



Administration of Justice Program *Program Review Executive Summary*

Short Summary of Findings

The **Administration of Justice Program** and its faculty members strive to bring to the classroom the most relevant materials and effective teaching methods to motivate students and enhance learning. The program focuses upon student achievement.

The students who enroll in the AJ program are as diverse as the community that Skyline College serves. While male enrollment is higher than female enrollment in the program, the disparity gap has been steadily closing and enrollment for both groups increasing. For example, in 2003-04 there were 106 females (38%), 145 males (61%), and unreported (1%) enrolled in the AJ program. In 2005-06, it increased to 149 females (45%), 164 males (54%), and unreported (1%).

Enrollment by ethnicity has also grown for all groups (from 2003-04 to 2005-06) as follows:

| | | | |
|------------------|----------|----|----------|
| African American | 13 (3%) | to | 17 (4%) |
| Asian | 38 (15%) | to | 60 (18%) |
| Filipino | 43 (17%) | to | 52 (18%) |
| Hispanic | 68 (26%) | to | 85 (28%) |
| Native American | 3 (2%) | to | 2 (0%) |
| White | 70 (31%) | to | 79 (25%) |

Department retention and success rates have also increased. In 2003-04, retention was 83% and success was 69%. In 2005-06, retention was 89% and success was 81%.

Three Strengths of the Program

- The AJ program provides direct services to students for transfer and vocational areas. The program supports and emphasizes basic skill (e.g. critical thinking and writing) areas.
- The program's curriculum focuses on an understanding and appreciation of the American criminal justice and how justice it is administered in our society. The program is staffed by one fulltime instructor and several part-time instructors who are well-qualified in their fields.
- Overall enrollment, including ethnic diversity and female enrollment, has increased.

Three Suggestions for Improvement

- Expand course offerings and services, especially in the evenings and during the summer.
- Expand involvement between the AJ program and the various justice agencies in the area.
- Continue with a concerted effort in attracting more females into the AJ program.

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

Steven L. Aurilio

Steven L. Aurilio
Administration of Justice Program

10-01-2006

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Date Submitted: October 2, 2006

Division Dean: _____
Donna Bestock
Social Science/Creative Arts



Skyline
COLLEGE

ADMINISTRATION OF JUSTICE PROGRAM



Academic Program Review
October 1, 2006



Prepared by: Steven L. Aurilio
Administration of Justice Program

SKYLINE COLLEGE
ADMINISTRATION OF JUSTICE PROGRAM

ACADEMIC PROGRAM REVIEW REPORT
October 1, 2006

College Mission

Skyline College is a comprehensive community college that provides learner-centered education in a culturally rich and socially responsible environment. The College is proud of its tradition of open access and its climate of innovation. Technology, community partnerships, and economic development are hallmarks of the College. Skyline College offers an array of services and instructional programs to support students in achieving their educational goals and to prepare them for a rapidly changing world.

College Values

- ✦ *Campus Climate*
- ✦ *Open Access*
- ✦ *Academic Excellence*
- ✦ *Community Connection*
- ✦ *Shared Governance*

Program Mission

The mission of the Administration of Justice Program is to provide students with a solid academic background in the field of Justice Administration for the following purposes:

1. *to prepare students for careers in Criminal Justice and related fields;*
2. *to prepare students for attaining a Criminal Justice Certificate;*
3. *to prepare students for attaining an Associate Degree;*
4. *to prepare students for transfer to four-year colleges and universities;*
5. *to enrich the lives of students who desire to explore the fascinating field of Justice Administration by providing them with an educational overview of the relevance, role, and application of criminal justice in today's society.*

INTRODUCTION:

The Skyline College **Administration of Justice Program** (AJ Program) was first developed in 1973 and is one of sixteen academic departments/programs within the Social Science/Creative Arts Division. The program offers thirteen criminal justice courses that are applicable toward the *Criminal Justice Certificate* and/or the *Associate of Arts Degree*. Twenty-seven total units (18 core course units plus 9 elective course units) with an overall GPA of 2.0 or better in Administration of Justice and elective courses are required for the degree major and the certificate.

The program is staffed by one fulltime instructor, who also acts as the program's coordinator and reports directly to the SS/CA Division Dean, and a diversified staff of highly qualified part-time instructors who are knowledgeable and experienced in the field of criminal justice. Several have been teaching in our AJ program for many years. Each member of the instructional staff brings a wealth of diverse knowledge, hands-on experience, and a unique perspective to the program and to the College.

The program is designed for both transfer and non-transfer students, and serves as a foundation for those who are considering careers in any one of many criminal justice fields. The program provides criminal justice students, and those in such related disciplines as legal, paralegal, and sociology, with a comprehensive understanding of our federal and state criminal justice systems, and their theoretical and practical applications.

The program strives to direct its services to a culturally and gender diverse student body for transfer, vocational, and personal enrichment goals, and supports basic skill (e.g. critical thinking and writing) areas. It focuses on preparing students to employ critical thinking, social justice, and civic responsibility in their decision-making processes as they pursue careers and encounter real life situations in criminal justice.

The AJ program is one of Skyline College's most viable and successful academic programs, and has enjoyed a continuing trend in growth and student popularity in recent years. The program's role is consistent with the goals of the college and is committed to meeting the educational objectives and vocational aspirations of our college's diversified student base that has expressed continued interest in the fascinating study of criminal justice.

PART A: Overview of Program

1. *State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.*

The goals/focus of the Administration of Justice (AJ) Program is to provide students with a foundational understanding of the Criminal Justice System, to include its philosophies, principles, and practices, so that they may succeed in reaching their educational, vocational, and personal enrichment goals.

The AJ program allows students to explore their curiosity about criminal justice, and introduces them to new and exciting perspectives and opportunities to analyze the study of criminal justice and how it is sought and applied in American society.

The program's goals are consistent with, and contribute to, the mission, values, and priorities of the College and the District. The AJ program strives to develop students' abilities for critical thinking, analytical reasoning, and communication throughout all areas of the program.

