

ADMINISTRATION OF JUSTICE PROGRAM

“College . . . Career . . . Citizenship”



Comprehensive Academic Program Review March 31, 2017

Prepared by: Steven L. Aurilio
Administration of Justice Program

“We run a ‘taught’ ship!”

Skyline College

Administration of Justice (ADMJ) Program Review Executive Summary



Submitted: 03-31-17

Program Mission and Goals

PROGRAM MISSION

The mission of the **Administration of Justice Program** (hereafter referred to as “AJ Program” or “the Program”) is to provide students with:

1. open access to a multi-disciplinary course of study of the highest standards that emphasizes critical thinking;
2. the ability to effectively communicate in written and oral form;
3. a substantive and practical knowledge foundation in the area of justice administration; and
4. a commitment to lifelong learning to enable students to think critically about the problems and issues of crime and justice, as community citizens and as professionals working in the criminal justice field.

PROGRAM GOALS AND OBJECTIVES

The main goal of the AJ Program is to provide students with a foundational understanding of criminal justice to help them succeed in reaching their educational, vocational, and personal enrichment goals by preparing them to achieve the following objectives:

1. Attain career goals in Criminal Justice and Justice Administration.
2. Attain an Associate in Arts (AA) Degree.
3. Attain an Associate in Science (AS-T) for Transfer Degree (to the CSU.)
4. Attain an Administration of Justice Certificate (requires 27 units of ADMJ.)
5. Transfer to a four-year college or university to continue their formal education.
6. Gain awareness and appreciation for the relevance, role, and application of justice in today’s society.
7. Foster a sense of good citizenship, civic responsibility, and appreciation for diversity in our society.

The AJ Program’s mission and goals coincide with those of the College, which are “to empower and transform a global community of learners”, and to help our students “*Get in, Get through, and Get out . . . On time!*”

Three Strengths of the Program

First Strength (Academic)

The AJ Program is a solid vocational and transfer program that culminates with the issuance of an Administration of Justice Certificate, which gives Program graduates priority consideration for job opportunities in law enforcement and the many other fields in criminal justice and justice administration; and also helps students achieve their educational and personal enrichment goals. The Program plays a vital role in our community as it prepares students for future employment by giving them the academic foundation necessary for becoming marketable in the highly competitive field of criminal justice.

Second Strength (Academic and Strategic)

All AJ Program courses are CSU transferable, providing graduates with the option of pursuing a bachelor degree, and/or seeking employment with a law enforcement or related justice field agency. A few of the Program courses are also UC transferable. The Program emphasizes student development in such essential skills as critical thinking, effective communication, and citizenship. The Program's curriculum focuses on an understanding and appreciation of the American criminal justice system and how it is administered in our free society. It also emphasizes the importance of community service and making a difference in the world.

Third Strength (Strategic)

The diverse student base participating in the AJ Program helps to guarantee that the Program will create significant numbers of dedicated and skilled criminal justice professionals who will return to the larger community and will provide vital services to the community as public servants. The Program has joined with the College's Office of Cooperative Education to link advanced AJ students with criminal justice internship opportunities in the local area. This component of the Program's curriculum has had a significant positive impact on students who are interested in connecting their academic classroom learning with actual hands-on fieldwork experience, as well as the opportunity to develop and sustain employment contacts. Since it began in 2009, over 80 students have successfully passed the *Criminal Justice Internship* course.

Three Suggestions for Improvement

First Suggestion: Development of an *Introduction to Forensics* Course

Develop an *Introduction to Forensics* course, similar to the one already being taught at the College of San Mateo (*ADMJ 185 – Introduction to Forensic Science*). With advances in criminal justice technology and the increasing dependence on forensic science to help detect and solve crimes, and apprehend offenders, it is imperative that a course of this type be added to the Program. It will require a skilled instructor with special knowledge and expertise to teach this highly specialized course. It will also require compatible facility and logistical resources that should be a consideration in the new Building 1 construction plans. This course is already accepted as a transfer model curriculum (TMC) course to the CSU system (C-ID AJ 150). It is one of two TMC courses that is not yet part of AJ Program curriculum that should be developed and incorporated.

Second Suggestion: Development of an *Introduction to Corrections* Course

Develop an *Introduction to Corrections* course. Corrections is another field of criminal justice that requires an instructor with special knowledge and expertise in criminal justice and community-based corrections. The current climate of criminal justice corrections seems to be steering away from simply locking up all offenders and instead toward finding new and creative ways to address corrections, rehabilitation, and punishment alternatives, including expanding community-based corrections. This course is already accepted as a transfer model curriculum (TMC) course to the CSU system (C-ID AJ-200). It is one of two TMC courses that is not yet part of AJ Program curriculum that should be developed and incorporated.

Third Suggestion: Change the ADMJ associate degree from an A.A. degree to an A.S. degree

Change the Administration of Justice Associate degree from an Associate in Arts (AA) degree to an Associate in Science (AS) degree would coincide with the Program's transfer degree (Associate in Science for Transfer (AS-T) degree), and with the College of San Mateo's AJ Program's associate degrees (Associate in Science (AS) degree and Associate in Science for Transfer (AS-T) degree.) Administration of Justice has historically been housed under the sciences, not the arts. What is now called "Administration of Justice" was once commonly known as "Police Science," and the study of many areas of justice would best fit the sciences.

Fourth Suggestion: Consider "Law and Justice" or "Justice Studies" as a new, reorganized department

As the College engages in conversations about organizing departments under "meta-majors", perhaps grouping together the separate but related disciplines of "criminal justice", "social justice", and "paralegal studies" under a broad department heading such as "Law and Justice" or "Justice Studies" might be considered. Administration of Justice is, essentially, criminal justice-focused. Four-year institutions generally refer to the discipline as "Criminal Justice" (CJ). It might be less confusing for students who are interested in studying the broadly defined discipline of "justice" to be able to more easily contrast and compare from among the various forms of justice, and then to be able to find them under the umbrella of one meta-major department. It would also serve to help foster greater opportunities for conversations among faculty concerning the topic. This reorganization change could even lead to a broader range of "justice" certificates and/or degrees.

Short Summary of Findings

During the 2011-17 six-year comprehensive program review period, the ADMJ Program has continued to make significant contributions to the College, the students, and our community and enjoys a reputation for being one of the College's most popular, diverse, and valuable vocational/educational CTE and AA/AS-T degree programs. The Program has maintained high student enrollment, productivity, and success and retention rates, as compared to the College, and as compared to the Program's own established benchmarks.

The Program has had six of its seven courses accepted as Transfer Model Curriculum (TMC) to the CSU, with one pending. The Program will be developing two new courses, coinciding with the construction of the new Creative Arts/Social Sciences building, both of which are criminal justice courses that articulate to the TMC in the CSU system.

The Program has enhanced its collaboration with the LEGL Program, which was facilitated by the fact that the two program coordinators and their faculty and staff share adequate office space and resources. The result of this collaboration and communication has resulted in the development of new courses (with more on the horizon), sharing of scant resources, and the ability to converse and discuss about matters that are important to both of these logically-related justice/legal programs. It has also facilitated cross-teaching, as well.

The SLOAC process has been beneficial as we strengthen those areas that are doing well, while we make needed improvements to the courses that have been pinpointed by the CPR and APP process.

Faculty Signatures

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Division Dean: _____
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Date Submitted: _____

Program Title: Administration of Justice Program

Date Submitted: April 31, 2017

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)
List Names and Positions:

Steven L. Aurilio, ADMJ Professor and ADMJ Program Coordinator (Full time faculty)
Jesse W. Raskin, LEGL Professor and LEGL Program Coordinator (Full time faculty)
Kevin E. Phipps, Adjunct ADMJ Professor (Part time faculty)
Peter A. MacLaren, Adjunct ADMJ/LEGL Professor (Part time faculty)
Katie Padilla, Adjunct ADMJ/LEGL Professor (Part time faculty)
Nicole E. Ruggiero, ADMJ Student Volunteer Office Assistant (Part time volunteer assistant)

2. Contact Person (include e-mail and telephone):

Steven L. Aurilio – email: aurilios@smccd.edu telephone: (650) 738-4134

3. Program Information

3A. Program Personnel

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program (only LEGL faculty who instruct ADMJ/LEGL cross-listed courses)

	<u>FTE</u>
Steven L. Aurilio, ADMJ Professor and ADMJ Program Coordinator	2.40
Kevin E. Phipps, Adjunct ADMJ Professor	0.40
Peter A. MacLaren, Adjunct ADMJ/LEGL Professor	0.60
Katie Padilla, Adjunct ADMJ/LEGL Professor	0.20
Nicole E. Ruggiero, ADMJ Student Volunteer Office Assistant	0.26

For one academic year (excluding summer):

FT Faculty: 1 FTF @ 12 x 0.20 = 2.40

PT/OL Faculty (FTE): 3 PTF @ 6 x 0.20 = 1.20

FT Classified: 0 FTC @ 0 x 0.20 = 0.00

PT Classified (FTE): 0 PTC @ 0 x 0.20 = 0.00

Volunteers: 1 VOL @ 10 x 3.75 = 0.26

Student Workers: 0 SW @ 0 x 0.20 = 0.00

Total FTE = 3.86

3B. Program Mission and Goals

The AJ Program's mission and goals are contained in its Mission and Goals Statements:

ADMJ PROGRAM MISSION

To provide students with open access to a multi-disciplinary course of study of the highest standards that emphasizes critical thinking, the ability to effectively communicate in written and oral form, a substantive and practical knowledge foundation in the area of justice administration; and a commitment to lifelong learning that will enable students to think critically about the problems and issues of crime and justice, both as community citizens and as professionals working in the criminal justice field.

