

# Emergency Administration and Management

## Comprehensive Academic Program Review 2008-09

*Associate in Science Degree:  
Emergency Administration and Management*

*Certificate:  
Emergency Administration and Management*



Department of Institutional Research  
and Effectiveness  
St. Petersburg College

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Emergency Administration and Management  
2008-09 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 SPC degree in Emergency Administration and Management (EAM) is a comprehensive degree program setup to reduce the vulnerability of the population to disasters through preparation of efficient and effective emergency response and rehabilitation and recovery programs. It integrates the broad focus of policy, planning and administration with the practical, technical and communication aspects of emergency response. The goal of this program is to prepare successful students to write emergency plans to meet state and federal guidelines and communicate knowledgeably with expert advisors in a crisis, as well as gain an understanding of problems facing response teams. Students may, if they choose, incorporate more technical components as they design their degree plan.

### *Degrees Offered*

An Associate in Science Degree in Emergency Administration and Management is offered at SPC, as well as a Certificate in Emergency Administration and Management.

### *Program Performance*

- Spring 2006-07 had the highest *Actual Course Enrollment* for the Emergency Administration and Management program over the last three years. Spring and Summer enrollment decreased in 2007-08 from the previous year.
- Fall 2007-08 and Summer 2005-06 had the highest *Student Semester Hour (SSH) Productivity* SSH productivity (0.91) for the Emergency Administration and Management program over the last three years, while Spring and Summer SSH decreased in 2007-08 from the previous year.
- The number of Associate Degree *program graduates* in the Emergency Administration and Management program remained constant (1) from 2006-07 to 2007-08, while Certificate completers increased (12) to a six-year high.
- The vast majority of students in the program *succeed* in the courses. In Spring of 2007, 97.3% of the students were successful, as compared to 96.4% in Spring of 2008. In Fall of 2007, 90.6% of the students succeeded as compared to 94.5% in Fall of 2008.
- *Fulltime faculty* taught 14.1% of the ECHs in 2007-08, as compared to 44.0% in 2006-07. Adjunct Faculty taught 85.9% of the ECHs in 2007-08, as compared to 56.0% in 2006-07. The highest semester for Adjunct ECHs was Summer 2007-08 in which adjunct faculty taught 98.2% of the program's course load. The three-semester average (85.9%) for 2007-08 exceeded the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.





#### *Program Profitability*

- The *Relative Profitability Index (RPI-T)* for the Emergency Administration and Management program increased to a six-year high (0.42) in 2006-07, and later showed a slight decrease (0.37) in 2007-08. The program's 2007-08 RPI-T value of 0.37 was below the college-wide target of 0.53 (SPC mean).

#### *Program Improvements*

- The Emergency Administration and Management program (Org: 11230108) did not incur any *Capital Expenditures* (Fund 10 & 16) during the past three years.

#### *Academic Outcomes*

- *Program Assessments* were not conducted in the Emergency Administration and Management program this past year due to the low number of Associate in Science (A.S.) graduates. As a result, the analysis of End of Program Assessments could not be included in this report.

#### *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 Emergency Administration and Management program; specifically, as they relate to faculty/student engagement, course preparation and organization, and course instruction.
- A *Public Safety advisory committee meeting* was held on May 5, 2009. The meeting consisted of discussions about the articulation agreement with State Fire College; development of online CEU courses; virtual institute; COPS Camp 2009; gang program international trip; and leadership course; program update and member feedback.
- Two *Recent Graduate surveys* were provided to the 2006-07 graduates of the Emergency Administration & Management program. Responses were received from 1 A.S. graduate. Since a single response can not accurately represent the entire program, graduate survey results will not be reported.
- *Employer surveys* are sent out based on the permission provided by recent graduates in the 2006-07 recent graduate survey. Since permission was not received from any recent graduates, there is no Employer Survey information available.

#### *Occupation Profile*

- *2006 median yearly income* for Emergency Administration and Management was \$48,400 in the United States, and \$49,900 in Florida.
- *Employment trend information* suggests a significant average annual increase (12% - 22%) in employment for the profession over the next 5 - 7 years for the country and state.
- The *Major Employers* of the Emergency Administration and Management program graduates are Pinellas County Emergency Management Division; Transportation Security Administration; and Tampa Bay Regional Planning Commission.





#### *State Graduates Outcomes*

- *State Graduates Outcomes data* indicated that one (1) student completed a state Emergency Administration and Management program in 2006-07, had some matching state data and was employed. This SPC graduate was employed at least a full quarter (earning at least minimum wage for 40 hours a week times 13 weeks).
- There was only one (1) student in the *Florida Education and Training Placement Information Program* (FETPIP) Pool (total number of individuals found employed, continuing education, or in the military), and this SPC student's employment was training-related (either with employment related to training, continuing education, or in the military).

#### *Program Director's Perspective: Issues, Trends, and Recent Successes*

The program staff is in the process of reviewing all courses and content within the online programs and making any necessary updates. This is an ongoing process to ensure consistency within the program in relation to the ever changing requirements of the Emergency Administration and Management field. This process is complicated by the Department of Homeland Security. This lead agency is constantly changing the face of emergency management as new and better ways of organizing preparedness, response, and recovery efforts emerge. Thus, we will be in the process of ensuring the curriculum matches with the requirements of these challenges for the AS Degree and Certificate Programs.

The program staff will continually update the website as a means of attracting students and providing accurate information. In addition, we have expanded our adjunct instructor pool to include an emergency manager from Dade County to attract students wanting a broader emergency management perspective. We have contacted a major player in the Department of Homeland Security and we are awaiting his acceptance of a position in our adjunct ranks. By expanding our adjunct pool to include persons outside the area and persons active in the national arena we hope to expand our student base and increase the numbers in our program.

#### *Program Action Plan*

- Program action plan created by the Dean and Program Director, and reviewed by the Advisory Board members, is 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 and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development.

