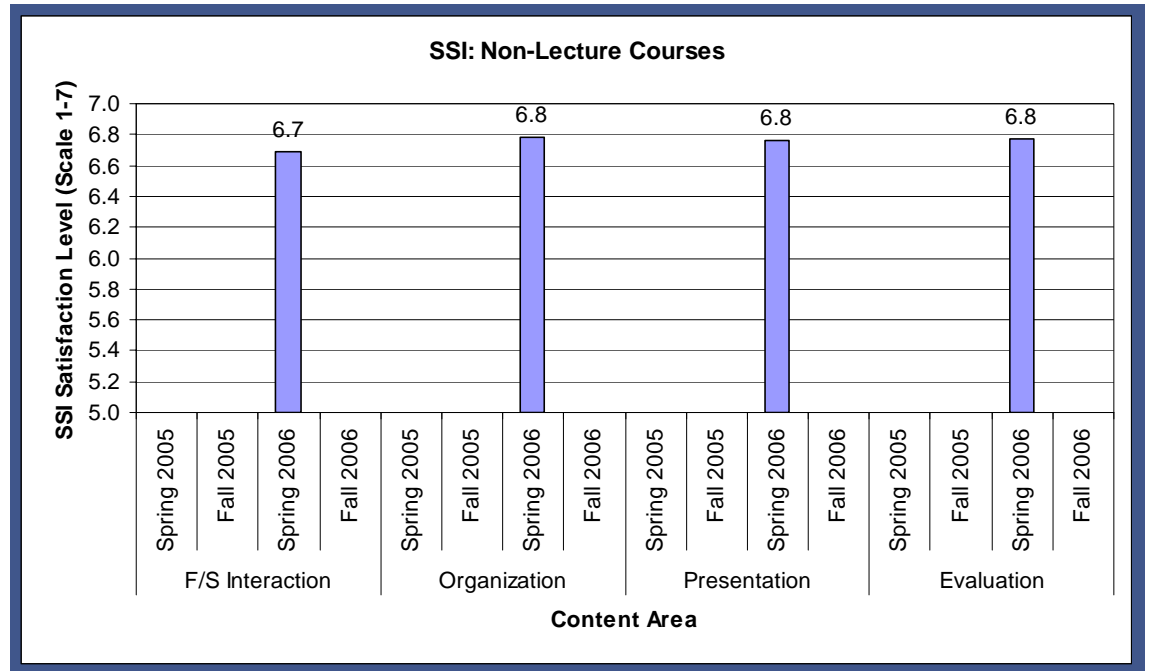


Figure 10: SSI Non-Lecture Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS

*Clinical.* The clinical version of the survey is distributed to all students enrolled in a clinical specific class. There were no SSI results for Clinical classes in the Crime Scene Technology program during the time of the review.





*eCampus.* The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). There were no eCampus classes in the Crime Scene Technology program during the time of the review.

*Summary.* All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Crime Scene Technology program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.

#### *Technical Education Advisory Committee*

Community input and participation is an important component of the educational process at the College. The technical education advisory committees are an example of community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;
4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;



5. keep the program personnel informed on changes in labor market, specific needs (competencies), and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);
8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and
10. discuss proposed equipment purchases in excess of \$9,999.99.

#### *Recent Meeting Summary.*

A Crime Scene Technology advisory committee meeting was held on April 11, 2007. The meeting consisted of status reports on enrollment, course offerings, and transferability of skills to employment.

#### *Enrollment.*

Brian Frank reported that enrollment is at a good level.

#### *Course offerings.*

Brian Frank stated that courses are being offered both online and in traditional classroom settings.

#### *Transferability of skills to employment.*

A discussion about the transferability of skills to employment revealed that laboratories seek persons with at least a Bachelor's degree with a concentration in science. In addressing this need, SPC's Crime Scene Technology program is evaluating the possibilities of adding track or coursework, with more focus on science. The staff is working with Dr. Stewart to evaluate options while reviewing credentialing issues and program completions.

The complete committee minutes along with the minutes from previous meetings are located in Appendices B, C, and D.



### *Recent Graduate Survey Information*

Recent Graduate Surveys were provided to the 2004-2005 graduates of the Crime Scene Technology program. Forty-seven percent (47.2%) of the 36 graduates surveyed responded to the survey. Three of the respondents provided permission to contact their employers.