ADMJ PROGRAM GOALS

To provide students with a foundational understanding of criminal justice to help them succeed in strategically reaching their academic, vocational, and personal enrichment goals. These include:

1. Attain career goals in Criminal Justice and Justice Administration.
2. Attain an Associate in Arts (AA) Degree.
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HOW THE PROGRAM COORDINATES, IMPACTS, AND INTERACTS WITH OTHER PROGRAMS IN THE COLLEGE

The AJ Program has grown to offer 17 criminal justice courses that are applicable toward the Associate in Arts (AA) Degree, the Associate in Science (AS-T) Transfer Degree, and the Administration of Justice Certificate. The Program includes *ADMJ 670 - Criminal Justice Internship*, an elective course designed to prepare students for working in a variety of criminal justice fields by exposing them to internship opportunities so that they could obtain real life hands-on work experience in the justice system.

ADMJ Program and its cross-listed disciplines (LEGL and SOCI), and other disciplines

The AJ Program interacts and coordinates well with *paralegal studies* as both programs focus on law, and the criminal and legal justice systems. Both are certificate programs and require students to become familiar with the criminal and civil law, the workings of the legal profession, the court systems, and federal and state judicial processes. The two programs, while separate and distinct, are in many ways intertwined.

The coordinators of the ADMJ and LEGL Programs have forged a strong alliance, sharing office space and resources, allowing the programs to engage in on-going conversations, and an ability to plan the programs' goals and needs as a unified and synergistic operation. This has worked to help energize both programs.

The AJ Program also interacts and coordinates well with *sociology studies* because both disciplines are concerned with human behavior and human interaction. While AJ may approach sociology from a criminal justice/law enforcement/police relations perspective, sociology may approach the subject from a different, yet equally important, perspective. Differing perspectives offer students a broader insight into the study.

ADMJ 104 / LEGL 304 – *Concepts of Criminal Law* ADMJ 106 / LEGL 306 – *Legal Aspects of Evidence*
ADMJ 108 / SOCI 108 – *Community Relations* ADMJ 120 / LEGL 320 – *Criminal Investigation*
ADMJ 205 / LEGL 305 – *Judicial Process in Calif.* LEGL 240 – *Introduction to Law* (ADMJ Elective)

ADMJ Program and the Office of Cooperative Education

A goal of the AJ Program is to prepare our students for workforce entry and advancement. Since 2009, the AJ Program’s *ADMJ 670 Criminal Justice Internship* course has partnered with the Cooperative Education Program to provide students with justice internship opportunities where students earn four units of elective credit per semester (maximum 16 over four semesters) for supervised work experience in the justice field. The value is also in the hands-on work experience that they receive, the professional contacts they make, and the opportunity to put into practice what they have learned in the AJ classroom. The course is offered in the spring and fall semesters. Students must complete a minimum number of work hours for credit. Over 80 students have passed this course, with many becoming employed in various justice-related careers. An annual average of approximately 10 to 20 students successfully pass through this valuable AJ course.

Administration of Justice and other fields of study

The field of justice administration is unique, especially in law enforcement. Few other fields require such a broad range of interrelated knowledge and skills. Criminal justice and law students must often have a working knowledge of such areas as anthropology, automotive technology, biology, chemistry, communications, computer science, counseling, EMT technology, language skills, mathematics, physical fitness and wellness, physics, psychology, and sociology, among others.

From the study of the “criminal mind” and “theories of crime causation” to unlocking the secrets of DNA analysis and using forensics to solve crimes (as made popular by TV crime shows), the study of justice administration can no longer survive as a stand-alone, isolated discipline but must become broader and more sophisticated to meet the needs and challenges of a rapidly changing society that demands more understanding of the justice issues that are so important to Americans. Today’s criminal justice worker, especially in law enforcement, must at least be a “jack” of all trades, and perhaps even a “master” of them. Study in these collateral disciplines will no doubt be of great benefit to the criminal justice student.

HOW THE PROGRAM MEETS THE NEEDS OF OUR DIVERSE COMMUNITY

Ruth Stafford Peale, the wife of Norman Vincent Peale (author of *"The Power of Positive Thinking"*) said, *"Find a need and fill it."* The AJ program is committed to meeting both the educational needs and workforce preparatory needs of our very diverse community. Skyline College is situated in, and has within its sphere of influence, a highly diverse population. Our students reflect the diversity of the communities we serve, as well as the diversity that is much needed in the professional workforce that students aspire to.

California’s population will increase by 41 percent from the year 2010 to 2060. San Mateo County’s predicted growth rate of 29 percent is nearly three-quarters that of the State’s forecasted growth. San Francisco County is estimated to grow by 15 percent during this time period. Between 2010 and 2020, the number of 18-24 year olds in San Mateo County is projected to increase by 9 percent. San Mateo County will see an increase in non-white populations, while White populations are expected to decrease by 10%.

Since the 1960s, there has been a growing movement toward more professionalism in law enforcement. What began with formalizing police training and hiring standards, and adopting a professional code of ethics, was soon followed by requiring applicants to possess higher educational backgrounds. Agencies realized that if professionalism was to truly be attained, more was needed than “police academy training.” Criminal justice employers began seeking applicants from among college AJ graduates, such as our own. Today, there is another compelling and growing movement, which is to realign the criminal justice workforce with the ever-changing and diverse communities they serve. The AJ Program helps to meet the needs of our diverse community by educating our students, both as community members and as aspiring justice workers, in the issues and challenges of diversity in all of its modalities. “Community” consists of the justice system workforce, our students, and the larger community around us. This challenge will require increased conversations about, and a mutual understanding of, meeting the needs of these communities.

The AJ Program embraces equity and fairness, welcomes and encourages diversity among its students and its staff, and works to help make our students successful so that they can enter a workforce so in need of diversification. It educates those who want to learn more about the criminal justice system, which can go a long way toward mutual understanding and acceptance, considering the diversity and challenges of our populations and the roles and challenges of those who work in the justice system and public service.

Program courses instruct and engage students in a wide variety of areas that directly relate to filling community needs, such as nurturing mutual understanding and community relations, promoting academic excellence in support of College and Program mission and goals, and having our students share the diverse and multiple perspectives that reflect those of our communities. The AJ Program, as the College, is committed to harnessing the strengths and value of the diversity of thought, perspective, and ideals of our students and to recognize its importance in attaining a greater understanding and acceptance of all people.

4. Summary of Student Learning Outcomes and Program Data

4A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.

Submit the [TracDat](#) PSLO report with the completed comprehensive program review report.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Respond to the following:

- Review the PSLO report and note any trends over the last five years
 - Instruction: Highlight the major areas on the course and program level in which students are doing well and those in need of improvement.
 - Student Services: Highlight the major areas in which students are doing well and those in need of improvement, including on the course level when applicable.
 - Career Technical Education: Note any trends in the last three years compared to the preceding three years or further.
- Identify changes that have occurred in your program as a result of annual SLO assessment.
- Explain any modifications to the program’s SLO assessment process or schedule.
- Note that the PSLOs on TracDat match the ones listed on the departmental/ service area website and in the College Catalog.

Over the last five years, the Program's PSLOs (student learning outcomes) have generally reflected that the Program has been successfully meeting its goals and benchmarks. The Program uses a single 10-Question self-reflective exit survey, using a 5-point Likert scale, which is given to students who complete 27 Program units (qualifying them for the ADMJ Program Certificate). The criterion benchmark is that 70% of students will score the Program as a "1" or "2" (i.e. grade of "A" or "B") concerning their satisfaction with the Program. Review of the students' surveys for 2010-11, 2012-13, and 2013-14 revealed that the **criterion was met** in each of those survey years. Further, to the extent that the Program has been successful in satisfying the students has also been reflective in the success of Program courses.

Each of the Program's courses have a testing component (i.e. midterm test and final test) and a writing component consisting of one or more writing assignments. Review of PSLO trends at the course level reveals that Program students tend to do well in their writing exercises, and test scores generally improve as students progress from the introductory AJ courses (such as AJ 100 and 102) to the more advanced courses. This could be attributed to the AJ instructors stressing the value and importance of good writing skills in the criminal justice field, and also that the writing component is one of the common denominator "threads" that passes through all of the Program's courses. For example, in the last evaluation of *ADMJ 125 – Juvenile Procedures*, 100% of students taking both tests scored a C+ or higher on their essay papers. This demonstrates their ability to think critically, provide sound analysis, and communicate effectively. This also addresses the Institutional Student Learning Outcome (ISLO) of "Effective Communication."