## 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.

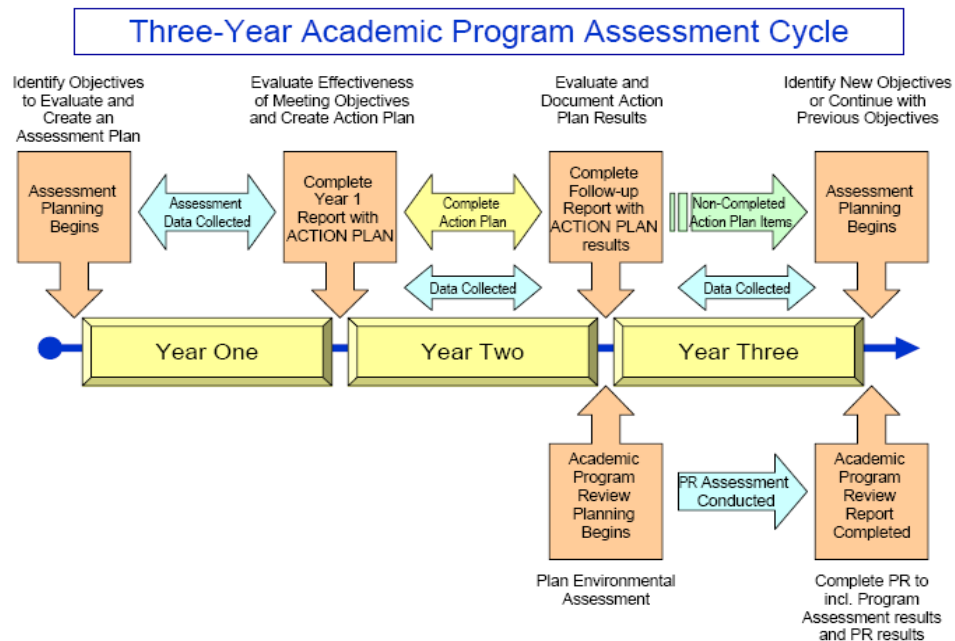


Figure 1: Three-Year Academic Program Assessment Cycle

### Program Description

The SPC degree in Emergency Administration and Management (EAM) is a comprehensive degree program setup to reduce the vulnerability of the population to disasters through preparation of efficient and effective emergency response and rehabilitation and recovery programs. It integrates the broad focus of policy, planning and administration with the practical, technical and communication aspects of emergency response. The goal of this program is to prepare successful students to write emergency plans to meet state and federal guidelines and communicate knowledgeably with expert advisors in a crisis, as well as gain an understanding of problems facing response teams. Students may, if they choose, incorporate more technical components as they design their degree plan.



### *Degree Offered*

An Associate in Science Degree in Emergency Administration and Management is offered at SPC, as well as a Certificate in Emergency Administration and Management.

For a complete listing of all courses within the Emergency Administration and Management program, please see Appendix A.

### *Accreditation*

No accreditation information is on file for Emergency Administration and Management.





## 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). Spring 2006-07 had the highest Actual Course Enrollment for the Emergency Administration and Management program over the last three years. Spring and Summer enrollment decreased in 2007-08 from the previous year as shown by Figure 2.

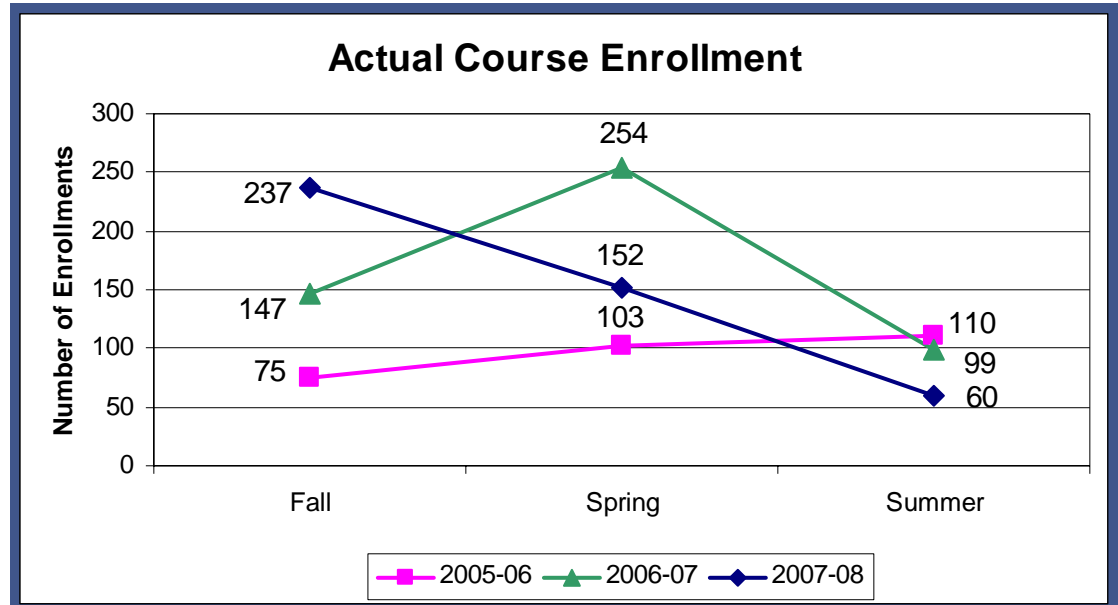


Figure 2: Actual Course Enrollment

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. Fall 2007-08 and Summer 2005-06 had the highest SSH productivity (0.91) for the Emergency Administration and Management program over the last three years, while Spring and Summer SSH decreased in 2007-08 from the previous year as shown by Figure 3.

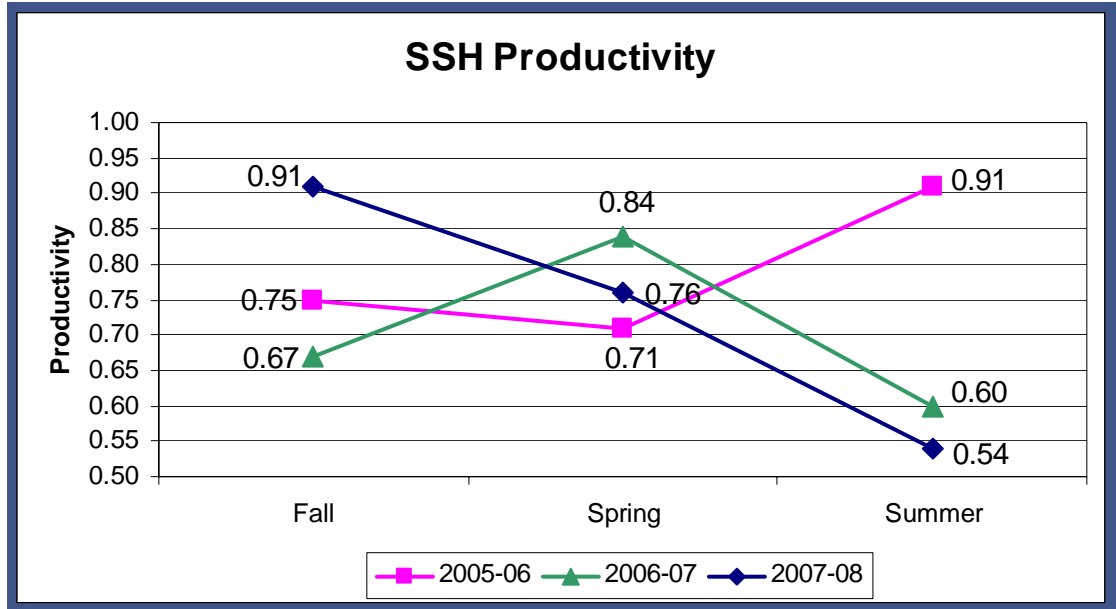


Figure 3: SSH Productivity

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





### Program Graduates

The number of Associate Degree program graduates in the Emergency Administration and Management program remained constant (1) from 2006-07 to 2007-08, while Certificate completers increased (12) to a six-year high as shown in Figure 4.

