

PROGRAM REVIEW Fall 2019

Program:	Administration of Justice
Division:	SLPC
Date:	October 21, 2019
Writer(s):	Michael McQuiston
SLO/SAO Point-Person:	Michael McQuiston

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.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. 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 has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

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 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The Las Positas College Administration of Justice Program is a Career Technical Education (CTE) program that serves to meet the needs of students seeking careers in the criminal justice field (e.g., law enforcement, corrections, the courts), private sector security and loss prevention, and related public service occupations, or those seeking professional development and career advancement.

The Administration of Justice program offers courses that lead to an Associate in Arts (AA) or Associate Degree in Science for Transfer (AS-T). The degree program helps prepare students for employment, transfer to a four-year college or university, or continuing education in the areas of corrections, law enforcement and security.

- Corrections includes work in probation, parole and in correctional institutions.
- Law enforcement includes work in police departments, sheriff's departments, the California Highway Patrol, Special Districts (e.g., BART Police, East Bay Regional Parks Police, etc.) and various federal agencies.
- Security personnel work for assorted private or public employers, including retail/commercial loss prevention, private security patrol and security guard services.

The Administration of Justice program also offers a California State Commission on Peace Officers Standards and Training (CA POST) certified Basic Peace Officer Academy (in

association with the Alameda County Sheriff's Office) for students seeking full-time employment in law enforcement. The Basic Peace Officer Academy program prepares students for direct job entry with a California law enforcement agency. A California POST Basic Academy Certificate is awarded upon successful completion of the POST Academy.

Administration of Justice program staff consists of a single, full-time member who serves as Program Coordinator and primary instructor for program. The program also has several adjunct instructors, all of whom are currently working or retired subject matter experts.

The Program Coordinator also serves as Club Advisor to the recently formed (Fall 2019) Administration of Justice Club. This student-run organization has multiple objectives: To promote the Administration of Justice Program at Las Positas College; Provide members with opportunities to network with justice professionals, to hear from guest speakers, tour institutions and facilities engaged in the administration of justice, participate in training exercises, and various other activities related to the American justice system; Promote student camaraderie and provide opportunities for leadership development; Provide members with opportunities to prepare for a career in, or increase understanding of, the administration of justice, and; Provide members with opportunities to serve the Las Positas College campus community and the community at large.

The Administration of Justice Program currently has high school articulation agreements for the following courses:

AJ 50 (Introduction to Administration of Justice) and AJ 61(Evidence)

- Amador Valley HS
- Dublin HS
- Foothill HS
- Granada HS
- Livermore HS
- TVROP

AJ 63 (Criminal Investigations)

- Dublin HS
- Foothill HS

AJ 54 (Investigative Reporting) AJ 60 (Criminal Law) AJ 68(Police Ethics & Leadership) and AJ 70 (Community Relations)

- TVROP Criminal Justice Academy

B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

As previously reported in the 2018-2019 Program Review, white student enrollments continue to decline as Latino student enrollments continue to trend upward (mirroring institutional patterns). 2018-19 data indicate the three highest enrollments by race-ethnicity: white (38%), Hispanic/Latino (37%), Asian (11%). Male students continue dominate program enrollments (72%), with 33% being 21 years old or younger, and 35% being 25-39 years old.

The historically flat numbers for African American (4%) and female (28%) students remain unchanged and both groups remain underrepresented among Administration of Justice students. Course success rates of African-American students however, have steadily increased from 79% (2013-14) to 88% (2018-19). By comparison, white student course completion rates are currently 90% (2018-19).

An analysis of data provided by the Office of Institutional Research and Planning reveals no significant trends in student enrollment status, gender, age, use of distance education, educational level, or grade distribution. This is consistent with findings reported in the last Administration of Justice Program Review.

