

PROGRAM REVIEW Fall 2017

Program: Administration of Justice
Division: MEPS
Date: October 12, 2017
Writer(s): Mark Tarte
SLO/SAO Point-Person: Mark Tarte

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

TIME FOR RESEARCHING/WRITING PROGRAM REVIEW: 9 hours

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Some AJ courses at the campus are suffering from a reduced enrollment. This is due mainly to students now choosing the Associate Degree for Transfer AS degree in AJ, which leaves several of the traditional courses taught, but not part of the AD-T, having difficulty filling all available seats. It is also a lack of marketing due to the cuts made in coordinator release time. However, as the enrollment data shows, the overall fill rate for AJ is historically above 100% and the completion rate/success rate has historically been above 78%/90% respectively going back to the 2012/2013 academic year.

Another change in the program is the introduction, through the Regional ROP of a Justice Academy co-located at LPC. This program is in its first year and is populated by high school juniors and seniors from every tri-valley high school. Students earn concurrent college credit while in the justice academy (if they pass with a "B" grade or better) and many will move into the AJ degree program upon graduation from high school. From there, they can either transfer to a four-year college, but most will likely enter our POST Recruit Basic Training Academy run by the Alameda County Sheriff's Office in Dublin. For the first time, we now have a pipeline from K-12 to college to the academy and employment.

Studies by the California Peace Officers Standards and Training Commission (POST) have shown that by following this model, the number of eligible young people increases and those that actually enter law enforcement have fewer issues with discipline and ethics than those who do not go through such pipeline.

However, fewer young people are going into public service, specifically public safety and more specifically law enforcement for a variety of reasons, not the least is the erroneous perception perpetuated by the news media of American law enforcement being out of control. These factors do impact the overall enrollment in the AJ program as well as the number of persons interested in a law enforcement career. With the advent of the ROP Justice Academy, hopefully that trend, locally, can be reduced. However, enrollment is still an issue.

As I stated in the 2016 Program Review: *"For the first time in over a decade, the fill rate for AJ has dipped below 100%. This has happened in the Spring and Fall of 2016. I attribute this to a strengthening job market where enrollments are down, but also my inability, due to the continued reduced release time, to market the AJ program and potentially the negative publicity surrounding law enforcement acts that have been used by some for their political purposes. However, many young people are still interested in criminal justice, but since 2011, when my coordinator release time was cut from .20 to .10 per semester, I have not been able to visit all area high schools to market LPC and the AJ program. No amount of webpages or other means of social media outreach can take the place of high school visits. Unless and until this release time is restored, I do not envision more than one or two high school visits a year. Before this cut, I was able to get to **every** high school in Livermore, Pleasanton and Dublin at least once a year, and this included all*

continuation high schools. I even have had previous invites to Tracy high schools and to Sierra High School in Manteca. I no longer have the time to be able to do this.” (Emphasis Added)

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

A Public Safety Manager was hired to oversee the AJ, Fire Service Technology and Emergency Medical Service program.	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
	<input type="checkbox"/>	Community Partnerships/Outreach
	<input type="checkbox"/>	Curriculum*
	<input type="checkbox"/>	Enrollment Management
	<input type="checkbox"/>	External Factors
	<input type="checkbox"/>	Facilities,** Supplies and Equipment (Including Software)
	<input type="checkbox"/>	Financial/Budgetary
	<input checked="" type="checkbox"/>	Human Resources
	<input type="checkbox"/>	Learning Support
	<input type="checkbox"/>	LPC Planning Priorities https://goo.gl/LU99m1
	<input type="checkbox"/>	Pedagogy
	<input type="checkbox"/>	Professional Development
	<input type="checkbox"/>	Services to Students
	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Technology Use	
*Curriculum will also be addressed in Part 2 (Curriculum Review).		
**Facilities will also be addressed in Question H.		