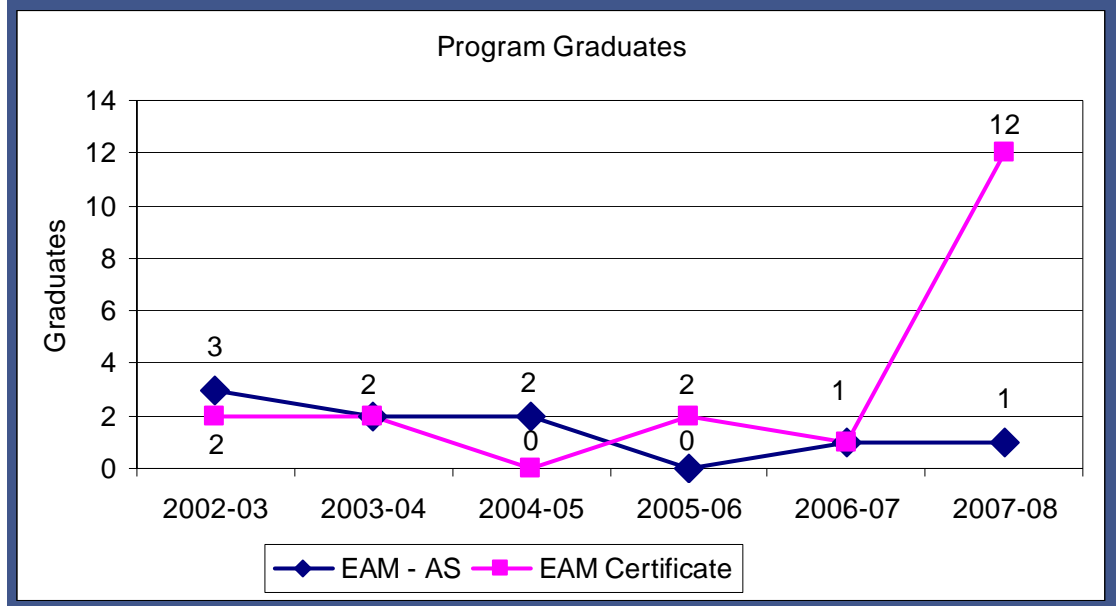


Figure 4: Program Graduates

Source: 2008-09 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 2007	72.7%	20.8%	3.8%	0.5%	2.2%
Spring 2008	83.2%	9.5%	3.6%	0.7%	2.9%
Fall 2007	75.9%	10.4%	4.2%	4.7%	4.7%
Fall 2008	78.2%	12.1%	4.2%	1.8%	3.6%

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.

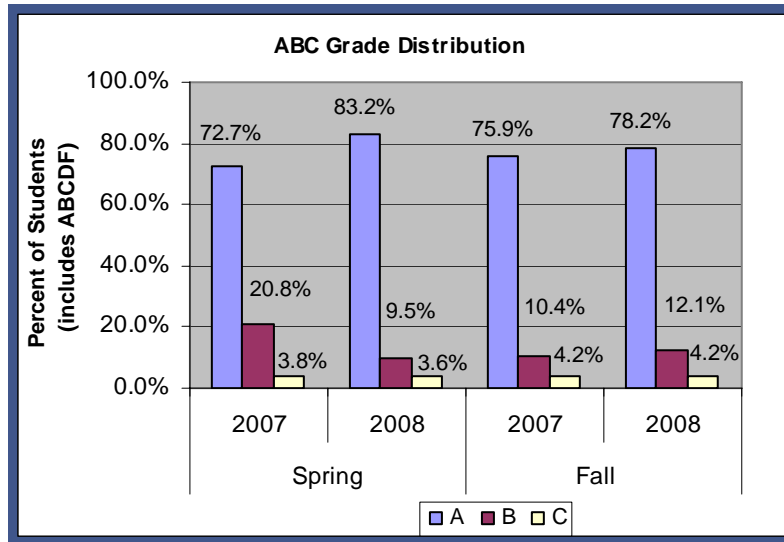


Figure 5: ABC Grade Distributions

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 successfully completing the course and once again only A, B, and C grades are included in the calculations. The vast majority of students in the program succeed in the courses as shown by Figure 6. In Spring of 2007, 97.3% of the students were successful, as compared to 96.4% in Spring of 2008. In Fall of 2007, 90.6% of the students succeeded as compared to 94.5% in Fall of 2008.

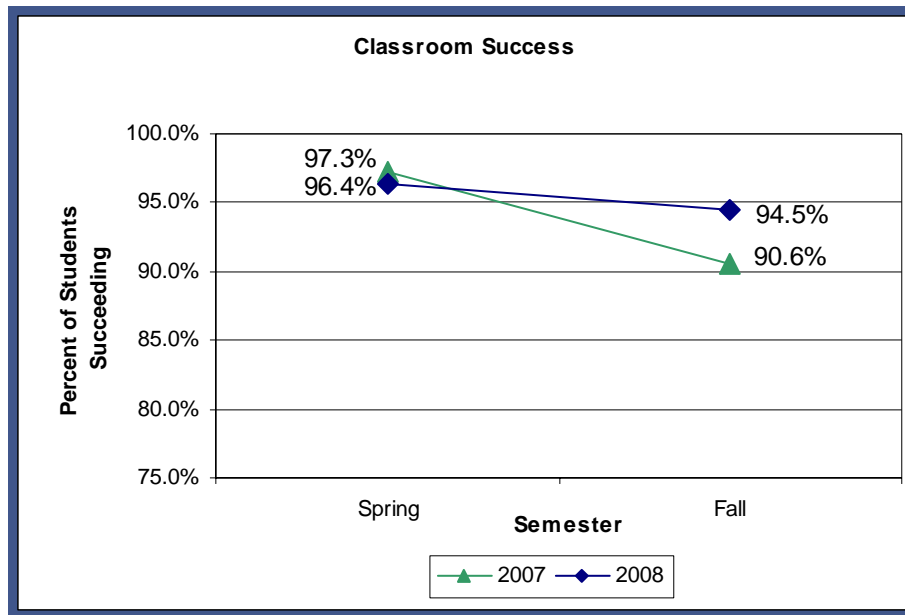


Figure 6: Classroom Success

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



### *Fulltime/Adjunct Faculty Ratio*

Table 2 displays the number and percentage of Emergency Administration and Management program equated credit hours (ECHs) taught by the individual faculty classifications. As shown, Fulltime Faculty taught 14.1% of the ECHs in 2007-08, as compared to 44.0% in 2006-07. Adjunct Faculty taught 85.9% of the ECHs in 2007-08, as compared to 56.0% in 2006-07. The highest semester for Adjunct ECHs was Summer 2007-08 in which adjunct faculty taught 98.2% of the program's course load.

*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 2005-06 *						
Spring 2005-06	8.0	66.67%	0.0	0.00%	4.0	33.33%
Summer 2005-06	4.6	37.97%	0.0	0.00%	7.5	62.03%
<b>2005-06 Total</b>	<b>12.6</b>	<b>52.26%</b>	<b>0.0</b>	<b>0.00%</b>	<b>11.5</b>	<b>47.74%</b>
Fall 2006-07	5.0	22.22%	0.0	0.00%	17.5	77.78%
Spring 2006-07	19.2	62.52%	0.0	0.00%	11.5	37.48%
Summer 2006-07	6.5	39.39%	0.0	0.00%	10.0	60.61%
<b>2006-07 Total</b>	<b>30.7</b>	<b>44.03%</b>	<b>0.0</b>	<b>0.00%</b>	<b>39.0</b>	<b>55.97%</b>
Fall 2007-08	5.5	20.37%	0.0	0.00%	21.5	79.63%
Spring 2007-08	2.6	12.58%	0.0	0.00%	18.0	87.42%
Summer 2007-08	0.2	1.79%	0.0	0.00%	11.0	98.21%
<b>2007-08 Total</b>	<b>8.3</b>	<b>14.10%</b>	<b>0.0</b>	<b>0.00%</b>	<b>50.5</b>	<b>85.90%</b>