Specific goals of the AJ Program:

- Provide students with the opportunity to meet Administration of Justice and general education course requirements so that they may:
 - Obtain the A.A. degree
 - Obtain the Administration of Justice Certificate
 - Transfer to baccalaureate institutions.
- Assist students in their employment searches and occupational preparedness by providing foundational education, and by providing vocational mentoring for those interested in the field of criminal justice.
- Develop a setting for criminal justice learning for those already working in the criminal justice field who desire to further improve their knowledge, effectiveness, and abilities.
- Support and complement other general educational learning programs at Skyline College.

The Administration of Justice Program seeks to provide a criminal justice learning environment for students seeking the AA Degree or Administration of Justice Certificate, and to prepare them for a wide variety of vocations in the criminal justice field. Ideally, after graduation, our students would continue to pursue advanced degrees and/or become employed at a criminal justice agency. The program also offers elective credit for general education students interested in law and justice related studies.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the college.

The AJ program integrates well in both specific and non-specific areas. The program specifically blends well with other closely-related disciplines at Skyline College, many of which are cross-listed with courses in the AJ program.

Examples of specific program interaction and coordination include:

Administration of Justice and Paralegal Studies

ADMJ 104 *Criminal Law*, ADMJ 106 *Legal Aspects of Evidence*, ADMJ 120 *Criminal Investigation*, and ADMJ 205 *Judicial Process in California* courses are cross-listed with the Paralegal Studies program where they are listed as LEGL 304, LEGL 306, LEGL 320, and LEGL 305, respectively.

Administration of Justice interacts well with Paralegal Studies because of the comparability of the course content in both programs and the nature of the professions to which these courses are applicable. Paralegal students study law, the legal profession, the court system, and the roles and relationships of workers in the American legal/justice system. Administration of Justice students are similarly taught about the legal profession, the court system, and their relationship to law enforcement and the American legal/justice system. The listed common courses in law, evidence, investigation, and judicial process are similarly relevant to the study of both of these disciplines.

Administration of Justice and Sociology

The ADMJ 108 *Police-Community Relations* course coordinates with the Sociology program where it is cross-listed as SOCI 308 *Community Relations* because the field of criminal justice is concerned with human interaction in a variety of diverse geographical and cultural communities. While the AJ course places greater emphasis on police and the community with an experiential view from the perspective of the law enforcement instructor, the cross-listed sociology course approaches it differently from the perspective of the sociology instructor.

Administration of Justice and other fields of study:

Although not specifically sharing cross-listed courses of study, the Administration of Justice Program also relates to other fields of study here at Skyline, such as psychology, anthropology, biology, chemistry, computer science, mathematics, physics, and emergency medical care.

For example, those working in the criminal justice field must be concerned with the psychology of criminality and the workings of the “criminal mind” as they try to figure out how and why crimes occur.

Also, as the use of DNA analysis in law enforcement and criminal justice become increasingly more popular, as also the study of ballistics, kinetics, forensics, trace evidence analysis, and the “ABC studies” (anthropology, biology, and chemistry), these disciplines are very relevant to criminal investigation and criminal justice.

Although we have not yet formally related emergency medical technicians to the AJ program, there exists opportunity for greater collaboration since EMTs must not only have the skills for handling medical emergencies but must also know how *not* to destroy evidence while performing their duties at crime scenes.

In non-specific areas, the AJ program blends well with other college programs and services which are helpful to AJ students, such as writing assistance tutorial, computer learning center, and interaction with math studies. Mathematics, physics, and computer science are important to criminal justice areas such as traffic accident investigation because investigators must often make sophisticated calculations as they attempt to reconstruct the chain of events leading up to collisions. These calculations involve determining the coefficient of friction, vehicle speeds from skidmarks, and the velocity and probable direction of moving objects and people.

Many federal law enforcement agencies require prospective candidates to have a formal education in a wide variety of disciplines. The F.B.I. seeks applicants who have degrees in such area as accounting/finance, engineering/science, or foreign language. These studies are all available at Skyline College and serve to augment our Administration of Justice Program.

As the study of criminal justice enters the 21st century, it is clear that the field will be expected to interact and mesh with a variety of other educational disciplines that have traditionally been outside the realm of criminal justice. Criminal justice can no longer exist as a “stand alone” discipline in a society that is not only rapidly changing but also demands broader collaboration and understanding of contemporaneous criminal justice issues.

3. *If the program utilizes advisory boards, committees, associations, and/or professional organizations, describe their roles.*

The AJ program has an Advisory Committee that meets twice each year. The primary role of the Advisory Committee is to discuss issues concerning criminal justice recruitment, hiring standards, AJ program course development and modification, and how our program can best assist criminal justice agencies by helping to prepare our students for successful employment. This committee serves as an important link in connecting education to actual employment opportunities, and serves to enhance our program’s credibility.

The Advisory Committee consists of a diverse membership from the criminal justice community, such as law enforcement, probation, district attorney, private security, and other justice professionals. Many of the members are their agencies' chiefs, commanders, training managers, and recruiters.

Our AJ program coordinator attends monthly meetings of the San Mateo County Law Enforcement Training Managers Association which provides an opportunity for professional networking on a more regular basis with county criminal justice agencies. The experience has also expanded opportunities for inviting guest speakers from these agencies to our classrooms.

4. *Explain how this program meets the needs of our diverse community.*

Learning: The AJ program endeavors to foster an environment of learning that encourages all students to feel comfortable in an atmosphere that is both challenging and educational. The primary objectives are to see our students successfully complete the courses, apply relevant learned information, and ultimately succeed in employment as a result of their education in the program.

Employment: Since the late 1960s, criminal justice agencies have strived to professionalize law enforcement. This strategy began with formalizing police training and hiring standards, and requiring minimum postsecondary educational standards for entry-level applicants. It was becoming apparent that for police to perform their duties at a desired professional level, they would need more than just police academy training. They would also need a solid background in higher formal education. Thus, criminal justice agencies began hiring from among graduates of college criminal justice programs, such as ours.

Many of our students have had their initial interest in criminal justice sparked while exploring the various courses in our Administration of Justice Program. Our program coordinator's own interest in criminal justice was similarly sparked while attending AJ courses at the College of San Mateo in the mid-1960's.

Skyline's AJ program has contributed to making students more marketable for employment at various levels of federal, state, and local law enforcement, and has helped to bolster their confidence as they pursue their careers.