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

Nothing. There is no time to do what is needed to make the program better due to the overwhelming non-instructional requirements that have been foisted upon program coordinators by the state legislature, chancellor’s office and district/college.	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
	<input type="checkbox"/>	Community

		Partnerships/Outreach
	xx	Curriculum*
		Enrollment Management
	xx	External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>I have had to reduce time/cancel classes as a result of non-instructional meetings, especially this semester. This impacts the student in that they do not receive the benefit of that class time lost and impacts me trying to adjust class schedules to make up for that lost classroom time.</p>	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrx	
		Community Partnerships/Outreach
	xx	Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
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		Pedagogy
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	Technology Use	

	*Curriculum will also be addressed in Part 2 (Curriculum Review).
	**Facilities will also be addressed in Question H.

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

See "D" above.	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
	Human Resources
	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
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Technology Use	
*Curriculum will also be addressed in Part 2 (Curriculum Review).	
**Facilities will also be addressed in Question H.	

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

Have all outlines up to date per Title V.	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	Community Partnerships/Outreach

	xx	Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
		Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
		SLO/SAO Process
		Technology Use
		*Curriculum will also be addressed in Part 2 (Curriculum Review).
		**Facilities will also be addressed in Question H.

G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>With the passage of Measure A and the board of trustees finalizing the first of the projects at LPC, the Public Safety Training Center is one of those projects so approved. This facility will combine Fire, EMT/Paramedic and AJ into one area. With the coming retirement of hundreds of officers over the next several years in the SF Bay Area, and the need for most communities to expand their police departments, the Regional Training Center (RTC) will be concentrating on hired (affiliated) recruits, which leaves self-sponsored recruits (non-affiliated) out of many future academy classes.</p> <p>This is a result of several issues, but mainly due to a concern about retirement benefits. Because of the 2013 changes in CalPERS and the County Retirement Act of 1937, employers, especially public safety employers, are losing officers as they reach their maximum retirement years of employment. The traditional plan gives an officer with 30 years on the job and over 50 years old a 90% retirement. The law created a new retirement tier and put into question many city and county public safety agencies retirement plans. To protect their vested interests, police officers, who, in an earlier generation, may have stayed on 5 or even 10 years after reaching their maximum time on the job and age, are now retiring as soon as their eligible. That statistic is hard to capture, but is talked about constantly among public safety executives.</p>		Mark an X next to each area that is addressed in your response.
		Definitions of terms: https://goo.gl/23jrxt
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
	xx	Facilities,** Supplies and Equipment (Including Software)
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		LPC Planning Priorities https://goo.gl/LU99m1
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	Technology Use	
	*Curriculum will also be	

<p>About a decade ago, the Alameda County Sheriff's Department approached LPC about a plan to start a modular academy at LPC, which would allow those who wish to attend a POST academy but cannot devote the time and money to an intensive format, such as the RTC. This would serve those in the community who are eligible to be peace officers, but cannot devote six-months to an intensive format because of family, work or other issues. With this new Public Safety Facility, LPC, for the first time, is in a position to offer such a program to non-affiliated students and those persons in the community who wish to be reserve peace officers and would not need a full academy.</p>	<p>addressed in Part 2 (Curriculum Review).</p> <p>**Facilities will also be addressed in Question H.</p>
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

N/A

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

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

The LPC AJ program is an inclusive two-year program, as indicated by the demographics, and allows students to transfer to four-year colleges and prepares them for the academic rigors of a POST basic training academy, which leads to employment as a peace officer in the state of California, thereby fulfilling CTE goals.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? XX yes ____ no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: AJ 54 – Investigative Reporting
Text of the CSLO , SAO, or PSLO: In the final exam report, the student will: Demonstrate the ability to take field and interview notes to complete a report; Explain the basic steps to interviewing a victim, witness and suspect and successfully write a preliminary investigative report based upon a given scenario.
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: I continue to use AJ 54 since it is a critical component to successful employment as a peace officer. The modifications to the course as a result of the continuing assessments have increased the student success rate.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? Like last year's PRU, I used AJ 54 as an example as I have been experimenting with a different method of delivery of instruction. In the second year, the results are continuing to show good improvement over previous semesters. While students in previous classes had good success, too many were either not grasping the concepts fully or failing out right. With the advent of this technology, along with modifications to the course to incorporate it, students understand more completely the critical components of a report such as "elements of an offense."