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

\* Note: Data was not available for Fall 2005-06





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 three academic years. The highest semester for Adjunct ECHs was Summer 2007-08 in which adjunct faculty taught 98.2% of the program's course load as shown in Table 2. The three-semester average (85.9%) for 2007-08 exceeded the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

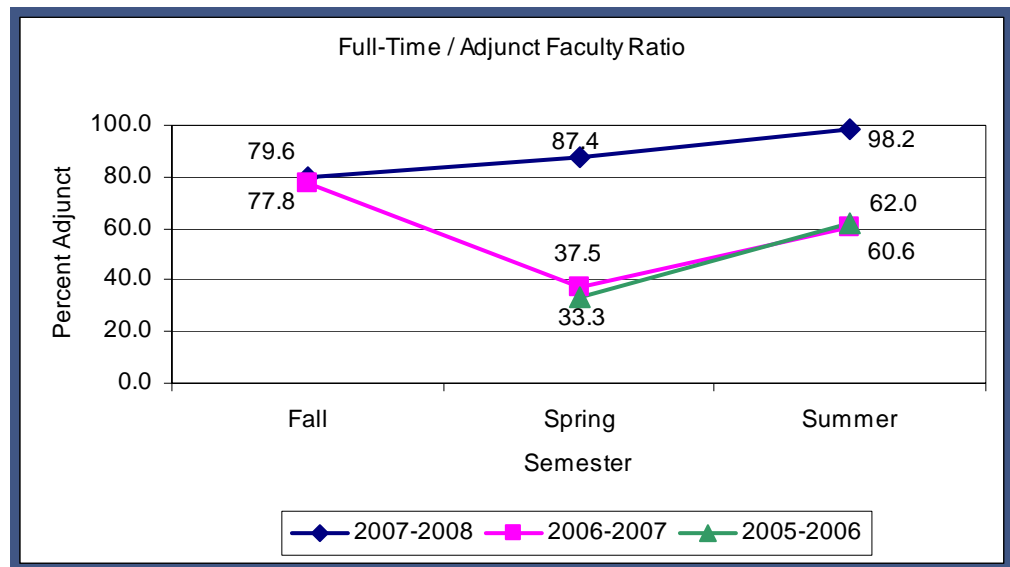


Figure 7: Full-time/Adjunct Faculty Ratio

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

\* Note: Data was not available for Fall 2005-06





## 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 expenses and current expenses. Only Fund 10 financials are used in the calculation of RPI-T; specifically, program revenues (GL 400000), personnel expenses (GL 500000), and current expenses (GL 600000).

Program revenues (GL 400000) can include (1) student application fees and tuition, (2) out of state fees, and (3) gifts from alumni and charitable organizations.

Personnel expenses (GL 500000) can include (1) personnel salary expenses for program management, and instructional staff, (2) personnel salary expenses for OPS and student assistants, and (3) personnel benefits. Personnel assigned to multiple programs may have partial personnel expenses assigned to an individual program.

Current expenses (GL 600000) can include operating expenses for (1) travel, (2) goods and services, and (3) materials and supplies. Current expenses can also include scholarship and fee waivers.





The RPI-T for the Emergency Administration and Management program increased to a six-year high (0.42) in 2006-07, and then showed a slight decrease (0.37) in 2007-08 as shown by Figure 8. The program's 2007-08 RPI-T value of 0.37 was below the college-wide target of 0.53 (SPC mean).

To provide a comparison of the program's RPI-T to other similar programs, three comparative measures were also calculated. The 2007-08 mean RPI-T for Public Safety disciplines was 0.78, the 2007-08 mean RPI-T for Allstate programs was 0.76, and the 2007-08 mean RPI-T for programs which offered 75-100% of their courses online was 0.71.

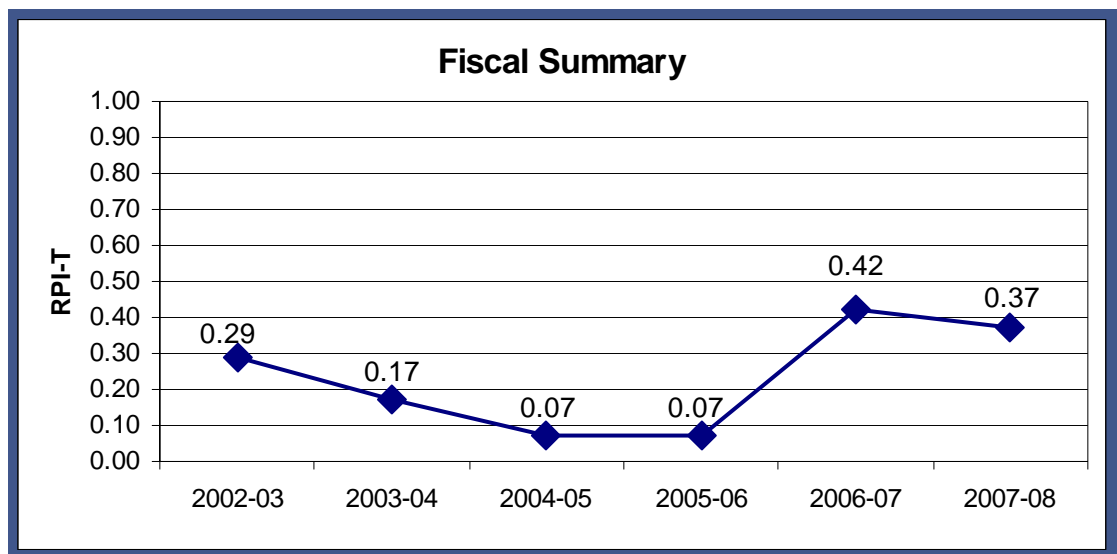


Figure 8: Fiscal Summary

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



## Program Improvements

### *Capital Expenditures*

The Emergency Administration and Management program (Org: 11230108) did not incur any Capital Expenditures (Fund 10 & 16) during the past three years as shown on Table 3.

Table 3

Emergency Administration and Management Capital Expenditures

Capital Expenditures			
Year	Capital Outlay	Account	Purchase Description
2005-06	0	700000	N/A
2006-07	0	700000	N/A
2007-08	0	700000	N/A
<b>Total</b>	<b>0</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 Emergency Administration and Management program was recently evaluated through an Academic Program Assessment Report (APAR) in 2007-08, however it was determined that assessments had not been conducted. Each of the eight MLOs is listed below:

1. Demonstrate knowledge of emergency operations planning system.
2. Demonstrate knowledge of emergency management training and education program.
3. Demonstrate knowledge of emergency management operations.
4. Demonstrate knowledge of the administration role of the emergency manager.
5. Demonstrate knowledge of federal, state and local mitigation programs.
6. Demonstrate knowledge of long and short term recovery programs.
7. Demonstrate knowledge of the facilities and equipment used in comprehensive emergency management.
8. Demonstrate knowledge of professional development for advancement within the profession.

## *Means of Assessment*

Program assessments have not been conducted in the Emergency Administration and Management program this past year due to the low number of Associate in Science (A.S.) graduates. As a result, the analysis of End of Program Assessments could not be included in this report.



A new program director was recently hired, and as one of his first tasks a new assessment instrument for the Emergency Administration and Management program was created. This newly created 50-question structured-response (multiple-choice), True/False, and short answer instrument will be provided to students before graduation. Specific questions are mapped to each major learning outcome (MLO) as depicted in the table on the next page. Students are expected to answer correctly with a mean of greater than 70% on the individual questions of the assessment instrument.