For those courses that are SLOAC assessed, students are also given a 20-Q pre-test at the beginning of the semester prior to instruction, and then given the same test as a post-test at the end of the semester. This mechanism has been used quite effectively to assess what the students already know when they come in versus what they can demonstrate they have learned when they go out. Analysis of these test results continuously indicates that most students, especially in the advanced level Program courses, improve their post-test scores over their pre-test scores. In fact, Program students seem to be doing better in their test results during the last three years than during the previous three years, according to PSLO analysis data.

The Program is in the process of changing some of the pre- and post-test questions in *ADMJ 120 – Criminal Investigation* and in *ADMJ 100 – Introduction to Administration of Justice* as it was determined through SLOAC analysis that some adjustments were necessary for these two courses, specifically. Also, for *ADMJ 100*, we are considering reevaluating the writing assignments to address the fact that some students are struggling with their writing in this introductory course, averaging a C- on their essay papers.

For *ADMJ 100*, we noted that in 2009-10 and again in 2013-14 the pre- and post-test criterion of 70% was not met. We were concerned about this happening twice. We decided to try adjusting the test in 2015. We then administered the adjusted test again in 2016 and were delighted to see that 76% of the students had now scored higher on the post-test over the pre-test.

In the fall of 2016, we changed essay topics to better reflect the some of today's more current social issues. For example, in *ADMJ 108 – Community Relations*, students were assigned to listen to a one-hour podcast of a KQED panel discussion relating to the issue of mistrust between communities of color and the police. Students were then asked to think critically about what they had heard and to analyze what the causes might be for the police-community disconnect and to offer what they see as possible solutions to repair and improve police-community relations.

Another change that was made as a result of course assessment and analysis involved making minor adjustments to the essay rubric that is used to objectively measure written essay papers, specifically making some of the rubric metrics clearer so that they could be more easily understood by the students as to how their essays will be graded.

4B. Summarize courses/services in the program that map to institutional student learning outcomes and discuss the results of the assessment and analysis.

Respond to the following:

- Explain what the course level assessment results reveal about student fulfillment of ISLOs.
- If the department participated in campus wide assessment, explain what insights were obtained.

Program courses have been “mapped up” to the College’s ISLOs (institutional student learning outcomes).

INSTITUTIONAL STUDENT LEARNING OUTCOMES

Upon completing an A.A./A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

- **Critical Thinking**
Students will be able to demonstrate critical thinking skills in problem solving across the disciplines and in daily life.
- **Effective Communication**
Students will be able to communicate and comprehend effectively.
- **Citizenship**
Students will be able to use knowledge acquired from their experiences at this college to be ethically responsible, culturally proficient citizens, informed and involved in civic affairs locally, nationally, and globally.
- **Information Literacy**
Students will be able to demonstrate skills central to information literacy.
- **Lifelong Wellness**
Students will be able to demonstrate an understanding of lifelong wellness through physical fitness and personal development.

To varying degrees of relevancy, each of the Program’s courses impacts one or more of the ISLO competency skills shown above. The three ISLOs that are mostly impacted are Critical Thinking (CT), Effective Communication (EC), and Citizenship (CS). To a smaller degree Information Literacy (IL) is relevant. Lifelong Wellness (LW) is the area that is of least relevance to the Program.

In reviewing course-level assessments we noted that CT and EC targets were generally met in all courses except for *ADMJ 100 – Introduction to Administration of Justice*, most likely attributed to the notion that this course generally consists of newer AJ Program students who, for the most part, have not had the benefit of having experienced other courses in the Program and must “get up to speed” regarding exercising these competency skills as they advance through the Program.

With regard to “campus-wide assessment”, in 2014 and 2015 the Program did participate in campus-wide assessment of EC and then CT, using essay papers from two different courses in those years as artifacts. These were reviewed by the SLOAC Committee (now called the Institutional Effectiveness Committee) to analyze how well (or not so well) these sample essays met EC and CT ISLO criteria. It was discovered that while many of the essays were acceptable, there were areas where students needed to improve in their critical thinking and effective communication skills.

4C. Summarize results of student data packets from the Office of Planning, Research and Institutional Effectiveness (PRIE), and where appropriate, any other relevant data.

STUDENT DATA: SUCCESS, RETENTION, AND DEMOGRAPHICS (5-YEAR TRENDS)
(Five-year period of 2011-12 through 2015-16) {excluding summer}

Enrollments and Headcount (by Gender)

Program annual enrollment averaged **646** and headcount **286** for male, female, and unreported students. College annual enrollment averaged **51,570** and headcount **9,797**. Program enrollments and headcount percentages accounted for **1.25%** and **2.92 %** of College enrollments and headcount, respectively. Program and College enrollments dipped in 2014-15, most likely due to a boost in the economy, resulting in more students taking advantage of the revitalized job market. In 2015-2016, the Program saw an enrollment rebound on par with previous years, while the College's enrollments have steadily decreased. Skyline College enrolls 45% of the District's students, while CSM enrolls 42%, and Canada enrolls 29%.

Females account for **39%** of Program enrollments, while the College's **51%** more closely reflects State and National female-male ratios. Criminal justice has traditionally been a male-dominated job market, with females accounting for about **13%** of the sworn workforce. While females and LGBTQ populations having made great progress in closing the disparity gaps, the criminal justice field still tends to attract more males. Despite the Program's disparate female-to-male ratio, it has fared better in closing the disparity gap (**F-39%** to **M-60%**) than the law enforcement workforce of sworn police officers at (**F-13%** to **M-87%**).

Success & Retention Rates (by Gender)

Success Rates: (Benchmark of 75% was exceeded by +3%.)

Female Program success rates steadily declined in the first four years, but rebounded in 2015-2016 to **76%**, resulting in a **73%** average, exceeding the College's female success rate of **71%**. Male Program success rates averaged above **81%**, exceeding the College's male success rate of **70%**. Unreported Program students, accounting for about 1% of all Program students, had an average success rate of **93%**. Unreported College students, accounting for about 2% of all College students, had an average retention rate of **71%**. The Program's overall success rate was **78%**, which exceeded the Program's target benchmark of **75%**.

Retention Rates: (Benchmark of 85% was exceeded by +5%.)

Female Program retention rates dipped in 2014-2015, but rebounded to their usual levels above **88%** in 2015-2016, resulting in an **87%** average, exceeding the College's female retention rate of about **85%**. Male Program retention rates averaged above **91%**, dipping slightly in 2015-2016, but exceeding the College's male retention rate of **85%**. Unreported Program students (1%) had an average retention rate of **98%**. Unreported College students (2%) had an average retention rate of **86%**. The Program's overall retention rate was **90%**, which exceeded the Program's target benchmark of **85%**.

Implications: The Program needs to work harder to attract and retain more female (and LGBTQ students, whose pertinent data can be difficult to ascertain). Efforts will necessitate consideration of a wider range of marketing strategies, and engaging in more conversations concerning the value of, and need for, underrepresented groups in the Program. Review of previous CPR Program data shows that female enrollments have not changed much. While CPR Program data shows that male and female success and retention rates have continuously exceeded those of the College and the Program's benchmarks, the Program will nonetheless strive to improve gender equity, and Program student success and retention rates.

ADMINISTRATION OF JUSTICE PROGRAM
Enrollments & Headcount and Success & Retention Rates

(2011-12 / 2012-13 / 2013-14 / 2014-15 / 2015-16)

<u>Gender</u>	<u>Total</u>	<u>5-Year Averages</u>
Female Enrollments:	251 / 247 / 276 / 214 / 257 = (1,245)	= 249.60 39%
Male Enrollments:	430 / 405 / 392 / 348 / 379 = (1,954)	= 390.80 60%
Unreported Enrollments:	11 / 2 / 1 / 8 / 9 = (31)	= 6.20 1%
Female Headcount:	170 / 165 / 169 / 144 / 164 = (622)	= 162.40 44%
Male Headcount:	227 / 222 / 220 / 216 / 213 = (789)	= 219.60 55%
Unreported Headcount:	4 / 4 / 1 / 6 / 6 = (18)	= 4.20 1%
Female Success Rates:	75.7 / 72.9 / 72.8 / 69.6 / 75.9	= 73.38 %
Male Success Rates:	82.6 / 81.7 / 80.9 / 81.3 / 80.5	= 81.40 %
Unreported Success Rates:	100 / 100 / 100 / 87.5 / 77.8	= 93.06 %
Female Retention Rates:	88.0 / 88.3 / 88.8 / 83.6 / 88.3	= 87.40 %
Male Retention Rates:	91.2 / 91.6 / 91.6 / 91.4 / 89.7	= 91.10 %
Unreported Retention Rates:	100. / 100. / 100. / 100. / 88.9	= 97.78 %