Notable results include:

- 100.0% of recent graduate survey respondents who were employed, were employed full-time.
- 42.9% of recent graduate survey respondents had a current position related to their studies.
- 14.3% of recent graduate survey respondents thought that SPC did '*Exceptionally well*', 35.7% '*Very well*', while 14.3% thought that SPC '*Adequately*' prepared them for their current position.
- 83.3% of recent graduate survey respondents employed in a field related to their studies believed that SPC prepared them for their chosen career.
- For hourly employees, 25.0% of recent graduate survey respondents earned between \$13.86 and \$16.49 per hour, while the remaining 75.0% earned between \$10.00 and \$13.85 per hour.
- For salary employees, 22.2% of recent graduate survey respondents earned between \$30,000 and \$39,999 per year, while the remaining 77.8% earned between \$20,000 and \$29,999 per year.
- 100.0% of recent graduate respondents who are continuing their education are doing so in upper division programs.
- 94.1% of recent graduate survey respondents would recommend the Crime Scene Technology program to another.

### *Employer Survey Information*

Three employer surveys were sent out to employers based on the permission provided by recent graduates in the 2004-2005 recent graduate survey. Sixty-six (66.7%) of the three employers surveyed responded to the employer survey.

Notable results include:

- 100.0% of employers responding to the survey had graduate employees who earned between \$12.01 and \$13.85 per hour.





- An employer evaluation of the graduates general education competencies are displayed in Table 5. Possesses necessary reading skills and works well with individuals from diverse backgrounds had the highest mean values (6.5), while uses written communication skills effectively and uses oral communication skills effectively (4.5) had the lowest.

*Table 5  
Employer Competency Ratings for Recent Crime Scene Technology Program Graduates*

Competency Area (Seven point rating scale with 7 being the highest value)	Item Ratings		
	N	Mean	SD
1. Possesses necessary reading skills.	2	6.5	3.18
2. Uses written communication skills effectively.	2	4.5	1.77
3. Uses oral communication skills effectively.	2	4.5	1.77
4. Posses effective computer skills (e.g., for computing, word processing)	2	6.0	2.83
5. Possesses necessary mathematical skills	2	5.5	2.47
6. Exhibits an appropriate level of responsibility and self-management.	2	5.5	2.47
7. Chooses ethical courses of action.	2	5.5	2.47
8. Participates as a team player.	2	6.0	2.83
9. Works well with individuals from diverse backgrounds.	2	6.5	3.18
10. Acquires, interprets and uses information effectively.	2	5.5	2.47

Source: 2004-05 Employer Survey Results



## Occupation Profile

### *Occupation Description*

The occupation description used by the Bureau of Labor Statistics is shown below:

*Collect evidence at crime scene, classify and identify fingerprints, and photograph evidence for use in criminal and civil cases.*

### *US, State, and Area Wage Information*

The distribution of 2005 wage information for Crime Scene Technology is located in Table 6. The median yearly income for Crime Scene Technology was \$55,800 in the United States, \$51,800 in the State of Florida. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

*Table 6*  
*Wage Information for Crime Scene Technology*

Location	Pay Period	2005				
		10%	25%	Median	75%	90%
United States	Hourly	\$15.83	\$20.23	\$26.82	\$36.25	\$42.58
	Yearly	\$32,900	\$42,100	\$55,800	\$75,400	\$88,600
Florida	Hourly	\$17.10	\$19.85	\$24.90	\$33.86	\$40.71
	Yearly	\$35,600	\$41,300	\$51,800	\$70,400	\$84,700

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation



*National, State, and County Trends*

Employment trend information is included in Table 7 and divided by country and state. A significant average annual increase (16% - 19%) in employment for the profession over the next 5 - 7 years for the country and state is shown.

Table 7  
*State and National Trends*

United States	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2004	2014		
Detectives and criminal investigators	91,000	105,800	+ 16 %	3,930
Florida	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2002	2012		
Detectives and criminal investigators	7,000	8,340	+ 19 %	320

<sup>1</sup>Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the Country and County Trends is 2004-2014.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections





## State Graduates Outcomes

To provide reference information for the employment trend information, Crime Scene Technology program graduate state outcome data is provided in Table 8. Almost seventy (67) students completed a state Crime Scene Technology program in 2003-2004, of those about fifty (53) had some matching state data. Ninety-one percent (34) of those state graduates were employed at least a full quarter. Eighty-six percent (25) of SPC's Crime Scene Technology graduates were found to be employed for a full quarter.