The course assessment tool is a requirement for graduation. Therefore, anyone seeking approval for graduation will first be required to complete the end of program assessment.

### 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 versions. Beginning in Fall 2008, all SSI forms (except Clinical B) have been administered electronically using an online format. 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.

As part of the instrument validation process, the results from the SSI over the last few years were recently assessed for reliability and validity. The results of this assessment suggest three underlying factors instead of the four originally proposed.



The three factors are faculty engagement, preparation and organization, and course instruction. The survey questions are grouped into these categories as defined below.

- **Faculty Engagement** - focuses on how successful the instructor was in encouraging student performance, the instructor's level of enthusiasm for the subject and respect for students, how well the instructor applied the stated grading policies including providing students appropriate information to determine their grades, and the instructor's responsiveness to student questions outside of the classroom.
- **Preparation and Organization** - focuses on the instructor's overall preparation for the course, the instructor's ability to start and end class on time, the amount of time spent on course-related activities by the instructor, and the even assignment and appropriateness of course material throughout the term.
- **Course Instruction** - focuses on the instructor's clarity of instruction, how well the course objectives were defined by the instructor, and how well the instructor met student expectations.

*Lecture.* The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. 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 semester. The average survey results by semester and content area are shown by Figure 9.

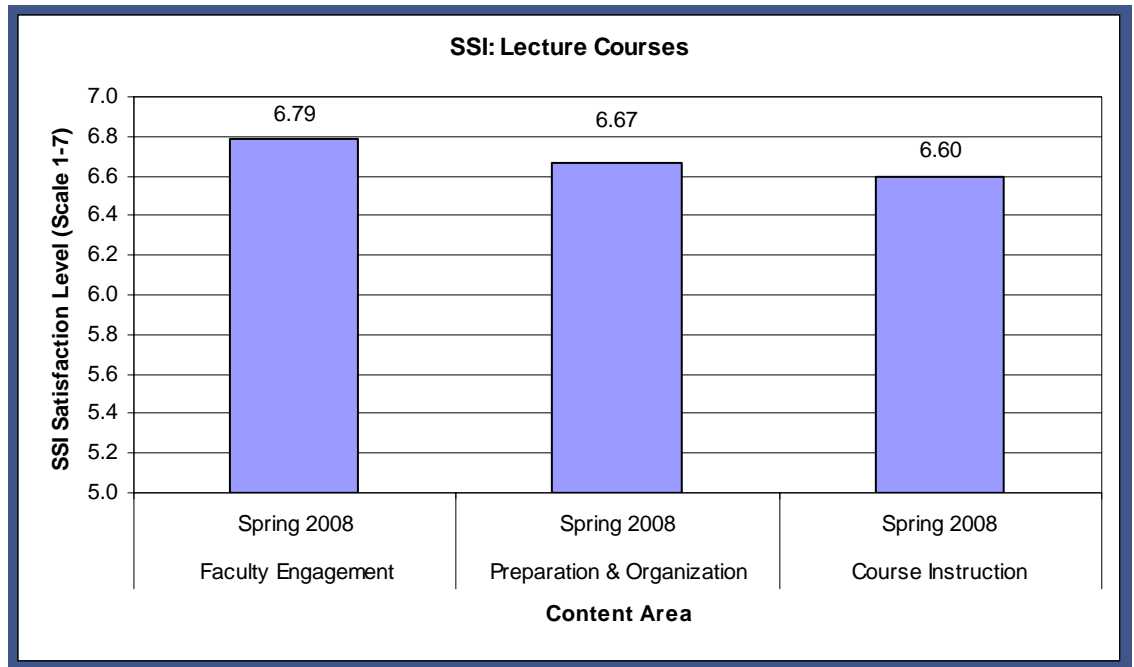


Figure 9: SSI Lecture Courses

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. There were no non-lecture classes in the Emergency Administration and Management program during the time of the review.

*Clinical.* The clinical version of the survey is distributed to all students enrolled in a clinical specific class. There were no clinical classes in the Emergency Administration and Management 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>). 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 both



semesters. The average survey results by semester and content area are shown by Figure 10.

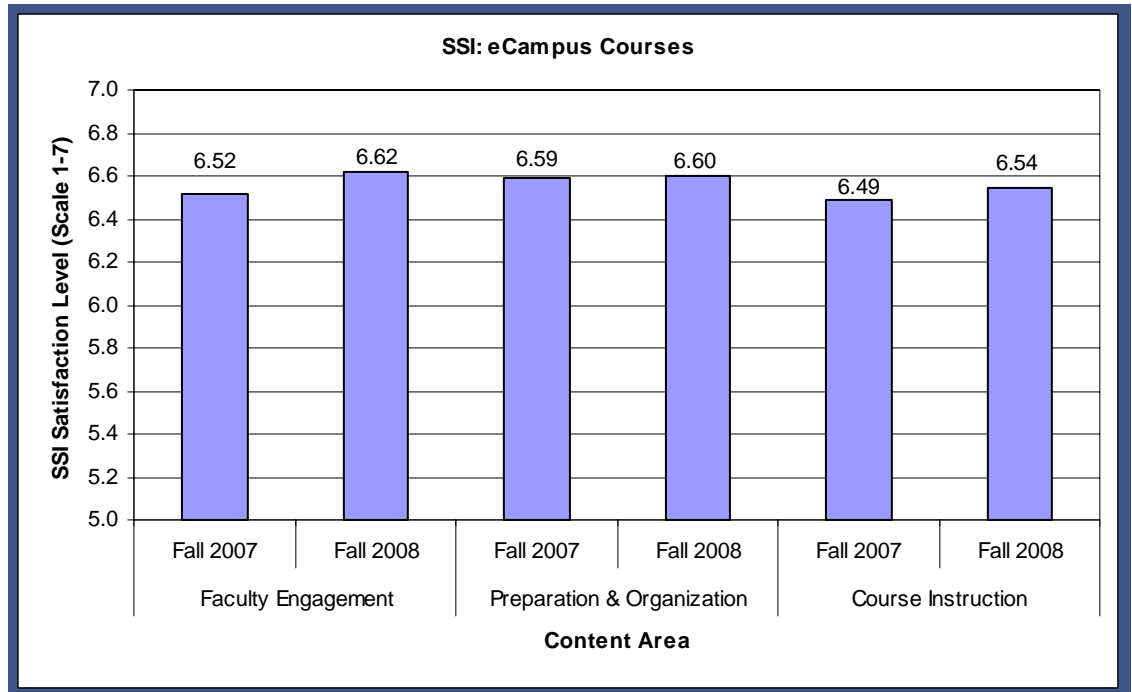


Figure 10: SSI eCampus Courses

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

**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 Emergency Administration and Management program; specifically, as they relate to faculty/student engagement, course preparation and organization, and course instruction.





### *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 Public Safety Administration advisory committee meeting was held on May 5, 2009. The meeting consisted of discussions about the articulation agreement with State Fire College; development of online CEU courses;



virtual institute; COPS Camp 2009; gang program international trip; and leadership course; program update and member feedback.

