



Program Assessment Report

Program: (College of) Public Safety Administration, BAS

Option: Public Safety Admin

Report Year: 2022-23

Drafted by Carol Rasor on Nov 2, 2022

Overall Introduction

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

Student Success: We believe students are the heart of SPC, and we align resources, decisions, and efforts to empower them to succeed.

Growth and Empowerment: We provide our students and employees clear pathways for personal and professional growth resulting in ongoing opportunities for leadership, engagement, and advancement.

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

Program Learning Outcomes

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

I. Use of Past Results

Results of the 2015-16 Assessment Report:

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

Results of the 2018-19 Assessment Report:

The Capstone Research Project and Capstone Journal allows for student to make multiple submissions to receive corrective feedback and an opportunity to enhance their final product for both the Capstone Research Project and Capstone Journal. This is conducted similar to a thesis committee in which the student's first submission is not the final submission. Therefore, scores for the Capstone Research Project and Capstone Journal are both very high, 99.6% and 99.0%, respectively. For the Qualifying exam, all questions show gain scores, with the exception of Questions 6, 8, 9, 13 and 15 that will be revised by the upper division faculty.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized two assessments in the Capstone Course, PAD 4878, to confirm students' demonstration of program learning outcomes. The assignments included the Qualifying Capstone Exam and the Capstone Journal. This section reports the scores for the Capstone Journal in which students reported on how they accomplished each of the four program goals and is reported as one comprehensive score. The scores from the first section of the Qualifying Capstone Exam reflecting questions related to PLO #1 are also reported in this section. All Capstone students were assessed on both of the methods.

Date(s) of Administration: 2019-20, 2020-21, 2021-22

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

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

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

Method 2: The second method is the examination of scores from the Capstone Journal. Each student writes about how they accomplished all four program goals. One score is calculated for the journal. The maximum score possible is 300 points.

Assessment Instrument: Capstone Journal Grading Rubric: The Capstone Journal is assessed utilizing a 5-point scale rubric consisting of four competency areas: Analysis, Reflection, Organization and Mechanics. The five Performance Levels are Exemplary (100%), Proficient Contribution (75%), Developing Contribution (50%), Emerging Contribution (25%), and Insufficient Contribution (0%). The five Performance Levels are utilized to measure the student's success in four Categories of Competency. The four Categories of Competency each were assigned a weight of 25% towards the overall grade. The Category of Competency #1 - Analysis - examined the student's ability to use specific inductive or deductive reasoning to make inferences regarding premises; address implications and consequences, and identifies facts and relevant information correctly. The Category of Competency #2 - Reflection - examined the student's ability to identify strengths and weaknesses in the student's own thinking, recognize personal assumptions, values and perspectives compared to other students' perspectives and evaluate them in the context of an alternate point of view. The Category of Competency #3 - Organization - examined the student's arrangement of content with evident and/or subtle transitions. The Category of Competency #4 - Mechanics - examined the student's ability to present complete sentences, correct spelling and appropriate grammar. The grading methodology enabled the professor to assess the student's ability in each of the four Categories of Competencies to determine the student's performance level as Exemplary, Proficient, Developing, Emerging or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Journal assignment. In completing this assignment, the students demonstrate their knowledge of PLO #1.

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

III. Criteria for Success

Method 1: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

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

IV. Summary of Assessment Findings

Results via Face-to-Face

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

Results via Distance Delivery (Online, Blended, etc)

Method 1: Qualifying/Capstone Exam

Item Analysis Table for PLO#1

2019-21 Qualifying/Capstone Exam Data			

Question	Foundations Score (N=158)	Capstone Score (N=310)	Difference (+ -)
Q1	88%	92%	+4
Q2	99%	99%	0
Q3	77%	86%	+9
Q4	86%	92%	+6
Q5	65%	78%	+13
Q6	96%	97%	+1
Q7	88%	92%	+4
Q8	97%	98%	+1
Q9	98%	99%	+1
Q10	77%	81%	+4
Q11	87%	88%	+1
Q12	70%	67%	-3
Q13	57%	2%	-55
Q14	83%	96%	+13
Q15	84%	86%	+2
Q16	80%	83%	+3
Section Average	83%	84%	+1
Min*	78%	77%	-1
Max*	86%	88%	+2