*Table 8*  
*Crime Scene Technology Program Graduates 2003-2004 Outcomes by Florida Community College*

Florida Community College	Total Completers	# W/Matching State Data	# Employed for a Full Qtr	% Employed For a Full Qtr
Brevard	18	10	6	86%
Edison	3	3	3	100%
St. Petersburg	46	40	25	86%
Total	67	53	34	91%

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (<http://www.firn.edu/doe/fetpip/>)





## Summary

Overall, the Crime Scene Technology Program appears to be moving forward and is solid in its structure and design. The few noted exceptions or deficiencies are listed in the *Employer Survey Information* section of this document.

The first exception noted referred to employer ratings of graduates' skills. The employers rated the graduates' written communication skills (4.5) as less than effective. The second exception focused on the less than effective rating (4.5) of the graduates' oral communication skills. Although the number of respondents was minimal, the Faculty of the Crime Scene Technology Program has already addressed these two specific matters. A change in the entry requirements for the Program was brought forward to the Curriculum and Instruction Committee and received approval for implementation.

Effective August 2006, students entering the Crime Scene Technology Program are required to take the College Placement Test (CPT) to determine their reading and writing levels. Students must pass this test with a score of 70% and place at the College's reading and writing levels, otherwise, they must take remedial courses (in English, Reading and Writing) prior to entering the program. The effect of the entrance requirement should be noticed by the end of the summer session 2006 (July 2007).

**Enrollment:** The decline in enrollment during 2006 may be due to the increased rigor and requirements for entrance into the Crime Scene Technology Program. Effective August 2006, students entering the Crime Scene Technology Program are required to pass the College Placement Test (CPT), or take remedial courses.

**Productivity:** The slight decline in productivity is reactionary to the decline in student enrollment. To adjust for this, a standard course offering is being constructed to provide students with a mapped plan of course offerings, thus creating the demand and increase the number of students in each course on a term basis. This has been successful within other programs throughout the college.



**Program Graduates:** Within the last year graduations have increased from 36 in 2004-2005, to 46 in 2005-2006. It is difficult to obtain the status of many graduates in the program. Some already reside well outside the region while others may relocate to obtain employment.

**Faculty:** The Crime Scene Technology Program supports 2 full-time faculty members. In addition there is a multitude of adjunct faculty currently working in the various subsections of Crime Scene Investigations. The program relies heavily on the experience and skills of the faculty to impart a true understanding of the nature of the crime scene profession.

**Capital Expenditures:** Capital Expenditures for the Crime Scene Technology program during the past three years totaled \$13,674. The Advisory Board's involvement with the capital outlay for the past three years was not available at the time of this review.





## Recommendations/Action Plan

Program: Crime Scene Technology

Date Completed: June 25, 2007

	Action Item	Completion Date	Responsible Party
1	Standard course offerings per term	January 2007	Program Director
2	Revise website for marketing purposes	January 2007	Program Director
3	Increase student base online out of area	August 2007	Program Director
4	Increase crime scene membership on advisory board	August 2007	Lead Instructor





Special Resources Needed:

- Marketing materials and advertising opportunities

Area(s) of Concern/Improvement:

The advisory board discussed the concern of neighboring programs being developed. To address this competition we may reevaluate the credentialing issues with the Crime Scene Technology Program. Currently the program does not transfer into the Bachelors Degree Plan. Enabling students to continue into a 4-year degree plan with the crime scene background would again set the Crime Scene Program at St. Petersburg College apart from all others.

  
\_\_\_\_\_  
Program Director

8-7-2007  
Date

  
\_\_\_\_\_  
Provost

8/10/07  
Date





## President's Cabinet Review

Summary of observations, recommendations, and decisions:

  
\_\_\_\_\_  
President's Signature

  
\_\_\_\_\_  
Date

Crime Scene Technology  
2006-2007 Comprehensive Academic Program Review  
Department of Institutional Research and Effectiveness

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## Action Plan Follow-up and Evaluation Report

Program: Crime Scene Technology

Date Completed:

Prepared By:

### I. Action Plan Item Status

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			

### II. Non-Completed Action Plan Items and Plan for Completion

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			



### III. Evaluation of the Impact of Action Plans on Program Quality

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

\_\_\_\_\_  
Responsible VP

\_\_\_\_\_  
Date





### References

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

### Contact Information

*Please address any questions or comments regarding this evaluation to:*

Carol Weideman, Ph.D.  
Director, Institutional Research and Effectiveness  
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733  
(727) 341-3059  
[weideman.carol@spcollege.edu](mailto:weideman.carol@spcollege.edu)





## Appendix A: Program Overview (2007)

### CRIME SCENE TECHNOLOGY (CST-AS) ASSOCIATE IN SCIENCE DEGREE

(This program is administered at the Allstate Center)  
Brian Frank, Program Director, AC, (727) 341-4143

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

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

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

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

#### SPECIAL ADMISSION REQUIREMENTS:

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

#### SPECIAL GRADUATION REQUIREMENTS:

1. A grade of "C" or better in all designated specialty courses in this program.
2. Completion of an End-of-Program Assessment Examination.
3. Online students are required to attend a Lab Technique Review Session during their graduating term. A grade of "I" will be assigned to CJT 2113 until the Lab Technique Review is completed.

#### GENERAL EDUCATION COURSES (22 credits)

ENC 1101	Composition I or Honors	3
ENC 1102	Composition II OR (any approved Literature course)	3
SPC 1016	Business and Professional Speaking OR (SPC 1600, 1600H, 1060 or 1060H)	3
Humanities/Fine Arts	Approved Course	3
Mathematics	One college-level course with a MAC, MGF, MTG or STA prefix	3
Soc./ Beh. Sci.	Any approved Social and Behavioral Science course	3
PHI 2649	Applied Ethics in Public Safety Professions OR (PHI 1600, 1602H, 1631 or 2635)	3
CTS 1101	Basic Computer and Information Literacy	1

#### SUPPORT COURSES (10 credits)

BSC 1083	Human Anatomy	3
CCJ 1020	Introduction to Criminal Justice	3
CHM 1025/1025L	Intro to Chemistry and Lab OR	3,1
PSC 1001C	Physical Science with Lab AND	(3)
Elective	One credit elective	(1)

#### MAJOR COURSES (28 credits)

CJT 1110	Introduction to Crime Scene Technology	3
CJT 1111	Advanced Crime Scene Technology	3
CJT 1220	Crime Scene Photography I	3
CJT 1221	Crime Scene Photography II	3
CJT 2112	Crime Scene Safety	2
CJT 2113	*Courtroom Presentation of Scientific Evidence	3
CJT 2141	Introduction to Forensic Science	3
CJT 2240	Fingerprint Classification	3
CJT 2241	*Latent Fingerprint Development	3
CJT 2260	Biological Evidence	2

**TOTAL PROGRAM HOURS 60**

\*Courses CJT 2113 and CJT 2241 should be taken during the student's last semester.



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## Appendix B: Advisory Board Committee Minutes, 2006-2007

**Advisory Board Minutes  
Criminal Justice  
Crime Scene  
Computer Related Crime Investigations  
Crime Analysis  
April 11, 2007**

**Attendees:**

<b>Brian Frank</b>	<b>Program Director</b>
<b>Captain Anthony Holloway</b>	<b>Clearwater Police Department</b>
<b>Billie Shumway</b>	<b>Chief of Forensics Services Tampa Bay Region</b>
<b>Chief David Romine</b>	<b>St. Pete Beach Police</b>
<b>Chief Dorene Thomas</b>	<b>Pinellas Park Police</b>

**Crime Scene Program:**

- Enrollment is good
- Courses offered in varied format (online / in class)
- Transferability of skills to employment
  - Laboratories seek persons with at least a Bachelors heavy in science
  - Possibilities of adding track or coursework with more science

**Computer Related Crime Investigation**

- Is being updated and emphasis is on technical aspects of investigations
- Introduce data recovery techniques to the program as a necessary skill
- Solicit private industry for support as many of these graduates will market there

**Crime Analysis**

- Consider dropping program as numbers are down and only large departments utilize these people. Many of these individuals are present employees who receive training from FDLE or in house.