COLLEGE-WIDE
Enrollments & Headcount and Success & Retention Rates

(2011-12 / 2012-13 / 2013-14 / 2014-15 / 2015-16)

<u>Gender</u>	<u>5-Year Averages</u>
Female Enrollments:	27,293 / 27,290 / 26,924 / 25,796 / 25,090 = 26,478.60 51%
Male Enrollments:	24,694 / 23,972 / 24,743 / 24,002 / 22,772 = 24,036.60 47%
Unreported Enrollments:	1,025 / 891 / 954 / 1,136 / 1,267 = 1,054.60 2%
Female Headcount:	9,036 / 9,187 / 8,865 / 8,719 / 8,748 = 8,911.00 52%
Male Headcount:	7,770 / 7,621 / 7,843 / 7,790 / 7,483 = 7,701.40 45%
Unreported Headcount:	423 / 372 / 406 / 470 / 492 = 432.60 3%
Female Success Rates:	69.8 / 70.3 / 70.5 / 71.3 / 73.5 = 71.08 %
Male Success Rates:	68.8 / 69.2 / 68.7 / 70.2 / 71.3 = 69.64 %
Unreported Success Rates:	75.3 / 69.7 / 71.6 / 70.5 / 69.4 = 71.30 %
Female Retention Rates:	84.9 / 84.7 / 85.0 / 84.5 / 86.1 = 85.04 %
Male Retention Rates:	83.8 / 84.9 / 85.0 / 85.0 / 86.4 = 85.02 %
Unreported Retention Rates:	88.1 / 84.2 / 85.6 / 84.5 / 86.0 = 85.68 %

Headcount (by Race/Ethnicity):

Hispanic/Latino students accounted for the largest Program student population at **35%**, followed by White at **19%**, Multi-Races at **18%**, Filipino at **12%**, Asian at **10%**, Black, Pacific Islander, and Unreported at **2%** each, and Native American **0%**.

White students accounted for the largest College student population at **22%**, followed by Asian **20%**, Hispanic/Latino and Multi-Races at **17%** each, Filipino at **16%**, Black at **4%**, Unreported at **3%**, Pacific Islander at **2%**, and Native American at **0%**.

ADMINISTRATION OF JUSTICE PROGRAM										
Headcount (by Race/Ethnicity)										
(2011-12 / 2012-13 / 2013-14 / 2014-15 / 2015-16)										
<u>Race/Ethnicity</u>						<u>Total</u>			<u>5-Year Averages</u>	
Native American	6 /	2 /	2 /	? /	? /	10	=	2.0	0%	
Asian	42 /	33 /	31 /	43 /	39	188	=	37.6	10%	
Black	17 /	2 /	1 /	8 /	9	37	=	7.4	2%	
Filipino	51 /	45 /	39 /	44 /	52	231	=	46.2	12%	
Hispanic/Latino	126 /	134 /	145 /	117 /	136	658	=	131.6	35%	
Pacific Islander	10 /	13 /	5 /	8 /	9	45	=	9.0	2%	
White	81 /	88 /	66 /	63 /	63	361	=	72.2	19%	
Multi-Races	52 /	54 /	80 /	79 /	72	337	=	67.4	18%	
Unreported	16 /	10 /	10 /	3 /	3	42	=	8.4	2%	
									100%	
COLLEGE-WIDE										
Headcount (by Race/Ethnicity)										
(2011-12 / 2012-13 / 2013-14 / 2014-15 / 2015-16)										
<u>Race/Ethnicity</u>						<u>Total</u>			<u>5-Year Averages</u>	
Native American	40 /	30 /	24 /	27 /	24	145	=	29	0%	
Asian	3,702 /	3,654 /	3,419 /	3,383 /	3,227	17,385	=	3,477	20%	
Black	647 /	653 /	617 /	586 /	523	3,026	=	605	4%	
Filipino	2,686 /	2,639 /	2,706 /	2,805 /	2,884	13,720	=	2,744	16%	
Hispanic/Latino	2,893 /	2,875 /	2,963 /	2,932 /	2,976	14,639	=	2,928	17%	
Pacific Islander	274 /	241 /	232 /	210 /	227	1,184	=	237	1%	
White	3,843 /	3,835 /	3,684 /	3,545 /	3,422	18,329	=	3,666	22%	
Multi-Races	2,373 /	2,649 /	2,978 /	3,060 /	3,104	14,164	=	2,833	17%	
Unreported	768 /	603 /	488 /	431 /	336	2,626	=	525	3%	
									100%	

Success & Retention Rates (by Race/Ethnicity)

Success Rates: (Benchmark of 75% was exceeded by +3%.)

Program Unreported students (-3% of enrollments) had the highest average success rate of **88%**, followed by White (22%) at **85%**, Asian (20%) at **83%**, Latino/ Hispanic and Multi-Races at **76%** each, Filipino and Pacific Islander at **75%** each, Black at **75%**, and Native American at **64%** (-1% of students). The total overall average Program success rate for all race/ethnic categories combined was **78%**, exceeding the Program's target benchmark of **75%**.

College Asian students had the highest average success rate of **76%**, followed by White at **75%**, Unreported at **72%**, Filipino at **71%**, Multi-Races at **68%**, Hispanic/Latino at **65%**, Native American at **63%**, Pacific Islander at **60%**, and Black at **56%**. The total overall average College success rate for all race/ethnic categories combined was **68%**.

Retention Rates: (Benchmark of 85% was exceeded by +5%.)

Program Unreported students (-3% of enrollments) had the highest average retention rate of **100%**, followed by Asian, Pacific Islander, and White at **92%** each, Hispanic/Latino and Multi-Races at **89%** each, Filipino at **87%**, Black at **83%**, and Native American at **82%**. The total overall average Program retention rate for all race/ethnic categories combined was **90%**, exceeding the Program's target benchmark of **85%**.

College Asian, White, and Unreported had the highest average retention rates of **87%** each, followed by Filipino at **85%**, Multi-Races at **84%**, Hispanic/Latino at **83%**, Black at **79%**, and Native American at **78%**. The total overall average College retention rate for all race/ethnic categories combined was **84%**.

Implications: The positive implications are that the Program continues to do well in its success and retention rates when compared to the Program's own benchmarks: **S=78 (75)** and **R=90 (85)**, and when compared to the College: **S=78 (68)** and **R=90 (84)**.

The negative implications are that the Program must strive to increase the success and retention rates for those race/ethnic groups that are at the lower end of the success and retention rate spectrum, particularly for our Program's Black students (**S=71%**) and (**R=83%**). Similarly College-wide (**S=56%**) and (**R=79%**).

The Program continuously seeks to positively influence disparate ethnic under-representation in criminal justice and law enforcement by trying to encourage Program students to attend classes, work hard toward goals, and persist. Despite improvements in enrollments, and success and retention, for non-White groups in the Program, Blacks have not been able to fare quite as well as a group, and have been disproportionately impacted. This will need special attention. This is especially critical at a time when criminal justice and law enforcement are in need of rebuilding broken relationships with the minority communities they serve.

The Program must address the disparities through new and creative ways to help students in the lower performing groups to improve in these areas. Perhaps increasing student-instructor face-to-face contacts, such as more office hour availability might help. Increasing enrollment of lower represented groups must also be targeted by using a wider range of marketing strategies and engaging in more conversations concerning the value of, and need for, underrepresented groups in the Program.

**ADMINISTRATION OF JUSTICE PROGRAM
Success & Retention (by Race/Ethnicity)**

(2011-12 through 2015-16)

<u>Race/Ethnicity</u>	<u>Enrollments</u>	<u>Success</u>	<u>Retention</u>
Native American	11	64%	82%
Asian	304	83%	92%
Black	86	71%	83%
Filipino	403	75%	87%
Hispanic/Latino	1,105	76%	89%
Pacific Islander	63	75%	92%
White	651	85%	92%
Multi Races	543	76%	89%
Unreported	64	88%	100%

**COLLEGE-WIDE
Success & Retention (by Race/Ethnicity)**

(2011-12 through 2015-16)

<u>Race/Ethnicity</u>	<u>Enrollments</u>	<u>Success</u>	<u>Retention</u>
Native American	448	63%	78%
Asian	48,002	76%	87%
Black	9,210	56%	79%
Filipino	48,181	71%	85%
Hispanic/Latino	47,773	65%	83%
Pacific Islander	3,666	60%	81%
White	48,335	75%	87%
Multi Races	45,143	68%	84%
Unreported	7,080	72%	87%

4D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTEF, FTES and LOAD (Productivity). Spring semester data may also be submitted as needed.

<u>YEAR</u>	<u>FTEF</u>	<u>FTES</u>	<u>LOAD</u>	<u>SECTIONS</u>
2013-14	3.27	77.07	708	20
2014-15	2.93	62.12	635	18
2015-16	3.47	71.48	619	21

Program 3-year FTEF, which dropped from 3.27 in Y1 to 2.93 in Y2, increased to 3.47 in Y3. Program 3-year FTEF average was **3.22**.