*Scores reflect the minimum & maximum average from all sections

Method 2: Capstone Journal

2019-21 Capstone Journal Scores	
Average Score	99.4%

V. Discussion and Analysis of Assessment Findings

The Foundations course has a pre exam to determine the students' current level of knowledge related to public safety. This is the first course a student takes in the program. For PLO 1 students scored 83 percent in the Foundations course. The final course in our program is the Capstone in which the student takes a post exam reflecting the same questions in the pre exam. The students scored 84 percent in the Capstone course with a gain score of only 1 percent. In examining why the low gain score, it was determined that the Public Personnel Management course was revised and did not reflect the questions. Our action step was to re-write the questions based on the new curriculum.

.This action step has been completed.

VI. Action Plan and Timetable for Implementation

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

- [Hosting a second symposium to evaluate our curriculum with leaders in the public safety community.](#)
- All upper division faculty / Sep 2023

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

I. Use of Past Results

Results of the 2015-16 Assessment Report:

Mini-Project #2's average student score was 94.6% this shows the students are being very well prepared for managing change in their organizations. This project shows a high level of skill being demonstrated by the graduates. Our qualifying exam vs. Capstone exam scores demonstrated a net gain of knowledge between 12 and 14%. This reflects the high level of knowledge our working professional student base brings to the program. We believe the assessments employed do an excellent job of measuring the student's capabilities.

Results of the 2018-19 Assessment Report:

The Capstone Research Project and Capstone Journal allow for students to make multiple submissions to receive corrective feedback and an opportunity to enhance their final product for both the Capstone Research Project and Capstone Journal. This is conducted similar to a thesis committee in which the student's first submission is not the final submission. Therefore, scores for the Capstone Research Project and Capstone Journal are both very high, 98.2% and 99.0%, respectively.

For the Qualifying exam, all questions show gain scores, with the exception of Question 18 that will be revised by the upper division faculty.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized two assessments in the Capstone Course, PAD 4878, to confirm students' demonstration of program learning outcomes. The assignments included the Qualifying Capstone Exam and the Capstone Journal. This section reports the scores for the Capstone Journal in which students reported on how they accomplished each of the four program goals and is reported as one comprehensive score. The scores from the second section of the Qualifying Capstone Exam reflecting questions related to PLO #2 are also reported in this section. All Capstone students were assessed on both of the methods.

Date(s) of Administration: 2019-20, 2020-21, 2021-22

Method 1: The first method is the examination of scores from the second section of the Qualifying/Capstone Exam. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #2, the second section of the test is aligned and includes 9 questions relating to PLO#2. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Administration Program.

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

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

Method 2: The second method is the examination of scores from the Capstone Journal. Each student writes about how they accomplished all four program goals. One score is calculated for the journal. The maximum score possible is 300 points.

Assessment Instrument: Capstone Journal Grading Rubric: The Capstone Journal is assessed utilizing a 5-point scale rubric consisting of four competency areas: Analysis, Reflection, Organization and Mechanics. The five Performance

Levels are Exemplary (100%), Proficient Contribution (75%), Developing Contribution (50%), Emerging Contribution (25%), and Insufficient Contribution (0%). The five Performance Levels are utilized to measure the student's success in four Categories of Competency. The four Categories of Competency each were assigned a weight of 25% towards the overall grade. The Category of Competency #1 - Analysis - examined the student's ability to use specific inductive or deductive reasoning to make inferences regarding premises; address implications and consequences, and identifies facts and relevant information correctly. The Category of Competency #2 - Reflection - examined the student's ability to identify strengths and weaknesses in the student's own thinking, recognize personal assumptions, values and perspectives compared to other students' perspectives and evaluate them in the context of an alternate point of view. The Category of Competency #3 - Organization - examined the student's arrangement of content with evident and/or subtle transitions. The Category of Competency #4 - Mechanics - examined the student's ability to present complete sentences, correct spelling and appropriate grammar. The grading methodology enabled the professor to assess the student's ability in each of the four Categories of Competencies to determine the student's performance level as Exemplary, Proficient, Developing, Emerging or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Journal assignment. In completing this assignment, the students demonstrate their knowledge of PLO #2.