#### *Articulation Agreement*

An agreement was drawn up and approved by the SPC Legal Department, and sent to the State Fire College which then forwarded the document to Tallahassee. It is still pending approval at the State level. The articulation agreement will only pertain to Fire College classes articulating into SPC.

#### *CEU Courses*

The goal is to develop online CEU courses for fire training. Classes that are needed to stay current are usually for credit, and most firefighters have already taken these classes. The proposed needed classes would be non-credit. This is a training issue, not academic.

#### *Virtual Institute*

The Ethics course and Mandatory Training for Law Enforcement has begun. It is hoped that in the future, non-credit crime scene classes can be developed, possibly through a grant.

#### *COPS Camp 2009*

The summer camp will run for 3 weeks, with a maximum of 24 students enrolled during each week. As of this date there are 8 students enrolled each week. Instructors, activities, and presenters have been scheduled.

#### *Gang Program International Trip*

The study abroad trip was postponed until next year (summer 2010). It is hoped that SPC can partner with USF's International Department to defray costs. Galileo Univ. in Guatemala also suggested using their nearby dormitories for accommodations instead of hotels.

#### *Leadership Course*

A hybrid leadership course was developed and initiated in March. Although it was well received by many, due to the economic conditions, many agencies could not participate.



### *Program Update*

In an effort to further boost enrollment, Brian Frank stated that he was trying to set up agency visits to include an SPC recruiter, advisor, and financial aid representative.

### *Member Input*

- Ken Afienko suggested that SPC set up a booth at the FOP meeting in Orlando, scheduled the week of June 22, 2009. He attended last year's meeting, and noticed that Columbia Univ's booth received a lot of attention.
- Another opportunity presented was for the Florida Police Chiefs Conference scheduled for June 14-17 at Saddlebrook.

The complete committee minutes and recommendations along with the minutes and recommendations from previous meetings are located in Appendix B.





### *Recent Graduate Survey Information*

Two Alumni Surveys were provided to the 2006-07 graduates of the Emergency Administration & Management program. Responses were received from 1 A.S. graduate. Since a single response can not accurately represent the entire program, graduate survey results will not be reported.

### *Employer Survey Information*

Employer Surveys are sent out based on the permission provided by recent graduates in the 2006-07 recent graduate survey. Since permission was not received from any recent graduates, there is no Employer Survey information available.





## Occupation Profile

### *Occupation Description*

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

*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.*

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

The distribution of 2006 wage information for the Emergency Administration and Management program is located in Table 7. The median yearly income for Emergency Administration and Management was \$48,400 in the United States, and \$49,900 in Florida. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

Table 7

*Wage Information for Emergency Administration and Management*

Location	Pay Period	2006				
		10%	25%	Median	75%	90%
United States	Hourly	\$12.66	\$17.21	\$23.26	\$31.11	\$39.63
	Yearly	\$26,300	\$35,800	\$48,400	\$64,700	\$82,400
Florida	Hourly	\$14.61	\$18.21	\$23.97	\$32.74	\$40.45
	Yearly	\$30,400	\$37,900	\$49,900	\$68,100	\$84,100

National Data Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#)

State Data Source: [Florida Agency for Workforce Innovation](#)



### *National, State, and County Trends*

Employment trend information is included in Table 8 and divided by country and state. A significant average annual increase (12% - 22%) in employment for the profession over the next 5 - 7 years for the country and state is shown.

*Table 8*  
*State and National Trends*

United States	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2006	2016		
Emergency Management Specialists	11,700	13,200	+ 12 %	270
Florida	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2006	2016		
Emergency Management Specialists	490	600	+ 22 %	20

<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 2006-2016.

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



### *Major Employers*

Graduates of SPC's Emergency Administration and Management program are employed in various areas of Public Safety. The primary local employers of these graduates are listed in Table 9.

*Table 9*  
*Major Employers*

Employers of Emergency Administration and Management Graduates
Pinellas County Emergency Management Division
Transportation Security Administration
Tampa Bay Regional Planning Commission

Source: Emergency Administration and Management Program





## State Graduates Outcomes

To provide reference information for the employment trend data, program graduate state outcome data is provided for all academic programs included within Emergency Administration and Management. Emergency Administration and Management program graduate state outcome data is provided in Table 10.

One (1) student completed a state Emergency Administration and Management program in 2006-07, had some matching state data and was employed. This SPC graduate was employed at least a full quarter (earning at least minimum wage for 40 hours a week times 13 weeks), as depicted in Table 10.

There was only one (1) student in the Florida Education and Training Placement Information Program (FETPIP) Pool (total number of individuals found employed, continuing education, or in the military), and this SPC student's employment was training-related (either with employment related to training, continuing education, or in the military), as depicted in Table 10.

*Table 10*  
*Emergency Administration and Management Program Graduates 2006-07 Outcomes by Florida Community College*

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed, Education, or Military)	Placement Rate
St. Petersburg	1	1	1	100%	1	1	100%
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>100%</b>	<b>1</b>	<b>1</b>	<b>100%</b>

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (<http://www.fl DOE.org/fetpip/pdf/0607pdf/cc0607asc.pdf>)





## Program Director's Perspective: Issues, Trends, and Recent Successes

The program staff is in the process of reviewing all courses and content within the online programs and making any necessary updates. This is an ongoing process to ensure consistency within the program in relation to the ever changing requirements of the Emergency Administration and Management field. This process is complicated by the Department of Homeland Security. This lead agency is constantly changing the face of emergency management as new and better ways of organizing preparedness, response, and recovery efforts emerge. Thus, we will be in the process of ensuring the curriculum matches with the requirements of these challenges for the AS Degree and Certificate Programs.

The program staff will continually update the website as a means of attracting students and providing accurate information. In addition, we have expanded our adjunct instructor pool to include an emergency manager from Dade County to attract students wanting a broader emergency management perspective. We have contacted a major player in the Department of Homeland Security and we are awaiting his acceptance of a position in our adjunct ranks. By expanding our adjunct pool to include persons outside the area and persons active in the national arena we hope to expand our student base and increase the numbers in our program.



## Program Action Plan

Program: Emergency Administration and Management

Date Completed: July 1, 2009

	Action Item	Completion Date	Responsible Party
1	Increase the visibility of the program to local agencies	August 2010	Instructor-in-Charge
2	Increase the on-line out-of-area student base by 7%	August 2010	Instructor-in-Charge
3	Increase the visibility of the program on the national level	August 2010	Instructor-in-Charge








Special Resources Needed:

Marketing materials and some additional advertising opportunities will assist us in broadening our reach.