Program 3-year FTES, which dropped from 77.07 in Y1 to 62.12 in Y2, increased to 71.48 in Y3. Program 3-year FTES average was **70.22**.

Program course sections averaged about 20 per academic year.

The Program has one fulltime instructor/coordinator that instructs six Program courses per semester (12 per academic year, excluding summer), and three part time instructors that instruct five Program courses per semester (10 per academic year, excluding summer).

(See “A. Program Personnel” of Self-study.)

Program load benchmark is **525**, which is the number derived from the efficiency principle that a “typical” community college class enrolls **35** students. During the past three academic years, the Program has had an average load of **654**, which amounts to a class enrollment average of **40** students. Program instructors typically enroll as many students as there are desks to accommodate them (capacity about 45). During the semester, some initially enrolled students will withdraw or be withdrawn from the class. Program load, while high, has decreased over the past three years. Program load (productivity) generally exceeds those of the Division and of the College as a whole.

(Note: The fulltime instructor/coordinator had taken medical leave during the spring semester of 2015.)

Program Vitality:

While there have been fluctuations in enrollment levels within instructional departments, the AJ program is one program that has still done well with enrollment trends. Between 2008-08 and 2001-12, of the 25 departments that showed “upward trending,” the AJ Program was #22 (change in FTES: 17.53; percent change in FTES: 29%).

4E. Career Technical Education Program Required Information and Data (CTE Programs only)

Review the Program's Gainful Employment Disclosure Data. Identify any areas of concern.

In October of 2010, federal regulations initiated by the Obama administration required institutions to disclose key gainful employment outcomes for students of all certificate programs that are eligible for federal financial aid. Review of the Skyline College *Gainful Employment Disclosure Data* provides the following information concerning the Administration of Justice Certificate Program:

<http://www.skylinecollege.edu/generalinformation/gainfulemployment>

Certificate name:	Administration of Justice Certificate
Normal time to complete the certificate:	36 weeks
No. of graduates completing in normal time:	87% completed on time (2014-15)
No. of students who received financial loans:	Unknown
Median student loan debt:	\$ 0.00
Estimated cost of tuition/fees:	\$1,308.00
Estimated cost of books/supplies:	\$1,764.00
Jobs related to this program:	(See "Criminal Justice Jobs" list on following page)

The AJ Program is a Career Technical Education (CTE) degree and certificate program that helps students prepare for jobs in criminal justice, both in the public and private sector. Data shows that 87% of Program students focused on achieving the certificate do so within the normal 36-week period (two semesters).

As expected for a certificate program, there are associated costs. The ones shown by the data are typical. The Program has been trying to help defray costs to students by switching to thinner, paperback textbooks. The Program is continuously looking for ways to reduce costs, without sacrificing quality of instruction.

Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the program.

Recent data on the California Labor Market for the State's 58 counties reveals some very good news! **San Mateo County** (and its surrounding cities of Cupertino, Los Altos, Milpitas, Mountain View, Palo Alto, Santa Clara, and Sunnyvale), **RANKS #1 IN LOWEST UNEMPLOYMENT RATE in the State (2.8 - 3.1**, compared to the State average of 5.2 - 5.4.) The job market is especially good for criminal justice students, such as those desiring to work as police officers and security officers. The resurgence in the economy is allowing agencies to hire more applicants, which puts our graduating program students in a good position.

Employers in criminal justice and related fields, both in the public sector and private sector, will be seeking to hire college graduates to fill vacancies, especially as the "baby boomers" begin to retire from their jobs. In many public service jobs, such as criminal justice, work contracts provide for "early retirements" such as at age 50 to 55, with retirement salary packages offering 80% to 100% of an employee's earned salary.

As the economy continues to improve, we must plan for our students to have a better chance of becoming employed in what will no doubt be an increasingly intense competition for qualified workers. We must stand ready and able to guide students interested in criminal justice to these future careers. The role that the Program plays in this effort is extremely valuable to our students, our community, and our workforce.

Criminal Justice Jobs

(Source: *createacareer.org*)

(Average salaries as of 2014 / Salaries higher in California)

<u>JOB TITLE</u>	<u>AVG. SALARY</u>	<u>JOB TITLE</u>	<u>AVG. SALARY</u>
1. ATF Agent	\$38,389	24. Forensic Toxicologist	\$65,000
2. Bailiff	\$40,620	25. Fraud Investigator	\$42,000
3. Border Patrol Agent	\$51,000	26. Highway Patrol Officer	\$74,700
4. Correctional Officer	\$47,000	27. Homicide Detective	\$74,300
5. Crime Analyst	\$51,000	28. ICE Agent	GS Scale
6. Crime Prevention Spec.	\$52,000	29. IRS Investigator	GS Scale
7. Crime Scene Technician	\$43,000	30. Loss Prevention Officer	\$67,000
8. Criminal Investigator	\$45,000	31. Narcotics Enforce. Ofcr.	\$74,300
9. Criminal Profiler	\$54,000	32. NSA Police Officer	\$44,729
10. Criminalist	\$61,000	33. Parole Officer	\$43,000
11. Criminologist	\$55,000	34. Police Officer	\$55,270
12. Customs Inspector	\$67,000	35. Private Investigator	\$39,000
13. Deputy Sheriff	\$47,000	36. Probation Ofcr. (Juvenile)	\$40,000
14. DEA Agent	GS Scale	37. Probation Ofcr. (Adult)	\$43,000
15. Federal Air Marshal	\$51,000	38. Property/Evidence Tech.	\$40,000
16. FBI Agent	\$63,021	39. Security Coordinator	\$59,271
17. Federal Protective Svc.	GS Scale	40. Secret Service Agent	GS Scale
18. Fingerprint Specialist	\$81,000	41. State Police Officer	\$50,672
19. Forensic Anthropologist	116,000	42. Transit Police Officer	\$52,000
20. Forensic Chemist	\$59,000	43. U.S. Marshal	GS Scale
21. Forensic DNA Analyst	\$59,000	44. U.S. Postal Inspector	GS Scale
22. Forensic Psychologist	\$85,000	45. Youth Counselor	\$82,000
23. Forensic Scientist	\$56,000	46. Youth Mentor	\$45,000

Note: These salary ranges are nationwide averages. Salaries tend to be considerably higher on the west coast, especially in California. This list is not intended to be an exhaustive list of job opportunities for criminal justice students. The Criminal Justice Certificate is applicable to any of these jobs, and more.

Regional Labor Market Data and Project Needs

An analysis of the Economic Modeling Specialists International (EMSI) labor market data was conducted by a partnership between The San Mateo Community College District, The San Mateo County Workforce Investment Board, and the San Mateo County Economic Development Association in order to ascertain how college programs are addressing the occupation needs of the community. It produced occupational employment projections of San Mateo County for the period 2012-2017. The dataset included current employment levels, projected openings due to growth, retirements and turnover, median hourly wages and the education level associated with each detailed occupation. Data revealed the following information:

1. Projected 2017 Protective Services Occupation openings are 1,045.
2. 80% of these jobs will result from turnover, while 20% will result from newly created jobs.