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

III. Criteria for Success

Method 1: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

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

IV. Summary of Assessment Findings

Results via Face-to-Face

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

Results via Distance Delivery (Online, Blended, etc)

Method 1: Qualifying/Capstone Exam

Item Analysis Table for PLO #2

2019-21 Qualifying/Capstone Exam Data			
Question	Foundations Score (N=158)	Capstone Score (N=310)	Difference (+-)
Q17	1%	34%	+33
Q18	60%	72%	+12
Q19	70%	82%	+12
Q20	61%	76%	+15
Q21	58%	69%	+11
Q22	53%	83%	+30
Q23	95%	99%	+4
Q24	81%	86%	+5

Q25	92%	95%	+3
Section Average	63%	77%	+14
Min*	56%	68%	+12
Max*	72%	86%	+14

*Scores reflect the minimum & maximum average from all sections

Method 2: Capstone Journal

2019-21 Capstone Journal Scores	
Average Score	99.4%

V. Discussion and Analysis of Assessment Findings

For PLO 2 students scored 63 percent in the Foundations course. The final course in our program is the Capstone in which the student takes a post exam reflecting the same questions in the pre exam. The students scored 77 percent in the Capstone course with a gain score of 14 percent.

Our action step is to review the curriculum for relevancy internally with staff and externally with our Upper Division Advisory Board.

VI. Action Plan and Timetable for Implementation

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

- [Hosting a second symposium to evaluate our curriculum with leaders in the public safety community.](#)
- All upper division faculty / Sep 2023

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

I. Use of Past Results

Results of the 2015-16 Assessment Report:

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

Results of the 2018-19 Assessment Report:

The Capstone Research Project and Capstone Journal allow for students to make multiple submissions to receive corrective feedback and an opportunity to enhance their final product for both the Capstone Research Project and Capstone Journal. This is conducted similar to a thesis committee in which the student's first submission is not the final submission. Therefore, scores for the Capstone Research Project and Capstone Journal are both very high, 97.2% and 99.0%, respectively.

For the Qualifying exam, all questions show gain scores, with the exception of Questions 27, 28, and 34 that will be revised by the upper division faculty.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized two assessments in the Capstone Course, PAD 4878, to confirm students' demonstration of program learning outcomes. The assignments included the Qualifying Capstone Exam and the Capstone Journal. This section reports the scores for the Capstone Journal in which students reported on how they accomplished each of the four program goals and is reported as one comprehensive score. The scores from the third section of the Qualifying Capstone Exam reflecting questions related to PLO #3 are also reported in this section. All Capstone students were assessed on both of the methods.

Date(s) of Administration: 2019-20, 2020-21, 2021-22

Method 1: The first method is the examination of scores from the third section of the Qualifying/Capstone Exams. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #3, the third section of the test is aligned and includes 9 questions relating to PLO#3. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Administration program.

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

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

Method 2: The second method is the examination of scores from the Capstone Journal. Each student writes about how they accomplished all four program goals. One score is calculated for the journal. The maximum score possible is 300 points.