On occasion, former students have telephoned, written, or stopped by the college to express their appreciation for the excellent learning opportunities they received while attending Skyline. Many who have begun their careers in criminal justice have reported attributing their success directly to the Skyline AJ program.

In a recent Skyline College student survey (*Fresh Look Focus Group Study, Executive Summary Report, 2005*) participating students reported that they:

- (1) *expect to gain knowledge, skills, and abilities that will prepare them for life and help them to make informed decisions.*
- (2) *expect their college experience to facilitate the attainment of their personal, educational, and career goals.*

As law enforcement agencies in our service area continue to employ graduates from college AJ programs, our program's value and success in meeting students' expectations and goals is reflected in the following comments that were recently received from two of our former AJ program students:

"I just want to thank you . . . Taking (AJ) classes was one of my best decisions at Skyline. (The) classes really prepared me for a career in Law Enforcement. They were (well) taught and (made) easy to learn. (I looked) forward to attending classes each semester. . . I just got hired by the South San Francisco Police Department and will begin the police academy at CSM on September 11, 2006."

*Joel A.
09-08-06*

"I am currently a recruit police officer in the San Francisco Police Academy. Over the past few semesters (at Skyline) I have enrolled in multiple Administration of Justice courses . . . There are two other former students in (my) police academy. It is (to the Skyline Administration of Justice Program) that I attribute my success in my pursuit in becoming a San Francisco Police Officer."

*Gil N.
09-17-06*

The *Fresh Look Focus Group Study* and the feedback from our students are encouraging and help to validate the importance and vitality of our Administration of Justice Program in meeting the educational and vocational needs of our students, and the employment needs of criminal justice agencies.

In recent years, colleges have been paying increased attention not only to student “access” but also to student “success.” The focus has expanded from simply ensuring a higher education for as many people from as wide a range of backgrounds as possible to also ensuring that as many of those students actually get a degree once they’re in college, and are ultimately employed.

A priority of the AJ program is to maximize student *retention* and *success* rates. The following statistics reflect an increasing trend in growth in the AJ program and support the program’s value in meeting the needs of our diverse community:

Success: Number of students with A, B, C, CR grades.
Success Rate: Percentage of students who complete a course a grade of A, B, C, CR.
Retention: Number of students with A, B, C, D, F, CR, NC, W, I grades.
Retention Rate: Percentage of students who complete a course with a grade of A, B, C, CR.

College Annual Success and Retention

College retention rates remain consistent (83%-84%) while success rates have declined (71%-68%).

| | Headcount | Success | Success Rate | Retention | Retention Rate |
|------------------|------------------|----------------|---------------------|------------------|-----------------------|
| 2001/02 | 43,793 | 31,299 | 71% | 36,567 | 83% |
| 2002/03 | 47,526 | 33,658 | 71% | 39,758 | 84% |
| 2003/04 | 42,540 | 29,324 | 69% | 35,480 | 83% |
| 2004/05 | 41,368 | 28,505 | 69% | 34,904 | 84% |
| 2005/06 | 40,306 | 27,443 | 68% | 33,698 | 84% |
| Averages: | 43,107 | 30,046 | 70% | 36,081 | 84% |

AJ Department Annual Success and Retention

Program success rate rose from 69% in 2003-04 to 81% in 2005-06, exceeding the College’s rate of 68%. Retention rate rose from 80% in 2002-03 to 89% in 2005-06, exceeding the College’s rate of 84%.

| | Headcount | Success | Success Rate | Retention | Retention Rate |
|------------------|------------------|----------------|---------------------|------------------|-----------------------|
| 2001/02 | 224 | 156 | 70% | 188 | 84% |
| 2002/03 | 375 | 287 | 77% | 299 | 80% |
| 2003/04 | 346 | 240 | 69% | 288 | 83% |
| 2004/05 | 389 | 293 | 75% | 336 | 86% |
| 2005/06 | 403 | 326 | 81% | 359 | 89% |
| Averages: | 347 | 260 | 74% | 290 | 84% |

College Success and Retention by Ethnicity – Fall/Spring 2001/02 to 2005/06:

Total head, success, and retention counts; and average success & retention rates for College.

| | Headcount | Success | Average Success Rate | Retention | Average Retention Rate |
|-------------------------|------------------|----------------|---------------------------------|------------------|-----------------------------------|
| African American | 8,414 | 4,001 | 57% | 6,677 | 80% |
| Asian | 58,170 | 41,986 | 72% | 49,099 | 84% |
| Filipino | 40,031 | 26,744 | 67% | 32,829 | 82% |
| Hispanic | 42,685 | 28,089 | 66% | 35,238 | 83% |
| Native American | 1,041 | 692 | 66% | 848 | 82% |
| Other | 6,609 | 4,535 | 69% | 5,543 | 84% |
| White | 52,610 | 39,240 | 74% | 45,197 | 86% |

AJ Department Success and Retention by Ethnicity – Fall/Spring 2001/02 to 2005/06:

Total head, success, and retention counts; and average success & retention rates for program.

| | Headcount | Success | Average Success Rate | Retention | Average Retention Rate |
|-------------------------|------------------|----------------|---------------------------------|------------------|-----------------------------------|
| African American | 94 | 67 | 71% | 80 | 86% |
| Asian | 256 | 197 | 77% | 220 | 85% |
| Filipino | 231 | 164 | 70% | 189 | 81% |
| Hispanic | 543 | 399 | 73% | 463 | 85% |
| Nat. American | 16 | 4 | 19% | 5 | 22% |
| Other | 69 | 61 | 82% | 65 | 92% |
| White | 485 | 381 | 78% | 412 | 84% |

