Las Positas College
PROGRAM PLANNING UPDATE (Instructional) AY 2015-2016

Name of Program	Division	Author(s)
Administration of Justice	STEMPS	Mark Tarte

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.

2. The planning should be for the academic year 2015-2016.

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. Please use your program's catalog rubric and this format when naming your document:

<div align="center">

Rubric INS PPU 15_16

e.g., ESL INS PPU 15_16

</div>

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.

5. 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.

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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.

8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. STUDENT LEARNING OUTCOMES

Review of academic years 2012-13 and 2013-14

SLO Assessment Review

Review your program's SLO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in student learning. Identify results that indicate a need for improvement.

> A constant theme running through most course SLOs are those students who fail the course. Inevitably, three things are noted: Lack of English skills in the police writing courses, lack of attendance and lack of turning in assignments in this and other AJ courses. If these three things were reduced or eliminated, the success rate for AJ, already above a combined 75%, would be even higher.

2. Discuss how distance education courses assessment results compare to face-to-face courses, if applicable? (*Respond to this question if your program has distance education courses*.)

> N/A

3. Discuss how your discipline, or someone in your discipline, made changes in pedagogy as a result of SLO assessment results.

> I have made those changes necessary to certain courses to ensure "best practices" are used in my courses. I have encouraged all adjuncts to do the same.

4. Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

> N/A

5. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?   YES ☐   NO ☒

   If yes, please explain.

> Click here to enter text.

SLO Process

1. Describe how your program reaches consensus when writing student learning outcomes that are used in multiple sections.

   My program offers only one section of each course.   ⊠

   > As a one-person department, I am responsible for the SLO creation for all courses. I then forward the draft SLOs to the individual instructors for their input and incorporate those suggestions into the final SLO.

2. Describe how your program reaches consensus when developing and evaluating assessment results for student learning outcomes that are used in multiple sections.

   My program offers only one section of each course.   ⊠

   > Assessments are done with the assistance of the adjunct instructors for their courses but I am responsible for getting each course assessed.

3. What methods does your program use for documenting SLO related discussions? Check all that apply.

Program emails   ⊠

Program meeting minutes/agendas   ☐

Blackboard/other website   ☐

Other (please describe):   ☐

> Click here to enter text.

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

> Click here to enter text.

B. Program-Set Standard for Successful Course Completion Rates

Your program-set standard for successful course completion rates (i.e., number of grades of 'A', 'B', 'C', 'CR', and 'P' divided by total grades) is calculated by averaging successful course completion rates for your program over a five-year period and then multiplying that result by 95%.

In order to determine if you have achieved your program-set standard for successful course completion rates for a given year (e.g., 2012-13), you will need to assess if your program met or exceeded 95% of the previous 5-year average (i.e., 2007-08 through 2011-12) for your program; these calculations are done for you (*see links below*).

1. What was your program-set standard for successful course completion rates in 2012-13 and 2013-14?

	Program-Set Standard for successful course completion	Did you meet your program-set standard? (Yes or No)
2012-13	http://tinyurl.com/mmfwqfe	Yes. Set rate at 76%, Success rate was 78%
2013-14	http://tinyurl.com/q6dah55	Yes. Set rate at 75%. Success rate was 83%

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

> N/A

C. Curriculum Review

1. Review your program's current curriculum. If applicable, describe any internal or external impacts which will affect your curriculum plans for 2015-16.

> Course updates for certain courses to meet the state C-ID requirements for the ADT are in progress. All courses have been reviewed and have been or are being updated to ensure the curriculum is up-to-date with the latest practices and legal decisions in the criminal justice field.

D. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> Yes. Two adjunct instructors retired. They have not been replaced, but the pool on current part-time instructors is large enough to cover the scheduled course offerings.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

> N/A

3. If applicable, describe how the changes indicated in 1 and 2 have impacted student learning?

> N/A

E. Other information pertinent to the program

> N/A

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

> Once again, program goals were placed on hold due to budget. As we are getting back to previous course offerings and enrollments, once those are in place, the previous long-term goals for AJ will be revisited.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SLO assessments. NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. As a guideline, each program should be assessing 25% of its courses every semester.