The Administration of Justice Program continues to award a significant number of degrees among CTE programs and generally among the various fields of study offered at the college. The amount of AS-T degrees awarded continues to trend upward while the AA degree declines in popularity. The number of Associate Degrees for Transfer (AS-T, both GE and IGETC) awarded during the 2018-19 academic year was 26, while AA degrees numbered 9.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Administration of Justice head count and total enrollments:

Term:	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Student Headcount:	490	433	407	497	412
Total Course Enrollments:	596	498	475	574	466

For labor market data see Section Four: CTE Updates.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

Marketing/Outreach materials: The Administration of Justice program tri-fold brochure and website have each been updated and video vignettes about the program are currently under development. Largely through the efforts of our CTE advocate, LPC hosted two Public Safety Job Fairs (Fall and Spring) during academic year 2018-19. Additional program equipment was purchased for use in multiple courses.

The program has effectively increased networking and coordination with our partners at the Tri-Valley Regional Occupational Program (TVROP). Two articulation agreements with TVROP (AJ61 & AJ50) were also updated/renewed during the period reviewed.

The TVROP Justice Academy continues to utilize LPC as a classroom site. This program represents a significant step in providing a "pipeline" from K-12 to college, to subsequent employment in the criminal justice field. The TVROP Justice Academy program is populated by high school juniors and seniors who earn concurrent college credit while in the justice academy. It is intended that many of these students will subsequently move into one of the AJ degree programs upon graduation from high school.

The program continues to prepare for the imminent transfer of the Instructional Service Agreement (ISA) with the Alameda County Sheriff's Office to Chabot College. Moving the ISA to Chabot College will likely have a significant impact on the number of LPC FTES. See short-term planning under Item G below for information regarding plans currently underway to meet this challenge.

Program mapping was recently completed with the assistance of the LPC Counseling Department. A thorough examination of current program course offerings was undertaken to de-conflict class scheduling variation by time of day and day of week, as well as mapping out a specific semester by semester course pathway and program specific advising notes. This is a critical first step in completing the Guided Pathway framework.

The program continues to pursue a relationship of mutual concern with National University (NU). As envisioned, an agreement with NU would allow LPC Administration of Justice Program courses to articulate with NU, thereby allowing LPC graduates the opportunity to transfer to a WASC Senior College and University Commission accredited bachelor's degree program that takes place (in whole or part) on the LPC campus. Articulation agreements are currently under development and a draft Memorandum of Understanding establishing terms and conditions for

NU to offer educational programs/classes conducted at the Las Positas Campus is under consideration. This undertaking has been presented before the LPC Academic Senate and was well-received by those present.

The Administration of Justice program at LPC has recently been approved by the Board of State and Community Corrections (BSCC) as a California Standards and Training for Corrections (STC) training provider. Initial work has begun with BSCC to develop a Probation Officer Core Course at LPC that would serve as entry level training for California probation officers.

The Program Coordinator attended the Dronitek Drone Flight Academy, a two-day remote pilot course for unmanned aerial systems, and the 2019 Bay Area Drone Symposium, hosted by Santa Rosa Junior College. These actions were taken to advance an intent to begin incorporating drone technology into our curriculum.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources	X	Pedagogy		Student Equity
X	External Factors		Learning Support	X	Professional Development	X	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

Effective outreach and marketing of the program has been difficult, as has attendance at discipline specific conferences and regional professional meetings (e.g., Bay Area Training Officer Association, etc.). Much energy has been focused upon improving systems currently in place with regard to the ISA with the Sheriff's Office and on mitigation planning for the negative impacts of the loss of the ISA. Meetings and interaction with stakeholders, industry partners, potential partners, state regulatory agencies, and LPC staff have consumed large amounts of staff time and attention.

Development of new course offerings such as a modular police academy hosted at LPC, have taken a back seat to other shorter-term initiatives however, some progress toward this goal has been made. AJ01, the Basic Academy Modular Level One has been approved. Curriculum for a PC 832 Arrest & Firearms Course is also being developed.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Administrative support for the three public safety disciplines (AJ/FST/EMS) has been inadequate to meet the needs of the Administration of Justice program. An Administrative Assistant for public safety is currently under consideration and would greatly assist efforts to improve program capacity.

