

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Campus Safety	SS	Sean Prather

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The mission of Campus Safety and Security at Las Positas Community College, is to work with all members of the campus community to ensure safe learning and working environments, to protect persons and property, and to effectively promote compliance with rules and

regulations approved by the board of trustees for the orderly facilitation of higher education. We are committed to providing high-quality, customer-oriented, sensitive, security and safety services, and to respecting the differences and diversity of our staff and students.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

Under a Mutual Agreement with the Livermore Police Department and with authority provided by the California Education Code, the California Penal Code, and the California Vehicle Code, the Campus Safety Department is responsible for security services on the college campus. These services include; crime prevention, crime documentation and investigation as well as the reporting of crime statistics to the Department of Education as required by the Clery Act.

In addition to security services, Campus Safety is responsible for parking enforcement, traffic control and for daily and semester permit services for students and visitors. Other services include; vehicle lock-out service, battery jumps, access control of buildings via key and card access, video surveillance, lost and found, fire alarm monitoring, burglar alarm monitoring, emergency medical response, cash security transfers, Hazardous Waste removal, OSHA inspections and other miscellaneous services.

Campus Safety works Student Services to assist with student discipline investigations and with the Health Center in matters of staff and student health. Officers conduct monthly campus Safety inspections and make recommendations to improve safety on campus. Officers provide security for Board Meetings, sporting events, community rental events and other special events on campus.

The stakeholders of the services provided by the Campus Safety Department are faculty, staff, students and campus visitors. All are benefitted by a safe environment and emergency medical response. The college receives the revenue generated by daily and semester parking permits as well as fine for parking and traffic violations. This money helps to off-set parking costs as well as Campus Safety staff costs.

The Campus Safety Department participates in teaching and learning by presenting safety information to the community and working with staff and students to achieve learning environment.

We strive to protect college resources and the community's investment in our facilities by proactive crime prevention and incident investigation. We practice Risk Management by an

safety inspection program and accident investigation.

Campus Safety supports sustainability through our use of products and technology such as hybrid vehicles for patrol and solar powered parking machines.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
N/A	N/A
N/A	N/A

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

Click here to enter text.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

Click here to enter text.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
N/A	N/A	N/A

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

SAO's have been in accordance with previous program review process. The last assessment took place in 2010-2011. The next assessment is contained in this program review.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	One

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

When the Campus Safety program was organized under Administrative Services, an extensive analysis was conducted of the student data provided by the Office of Institutional Research. The Executive Assistant to the Vice President drafted a report on the analysis that is being used as a base for dialogue regarding the program among the VP of Administrative Services and the Director of Campus Safety. Dialogue is reflected in minutes of campus safety meetings and through emails related to the report. Also, it is reflected in the discussions of the Campus Safety program with the VPSS as the program moved over into the Student Services Division.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

Campus Safety learned very directly that evening services were required and requested by students in order to improve their experiences on campus and thereby their ability to

achieve their educational goals.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Assessment results indicate that evening support is necessary. Campus safety has yet to be able to provide that support for students, so these assessment results continue to directly support the resource request contained in the SAO for Campus Safety going into AY 2014-2015.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Campus safety will continue to advocate for the student data generated SAO in AY 2014-15. Assessing the SAO in AY 2014-2015 involves defining whether pursuing the human resources request to provide evening services is being pursued to the best of the ability of Campus Services. It may involve discussions as to how to provide this evening support for faculty and students through some other method than just the singular position request, if that request continues to be too low in the ranking to be met.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Conversations among safety related colleagues, internal reports that were compiled by executive assistant to admin services. Program has been moved into student services, developing new processes for dialogue while reorganizing.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Campus Safety learned very directly that evening services were required and requested by students in order to improve their experiences on campus and thereby their ability to achieve their educational goals.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

Directly support SAO, and the resource request for evening personnel.

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

N/A

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

N/A

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

N/A

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
N/A	N/A	N/A

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	6	Click here to enter text.	40	12
	One .6	Click here to enter text.	24	12

	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	1	Click here to enter text.	20	10

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

All student data for 2010-2011 assessment indicates need for evening personnel.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

F. Technological Resources

Are there any new technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Click here to enter text.

G. Facilities, Equipment, and Supplies Resources

Are there any new facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

Click here to enter text.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

Click here to enter text.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

Click here to enter text.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (data not discussed above)

N/A

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

Continued to provide outstanding service as outlined in the mission of the Campus Safety department. Campus Safety completed a successful reorganization that involved moving the program from Administrative Services to Student Services.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

Campus Safety has not been able to accomplish it's singular SAO related to providing support for evening students and evening campus use. Since the last program review, the position request has not been ranked high enough to accomplish SAO.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

Campus Safety will continue to pursue the same SAO for AY 2014-15: evening support personnel to provide services to students in pursuit of their educational goals at LPC.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Lack of evening services results in delay of service to students and instructors. These delays can have a direct impact evening students abilities to achieve educational goals.

Continue to the next page to complete the form.

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IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective†	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	1. Create a proposal for AY 2014-2015 requesting the evening position. 2. Make sure that any new surveys of students regarding the campus that are created by OIR include the same questions as the last survey, so that Campus Safety can re-assess and continue to re-enforce the student need for evening support services.	To provide an adequate level of service to the campus community during evening hours when we currently have no office support staff by hiring a part-time evening dispatcher.		Evening support will exist.	human	Human	SS department RAC

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		<p>3. Advocate to VPSS and within the framework of the new program and budge review process for the evening position.</p> <p>4. Begin to consider a discussion of alternative ways to provide evening support services either through scheduling or funding sources.</p>						
2	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
3	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.