Assessment Instrument: Capstone Journal Grading Rubric: The Capstone Journal is assessed utilizing a 5-point scale rubric consisting of four competency areas: Analysis, Reflection, Organization and Mechanics. The five Performance Levels are Exemplary (100%), Proficient Contribution (75%), Developing Contribution (50%), Emerging Contribution (25%), and Insufficient Contribution (0%). The five Performance Levels are utilized to measure the student's success in four Categories of Competency. The four Categories of Competency each were assigned a weight of 25% towards the overall grade. The Category of Competency #1 - Analysis - examined the student's ability to use specific inductive or deductive reasoning to make inferences regarding premises; address implications and consequences, and identifies facts and relevant information correctly. The Category of Competency #2 - Reflection - examined the student's ability to identify strengths and weaknesses in the student's own thinking, recognize personal assumptions, values and perspectives compared to other students' perspectives and evaluate them in the context of an alternate point of view. The Category of Competency #3 - Organization - examined the student's arrangement of content with evident and/or subtle transitions. The Category of Competency #4 - Mechanics - examined the student's ability to present complete sentences, correct spelling and appropriate grammar. The grading methodology enabled the professor to assess the student's ability in each of the four Categories of Competencies to determine the student's performance level as Exemplary, Proficient, Developing, Emerging or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Journal assignment. In completing this assignment, the students demonstrate their knowledge of PLO #3.

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

III. Criteria for Success

Method 1: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

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

IV. Summary of Assessment Findings

Results via Face-to-Face

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

Results via Distance Education (Online, Blended, etc)

Method 2: Qualifying/Capstone Exam

Item Analysis Table for PLO #3

2019-21 Qualifying/Capstone Exam Data			
Question	Foundations Score	Capstone Score	Difference

	(N=158)	(N=310)	(+-)
Q26	71%	84%	+13
Q27	58%	54%	-4
Q28	65%	65%	0
Q29	82%	89%	+7
Q30	72%	89%	+17
Q31	65%	86%	+21
Q32	76%	93%	+17
Q33	86%	93%	+7
Q34	91%	36%	-55
Section Average	74%	76%	+2
Min*	61%	69%	+8
Max*	87%	83%	-4

*Scores reflect the minimum & maximum average from all sections

Method 3: Capstone Journal

2019-21 Capstone Journal Scores	
Average Score	99.4%

V. Discussion and Analysis of Assessment Findings

For PLO 3 students scored 74 percent in the Foundations course. The final course in our program is the Capstone in which the student takes a post exam reflecting the same questions in the pre exam. The students scored 76 percent in the Capstone course with a gain score of 2 percent.

Our action step is to review the curriculum for relevancy internally with staff and externally with our Upper Division Advisory Board.

VI. Action Plan and Timetable for Implementation

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

- [Hosting a second symposium to evaluate our curriculum with leaders in the public safety community.](#)
- All upper division faculty / Sep 2023

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

I. Use of Past Results

Results of the 2015-16 Assessment Report:

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

Results of the 2018-19 Assessment Report:

The Capstone Research Project and Capstone Journal allows for student to make multiple submissions to receive corrective feedback and an opportunity to enhance their final product for both the Capstone Research Project and Capstone Journal. This is conducted similar to a thesis committee in which the student's first submission is not the final submission. Therefore, scores for the Capstone Research Project and Capstone Journal are both very high, 95.7% and 99.0%, respectively. For the Qualifying exam, all questions show gain scores, with the exception of Question 35 that will be revised by the upper division faculty.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized two assessments in the Capstone Course, PAD 4878, to confirm students' demonstration of program learning outcomes. The assignments included the Qualifying Capstone Exam and the Capstone Journal. This section reports the scores for the Capstone Journal in which students reported on how they accomplished each of the four program goals and is reported as one comprehensive score. The scores from the fourth section of the Qualifying Capstone Exam reflecting questions related to PLO #4 are also reported in this section. All Capstone students were assessed on both of the methods.

Date(s) of Administration: 2019-20, 2020-21, 2021-22

Method 1: The first method is the examination of scores from the fourth section of the Qualifying/Capstone Exam. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #4, the fourth section of the test is aligned and includes 6 questions relating to PLO#4. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Admin program.

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

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

Method 2: The second method is the examination of scores from the Capstone Journal. Each student writes about how they accomplished all four program goals. One score is calculated for the journal. The maximum score possible is 300 points.