REPORT 400 C

COUNTY	RANK BY RATE	LABOR	EMPLOYME	UNEMPLOYM	RA
STATE TOTAL	---	19,120,600	18,120,300	1,000,300	5.2
ALAMEDA	7	834,900	802,300	32,600	3.9
ALPINE	16	620	590	30	4.7
AMADOR	28	14,670	13,800	870	5.9
BUTTE	32	103,200	96,200	7,000	6.8
CALAVERAS	27	20,760	19,600	1,160	5.6
COLUSA	58	10,720	8,280	2,440	22.8
CONTRA COSTA	9	554,500	531,600	22,900	4.1
DEL NORTE	36	9,580	8,870	710	7.4
EL DORADO	19	89,500	85,000	4,400	4.9
FRESNO	48	447,300	401,500	45,900	10.3
GLENN	43	13,110	11,910	1,200	9.1
HUMBOLDT	14	62,730	59,810	2,910	4.6
IMPERIAL	57	73,600	60,000	13,600	18.4
INYO	20	8,880	8,440	440	5.0
KERN	51	385,000	342,900	42,100	10.9
KINGS	52	56,600	50,100	6,500	11.5
LAKE	31	29,660	27,700	1,960	6.6
LASSEN	39	10,230	9,390	840	8.2
LOS ANGELES	18	5,081,500	4,837,500	243,900	4.8
MADERA	46	62,600	56,700	6,000	9.5
MARIN	2	140,700	136,500	4,300	3.0
MARIPOSA	37	7,030	6,460	570	8.1
MENDOCINO	23	39,250	37,140	2,110	5.4
MERCED	55	114,600	100,400	14,200	12.4
MODOC	47	3,180	2,870	300	9.6
MONO	12	8,900	8,530	380	4.3
MONTEREY	50	216,900	194,100	22,800	10.5
NAPA	10	72,500	69,500	3,100	4.2
NEVADA	14	48,390	46,180	2,210	4.6
ORANGE	5	1,596,400	1,537,600	58,900	3.7
PLACER	12	179,300	171,600	7,700	4.3
PLUMAS	56	7,340	6,380	960	13.1
RIVERSIDE	25	1,058,900	1,000,800	58,200	5.5
SACRAMENTO	21	694,900	659,100	35,800	5.2
SAN BENITO	34	30,000	27,800	2,200	7.2
SAN BERNARDIN	21	943,700	894,900	48,800	5.2
SAN DIEGO	10	1,566,200	1,499,800	66,500	4.2
SAN FRANCISCO	2	560,200	543,200	17,000	3.0
SAN JOAQUIN	40	319,900	293,400	26,500	8.3
SAN LUIS OBISPO	7	141,400	135,900	5,500	3.9
SAN MATEO	1	448,800	436,300	12,500	2.8
SANTABARBARA	25	215,700	203,800	11,900	5.5
SANTA CLARA	4	1,021,300	985,600	35,700	3.5
SANTA CRUZ	41	143,400	131,200	12,200	8.5
SHASTA	33	74,800	69,500	5,300	7.1
SIERRA	45	1,300	1,180	120	9.4
SISKIYOU	48	17,540	15,740	1,800	10.3
SOLANO	23	207,000	195,900	11,100	5.4
SONOMA	6	258,500	248,800	9,700	3.8
STANISLAUS	42	243,800	222,300	21,500	8.8
SUTTER	52	45,300	40,100	5,200	11.5
TEHAMA	34	25,370	23,550	1,820	7.2
TRINITY	37	4,910	4,520	400	8.1
TULARE	54	206,100	181,300	24,800	12.1
TUOLUMNE	29	21,770	20,390	1,370	6.3
VENTURA	16	430,600	410,300	20,300	4.7
YOLO	29	106,500	99,800	6,700	6.3
YUBA	44	28,600	25,900	2,700	9.3

2) Labor force data for all geographic areas now reflect the March 2016 benchmark and Census 2010 population controls at the state level.

REPORT 400 W
 Labor Force Data for Local Workforce Development Areas
 2016 Annual Average - Revised
 Data Not Seasonally Adjusted

REGION	RANK BY RATE	LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT	RATE
STATE TOTAL	---	19,102,700	18,065,000	1,037,700	5.4%
ALAMEDA COUNTY Alameda County, except Oakland City	4	624,500	600,200	24,300	3.9%
OAKLAND CITY Oakland City	24	213,400	202,200	11,200	5.3%
CONTRA COSTA COUNTY Contra Costa County, except Richmond City	10	502,900	481,000	21,900	4.4%
RICHMOND CITY Richmond City	20	53,500	50,800	2,700	5.1%
LOS ANGELES COUNTY Los Angeles County, except Los Angeles City, Verdugo Consortium, Foothill Consortium, South Bay Consortium, Southeast Los Angeles County Consortium, and Pacific Gateway Workforce Investment Network	21	1,847,500	1,751,900	95,600	5.2%
LOS ANGELES CITY Los Angeles City	27	2,033,200	1,920,200	113,000	5.6%
VERDUGO CONSORTIUM Burbank, Glendale, and La Cañada Flintridge Cities	15	169,200	161,300	7,900	4.7%
FOOTHILL CONSORTIUM Arcadia, Duarte, Monrovia, Pasadena, Sierra Madre, and South Pasadena Cities	8	159,200	152,600	6,600	4.1%
SOUTH BAY CONSORTIUM Carson, El Segundo, Gardena, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Manhattan Beach, Redondo Beach, Lomita, and Torrance Cities	13	362,800	345,900	16,900	4.7%
SELACO (SOUTHEAST LOS ANGELES COUNTY CONSORTIUM) Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, and Norwalk Cities	11	226,100	215,700	10,400	4.6%
PACIFIC GATEWAY WORKFORCE INVESTMENT NETWORK Long Beach and Signal Hill Cities	29	245,300	231,200	14,100	5.7%
ORANGE COUNTY Orange County, except Anaheim and Santa Ana Cities	3	1,271,500	1,223,300	48,200	3.8%
ANAHEIM CITY Anaheim City	19	171,600	162,800	8,800	5.1%
SANTA ANA CITY Santa Ana City	12	159,200	151,900	7,400	4.6%
SAN JOSE - SILICON VALLEY Santa Clara County, except Cupertino, Los Altos, Milpitas, Mountain View, Palo Alto, Santa Clara, and Sunnyvale Cities	7	702,000	673,600	28,400	4.0%
NOVA (NORTH VALLEY CONSORTIUM) Cupertino, Los Altos, Milpitas, Mountain View, Palo Alto, Santa Clara, and Sunnyvale Cities; San Mateo County	1	773,200	749,500	23,700	3.1%
GOLDEN SIERRA CONSORTIUM Alpine, El Dorado, and Placer Counties	14	270,100	257,500	12,600	4.7%
KERN, INYO, MONO CONSORTIUM Kern, Inyo, and Mono Counties	43	406,500	365,400	41,100	10.1%
MOTHER LODE CONSORTIUM Amador, Calaveras, Mariposa, and Tuolumne Counties	31	65,000	61,100	3,900	6.0%
NORTEC (NORTHERN RURAL TRAINING AND EMPLOYMENT CONSORTIUM) Butte, Del Norte, Lassen, Nevada, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity Counties	33	306,500	286,100	20,400	6.7%
NCCC (NORTH CENTRAL COUNTIES CONSORTIUM) Colusa, Glenn, Sutter, and Yuba Counties	41	97,600	88,100	9,500	9.8%
WORKFORCE ALLIANCE OF THE NORTH BAY (NORTH BAY CONSORTIUM) Napa, Lake, and Marin Counties	6	243,900	234,200	9,600	4.0%
FRESNO COUNTY Fresno County	40	446,200	404,100	42,100	9.4%
HUMBOLDT COUNTY Humboldt County	17	62,670	59,610	3,060	4.9%
IMPERIAL COUNTY Imperial County	46	76,900	58,800	18,100	23.5%
KINGS COUNTY Kings County	42	57,200	51,500	5,700	10.0%
MADERA COUNTY Madera County	39	61,500	55,800	5,600	9.2%
MENDOCINO COUNTY Mendocino County	23	39,870	37,780	2,080	5.2%
MERCED COUNTY Merced County	44	115,000	103,000	12,100	10.5%
MONTEREY COUNTY Monterey County	36	220,400	203,800	16,700	7.6%
RIVERSIDE COUNTY Riverside County	32	1,051,800	988,000	63,800	6.1%
SACRAMENTO CITY/COUNTY Sacramento County	25	697,400	660,100	37,300	5.4%
SAN BENITO COUNTY	34	29,800	27,800	2,000	6.8%



The Role of the AJ Program Advisory Committee

The San Mateo County Law Enforcement Training Managers Association (SMCoLETMA, hereafter called the TMA) serves as the ADMJ Program's Advisory Committee.

The TMA represents top executives, and training and education managers, in all areas of the criminal justice system in San Mateo County, including police, sheriff, district attorney, California Commission on Peace Officer Standards and Training (the accrediting commission for California law enforcement), as well as representatives from the criminal justice programs of Skyline College, the College of San Mateo, and other colleges throughout the state, and other criminal justice professionals from a variety of justice agencies.

The TMA meets monthly. The value of the TMA/Skyline advisory partnership is that it affords a forum for open exchange and on-going conversations on current issues (local and state) and development in criminal justice and law enforcement, recruitment and hiring, as well as on needed course development and modifications, collaboration between the criminal justice community and the colleges, and the dialogue necessary to best serve the best interests of our College, our students, the agencies, and the community.

This interaction is an important link that connects higher education to employment, keeps our Program abreast of locally relevant and current developments, and enhances our Program's credibility and relationship with the agencies who select their criminal justice employment applicants from the graduates of Skyline's ADMJ Program. It serves as a direct link to potential jobs for our Program's students, and enhances the validity and relevance of the subject matter being taught in the classroom.

The TMA is under the authority of the San Mateo County Police Chiefs and Sheriff Association. The TMA meets on the third Tuesday of each month. In recent years, meetings are held in the conference room at the Belmont Police Department, One Twin Pines Ln., Belmont, California (San Mateo County). Agendas are developed and sent to all members prior to the meetings. The meetings follow the established agenda, and the minutes of the meetings are sent to each member and agency. Each member, including the AJ program representatives from the colleges, have opportunities for input into the discussions.

It is advisory board meetings like this that provide valuable information for improving our Program and helpful in identifying course needs. Our own *ADMJ 110 - Police Report Writing* course was born from just such a collaboration. Oftentimes, textbooks are unable to keep up with recent developments in the criminal justice field, or neglect the perspective of our locality. This partnership has served us well in filling those gaps. Much is learned at these meetings, and adjustments made as needed to improve service.