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO <i>Please note that I am retiring at the end of the 2017-2018 academic year. This should be the choice of my replacement. I would recommend though that the CSLOs for AJ50, Intro to AJ, be used for analysis as we are expanding it to three sections for the coming 2018 spring semester.</i>
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Yes, however, the Excel Spreadsheet in CurricUNET is inaccurate according to the Curriculum Committee and I know for a fact that three on the spreadsheet were updated recently, but the report does not reflect this.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

A proposed AA degree with a law enforcement emphasis is currently in the works. This degree would allow those newly graduated POST basic academy recruits to continue their education after the academy to receive an AA degree in Administration of Justice with an emphasis in law enforcement. We are also working to award certificates of completion to RTC recruit graduates by developing a capstone course at the academy to fulfill the state chancellor's requirements for such a certificate.

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

EMSI data projects **1018 annual Administration of Justice based job openings** between 2015-2018. EMSI data projects a total of **653 Administration of Justice based completers per year** from 2012 to 2016, **yielding a demand of 365 openings per year of the combined occupations** (SOC Codes). Geographic Coverage: Counties of Alameda, San Francisco, Alameda and Santa Clara.

(Source: EMSI;

https://w.economicmodeling.com/analyst/?t=2GYb1#h=8d12V&page=occupation_report)

Please note that the EMSI report ***only*** covers projected growth and does not take into account retirements and resignations. Public Safety, law enforcement in particular, hires in waves. For the past several years, those hired in the mid to late 1980s have reached their retirement age ***and*** years of service to maximize their retirements. Fewer officers than ever before are staying in the job after reaching retirement age and are opting to leave when they can. This creates a continuing need for new officers, beyond what is projected in the EMSI report.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Yes. The AJ Advisory Board meets twice a year (Fall Semester and Spring Semester) with representatives from the community, RTC and adjunct personnel. The next board meeting is October 19, 2017.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

Base Year: 2015-2016

Enrollments: LPC 1254; EastBay 1089; Entire Bay Area 1048; State 1157. LPC's enrollments exceed the EastBay, Entire Bay Area however not the State. To increase enrollment, ***active recruiting and marketing efforts*** must be done by me or someone from the college at the local high schools. This has not been done because, ***AGAIN, my coordinator release time was cut!*** LPC

Completions: LPC 22; EastBay 28; Entire Bay Area 45; State 49. LPC's completions do not meet

or exceed the EastBay, Entire Bay Area, and State. To increase completions, faculty will encourage students to complete paperwork to earn their certification/degree; faculty will encourage Student Services to effectively implement

DegreeWorks; With the advent of the AD-T/AS degree for AJ, the completion rate has increased markedly. However, I again make the same argument against the AD-T. It is not a true degree as the student is getting a bare-bones education in AJ compared to the traditional AA degree, 18 core units compared to the traditional 27 core units. However, because it “increases” success, it will be the degree that most students gravitate to so as to complete their two-year degree quicker.

LPC Transfer: LPC 16; EastBay N/A; Entire Bay Area N/A; State N/A. There are insufficient data to calculate this metric.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

There are insufficient data to calculate this metric.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Base Year: 2014-2015

Students employed in the Fourth fiscal quarter: LPC 90%; EastBay N/A; Entire Bay Area N/A; State N/A. There are insufficient data to calculate this metric.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

Base Year: 2014-2015

Increased Earnings: LPC \$28857; EastBay N/A; Entire Bay Area N/A; State N/A. There are insufficient data to calculate this metric.

Median Change in Earnings: LPC 29%; EastBay N/A; Entire Bay Area N/A; State N/A. There are insufficient data to calculate this metric.