Similarly, program coordinator release/reassigned time remains at 2 CAH per semester. Insufficient coordinator release time has been a consistent theme presented in the last three Administration of Justice Program Reviews. The reduction of release/reassigned time results in reduced time allotted for meeting the demands of curriculum development and/or modification to align with external regulatory requirements, attendance at discipline specific conferences and regional professional meetings, effective discipline plan development, and developing processes to facilitate ongoing meaningful assessment of SLOs, particularly among the program's adjunct faculty. Increasing this time would also be instrumental in providing opportunities for outreach and improving program growth potential.

The Public Safety Complex currently under development on the east end of the campus will not support the anticipated growth of the Administration of Justice program over the next 3-5 years and will create a need for additional instructional facilities. For example, the addition of a modular format police academy will present facility issues (e.g., range, driving, equipment storage, security, etc.). Community collaboration and partnerships will be key to the success of initiatives to expand the quantity and type of courses offered.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
X	Course Offerings	X	Financial/Budgetary	LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	X	Human Resources	Pedagogy	Student Equity
X	External Factors		Learning Support	Professional Development	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Continue to participate in the Public Safety Complex/Advanced Manufacturing and Transportation (PSC/AMT) user group as we work toward creating a multi-functional educational facility for our students.

Participate in the design and implementation of a Public Safety Summer Youth Camp in Summer 2020 to provide career path exploration for high school students.

Continue to pursue an agreement with National University as described in Section 1, Item D above.

Develop processes to facilitate ongoing meaningful assessment of Course and Program SLOs with the active participation of adjunct faculty.

Develop and offer AJ50, Introduction to Administration of Justice, as our program's first Distance Education (DE) course.

Perform a thorough evaluation of program offerings and course curriculum to ensure the present

and future needs of our students are being served. Specifically, explore the possibility of aligning the A.A. degree with the California POST Basic Academy and any future Basic Modular Academy so that students can receive state POST certification concurrent with the completion of a college degree.

Implement the incorporation of unmanned aerial systems (drone technology) into the Administration of Justice curriculum. Advocate and support the same with other disciplines.

Explore the prospects of developing a student appearance program wherein current Administration of Justice students (perhaps via the AJ Club) serve as ambassadors at high schools by providing presentations that promote and stimulate interest in criminal justice careers.

Continue the development of a Probation Officer Core Course as described in Section 1, item D above.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources	X	Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development	X	Technology Use

H. 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).

Continue to partner and grow significant relationships with law enforcement, probation, and corrections agencies in order to offer short-term core courses and professional development courses. Utilize the new Public Safety Complex facility as a regional resource for criminal justice agencies wishing to partner in hosting agency in-service training and professional development.

As course offerings expand in number and type, there will be a need for additional full and part-time faculty; academies in particular each require a full-time coordinator. Make appropriate recommendations via discipline plan to allow for increase in number of faculty.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes no

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

The LPC Administration of Justice program continues to meet or exceed our program-set standard for successful course completion. Target: 79% Success: 84%
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B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only):
SLO or SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known): The program did not use course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students.
Discuss your action plan for the future: SLOs for program courses were updated during October 2019, to include updated language and the addition of multiple new SLOs for courses.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:

Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known): The program did not use program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement.
Discuss your action plan for the future:

D1. SLO/SAO Progress Review:To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

The Administration of Justice program is up to date with the creation of SLO/SAOs.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none"> • Ensuring eligible students receive financial aid, if desired • Removing barriers that hinder students from moving toward their goals • Offering additional information and support about educational pathways • Offering academic support that increases English/math completion in the first year • Enhancing career readiness through coursework • Increasing completion of degrees and certificates • Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

N/A

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

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*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

N/A - However, refer to IR Data Review in Section 1, Item B above for continuing improvements in Administration of Justice course success rates for our African-American students.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Racial inequality and systemic racial bias in the American criminal justice system, whether documented or anecdotal, continue to impact the educational and occupational choices of African-American students, particularly those who might otherwise consider the Administration of Justice program to help them meet their goals. Increased social awareness of these issues can result in a "double-edged sword" effect of both positive and adverse consequences; the adverse being lower student interest in this field of study.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

None.

