College of San Mateo

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Instructional Program Review

Program Name: **Administration of Justice**
Program Contact: **Brunicardi, Michael**
Academic Year: **2013-2014**
Status: **Submitted**

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1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, **5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The Administration of Justice Program prepares students for careers in and related to the criminal justice system, including law enforcement, corrections, social services, probation, and the law. We continue to promote academic excellence and improve student success. The comprehensive curriculum is keeping pace with the ever changing laws of our land to ensure that our students are informed and engaged citizens. The ADMJ classes are taught in such a way that the students come away with not only a better understanding of how our criminal justice system works as a whole but how to analyze and examine it critically. (CSM Mission Statement #1 and #2)

Our faculty lists experts in the field with vast experience as prosecuting attorneys, defense attorneys, high level law enforcement command personnel, and proven criminal forensic scientists. Through the broad range of experience of the faculty and exposure to professional personnel from the criminal justice system, our students obtain unique viewpoints in the practical application of the law in multiple areas of the criminal justice system. (CSM Mission Statement #3)

Students attending the AJ program bring grand diversity, just as is found throughout the Bay Area.   We enjoy many cultures with a vast diversity with multiple perspectives. Part of our curriculum examines the complex issues related to racism and prejudice in our communities today. We foster a safe learning environment that encourages the exchange of ideas that promotes equal opportunity. (CSM Diversity Statement)

The Administration of Justice program's Associate in Science Degree for Transfer/SB 1440 curriculum centers around high quality academic excellence that is relevant to ensure and enhance transfer services. Our focus is on developing critical thinkers who are engaged in the established student learning outcomes which promotes student success. We have discovered a unique collaboration between the current career opportunities and upper level education that enhances our students towards sound professionalism. (Institutional Priorities #1, #2 and #3: Five in Five College Strategies CTE and Transfer #5).

CSM's Administration of Justice program is the only college in the District certified by the California Commission on Peace Officer Standards and Training (POST) to offer PC832 Training and the Regular Basic Course Modules III and II. This program develops a partnership with the law enforcement community in our county, and gives us the opportunity to better serve those who live, work and play in our local neighborhoods.

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2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

The updated curriculum and SLO's for the Administration of Justice program took effect in the fall of 2012. The SLO assessment results for courses can now focus on trends and discuss areas identified as 'in need of improvement' with comparisons to the spring 2013 and fall 2013 SLO assessment results. The program has identified a minimum threshold of 75% student success as our overall goal. Some courses were only taught once per year. Additionally, some courses are taught both in the day and during the night. The night classes offered rotate from semester to semester.

ADMJ 100 (Introduction to Criminal Justice) has six specific SLOs. The fall 2012 student success rate was 85.7% with 28 students assessed. In comparison, the spring 2013 student success rate was 79.9% with 24 students evaluated. The average student success rate for both semesters is 82.8% with 52 students evaluated, which falls well within our minimum set standard.

ADMJ 102 (Principles & Procedures of the Criminal Justice System) has four specific SLO's. The fall 2012 (day) student success rate was 83.9% with 31 students evaluated. The fall 2012 (night) student success rate was 87.5% with 18 students evaluated. The spring 2013 student success rate was 95.6% with 34 students evaluated. The fall 2013 student success rate was 94.7% with 33 students evaluated. The combined student success rate from all four noted classes is 90.4% with 116 students evaluated, which falls well within our minimum set standard.

ADMJ 104 (Introduction to Criminal Law) has five specific SLOs. The fall 2012 student success rate was 92.4% with 37 students evaluated. The spring 2013 (day) student success rate was 86.8% with 38 students evaluated. The spring 2013 (night) student success rate was 88.8% with 25 students evaluated. The fall 2013 student success rate was 73.3% with 6 students evaluated. The instructor for the fall 2013 class subsequently retired from teaching and only 6 students were evaluated. The combined student success rate from all four noted classes is 85.3% with 106 students evaluated, which falls well within our minimum set standard.

ADMJ 106 (Legal Aspects of Evidence) has three specific SLO's. The fall 2012 student success rate was 97% with 33 students evaluated. The spring 2013 student success rate was 87.3% with 34 students evaluated. The fall 2013 student success rate was 92.6% with 27 students evaluated. The combined student success rate from all four noted classes is 92.6% with 94 students evaluated, which falls well within our minimum set standard

ADMJ 108 (Community Relations and the Criminal Justice System) has three specific SLO's. The spring 2013 student success rate was 99.2% with 44 students evaluated. The fall 2013 student success rate was 96.6% with 29 students evaluated. The combined student success rate from both classes is 95.9% with 73 students evaluated, which falls well within our minimum set standard

ADMJ 120 (Criminal Investigations) has three specific SLO's. The fall 2012 (days) student success rate was 99.2% with 33 students evaluated. The fall 2012 (night) student success rate was 93.3% with 34 students evaluated. The fall 2013 student success rate was 99.3% with 36 students evaluated. The combined student success rate from the three noted classes is 97.3% with 103 students evaluated, which falls well within our minimum set standard.