College Success and Retention by Gender

| | Headcount | Success Count | Success Rate | Ret. Count | Ret. Rate |
|-----------------------|------------------|----------------------|---------------------|-------------------|------------------|
| 2001-02 Female | 23,976 | 17,504 | 73% | 20,198 | 84% |
| Male | 19,560 | 13,598 | 70% | 16,153 | 83% |
| 2002-03 Female | 25,763 | 18,545 | 72% | 21,542 | 84% |
| Male | 21,557 | 14,968 | 69% | 18,037 | 84% |
| 2003-04 Female | 22,765 | 16,052 | 71% | 19,151 | 84% |
| Male | 19,544 | 13,112 | 67% | 16,134 | 83% |
| 2004-05 Female | 22,183 | 15,700 | 71% | 18,849 | 85% |
| Male | 18,952 | 12,653 | 67% | 15,863 | 84% |
| 2005-06 Female | 21,153 | 14,830 | 70% | 17,849 | 84% |
| Male | 18,580 | 12,210 | 66% | 15,357 | 83% |
| <hr/> | | | | | |
| Female: | 115,840 | 82,631 | 71% | 97,589 | 84% |
| Male: | 98,193 | 66,541 | 68% | 81,544 | 83% |

AJ Department Success and Retention by Gender

Success & Retention rates for 2001 – 2006: There has been steady success and retention growth for both males and females in the AJ program.

| | Headcount | Success Count | Success Rate | Ret. Count | Ret. Rate |
|-----------------------|------------------|----------------------|---------------------|-------------------|------------------|
| 2001-02 Female | 113 | 88 | 78% | 98 | 87% |
| Male | 111 | 68 | 61% | 90 | 81% |
| 2002-03 Female | 164 | 121 | 74% | 126 | 77% |
| Male | 209 | 165 | 79% | 172 | 82% |
| 2003-04 Female | 138 | 101 | 73% | 115 | 83% |
| Male | 208 | 139 | 67% | 173 | 83% |
| 2004-05 Female | 172 | 127 | 74% | 150 | 87% |
| Male | 214 | 163 | 76% | 183 | 86% |
| 2005-06 Female | 177 | 142 | 80% | 154 | 87% |
| Male | 221 | 180 | 81% | 200 | 90% |
| <hr/> | | | | | |
| Female: | 764 | 579 | 76% | 643 | 84% |
| Male: | 963 | 715 | 73% | 818 | 84% |

College Productivity:

| | Census HeadCount | Ending HeadCount | FTEF | FTES | WSCH | Load | Sect's | Max Enroll | Fill Rates |
|----------------|-----------------------------|-----------------------------|-------------|-------------|-------------|-------------|---------------|-----------------------|-----------------------|
| 2001/02 | 57,812 | 47,347 | 386.24 | 6,900.27 | 207,008 | 536 | 2311 | 91,315 | 81.9% |
| 2002/03 | 64,642 | 53,438 | 400.86 | 7,658.39 | 229,752 | 573 | 2429 | 98,322 | 84.1% |
| 2003/04 | 54,904 | 45,318 | 342.16 | 7,212.33 | 213,640 | 624 | 1962 | 82,956 | 89.2% |
| 2004/05 | 53,908 | 44,666 | 354.60 | 6,967.04 | 209,011 | 589 | 2014 | 85,655 | 84.8% |
| 2005/06 | 54,527 | 45,079 | 377.60 | 6,910.10 | 207,303 | 549 | 2165 | 96,895 | 77.2% |

AJ Department Productivity

Since 2003/04, department load figures have increased from 468 with 15 sections to the current 703 with 12 sections. During that time period, average load has been 711, exceeding the College's average load of 587, and above the benchmark of 525.

| | Census HeadCount | Ending HeadCount | FTEF | FTES | WSCH | Load | Sect's | Max Enroll | Fill Rates |
|----------------|-----------------------------|-----------------------------|-------------|-------------|-------------|-------------|---------------|-----------------------|-----------------------|
| 2001/02 | 254 | 204 | 2.40 | 24.71 | 741 | 309 | 16 | 535 | 44.9% |
| 2002/03 | 384 | 299 | 2.50 | 39.04 | 1,171 | 468 | 15 | 518 | 66.9% |
| 2003/04 | 349 | 288 | 1.50 | 34.90 | 1,047 | 698 | 10 | 323 | 95.6% |
| 2004/05 | 391 | 336 | 1.60 | 39.10 | 1,173 | 733 | 10 | 360 | 92.2% |
| 2005/06 | 468 | 414 | 2.00 | 46.85 | 1,405 | 703 | 12 | 445 | 89.8% |

Census Headcount: Number of duplicated headcount at final census.

End of Term Headcount: Number of duplicated headcount at the end of the term.

FTEF: Total number of fulltime equivalent faculty assigned.

FTES: Total number of fulltime equivalent students enrolled at first census.

WSCH: Weekly student contact hours generated by census enrollments.

Load: The ratio of WSCH to FTEF to measure productivity. **The benchmark minimum is 525.**

Sections: Total number of sections offered per semester.

Max. Enroll: The enrollment capacity or maximum. Fill Rates: The percent a class fills/enrolls based on cap. or max. Includes cross-listed courses LEGL 304, 306, 320, and SOCI 108, combined for a single fill rate.

Cultural and Gender Diversity: Since the inception of the AJ program, a major focus has been to positively impact what has traditionally been a disparate gender and cultural representation among those becoming employed in the criminal justice field. While demographics in our communities are showing trends in an increasing non-white population, criminal justice employers have still hired largely from among the white male population.

Although improvements have been made, more must be done to balance cultural and gender representation in criminal justice employment with the current demographic trends of our communities.

Because of Skyline's own changing demographics, the AJ program likewise desires to move in the same direction by seeking, attracting, retaining, and guiding toward success more of a diverse student population to help positively impact hiring trends in criminal justice occupations.

National and local gender demographic statistics generally indicate that females slightly outnumber males. There is a similar ratio in San Mateo County where **females** account for **50.3%** and **males** account for **49.7%** of the population. However, **females still account for less than 18% of employment** in the ranks of the law enforcement profession. The gender disparity must be addressed.

The AJ department has been working hard to attract and retain females in the program. The male-female ratio has been somewhat steady over the past five years with males still outnumbering females, while at the college-wide level the ratio is inversed with females outnumbering males at about the same percentage.

Age Diversity:

AJ program enrollment by *age* tends to decrease as student age increases due to the nature of law enforcement work, in addition to hiring, health, and fitness standards, such as those relating to physical ability and agility, health and fitness, sight and hearing, and other factors that are often adversely impacted by age increase. As such, age statistics are not being included in this report.