    1. How does your program plan to use assessment results for the continuous improvement of student learning? Examples might include (Your responses may vary.):

        - changing number of units/lab hours

        - changing pedagogy/curriculum

        - changing assessments

    > Every course in AJ and at the ACSO/RTC that has been presented in the last three years has had at least one assessment. SLOs are at 100%. Assessments should be at 100% at the end of this semester. At this time, assessments indicate that student success is meeting or exceeding the set rate for success. Most courses offered at LPC for AJ is evaluated by student satisfaction surveys to gauge their success, or not with students.

    2. Have your assessment results shown a need for new SLOs?   YES ☐   NO ☒
        If yes, in the table below, state the number of courses in your program and estimate the percentage of courses for which your program will write new SLOs.

Number of Courses	Estimated Percentage for which new SLOs will be written
Click here to enter text.	Click here to enter text.

    3. What percentage of courses will your program assess in the next academic year (2015-16)?

    100%

    4. In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program and the percentage of them who are likely to participate in the SLO process in 2015-16.

Estimated Number of Part-time faculty	Estimated Percentage who will participate in the SLO process
4	4

4. Curriculum

   a. Considering the criteria of relevance, appropriateness, achievement of course objectives, currency, and future needs and plans, will your program be making any changes to **existing** curriculum to address any of these criteria? If yes, please describe the changes and your program's reasons for the changes. Please provide any data which supports your program's reasons for the changes to your curriculum. Include a discussion of how the changes will improve student learning.

Curriculum changes are taking place on selected AJ courses to come into alignment with the C-ID requirements.

   b. Will new curriculum be submitted to the Curriculum Committee for the academic year 2015-2016? If yes, please describe briefly what new curriculum is planned and the rationale for the new curriculum. Please provide any data which supports your reasons for the new curriculum. Include a discussion of how the changes will improve student learning.

A long term plan was to have a legal studies course as well as

5. General Program Planning

   Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

Click here to enter text.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.

- Provide any data or evidence which supports this request.

A. Enrollment Management

   1. Request: New FTEF. Indicate amount being requested.

> N/A

2. Rationale for request(s).

> Click here to enter text.

B. Human Resources

1. Request: New or replacement faculty position(s).

> N/A

2. Rationale for faculty position request(s).

> Click here to enter text.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

> Click here to enter text.

4. Rationale for classified staff position request(s).

> Click here to enter text.

C. Financial

1. Request: Maintenance of, or increase in, existing program budget (e.g., for supplies, etc.).

> A restoration of the annual $1500 AJ budget would assist in updating the video library and purchasing replacements of various teaching aids (red guns, practice handcuffs, etc).

2. Rationale for financial request(s).

> If has been over four years since AJ's budget was cut, then ultimately eliminated. The restoration of the funds would allow an upgrade in teaching materials and tools with very little expense.

D. Technology (software only – discuss hardware in section E)

1. Request: Upgrade existing software or purchase new software.

> N/A

2. Rationale for technology request(s).

> Click here to enter text.

E. Facilities, Equipment (include technology hardware), and Supplies

1. Request: Renovation or upgrade of existing facilities or new facilities.

> N/A

2. Rationale for facilities request(s).

> N/A

3. Request: Upgrading of existing equipment or purchase of new equipment.

> A 2010-11 Ford Crown Victoria police car is being tentatively donated to the AJ program for use in AJ 64, Patrol Procedures and other AJ programs. This will require some equipment and paint modifications. The actual cost is unknown at this time.

4. Rationale for equipment request(s).

> This patrol car has been in every program review and update for 10 years. It is necessary to teach several different AJ courses.

5. Request: New supplies

> A VHS/DVD converter.

6. Rationale for supplies request(s).

> This is needed to convert about 100+ videos from the VHS tape to the more stable DVD format.