**Section Three: 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.

All Administration of Justice courses are currently up-to-date.

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.

N/A

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.

The Administration of Justice program currently offers no Distance Education (DE) courses. Future plans include developing and offering AJ50, Introduction to Administration of Justice, as our program's first DE course.

Section Four: 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 represent a training need that is not duplicated 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).

The Administration of Justice program does indeed continue to meet a documented labor market demand. An overview of occupational job growth for the period 2019-2028 projects 7.7% growth in our region alone (Alameda, Contra Costa, San Francisco and Santa Clara counties). This 7.7% growth means an additional 918 jobs in the region over that period. The majority of these are in police and sheriff's patrol officer positions (912 jobs/8% growth).

In comparison, national growth in the occupation is projected to be 5.9%, representing several thousand additional jobs outside our region.

These occupational growth numbers do not take into consideration occupational hiring to meet attrition rates of law enforcement personnel due to injury, retirement, job change, etc. Consequently, it is important to note that anecdotal evidence of numerous employment opportunities exists in the form of ongoing recruiting and hiring efforts of local agencies. For example, the San Jose Police Department is attempting to hire 180 officers per year for the next 5 years. Evidence of these types of hires may be found in regional occupation overview data which indicates that from January 2019 through August 2019 there were approximately 2 hires for every 1 job posting.

Police officer wages in our region continue to be nearly twice the national median: \$57.90/hr (region) versus \$29.58/hr (national). As indicated in items #C2 and C3 below, employment of our students in these remunerative jobs exceeds East Bay, Bay Area and California medians, and represent increases in student earnings (C4 below).

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

The Administration of Justice program has endeavored to comply with recommendations of our advisory board. The most recent example of this comes from our Spring 2019 meeting wherein the board recommended we include information on mental health and de-escalation into our curriculum. Mental health, specifically Crisis Intervention Models, are now incorporated into AJ64, as are de-escalation strategies and techniques. Students are provided an opportunity to demonstrate understanding of, and proficiency in use of these skills, with our recently purchased MILO Range Simulator.

For a number of reasons, the advisory board has advocated a physical separation of public safety programs from other disciplines in the design of the Measure A funded Public Safety Complex project. This recommendation has been generally met during the site selection and design of the new facility.

Advisory board members have also expressed a manifest need for emergency vehicle operations course (EVOC) instruction in the region with current demand from both public and private agencies surpassing available facility capacity. The college was not able to meet this need with the limited funds available for construction of the public safety complex.

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?

The Administration of Justice Program does meet regional medians for course enrollments but is only slightly lower than the state median.

Number of course enrollments: 1,254.

Microregion (East Bay) Median: 1,254

Macroregion (Bay Area) Median: 1,254

State Median: 1,321

The Administration of Justice Program does not meet the regional or state medians for completions.

Number of course completions (degree or certificate): 22.

Microregion (East Bay) Median: 34

Macroregion (Bay Area) Median: 48

State Median: 54

The Administration of Justice Program exceeds the regional or state medians for students who transferred.

Number of student transfers: 78

Microregion (East Bay) Median: 69

Macroregion (Bay Area) Median: 77

State Median: 69

For both enrollments and course completions, increased outreach and marketing would likely have a positive effect on each 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?

The Administration of Justice Program exceeds the regional and state medians for students gaining employment in their field of study.

Percentage of students employed in the second fiscal quarter after exit: 92%

Microregion (East Bay) Median: 87%

Macroregion (Bay Area) Median: 82%

State Median: 77%

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?

The Administration of Justice Program exceeds the regional and state medians for student employment rates after leaving the college.

Percentage of students employed in the fourth fiscal quarter after exit: 90%

Microregion (East Bay) Median: 86%

Macroregion (Bay Area) Median: 80%

State Median: 75%

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?

The Administration of Justice Program exceeds the regional and state medians for increased student earnings and median change in earnings.

Percentage of median change in earnings:32%

Microregion (East Bay) Median: 26%

Macroregion (Bay Area) Median: 24%

State Median: 28%