College Gender Enrollment

Average college gender enrollment: Female 53% Male 46%

| | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|---------------|----------------|----------------|----------------|----------------|----------------|
| Female | 13,700 53% | 14,935 53% | 12,765 52% | 12,380 53% | 12,023 53% |
| Male | 11,342 46% | 12,433 46% | 10,835 47% | 10,258 46% | 10,022 46% |

AJ Department Gender Enrollment

Average program gender enrollment: Female 44% Male 56%

| | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|---------------|----------------|----------------|----------------|----------------|----------------|
| Female | 101 48% | 124 42% | 106 38% | 111 45% | 149 45% |
| Male | 113 52% | 145 57% | 145 61% | 146 54% | 164 54% |

College Ethnicity Enrollment

Asian students are the leading ethnicity enrollment group, followed by whites, Filipino, and Hispanic. Ethnic groups show stable enrollment, while White enrollment declining.

| | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| African-American | 921 4% | 971 4% | 872 4% | 837 4% | 767 3% |
| Asian | 7,111 31% | 7,529 29% | 6,646 29% | 6,430 30% | 6,308 29% |
| Filipino | 4,056 17% | 4,699 18% | 4,297 19% | 4,249 19% | 4,050 19% |
| Hispanic | 4,789 19% | 5,318 19% | 4,449 18% | 4,254 18% | 4,103 18% |
| Native American | 126 1% | 133 0% | 107 0% | 99 0% | 101 0% |
| Other | 638 3% | 703 3% | 665 3% | 623 3% | 642 3% |
| White | 6,998 24% | 7,465 24% | 6,072 23% | 5,619 22% | 5,219 21% |

AJ Department Ethnicity Enrollment

Most ethnic groups showing increases in program enrollment. White enrollment stable.

| | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|-------------------------|-----------|------------|-----------|-----------|-----------|
| African-American | 10 3% | 12 6% | 13 3% | 17 8% | 17 4% |
| Asian | 25 12% | 32 12% | 38 15% | 41 18% | 60 18% |
| Filipino | 28 13% | 36 12% | 43 17% | 27 10% | 52 18% |
| Hispanic | 82 37% | 104 36% | 68 26% | 68 25% | 85 28% |
| Native American | 2 1% | 1 1% | 3 2% | 1 0% | 2 0% |
| Other | 6 3% | 6 3% | 11 4% | 16 7% | 10 3% |
| White | 56 29% | 80 29% | 70 31% | 75 27% | 79 25% |

Another way that the AJ program has attempted to meet the needs of our diverse community is by making our courses more available to a wider range of the student population. Many prospective students are unable to attend daytime or regular semester courses because of work, family, and life demands. To address this issue, we have begun expanding our course offerings to include summer and evening courses. This has allowed our program to become accessible to those students who, up to now, were unable to access our courses.

We have also addressed the concern for meeting the diverse needs of the community by diversifying our faculty. We recently hired the program's first female instructor, who is also a recently retired San Mateo County prosecutor. Not only does this add a unique perspective to the program's instruction, but also serves to reinforce the value and success of females in criminal justice work.

5. *If the Program has completed a previous self-study, evaluate the progress made toward previous goals.*

N/A

PART B: Curriculum

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students.*

The following AJ courses currently offered at Skyline can lead to the associate degree and/or the criminal justice certificate:

CORE:

| | |
|----------|---|
| ADMJ 100 | Introduction to Administration of Justice |
| ADMJ 102 | Principles and Procedures of Justice |
| ADMJ 104 | Concepts of Criminal Law (also LEGL 304) |
| ADMJ 106 | Legal Aspects of Evidence (also LEGL 306) |
| ADMJ 108 | Community Relations (also SOCI 308) |
| ADMJ 110 | Police Report Writing |

ELECTIVES:

| | |
|----------|--|
| ADMJ 120 | Criminal Investigation (also LEGL 320) |
| ADMJ 123 | Concepts of Enforcement Principles |
| ADMJ 125 | Juvenile Procedures |
| ADMJ 135 | Narcotics and Special Investigations |
| ADMJ 180 | Criminal Identification |
| ADMJ 205 | Judicial Process in California (also LEGL 305) |
| ADMJ 665 | Selected Topics in Administration of Justice |

Most of these standard classes were developed in 1987 as a part of Title V for the Chancellor's Office, California Community Colleges. This Administration of Justice core offering, known as the "Core Curriculum", was developed through past studies and research and is the basis for the manual prepared by CAAJE (California Association of Administration of Justice Educators). The course titles and outlines were standardized at that time and are consistent today at Skyline College, in the San Mateo Community College District (SMCCD), and throughout the California Community College system.

Our AJ courses are aligned with comparable course offerings at the College of San Mateo, including consistency in course reference numbers, prerequisites, transferability, and course content. Canada College does not have a criminal justice program. Our AJ courses are also aligned in content with comparable course offerings at San Francisco City College.

While three of our courses are UC transferable (ADMJ 100, ADMJ 104, and ADMJ 108), *all* of the courses in our program are CSU transferable. Many are also consistent with, and/or transferable to, other institutions, as well.

Furthermore, our AJ courses coordinate well with the courses adopted by the California Commission on Peace Officer Standards and Training (P.O.S.T.) which are taught in basic police academies throughout California. These measures of consistency and adaptability lend themselves to allowing our students to enjoy a wider degree of lateral movement that is consistent with professional and educational development.

2. *State how the program has remained current in the discipline(s).*

The criminal justice field is constantly changing with regard to laws, practices, and procedures. If our program is to be viable and beneficial, it must remain abreast of current information, events, and practices within the criminal justice discipline. We have been doing this in several ways:

First, our program is staffed by knowledgeable and experienced instructors who are experts in a variety of criminal justice fields. Many are actively working in their respective fields (law enforcement, district attorneys, probation, etc.), while others are recently retired. All remain current by attending professional development seminars and conferences, researching new material on-line and using other resources, reviewing relevant articles in professional publications, and by participating in regular dialogue with colleagues in our broad profession.

Second, our program participates in advisory committee meetings and county law enforcement training managers' association meetings where we meet with criminal justice professionals to discuss current events and trends, and share information of mutual concern. It is an excellent opportunity for networking and to explore the profession, together with its realities and opportunities.