Connection with the TMA have provided regular opportunities for our AJ Program students to participate as role-players with law enforcement personnel during field training exercises; have provided guest speakers from the justice agencies in our classes; and have helped agencies fill volunteer and paid internship positions within their agencies. The TMA is a welcomed asset to Skyline's AJ Program, and is a very valuable professional partnership.

On the following three pages are: (1) TMA Agenda; (2) TMA Minutes; and (3) TMA Member Roster



AGENDA ITEMS

Tuesday, February 21, 2017 @2:00pm
BELMONT EOC TRAINING CENTER

- ☞ Call To Order
- ☞ Self Introductions
- ☞ Approval of Meeting Minutes From November 2016
- ☞ Guest Speakers:
 - Andrea Higgins, Nicole Sato, Tara Heumann – DA's Office Elder Abuse Unit
- ☞ President's Report
 - Robert Raw
- ☞ Treasurer's Report
 - Rea Gogan
- ☞ Chief's Report
 - Chief Joe Wade
- ☞ County Commander's Report
 - Lt. Cory Call
- ☞ CSM Liaison
 - Michelle Schneider
- ☞ South Bay Regional Public Safety Training Center
 - Joy Booker
 - Ernie Smedlund
 - Jo Sorbi
 - James Hoag
 - Others
- ☞ San Mateo Basic Police Academy
 - Gordon Sievert
- ☞ San Mateo County Communication's Managers Association
 - Jacqueline Pace/Elise Moeck
- ☞ Commission on Peace Officer Standards and Training
 - Valerie Tanguay
- ☞ Committee Reports
 - Training Needs Assessment
- ☞ New/Old Business
- ☞ Action Items
- ☞ Roundtable
- ☞ Meeting Adjournment

Next Meeting: March 21 @ 1400

MEETING MINUTES
Tuesday January 17, 2017
BELMONT EOC TRAINING CENTER

- ☞ Meeting Called to Order: 1402 hrs.
- ☞ Self-Introductions were made. (See attached Roster)
- ☞ Approval of November 2016 Meeting Minutes. Motion to approve and seconded. Minutes approved as written.
- ☞ Guest Speakers: Steve Sysum and Sarah Boxer – DA's Office – Insurance Fraud Unit.
 - The speakers gave a presentation about the insurance fraud unit, and explained that it was more or less related to billing and/or over billing insurance companies for services that were not performed. Healthcare fraud is second only to income tax fraud in the US.
 - Please review PC550 which is a felony that carries different sentence years based on the dollar amount of the fraud. (Stacking statute).
 - Some examples of cases include:
 - Nurses stealing drugs and claiming they were given to the patient
 - Dentists charging for 2 cleanings per year even if only 1 (or 0) were used.
 - Sometimes the cases come in to the dispatch center and don't make it to the cops or the cops don't investigate – please at least make a phone call to Boxer or Sysum to see if there is a potential.
 - Sysum: 877 5446
 - Boxer – call DA main line
- ☞ President's Comments:
 - TMA made a donation to Second Harvest Food Bank during the holidays.
 - Dues remain at 100.00 per year
 - We will be holding a Training Manager's Workshop in August on the 14th and 15th.
- ☞ Treasurer's Report: Rea Gogan – No change
 - Savings: \$53.23
 - Checking: \$18,290.01
- ☞ Chief's Report: Chief Joe Wade
 - No report per se, but is asking for feedback regarding the riot control classes.
 - Feedback is that it is well received. There is a document coming out from OES trying to simplify the procedures for the MFF decision making process.
 -
- ☞ Commanders report: No report
- ☞ CSM Liaison:
- ☞ South Bay Regional Public Safety Training Center:
 - Joy Booker: Passed out a new checklist for POST mandates now that the cycle has started over (see attached); SWAT School was approved and will be held in August (TBD- Waiting for the Coyote Point Range to be completed); First Aid CPR: Old curriculum is still good until March 31. As of April 1 – new curriculum begins – all instructors will need the 8 hour update course. Please call Joy with questions. (See also minutes from Oct 2016 with the First Aid CPR handout from POST)
 - Jo Sorbi: 2 new Dispatch Academies have been added – running 5 now per year. 65+ wait list –Next class starts Monday.

PRESIDENT: ROBERT RAW *VICE-PRESIDENT: JENNIFER FREW*
SECRETARY: ELISE MOECK *TREASURER: REA GOGAN*

SAN MATEO COUNTY LAW ENFORCEMENT TRAINING MANAGERS ASSOCIATION

ROSTER – 2017

Updated June 21, 2016

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5. Curricular Offerings

Tools: CurricUNET: <http://www.curricunet.com/smcccd>

5A. Program Curriculum and Courses. If your program does not offer curriculum please state “N/A”.

Respond to the following:

- All courses, including prerequisites, must be reviewed and updated at a minimum of every six years. (Be sure to complete Appendix D: Course Outline and Prerequisite Checklist Table).
- List courses that have been banked/deleted.
- NOTE: Be sure to add any new courses to the department’s three-year calendar of assessment and request that they be added to TracDat.
- NOTE: If new courses were added since the last CPR, be sure that they’ve been mapped to ISLOs and PSLOs on TracDat, including relevant interdisciplinary degrees.

All of the Program’s courses have recently been reviewed and updated in CurricUNET (completed in February and March of 2016), and approved by the Curriculum Committee prior to the Program’s April 2016, 6-Year Comprehensive Program Review.

The Program has recently developed a “calendar” to use as a guide for updating its courses in CurricUNET so that all of the Program’s courses are reviewed and updated within the 12-month period prior to Program Review every six years.

There are a few courses that have not been taught in quite a while and that we are considering “banking”, but have not yet done so.

Two new elective courses that were recently developed for the AJ Program (by Professor Jesse Raskin, Paralegal Program Coordinator) *ADMJ 128 – Juvenile Crime Prevention Strategies* and *ADMJ 181 – Fresh Lifelines for Youth* have not yet been launched, and have not been entered into TracDat or “mapped up” to ISLOs or PSLOs. As the Program moves forward with the two courses they will be entered into TracDat and mapped up. This will be coordinated with the LEGL Program.

5B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state “N/A”.

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates, degrees, and transfer.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

Most of the Program’s courses are taught during the daytime, and by the Department’s only full time instructor, amounting to 10-12 daytime course offerings during the academic year taught by the fulltime instructor (and two additional courses if teaching during the summer session), PLUS one daytime course taught by adjunct faculty, for a total of up to 15 daytime ADMJ courses taught.

The remainder of the Program’s courses are taught in the evening by a cadre of four adjunct faculty who instruct a total of 9 evening Program courses during the academic year, for a grand total of up to 24 course offerings within a 12-month period.

The Program strives to have enough core and elective Program course offerings so that:

- (1) a maximum number of students can access the Program during the year, and
- (2) students can “get in, get through, and get out, on time”, according to their plans.
(Note: 80% of Program Certificate students **do** get in, though, and out on time.)

The strengths of the Program’s curriculum are that the courses all relate to one another, which helps students as they advance through the Program. In each course, students learn new material and are also exposed to some previously taught material that allows them to make “connections” from course to course. This increases learning and retention, by having “anchors” from previous and concurrent courses upon which they can relate material.

Another strength is that the Program does not *require* that students first complete introductory AJ courses in order to advance to the other courses (although there are benefits to doing so.) The main reason for there not being a requirement is to allow greater access for students, and to prevent a “bottleneck” situation. Generally, students are able to cycle through the AJ courses adequately.

However, the weakness in the process mentioned in the above paragraph is that some students may find it difficult to handle advanced Program courses without having had the benefit of the material taught in the fundamental Program courses first.

Plans for future curricular development include an introductory forensics course, and an introductory corrections course.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Actions:

- Identify next steps to be taken and set a timeline.
- Identify questions that will serve as a focus of inquiry for the next Annual Program Plan and/or Program Review.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.

Based on the analysis and reflections provided in the previous sections, the Program's action plan has identified the following steps to be taken in addressing the improvement needs of Program courses:

- a. Continue revision of pre-test and post-test questions, specifically in *ADMJ 100 – Introduction to Administration of Justice*, and to implement the revised questions by the spring of 2018.
- b. For the next review period of *ADMJ 100*, create new essay assignments and then to evaluate to see whether or not the changes had any effect in improving outcomes.
- c. Questions for the next Annual Program Plan (APP) and/or Comprehensive Program Review (CPR) include the following areas of inquiry:
 - (1) Are the students continuing to understand basic course concepts that are being taught, and are they able to draw upon what is learned in other Program courses and use that information in current courses.
 - (2) Are the students able to think critically, and relate and ultimately apply what they have learned to real world events and circumstances as relevant to criminal justice.

7. Resource Identification

7A. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

An important professional development activity is that all Program faculty (fulltime and adjunct) take advantage of continuous professional training and workshop opportunities at the College and in the District by attending such activities as SLOAC and TracDat workshops, flex day workshops, focus groups, and inter-discipline discussions. Recently, the Program Coordinator has attended CurricUNET training and Strategic Planning On-Line (SPOL) training.