ADMJ 125 (Juvenile Procedures in the Criminal Justice System) has six specific SLOs. The fall 2012 student success rate was 91.9% with 27 students evaluated. The fall 2013 student success rate was 94.2% with 37 students evaluated. The combined student success rate from both classes is 93.1% with 64 students evaluated, which falls well within our minimum set standard.

ADMJ 185 (Introduction to Criminal Forensics) has five specific SLOs. The fall 2012 student success rate was 91.9% with 27 students

evaluated. The fall 2013 student success rate was 86.9% with 23 students evaluated. The combined student success rate from both classes is 89.4% with 50 students evaluated, which falls well within our minimum set standard.

SUMMARY COURSE SLOs SUCCESS RATES:

The combined student success rate from the eight listed ADMJ classes is 90.9% with a total of 658 students evaluated. This is a very successful trend and we do not see an area in need of immediate improvement.

SLO SURVEY OF CERTIFICATE APPLIANTS:

As noted in PRIE (July 2013) 6 students were surveyed relative to the four rating areas concerning the Certificate of Achievement in the Administration of Justice program. All results were positive with no identified trend in need of improvement.

B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

The Administration of Justice Program (ADMJ) in under the umbrella of Business and Technology and does not include the Police Academy. The Police Academy is a separate entity that is run by the South Bay Regional Training Consortium. Therefore, the Police Academy and the South Bay Regional Training Consortium is not reflected in this reporting section.

The ADMJ program courses are aligned with the Transfer Model Curriculum (TMC) as prescribed in SB1440. We believe this makes it easier for ADMJ students to transfer to various CSU disciplines and will keep our success and retention rates steady.

The 'Student Success and Core Program Indicators' (Academic Years 2010/11 to 2012/13) continue to reflect high success rates and high retention rates in the Administration of Justice Program. The 10/11 school year noted 679 students with an 81.9% success rate. The 11/12 school year had 660 students with an 84.7 success rate. The 12/13 school year reflects 626 students with an 83.1 success rate. The student withdraw rate was in single digits each year 8.1% (10/11), 7.7% (11/12), and 7.5% (12/13). The three year average enrollment is 655, with an average 83.2% success rate and a 7.8% withdraw rate.

The ADMJ program is rich in ethnic diversity. The collective three year diversity breakdown is as follows: 42% Hispanic (83% success rate), 25% White (88% success rate), 6% Asian (87% success rate), 5% Filipino (74% success rate), 4.5% Black (74% success rate), and 3% Pacific Islander (71.3 % success rate). This breakdown in ethnic diversity is in line with the San Mateo County 2010 Census Data which is as follows (42% White, 25% Latin, 24% Asian, and 3% Black). All the noted success rates are positive; however it is clear that the Filipino, Black, and Pacific Islander success rates are 10% lower than the Hispanic, White and Asian success rates. This may indicate the need for outreach and collaboration with resources offered through Student Support Services & Special Programs. Informally, we find that many of our ADMJ students are bilingual. The law enforcement community is striving to hire law enforcement personnel who are bilingual to meet the needs of the San Mateo County communities.

There have been more male students (54%) than female students (44%) in the ADMJ program over the last three school years. The difference is only 10% which is very promising toward gender equality. The ratio of gender difference is consistent with that of the entire CSM population. Gender inequality is still a defining aspect of law enforcement, even in today's world of slowly increasing employment fairness. Women comprise only a small percentage of sworn officers in local law enforcement agencies across the nation even though their presence in the world of policing dates back 40 years (US DOJ: COPS MAGAZINE). This trend is changing as women law enforcement officers are receiving recognition and presence. San Mateo County is a grand example of the changing trend as two police chiefs in the county are women (Brisbane & San Mateo).

Age diversity has been consistent over the last three rated years. 20-24 year olds is the largest category at 50%. 19 and under age group is second with about 22%. The third age group is 25-29 at about 12%. The remaining 15% attendance groups are divided equally between the 30-34, 35-39, and 40-49 age groups. Most law enforcement agencies will not hire sworn personnel who are less than 21 years of age.

SUMMARY:

The enrollment numbers and percent of success rate clearly indicate that the ADMJ program continues to experience high retention rates and a high success rate. These rates have been consistent for the past three years. The ADMJ program embraces diversity and the gender difference is only separated by a few percentage points. It would seem the ADMJ college index reports are in line with the San Mateo County community and the overall CSM index.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

This category is not applicable as the ADMJ program does not have a distance education component.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

The student enrollment numbers (in-chair head count) in the ADMJ program remained high and steady over the last three academic years. The ADMJ program is not offered during the Summer Term so our evaluation is based on fall to spring terms of 2010/11, 2011/12, and 2012/13. There was no full time equivalent faculty in the program until fall 2012. The classroom teaching FTEF rate was 2.1 in 2010, 2.1 in 2011, and 1.9 in fall 2013. The LOAD levels for the ADMJ program remained high for all three school years noted. The three year average was 591 which is well above the state noted standard of 525. With our LOAD level high, our retention percentage in the 90s, and our success rate percentages in the mid-80s, our overall efficiency principle is simply outstanding.