**Criminal Justice**

- Emphasis of discussion was directed towards increasing numbers
- Marketing plan should be developed possible surveys going out to agencies
- Board's thought is the demographic should be the officer with 4 to 6 years on the job as they are looking for promotional opportunities and settled in the agency.
- Suggestions for marketing were:
  - Public access TV stations
  - Meetings with agencies directly
  - Mailers
  - Brainstorming for ideas on bonuses for enrolling
  - Developing a computer purchase program for enrollment to be paid back slowly over period of enrollment or possible grants

**Next meeting to be announced**

Crime Scene Technology  
2006-2007 Comprehensive Academic Program Review  
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Appendix B: Advisory Board Committee Minutes, 2006-2007 (con't)

**Advisory Board Recommendations  
2006-2007**

Name of Advisory Board: Criminal Justice Advisory Board

<u>Recommendation for 2006-07</u>	<u>SPC Response</u> (if we didn't act on recommendations, give reason why not.)
<p><b>Crime Scene:</b> Possibilities of adding track or coursework with more science to increase employability of graduates giving them more opportunities.</p>	<p>Working with Dr. Stewart and Staff to see what our options are while reviewing credentialing issues and compelling programs</p>
<p><b>CRJI:</b> Introduce data recovery techniques to the program as a necessary skill</p>	<p>Professor Thomas will be working on this through a separate initiative with Galileo university</p>
<p><b>CRCI:</b> Solicit private industry for support of the program as many of these graduates will market there specifically</p>	<p>Will begin making contacts</p>
<p><b>GRAN:</b> Consider dropping program as numbers are down and only large departments utilize these people. Many of these individuals are present employees who receive training from FDLE or in house.</p>	<p>Reviewing student base to see if the need still exists and will consult with board and local agencies</p>
<p><b>Criminal Justice:</b> Marketing plan should be developed possible surveys going out to agencies</p> <ul style="list-style-type: none"> <li>• Board's thought is the demographic should be the officer with 4 to 6 years on the job as they are looking for promotional opportunities and settled in the agency.             <ul style="list-style-type: none"> <li>◦ Suggestions for marketing were: Public access TV stations</li> <li>◦ Meetings with agencies directly</li> <li>◦ Tracking academy graduates through first year and use mailers</li> </ul> </li> </ul>	<p>Working with Dr. Stewart to begin marketing all Criminal Justice programs to include an overall view of Non credit through Masters level courses here at SPC</p>
<p><b>Overall:</b> Developing a computer purchase program for enrollment to be paid back slowly over period of enrollment or possible grants</p>	<p>Thomas Moore is checking into grant opportunities currently while we may look into using warehoused computers for agency students</p>





## Appendix C: Advisory Board Committee Minutes, 2005-2006

**ST. PETERSBURG COLLEGE  
CRIMINAL JUSTICE ACADEMIES  
ADVISORY BOARD MEETING  
September 21, 2005  
9:00 am**

**Attendees:**

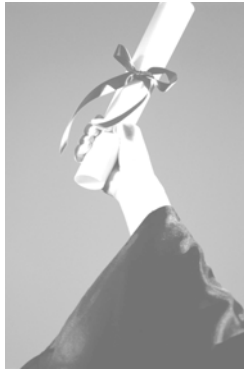
Lt. Robert Vincent	Doug Purcell
Sgt. Christopher Groff	Sgt. Ben McBride
Lt. Eric Campbell	John Dressback
Sgt. Christopher Groff	Sara Brown
Sgt. Jeff Young	Brian Frank
Lt. Paul Andrews	Julia Fernandez
Sgt. Vivian Holmes	John Gannon

**Absent:** Cpl. Rodney Davis  
Tracy Smith  
Sgt. Paula Crosby

**Welcome:** Meeting opened with introductions of everyone in attendance.

- All attendees given disk of CMS Curriculum.
- Discussion of CMS Curriculum.
- State examination.
- Certification scores discussed.
- First four classes received 100% passing rate.
- Discussion of CMS Curriculum for Crossover from Corrections to Law Enforcement.
- Discussion of 2006 Academy schedules.
- Discussion of high liability instructors with the need for additional instructors (especially females).
- Discussion of degree program transitioning to part-time evening academy. Academy will be in operation from 5:30 pm to 10:30 pm Monday through Friday.
- Discussion of Code of Conduct implemented for instructors.
- Fitness survey given to each attendee followed by discussion on 26 hour wellness course.
- Discussion of new policy for student registration.
- Discussion of academy critiques and evaluation of instructors.
- Roundtable discussion
- Closing
- Next meeting scheduled for March 29, 2006 at 9:00 am in room #110 at the Allstate Center.





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