Third, our program remains current in the discipline by undertaking periodic review of our program, our courses, and our pedagogical methods to insure that they are valid and up-to-date. We are currently reviewing and updating all of the course outlines for the AJ program so that they are consistent with SLOAC.

Fourth, last year we added a new core course to the AJ program, **ADMJ 110 - Police Report Writing**. Skyline is believed to be the only college in the district, and perhaps region, that offers a semester length course specifically on police report writing. Also, we have recently revitalized our ADMJ-180 course on Criminal Identification, which has been quite popular with our AJ students.

3. *If the student population has changed, state how the program is addressing these changes.*

Cultural diversity continues to present a large challenge for enrollment patterns that have significantly shifted over the last 30 years.

The diversity of our student population is constantly changing, and there is every reason to believe that it will continue to do so. Our program, like the college as a whole, appreciates cultural diversity and recognizes the value of remaining flexible, adaptable, and responsive to accommodate these changes.

In the College's *Fresh Look Focus Group Study Executive Summary Report, 2005* participating students reported that they "value the interactions and differing perspectives of a diverse learning community." This shows that Skyline students highly value cultural diversity and appreciate the emphasis that the college and its programs place on cultural diversity awareness and responsiveness.

The demographics of AJ program have generally been proportionate to those of the college as well as the changing and diverse communities in our service area.

College-wide average *2000-2006 enrollment by gender* data indicates that our female student population continues to outnumber our male student population in about the same proportions every year:

| | <u>2000</u> | <u>2001</u> | <u>2002</u> | <u>2003</u> | <u>2004</u> | <u>2005</u> | <u>2006</u> |
|---------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Female: | 55% | 55% | 56% | 54% | 54% | xxx | 54% |
| Male: | 45% | 45% | 44% | 46% | 46% | xxx | 46% |

The gender demographics in the general population of San Mateo County (where most of our students report their residence) also indicates that females (50.3%) outnumber males (49.7%), but to a lesser proportion than the college data.

The Administration of Justice Program 2004-2006 enrollment by gender statistics has shown some fluctuation. In 2003 there was a decline in female AJ program enrollment, but the trend began reversing itself in 2004. (See chart on page 13).

The AJ program is monitoring this data and is diligently making efforts to attract and retain more females. The program's instructors are supportive of recruiting more females into criminal justice, and take every opportunity to emphasize in the classes the importance of more female representation in the criminal justice field.

What has traditionally been solely a male-dominated profession, criminal justice is becoming more accepting to females. Agencies are also trying to recruit more females to reach a more balanced representation (currently, females are less than 18% of law enforcement). Insofar as the AJ program is concerned, we already know that we are succeeding with them. Our challenge, then, is to attract, retain, and lead toward success a gender- and ethnically-diverse student body to the AJ program, and to then maintain this level of diversity.

In our county, the Daly City Police Department has 111 sworn police officers (population of Daly City is 110,000). Of the 111 sworn officers, only 12 (11%) are females.

Efforts are also being made to get more female representation in the command ranks of law enforcement. The police departments of San Francisco and San Mateo have female police chiefs. San Francisco has a female District Attorney.

Daly City Police Department has 22 sworn officers at the rank of sergeant and above. Of that, only two (9%) are females (and both are sergeants).

4. ***All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.***

All of the course outlines and syllabi are currently being reviewed and updated to coincide with SLOAC. They were initially designed around a state mandated core wherein CAAJE faculty established the specific materials covered within each course. These courses were also developed around Peace Officer Standards and Training (P.O.S.T.) guidelines that are also linked to academic studies in criminal justice.

5. ***If external accreditation or certification is required, please state the certifying agency and status of the program.***

The Administration of Justice program at Skyline requires no outside certification or external accreditation.

6. Discuss plans for future review and program modification.

The AJ program continually evaluates the need for program modification, applicability of our current courses, and the need for adding new ones. Last year, we added a core course entitled *ADMJ 110 - Police Report Writing*, to help students write better police reports. This was in response to a concern of many criminal justice agencies which have long desired to have the problem of poor report writing addressed at the college level. Also included in this course is instruction on how to give proper and effective courtroom testimony.

Most recently, we have made plans to revitalize our *ADMJ 180 - Criminal Identification* course, which has been dormant for lack of an instructor. We anticipate having the course beginning once again by the spring of 2007, with the return of the instructor that has previously taught this specialized course.

Other future considerations also include the possibility of developing a Police Internship course, a Traffic Enforcement course, an Introduction to Forensics course, and perhaps a Criminal Psychology course, to name a few possibilities.

Our regular semester daytime course offerings have been very popular with students. Many have said they would be interested in summer and evening courses, too. In response to this need, we recently began expanding our course offerings to include summer and evenings, and enrollment during these alternative offerings has been very encouraging.

Any future program modifications must address enrollment patterns in light of cultural diversity, vocational funding, internships, and related considerations. Vocational programs are significantly different from 'standard' community college Associate of Arts programs. The AJ program requires continual contact by telephone, meetings with local criminal justice agencies and associations, and collaboration with other AJ program coordinators. Necessarily, there must be travel to conferences and association meetings. Last year, the AJ program coordinator attended a regional conference concerning the role of community colleges in homeland security, and has also been attending the monthly association meetings of the San Mateo County Training Managers Association.

Scheduling requirements and the AJ program's staffing needs require regular semester attention. Ideally, it would be advantageous for the program to have a consistent yearly course offering schedule that would accommodate both the needs of the students in the program and of the instructors, some of whom are still actively working in their criminal justice careers. Advisory Committee meetings also require regular attention due to changing membership assignments. There must be regular speakers from various criminal justice agencies to discuss employment potential within our service area.

Greater emphasis must be directed at high school student populations, especially Asian, Filipino, and African American students. The AJ program coordinator is currently in contact with representatives of the South Bay Regional Public Safety Training Consortium who are putting together a “mentoring” program aimed at the high school level to help guide young people toward successful careers in the criminal justice system.

This is an excellent example of a “school-to-career” program that could help prepare high school students for careers in criminal justice, and would also hopefully guide them to our college’s AJ program upon their graduation.