Assessment Instrument: Capstone Journal Grading Rubric: The Capstone Journal is assessed utilizing a 5-point scale rubric consisting of four competency areas: Analysis, Reflection, Organization and Mechanics. The five Performance Levels are Exemplary (100%), Proficient Contribution (75%), Developing Contribution (50%), Emerging Contribution (25%), and Insufficient Contribution (0%). The five Performance Levels are utilized to measure the student's success in four Categories of Competency. The four Categories of Competency each were assigned a weight of 25% towards the overall grade. The Category of Competency #1 - Analysis - examined the student's ability to use specific inductive or deductive reasoning to make inferences regarding premises; address implications and consequences, and identifies facts and relevant information correctly. The Category of Competency #2 - Reflection - examined the student's ability to identify strengths and weaknesses in the student's own thinking, recognize personal assumptions, values and perspectives compared to other students' perspectives and evaluate them in the context of an alternate point of view. The Category of Competency #3 - Organization - examined the student's arrangement of content with evident and/or subtle transitions. The Category of Competency #4 - Mechanics - examined the student's ability to present complete sentences, correct spelling and appropriate grammar. The grading methodology enabled the professor to assess the student's ability in each of the four Categories of Competencies to determine the student's performance level as Exemplary, Proficient, Developing, Emerging or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Journal assignment. In completing this assignment, the students demonstrate their knowledge of PLO #4.

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

III. Criteria for Success

Method 1: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must

also achieve a 70% on each respective section of the test.

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

IV. Summary of Assessment Findings

Results via Face-to-Face

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

Results via Distance Delivery (Online, Blended, etc)

Method 2: Qualifying/Capstone Exam

Item Analysis Table for PLO #4

2019-21 Qualifying/Capstone Exam Data			
Question	Foundations Score (N=158)	Capstone Score (N=310)	Difference (+/-)
Q35	97%	97%	0
Q36	82%	91%	+9
Q37	94%	97%	+3
Q38	32%	89%	+57
Q39	86%	91%	+5
Q40	96%	98%	+2
Section Average	81%	94%	+13
Min*	71%	90%	+19
Max*	88%	98%	+10

*Scores reflect the minimum & maximum average from all sections

Method 3: Capstone Journal

2019-21 Capstone Journal Scores	
Average Score	99.4%

V. Discussion and Analysis of Assessment Findings

For PLO 4 students scored 81 percent in the Foundations course. The final course in our program is the Capstone in which the student takes a post exam reflecting the same questions in the pre exam. The students scored 94 percent in the Capstone course with a gain score of 13 percent.

Our action step is to review the curriculum for relevancy internally with staff and externally with our Upper Division Advisory Board.

VI. Action Plan and Timetable for Implementation

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

- [Hosting a second symposium to evaluate our curriculum with leaders in the public safety community.](#)
- All upper division faculty / Sep 2023

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B9. Initiate outreach to the community (employers, high schools, etc.)			
	Hosting a second symposium to evaluate our curriculum with leaders in the public safety community.	#1, #2, #3, #4	All upper division faculty Sep 2023

Approvals

Program Administrators:

Carol Rasor - Faculty
Kenneth Afienko - Associate Professor
Rosanne Beck - Faculty, 12 Month

Approved by Carol Rasor - Faculty on Nov 2, 2022

Educational Outcomes Coordinators:

Amy Eggers - Coord, Accredtn&BaccAssessment
Magaly Tymms - Assessment Director

Approved by Amy Eggers - Coord, Accredtn&BaccAssessment on Nov 2, 2022

Dean:

Susan Demers - Dean, Pub Policy&Legal Studies

Approved by Susan Demers - Dean, Pub Policy&Legal Studies on Feb 15, 2023

Senior Vice President:

Sabrina Crawford - AVP, Institutional Eff Acad Srv

Approved by Sabrina Crawford - AVP, Institutional Eff Acad Srv on Feb 16, 2023

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