Area(s) of Concern/Improvement:

 _____ Charles Crowther, Program Chair	<u>7-9-09</u> Date
 _____ Brian Frank, Dean	<u>7-9-09</u> Date
 _____ J.C. Brock, CEO	<u>7/9/09</u> Date





## President's Cabinet Review

Summary of observations, recommendations, and decisions:

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

7-21-09  
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:*

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St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733  
(727) 341-3059  
[Coraggio.Jesse@spcollege.edu](mailto:Coraggio.Jesse@spcollege.edu)





## Appendix A: Program Overview, 2009

### EMERGENCY ADMINISTRATION AND MANAGEMENT (EAM-AS)

ASSOCIATE IN SCIENCE DEGREE

<http://www.spcollege.edu/program/EAM-AS>

Brian Frank, Dean, AC (727) 341-4143

#### \*\*\*\*GENERAL EDUCATION COURSES (18 credits)

ENC 1101	Composition I or (Honors)	3
SPC 1017	Introduction to Speech Communication OR (SPC 1017H, 1065, 1608 or 1608H)	3
Humanities/Fine Arts Approved Course		3
STA 2023	Elementary Statistics or (Honors)	3
SYG 2000	Introductory Sociology	3
PHI 2649	Applied Ethics in Public Safety Professions OR (PHI 1600, 1602H, 1631 or 2635)	3
Computer/Information Literacy Competency Requirement		

#### SUPPORT COURSES (18 credits)

FFP 1823	Technical Applications in Emergency Management	3
FFP 2740	Fire Service Course Delivery	3
FFP 2820	Emergency Preparedness	3
FFP 2841	Contingency Planning for Business and Industry	3
FFP 2881	Emergency Management Leadership and Administration	3
SYP 2460	Effects of Disasters on Society	3

#### OPTION A: EMERGENCY ADMINISTRATION & MANAGEMENT TRACK (24 credits)

FFP 1830	Introduction to Hazards	3
FFP 2800	Emergency Management Public Education Programs	3
FFP 2801	Fundamentals of Emergency Management	3
FFP 2821	Integrated Emergency Management Planning Systems II (IEMS II)	3
FFP 2822	Integrated Emergency Management Planning Systems I (IEMS I)	3
FFP 2831	Hazard Mitigation	3
FFP 2840	Disaster Recovery Operations	3
FFP 2880	Public Policy in Emergency Management	3

OR

#### OPTION B: HOMELAND SECURITY TRACK (24 credits)

DSC 1002	Domestic and International Terrorism	3
DSC 1004	Introduction to the NRP and NIMS	3
DSC 1033	Weapons of Mass Destruction	3
DSC 1222	Psychological Management of Weapons of Mass Destruction Victims	3
DSC 1552	Critical Infrastructure Protection	3
DSC 1562	Homeland Security Threat Strategy	3
DSC 1631	Terrorism Response Planning	3
DSC 1751	Homeland Security Policy and Law	3

**TOTAL PROGRAM HOURS 60**

\* All courses within the major are offered on the Internet and in the classroom

\*\*\*\* To provide students with an enhanced world view in light of an increasingly globalized economy, students must include at least one of the following courses as part of the general education requirements for the Associate in Science degree:

LIT 2110	World Literature I	REL 2900	World Religions
LIT 2110H	Honors World Literature I	INR 2002	International Relations
LIT 2120	World Literature II	INR 2002H	Honors International Relations
LIT 2120H	Honors World Literature II	WOH 2040	The Twentieth Century
HUM 2270	Humanities (East-West Synthesis)	WOH 2040H	Honors The Twentieth Century
HUM 2270H	Honors Humanities (East-West Synthesis)		





## Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09

### ST. PETERSBURG COLLEGE College of Public Safety Administration Advisory Committee May 5, 2009

**Attendees:** Brian Frank, Ken Afienko, Mark Tennis, James Angle, Julie Adams, Dorene Thomas

**Excused:** Sally Bishop, Terry Schenk, James Wimberly, Lisa Wentz, Pat Siracusa, Billie Shumway, David Romine

**Guests:** Amy Brush, Christine Pribyl, Kay Burniston, Shirley Johnson, Carol Razor, Charles Crowther

Agenda Item	Discussion	Action
Salute to the Flag & Introduction of Members and Guests	It was noted that Marsha Adams, formerly with the 4 year program, has relocated to a different department within SPC.	Christine Pribyl, staff assistant to Brian Frank, was introduced. She has assumed the 4 year program duties.
Goal: Articulation agreement between State Fire College and SPC (Charles Crowther)	It was explained that an agreement was drawn up and approved by the SPC Legal Dept. It was sent to the Fire College which then forwarded the document to Tallahassee. It is still pending approval at the State level. The articulation agreement will only pertain to Fire College classes articulating into SPC.	None taken
Goal: Develop online CEU courses for fire training (Charles Crowther)	Classes that are needed to stay current are credit. Most firefighters have already taken these classes for credit. The proposed needed classes would be non-credit. This is a training issue, not academic.	Charles Crowther is working with the Fire Training Center to see if this is feasible.
Update: Virtual Institute (Brian Frank)	The Ethics course and Mandatory Training for Law Enforcement has begun. It is hoped that in the future, non-credit crime scene classes can be developed, possibly through a grant.	None taken; still being explored by staff in regards to crime scene
Update: COPS Camp 2009 (Christine Pribyl)	The summer camp will run for 3 weeks, with 24 students maximum enrollment for each week. Each week has 8 enrollees as of this date. Instructors, activities, and presenters have been scheduled. Those present were given camp brochures.	None taken
Update: Gang Program International Trip (Carol Razor)	The study abroad trip was scheduled for July 22-28 for a projected cost of \$2300 per student. Due to many things, the trip was postponed until next year (summer 2010). It is hoped that SPC can partner with USF's International Department to defray costs. Galileo Univ. in Guatemala also suggested using their nearby dorms for accommodations instead of hotels.	None taken
Goal: Develop Leadership Program – Update (Carol Razor)	A hybrid leadership course was developed and initiated in March. Although it was well received by many, due to the economic conditions, many agencies could not participate. However, Pasco County sponsored two students. The students participate in on-line learning, plus face to face “live” sessions with a series of instructors. The “class” ends in October.	None taken
Update: Visit with Pinellas Park High School CJ Students (Brian Frank)	Plans are lining up for the high school CJ students to visit the Allstate Campus for a field trip.	Date will be established between now and end of school year.



## Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09, con't

<p>Update: Program Challenges, Labor Market Data &amp; Marketing</p> <p>Brian Frank, Kay Burniston</p>	<p>Despite the economic downturn, enrollment was higher than last year. In addition, the position of a full-time four-year faculty member will be filled in the very near future.</p> <p>In an effort to further boost enrollment, Brian Frank stated that he was trying to set up agency visits to include an SPC recruiter, advisor, and financial aid representative.</p> <p>Labor market data was provided to those present. It was noted that the Tampa Bay region was not hit "as hard" as other regions in the state as far as government employment figures.</p> <p>Marketing strategies were discussed by Kay Burniston. Brian Frank stated he would like the video to cover all facets of public safety from administration to fire, law enforcement etc.</p>	<p>None taken</p> <p>Efforts include:  a) more direct mailings,  b) "wrapping" vehicles with SPC advertising,  c) an updated booklet that will be provided to prospective students,  d) and having an SPC videographer shoot video of student testimonials, etc.</p>
<p>Input from Members &amp; Housekeeping</p>	<p>Ken Afienko suggested that SPC set up a booth at the FOP meeting in Orlando, scheduled the week of June 22, 2009. He attended last year's meeting, and noticed that Columbia Univ's booth received a lot of attention. Another opportunity presented was for the Florida Police Chiefs Conference scheduled for June 14-17 at Saddlebrook.</p>	<p>Members concurred that SPC should take advantage of these marketing possibilities.</p>
<p>Survey of Committee Members (Amy Brush)</p>	<p>Advisory committee members are encouraged to take this annual survey which is now offered in an online format.</p> <p>Link:  <a href="http://it.spcollege.edu/cfsurveys/survey.cfm?su_id=2936">http://it.spcollege.edu/cfsurveys/survey.cfm?su_id=2936</a></p>	<p>None taken – this will be done online.</p>
<p>Continued Membership</p>	<p>Committee members have been asked to state whether or not they would like to continue to serve for 2009-2010. Christine Pribyl noted that Pat Siracusa asked to be replaced due to the logistics and the time restraints of his schedule. Lisa Wentz, PCSO, apologized that she had been unable to attend many meetings and if it was felt she should be replaced, that it was acceptable to her.</p> <p>Election of Chairperson</p>	<p>All present accepted, as well as several that were absent (previously responded).</p> <p>Dorene Thomas was elected Chairperson for 2009-10.</p>
<p>Fall Meeting</p>	<p>There will not be a joint advisory committee breakfast, luncheon or dinner in 2009. Amy Brush stated that one idea under consideration was having Dr. Kurtler's State of the College presentation accessible on the Advisory Committee main website.</p>	<p>The next meeting will be held 9 a.m., Tuesday, Sept. 15, 2009 at AC</p>





## Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09, con't

**ST. PETERSBURG COLLEGE**  
 College of Public Safety Administration Advisory Committee  
 Date: March 4, 2009, 9:00 AM

Attendees: Brian Frank, Chief Angle, Capt. Teunis, Chief Thomas, Terry Schenk, Julie Adams, Sally Bishop  
 Guests: Dr. Carol Rasor, Amy Brush, Marsha Adams  
 Excused: Lisa Wentz, Pat E. Siracusa, Capt. Wimberly, Kenneth Afienko

ITEM	DISCUSSION/RECOMMENDATIONS	ACTION
<b>Salute to the Flag</b>  <b>Minutes</b>  <b>Dean's Report</b> Brian Frank	Minutes of October 16, 2008 meeting unanimously approved <ul style="list-style-type: none"> <li>• Spring semester upper division courses are offered in 8 week modmesters enabling students to expedite program completion. Enrollment up 46.1%.</li> <li>• Lower division courses are also offered in 8 week modmesters with the exception of Crime Scene and 5 Fire courses which remain 16 weeks.</li> <li>• The online Ethics course developed by Dean Frank has been adopted by CJSTC for officers being disciplined. The cost to take the course is \$35.</li> <li>• An articulation agreement between SPC and the Florida Fire College is pending Florida Board of Standards and Training approval.</li> <li>• The 2009 COPS camp is extended to 3 weeks and will accept children entering 7, 8 and 9<sup>th</sup> grade.</li> </ul>	Chief Angle suggests a day at the fire facility or other with fire professionals.
<b>International Program Leadership Program</b> Carol Rasor PhD, Program Director          <b>Program Challenges/ Marketing</b>          <b>Input From Members</b>	<ul style="list-style-type: none"> <li>• SPC International Studies: July 22-28 Guatemala; participating students will earn 3 ech; the fee is \$2,400 including travel and tuition. Only one student from SPC has applied; additional students may attend from the International University of Puerto Rico and the University of Trinidad.</li> <li>• At the request of the Pinellas County Police Chiefs, SPC developed a hybrid leadership course; however enrollment reflects only 2 students from Pasco county SO and none from Pinellas County.</li> <li>• Recruitment in a challenging economy.</li> </ul> <p>Chief Angle suggests developing online CEU courses that the Florida Fire College accepts. Education provided for trainers.</p> <p>Pinellas Park HS Criminal Justice and First Responder students a potential pool of LD students</p>	Include advisors, financial aid in recruiting visits to agencies. Run queries to identify past students with credit toward degrees for recruitment. Promote SPC certificate programs when recruiting. Attend FL Fire Chiefs and Intl Emergency Managers conferences.          Arrange a tour of AC and meet and greet with faculty and current police, fire and emergency management professionals.
<b>Next Meeting</b>	Tuesday, May 5, 2009 at 9 AM, AC 110	Call to confirm attendance at 341-4477





## Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09, con't

**ST. PETERSBURG COLLEGE**  
**College of Public Safety Administration Advisory Committee**  
**Date: October 16, 2008**

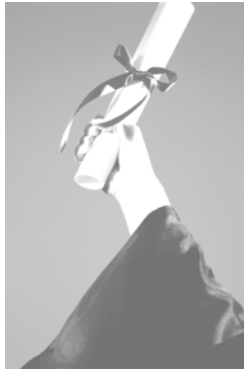
**Attendees:** Brian Frank, Kenneth Afienko, Deputy Chief Wimberly, Chief Romine, Chief Angle, Capt. Teunis, Chief Thomas, Terry Schenk, Julie Adams, Billie Shumfield, Lisa Wentz

**Guests:** Dr. Carol Rasor, Jesse Coraggio, Marsha Adams

**Excused:** Sally Bishop, Pat E. Siracusa

ITEM	DISCUSSION/RECOMMENDATIONS	ACTION
<b>Salute to the Flag</b>  <b>Minutes</b>  <b>Dean's Report</b> Brian Frank	Minutes of June 4, 2008 meeting unanimously approved  <ul style="list-style-type: none"> <li>• Public Safety advisor/camp director Anna Goree's report is appended</li> <li>• Productivity for Baccalaureate program exceeds expectations. Beginning in spring semester courses will be offered in 8 week modesters enabling students to expedite program completion.</li> <li>• Lower division courses will also be offered in 8 week modesters with the exception of Crime Scene which will remain 16 weeks.</li> <li>• The Crime Scene AS program now articulates into the Public Safety Administration BAS degree program.</li> <li>• The LD Fire Science program has the highest number of enrollments of the public safety programs.</li> <li>• David Brumfield will hold 1 Crime Scene seminar per semester for officers, students and other interested parties</li> </ul>	Summer 2009 Camp to be run for 3 weeks; decrease weekly enrollment to 24 students per class; goal 72 non-duplicated enrollments.  Chief Romine will poll the Pinellas County Police Chiefs for suggestions on topics.
<b>Marketing Report</b> Tracy Garrett, Coordinator of Marketing   <b>Leadership Training</b> Dr. Carol Rasor, Program Director	<ul style="list-style-type: none"> <li>• A list of C/PSA marketing initiatives was distributed to the committee as well as two samples of recently printed literature.</li> <li>• The upper division marketing budget is \$100,000, with 1 recruiter and 1 advisor. The marketing efforts are optimized with cooperative ventures with the lower division public safety advisor and recruiter.</li> <li>• Chiefs Thomas and Romine and Mr. Schenk commended the Ms Garrett's efforts as outstanding for the staff and budget available.</li> <li>• A Public Safety Leadership concept that mirrors "Leadership Pinellas" was explored by the advisory group. A survey of potential participants and visitation sites will be conducted. This Board recommends that the project be implemented with a high standard and recognizes that there will be a financial impact</li> <li>• "Exemplary Leadership in Law Enforcement" will be presented by the SEPSI Leadership Institute in late January 2009. This course is designed to each 1<sup>st</sup> line supervisors the necessary skills for exemplary leadership. This is a fee based course and qualifying students will be able to petition for upper division credits.</li> </ul>	Chief Romine recommends attendance at the Florida Police Chiefs Association meeting in June as a recruiting opportunity. Mr. Schenk recommends the International Association of Emergency Managers meetings.  Dr. Rasor is currently developing the leadership program
<b>Next Meeting</b>	February 18, 2009, 3:00 PM, AC 228 conference room	





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