Marketing the AJ program is also essential for growth of enrollment numbers. We can no longer simply open the college’s door and expect students to come in. Recently, the SS/CA dean and I have been discussing the possibility of developing a brochure to help publicize our Administration of Justice program.

There are many viable well-paying criminal justice jobs available immediately, particularly to minorities, yet they go unfilled. For Skyline to be responsive to this vocational employment void we must market our program at every opportunity. Information about our program is accessible on the college web site. Great strides have been made in recent years to spread the word about our program, and judging from our consistently increasing student participation it appears that our efforts have paid off. Many of our students pass on the information to others by word of mouth. I advertise other courses in my classes. Whatever cost effective and suitable methods we can adopt for advertising our program should be given every consideration.

PART C: Faculty and Staff

- 1. List major development activities completed by faculty and staff in their program in the last six years and state what development is needed or proposed by faculty in this program.***

An essential part of proper work performance and effectiveness is faculty learning and training. The program’s coordinator has been taking advantage of the college’s many in-house faculty learning opportunities, such as workshops on S.L.O.A.C., “boot camp”, and “Dreamweaver-8” on constructing web pages.

Additionally, the SS/CA dean also holds regular monthly division meetings which are attended by the program’s coordinator and part-time instructors. It is important that faculty members continually remain active in their own professional development.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

Last year, the program's coordinator developed a New Faculty Orientation Checklist as a means to more consistently guide, coordinate, and document the new-hire orientation process (see attached copy). The checklist ensures that new hires are properly familiarized with their surroundings, their duties, and the resources available to them. The coordinator will assume the responsibility for conducting the new-instructor orientations.

The process was first used in the spring of 2005 with the hiring of Elizabeth Rafaelli, who is a recently retired San Mateo County prosecutor and also happens to be the AJ program's first female instructor.

It is the program's intention to insure that we are continuously staffed by a cadre of well-qualified and reliable part-time instructors to teach in our criminal justice program. All have been very instrumental to our program's vitality and success.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

Just as *student* diversity is important to the college and the learning process, so is *faculty* diversity. It is imperative that our teaching staff is not only knowledgeable and skilled, but that it consists of a qualified and diverse pool of instructors who represent a cross section of the criminal justice system in a diversified way. This means not only drawing from law enforcement, but also from teaching candidates with experience as prosecutors, defense attorneys, correctional officers, probation and parole officers, and other components of criminal justice.

Further, to the credit of our instructional pool and the college, our faculty members should and do possess excellent credentials. Many have Master's degrees, P.O.S.T. academy training and teaching, and many years of experience working and supervising in various positions in criminal justice. Over the years, our AJ courses have been taught by the highest caliber teaching personnel, such as lawyers, district attorneys, police chiefs, captains, lieutenants, sergeants, and detectives. We are continually in search of high-quality instructors and guest speakers for our AJ program.

When program faculty is hired, cultural diversities are always considered criteria. Our instructional staff should be reflective of the cultural and gender diversity of our service area, and it would benefit our program to seek new part-time instructors that fairly represent racial minorities and females. We have already begun doing so with the recent hiring of our first female instructor. Currently, we are fully staffed, but as openings for part-time positions become available, the

focus will be toward recruiting with these objectives in mind. We must always work to assure the best possible academic candidates for our program.

The AJ program coordinator has been teaching at Skyline since 1995 and is a retired Daly City Police Sergeant. He has a Masters Degree in Public Administration (Justice Administration) and a California Community Colleges Teaching Credential for Administration of Justice instruction.

The AJ program coordinator continues to maintain strong ties with his former agency and with the trainers and administrators of local law enforcement agencies. He also maintains contact with the coordinators of the AJ programs of other nearby colleges, such as with the College of San Mateo and San Francisco City College.

PART D: Facilities, Equipment, Materials, and Maintenance

- 1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.***

Recently, we have technologically upgraded classroom 1-1304 which is the one most often used by the AJ program. The old chalkboard has been replaced by a dry-erase whiteboard. The old TV and VCR components have been upgraded to a new all-in-one console system that includes overhead TV projection, along with vcr/dvd and computer capabilities, and larger speakers. The system permits instructors to “plug in” laptops so that they can use PowerPoint and interactive teaching programs. It is hoped that in the near future, if funding permits, other classrooms used by our program would be similarly upgraded. These technological advancements have greatly enhanced our teaching capabilities, and have also enhanced student learning effectiveness, as well.

The AJ Department’s office has a library of course related videos and DVD’s. While most are still quite useful, the series as a whole is getting older. So that the information presented to our students is current, it is suggested that we purchase new videos and DVD’s every so often, as funds permit. The AJ program shares its video/DVD library with instructors in other disciplines at the college, as well.

The upgrades to the classrooms have also added new desks, which are more comfortable and permit easier access and adjustment. These are especially helpful to students with disabilities. New window shades have also been a welcome addition.

2. *List projected needs.*

By and large, our facilities, equipment, and materials are adequate. Student success has not been impeded. However, it is suggested that we consider outfitting a classroom specifically designed for criminal justice lab work. Presently, the closest that we have to this is the art room located next door to classroom 1-1304. Perhaps this room could be updated to accommodate the need.

The proposed lab could be used for conducting hands-on crime scene investigations, fingerprinting demonstrations, blood spatter demonstrations, "super glue" fingerprint developing, police photography, searching and handcuffing exercises, and similar instruction. This would be especially valuable for the Criminal Investigation course and the Criminal Identification course. The special lab/classroom could also be shared with other disciplines that have similar instructional needs. It is also suggested that the room be near the AJ office where most of the program's instructional resources are kept.

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other colleges and business or industry.*

Skyline's AJ program is, in most ways, equal with programs of similar size concerning the use of technology; however larger programs may enjoy support and use of science labs, courtrooms, weapons facilities, etc. While our AJ program would not need the same type of facilities that, say, CSM has (they have a police academy, while we don't), it would nonetheless benefit our program to have some adequate form of lab capability (see #2 above).

The instructors in the AJ program routinely make use of the many technological resources made available by the college. With the enhancements made in the classrooms, especially in room 1-1304, program instructors have a wider range of teaching capabilities. Visual aids, such as PowerPoint, video/DVD, and overhead projection, augment class lectures and discussions. There are also interactive computer programs that permit instantaneous student feedback in the classroom.