Examples of training and workshops that Program faculty have attended during this review period are:

- Meta-Majors and Guided Pathways Workshop
- Public Safety and Immediate Actions Workshop
- Trauma Sensitive Classrooms Workshop
- Success for Nonnative English Speakers in the Classroom Workshop
- Joint Division Meeting and discussion on the “Skyline Promise”
- Empowering Students to Persist Beyond Their Struggles Workshop
- Autism 101 Workshop
- Title IX Mandated Reporter Training Workshop
- Faculty Evaluation Training Workshop
- Sexual Harassment Training Workshop
- Student Equity Plan and Evaluation Training Workshop
- Managing Classroom Behavior Workshop
- Campus Ambassador Training Workshop
- Regular Training Workshops for SLOAC, TracDat, CurricUNET, SPOL, etc.

We regularly attend monthly division meetings where the Division Dean and our Division faculty and staff have an opportunity to discuss matters of importance to the Division and to the Departments and Programs.

Additionally, Program instructors (fulltime and part-time) stay current in their fields by participating in education and training updates both on and off campus, and also by on-going collaboration and discussions.

By attending these professional development activities, Program faculty has been able to stay current on pedagogical methods and discipline content, all of which has been taken into the classroom so that the students could benefit from these activities. At the end of the day, it’s all about benefitting our students.

Professional development plans for next year will continue to attend activities that will help faculty do its job better, for the benefit of our students.

7B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List your program's data requests from the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

Data requests from the Office of Planning, Research & Institutional Effectiveness (PRIE) have included information relating to Program and College . . .

- Student headcount by term
- Student headcount by gender
- Student headcount by ethnicity
- Student headcount by age
- Student headcount by goal
- Success and retention by year
- Success and retention by term
- Success and retention by ethnicity
- Success and retention by age
- Success and retention by gender
- FTEF; FTES; load (productivity)
- Workforce and Unemployment
- Demographic data for our area

The data that PRIE provides is valuable to the APP and CPR review processes because they provide the most current data available, and/or links to web sites that have the needed data, to help in the preparation of the review documents, and to be able to more accurately assess the needs of the Program and College, and most importantly those of the students and the community in our service area.

7C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests
Complete the table on the following page:

SEE NEXT PAGE . . .

Comprehensive Program Review: Resource Needs Summary Table

Program: Administration of Justice Date: March 31, 2017

	Needs	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	Estimated cost for facilities and equipment
Personnel	<ol style="list-style-type: none"> 1. Two new adjunct instructors to teach two new special courses. 2. Identify and hire two adjunct faculty with special knowledge. 3. Include LEGL faculty in helping to cross-teach (ADMJ & LEGL) 	<p>#1 and #2 align with Program goals to adopt two new courses: <i>Introduction to Forensic Science</i> and <i>Introduction to Corrections</i> (both are TMC to the CSU.) They will require faculty with specialized experience and skills. Forensics will need access to a laboratory and activity room.</p> <p>#3 Expand ADMJ course section instruction by using LEGL adjunct.</p>	<p>An action plan of the Program is to have all of the State's TMC Criminal Justice courses be a part of our Administration of Justice Program. The only two that remain are <i>Introduction to Forensic Science</i> and <i>Introduction to Corrections</i>.</p> <p>Adding LEGL adjunct to teach more courses allows greater access for students, for daytime and evening.</p>	<p>Unknown.</p> <p>Estimated costs for facilities and equipment will depend on whether or not facility and equipment additions will be part of the new Bldg. One construction plans for ADMJ.</p>
Equipment	<ol style="list-style-type: none"> 1. Equipment reasonably required for a well-equipped "forensics lab." 2. 3. 4. 	<p>#1 aligns with Program goals to adopt an <i>Introduction to Forensic Science</i> course, which will need equipment and supplies that are essential for that special course.</p>	<p>Same as column to the left.</p>	<p>Same as above.</p>
Facilities	<ol style="list-style-type: none"> 1. Facilities for teaching <i>Introduction to Forensic Science</i> (classroom & lab) 2. 3. 4. 	<p>#1 aligns with Program goals to adopt an <i>Introduction to Forensic Science</i> course, which will need facilities that are capable for that teaching special course.</p>	<p>Same as column to the left.</p>	<p>Same as above.</p>

APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE

Please check current catalog for most recent goal statements.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement

To empower and transform a global community of learners.

Values Statement

Education is the foundation of our civilized democratic society.

Thus:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

APPENDIX B

Definition of Terms

- WSCH:** Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census
- FTE:** The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.
- LOAD:** Teaching Load is taken as the ratio of WSCH to FTE
- N GRADES:** The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)
- RETENTION:** The sum of all non-W grades divided by N grades times 100, expressed as %
- SUCCESS:** A+B+C+CR grades divided by N grades times 100, expressed as %

APPENDIX C

FREQUENTLY ASKED QUESTIONS

1. Why are faculty asked to perform Program Review?

Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

2. How do I know that all the work I put into this document will have any impact?

A well thought through and completed Program Review will have its greatest impact on the program and its faculty/staff. Evaluation of practices, procedures and student outcomes is the hallmark of successful educational programs and institutions. A thoughtful analysis of the results and findings of the Program Review should be used to improve student outcomes. The Curriculum Committee and College Council have developed a process which requires the Program Review to impact the College planning, budget, SLOAC and resource allocation processes.

3. Why the oral presentation to curriculum committee?

The oral presentation of your Program Review serves two purposes. Primarily, it will allow the program exposure to a cross-section of the campus community. Many members of this community are not aware of the accomplishments of programs or their needs. It allows each program to shine! Secondly, it allows the Program Review process to become more personal. Committee members and program personnel will have the opportunity to interact, question each other, and respond to the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

4. I am a one-person department – I don't have the capability or time to perform this review.

Each Division Dean is available to assist you in gathering information and preparation of the self-study. Please utilize him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

5. How will the self-study questions be kept current and useful?

The Curriculum Committee, through the Academic Senate, will have that responsibility.

Appendix D

Program:

Semester:

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE							
1	2	3	4		5	6	7
Prefix & Number	Course Title	Curric-UNET Review Date (Month /Year)	Transfer		G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C S U	UC			
DEPT 100	Course Title Here	12/2016	X	X	X	Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 100	Introduction to Administration of Justice	01/2017	X	X	X	Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 102	Principles and Procedures of Justice	01/2017	X			Recommended: ADMJ 100, or equivalent and eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 104	Concepts of Criminal Law	02/2017	X			Recommended: ADMJ 100 or LEGL 240, or equivalent and eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 106	Legal Aspects of Evidence	06/2016	X			Recommended: ADMJ 100 or LEGL 240, or equivalent and eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 108	Community Relations	02/2017	X	X		Recommended: ADMJ 100 or SOCI 100, or equivalent and eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 110	Police Report Writing	02/2017	X			Recommended: ADMJ 100, or equivalent and eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 120	Criminal Investigation	02/2017	X			Recommended: ADMJ 100 or LEGL 240, or equivalent and eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 123	Concepts of Enforcement Principles	02/2017	X			Recommended: ADMJ 100, or equivalent and eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 125	Juvenile Procedures	02/2017	X			Recommended: ADMJ 100, or equivalent and eligibility for ENGL 846 or ESOL 400, or equivalent	yes
ADMJ 128	Juvenile Crime Prevention Strategies	(Dormant)	X			Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent	no
ADMJ 134	Traffic Enforcement and Investigation	02/2017	X			Recommended: ADMJ 100, or equivalent and eligibility for ENGL 846 or ESOL 400, or equivalent	yes

**APPENDIX E
SKYLINE COLLEGE**

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program:

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

College President

Comments:

Signature

Separate boxes for each

College Vice President(s)

Comments:

Signature

Curriculum Committee

Comments:

Signature

Appendix F
Skyline
College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:

1. Was the time frame for completion of Program Review adequate? If not, explain.

Total time spent on research, compilation, and writing this report was about 40 hours.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes.

3. Were the questions relevant? If not, please explain and offer suggestions.

Yes.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes. Since the last CPR, the AJ Program was able to move into larger (and better) office space, and one that connects with the LEGL Program. This was a result of the previous CPR in 2011.

5. Was the data you received from the Office of Planning, Research and Institutional Effectiveness complete and presented in a clear format? Would you like additional data?

Yes, it was. The enrollment versus headcount data could be better presented, however.

6. Please offer any comments that could improve and/or streamline Program Review.

None.

Appendix G
Skyline College

Program Review Completion Check off Sheet

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

		Checked if Completed
1.	Executive Summary	
2.	Program Review Self-Study (including TracDat PSLO report)	
3.	Resource Needs Summary Table	
4.	Course Outline and Prerequisite Checklist Table (Appendix D)	
5.	Response Sheet (Appendix E)	
6.	Evaluation of the Program Review Process (Appendix F)	

Approved by Curriculum Committee 11/6/13
Revised 10/26/16