Technology has also made it possible for instructors to post their course content on the internet, such as on web pages, that are easily accessible to students. This capability also reduces paper and duplicating costs.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

N/A

PART E: Budget Request

1. *What resources (staff, facilities, equipment and/or supplies will be needed in the next six years?*

An area of consideration regarding anticipated resources over the next six years is the expansion of the AJ program during the evenings. This expansion will necessitate the hiring of additional part-time staff.

Another area of consideration would be to update the AJ program's video library. The field of law and criminal justice is constantly changing. Our students deserve the most up-to-date information available.

2. *If appropriate, discuss methods the program could share resources with other programs in the college and District.*

Approximately 15 years ago, some faculty "exchange teaching" of courses occurred at Skyline College/CSM. This is probably a good idea, since both colleges have similar AJ programs, and it should be re-examined.

In-house exchange teaching is also suggested. Many of the disciplines are related and exchange-teaching can broaden perspective. This is valuable to holistic teaching. Last year, the AJ program coordinator was invited by a Skyline Anthropology professor to exchange-teach. This was an excellent teaching and learning opportunity, and should be done on a more regular basis.

**Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE**

Weekly Student Contact Hours - WSCH

Report the 3 previous fall semesters with the most recent on the right.

| | | | |
|--------------|-------------|-------------|-------------|
| Year: | 2003 | 2004 | 2005 |
| WSCH: | 495 | 546 | 639 |

Please comment on program enrollment and expected trends.

Weekly Student Contact Hours (WSCH) has shown continued and rapid growth during the captioned three year period. During that time period, the Fill Rates have averaged over 91%. The Fill Rates for 2003 and 2005 were both at 95%.

The growth trends in the AJ program are extremely promising and indications are that it will continue. . .

Overall enrollment in the AJ program has been increasing:

| | | | |
|-------------|------|------|------|
| Year: | 2003 | 2004 | 2005 |
| Enrollment: | 122 | 120 | 138 |

Gender enrollment in the AJ program has been undergoing rapid growth:

| | | | |
|---------|---------|---------|---------|
| Year: | 2003-04 | 2004-05 | 2005-06 |
| Female: | 106 | 111 | 149 |
| Male: | 145 | 146 | 164 |

Ethnic enrollment in the AJ program has likewise seen a steady increase in every ethnic category except for “other” and “unreported.”

The above growth patterns are the result of a concerted effort by the AJ program to “build up” the program, and to attract and retain a diverse student body to the program. The statistics suggest that significant progress is being made to this end.

We are slowly adding more course offerings as a result of the encouraging enrollment increases in the program. We’ve already added summer and evening courses. We expect the growth trend to continue and the AJ program flourishing.

FTE and WSCH/FTE (Load)

Report the 3 previous fall semesters with the most recent on the right.

| | 2003 | 2004 | 2005 |
|------------------|-------------|-------------|-------------|
| FTE: | 0.70 | 0.90 | 0.90 |
| WSCH/FTE: | 707 | 607 | 710 |

Please comment on the comparison of this program to college trends.

The faculty load has generally remained steady. The Administration of Justice program's WSCH/FTE (710) is above the College's average of (615) and the Social Science Division's (665). This can be explained by the fact that the Administration of Justice program has offered fewer classes in the past few years, the program has more students per class. With the recent addition of the new fulltime instructor and several part-time instructors, the numbers will change. Current enrollment for 2006 shows student-census enrollment in the courses is up.

Retention and Success

Report data on program retention and success rate with most recent on the right.

| Years: | 2003-04 | 2004-05 | 2005-06 |
|-------------------|----------------|----------------|----------------|
| Retention: | 83% | 86% | 89% |
| Success: | 69% | 75% | 81% |

Please comment on the program's retention and success rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

The Administration of Justice program's most current 3-year retention and success rate figures are very encouraging. The AJ program is building momentum in attraction, retention, success, and popularity.

AJ program and College retention and success rates seem to indicate that the rates for both the AJ program and the College are at about the same trend:

AJ Program vs. College Retention & Success Rates

| | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|-------------------|---------|---------|---------|---------|---------|
| AJ Program | | | | | |
| Retention: | 84% | 80% | 83% | 86% | 89% |
| Success: | 70% | 77% | 69% | 75% | 81% |
| College's | | | | | |
| Retention: | 84% | 83% | 84% | - | - |
| Success: | 70% | 70% | 69% | - | - |

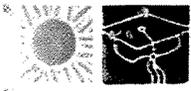
The racial, ethnic, and gender composition of the students taking courses in the AJ program is diverse. However, in 2005-06 males had a 3% higher retention and 1% higher success rate than their female counterparts:

| | Females | Males |
|-------------------|---------|-------|
| Retention: | 87% | 90% |
| Success: | 80% | 81% |

AJ program enrollment has steadily increased for Asians, Filipinos, and Hispanic students. White students have had high enrollment numbers, but have not had the rate of increase as have their non-white counterparts. This trend shows that we are gaining ground on closing the ethnic disparity gaps while still increasing overall AJ enrollment.

To serve this diverse population, AJ faculty selects textbooks and course materials that include, focus on, and analyze cross-cultural perspectives and both local and national issues with regard to criminal justice.

Faculty encourages students to make use of the Writing Center, Library, and the Learning Resource Center.



Skyline
COLLEGE

Program Review Course Outline & Prerequisite Checklist

Discipline: Administration of Justice

Semester: Fall 2006

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well in advance of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

Column 1: What is the course prefix and number?

Column 2: What is the course title?

Column 3: What date was the course outline last reviewed or updated?

Column 4: If this course transfers to either CSU or CSU *and* UC, place a check mark in the appropriate column.

Column 5: If this course satisfies a GE (General Education) requirement, place a check mark in the column.

Column 6: Please list all course prerequisites, corequisites, and/or recommendations.

Column 7: Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

Steven L. Aurilio

Steven L. Aurilio
Administration of Justice Program

10-01-2006

Date Submitted: October 2, 2006

Division Dean: *Donna Bestock*

Donna Bestock
Social Science/Creative Arts