The ADMJ three year averages for full time equivalent students are 36. Students taking the ADMJ major courses are focused on higher education, preparation for POST-certified training courses, or skills development. Vocations relative to law enforcement are obvious, however there is cross over into careers in probation, counseling, social services, and disciplines in areas of Sociology and the Humanities.

Course offerings have been modified since the Transfer curriculum took effect to ensure a beneficial rotation of courses for both day and evening students. A rise in the load is expected with the addition of the POST Module III and Module II courses. The renewed POST program is projected to begin in fall 2014 term.

There are no plans to change how courses are offered at this time.

3. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

The student populations within the ADMJ program are consistent. We continue to enjoy a high success rate and no negative trends have been identified. We are in line with our training partners through our advisory committee in the SMCoLETMA.

For calendar years 2011 through 2013, we were unable to meet the needs of students who wished to participate in the POST Modular

Training Courses (Module III and II). A state-wide regulated mandate by POST, effective January 1, 2011, required POST presenters of the Regular Basic Course curriculum to have a coordinator on-site during instruction to oversee the program. CSM had no such person. CSM hired one full-time FTEF in the fall of 2012 as an instructor in the ADMJ program and as a future coordinator to re-introduce the Modular Format at CSM. The full-time FTEF was certified as a coordinator in October of that same year and has developed a work plan to once again establish the CSM POST Modular Format program.

Unfortunately during the same time frame, fall 2012 semester, our training partner, South Bay Regional, discontinued their Modular Format program. This left nowhere for students to attend these courses and complete the Regular Basic Course on a part-time basis. This left students with no choice but to travel outside of this region for their training.

The Administration of Justice department is planning to start offering Module III and Module II courses again, targeting the fall of 2014 term. Logistics and the identification of POST Certified instructors for the program have stalled the start of the program. CSM is still certified by the State of California (POST) to present the courses. Additionally, the ADMJ Program Services Coordinator (Michelle Schneider) is an active member of various committees facilitated by POST and populated by trainers throughout the state to update and improve the training of peace officers in California. Her participation not only gives CSM advanced warning of changes coming to the POST courses, but introduces CSM to the state wide law enforcement training community and allows for beneficial networking.

The ADMJ Associate in Science Degree for Transfer/SB1440 is predicated on the Transfer Model Curriculum. This wonderful addition allows for a seamless transition for the California State University systems. It is essential for the department to stay up-to-date with any changes or updates.

The ADMJ program prepares students for jobs in the field of criminal justice. From the expertise of the faculty and the exposure to professional personnel from within the justice system, students can expect to be prepared for a career in various fields in law enforcement as well as corrections, social services, probation, and law.

Workforce development and employment opportunities in law enforcement have grown considerably since the downturn in 2008. As noted in Section III, A-1, the demands for hiring trained law enforcement personnel has increased to fill vacancies from retirements and transitions. Cities throughout the Bay Area are starting to hire and train police officers to meet the safety staffing levels necessary in our communities. San Mateo County law enforcement agencies are no different. Additionally, the construction of the new jail facility in Redwood City has the Sheriff's Office gearing up to hire corrections personnel. The ADMJ program will stay in contact with our county local agencies, to ensure we are helping to meet their needs for personnel development.

4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The new transfer program curriculum was introduced in the fall of 2012. The SLO successful completion rate was tabulated from the review of student surveys at 90.1%. This was consistent with last year's review which was at 90%.

A new full-time ADMJ instructor/coordinator was hired in August of 2012. That coordinator/instructor was sent to the required California POST coordinator certification training in October of 2012. The Modular program was originally projected to begin in the fall of 2013. Current best practices were examined and compared with past Modular Training procedures and the needs for changes in some areas were identified. For example, the ADMJ program will no longer provide firearms for students in the program.

Additionally, former CSM Modular instructors were no longer active faculty members which left many vacancies for instructors. As a side note, each POST Modular instructor must be certified by POST (AICC) in order to teach the curriculum. Additionally, special skills

instructors must also have specific instructor certification (1070) for critical areas such as firearms, arrest and control, chemical agents, etc. The unforeseen shortfalls caused the program to be postponed to the fall of 2014.

Recently the POST Modular training curriculum was updated with no charges and approved by the CSM Committee on Instruction. The ADMJ coordinator/instructor partnered with Human Resources for the San Mateo County Community College District and crafted a job announcement flyer for the Administration of Justice Instructor (POST Modular Instructor), an Adjunct Faculty Position (Announcement No. 4H4411-011314). The 'open until filled' flyer was posted on January 13, 2014. The requirements and desirable skills and abilities were noted and we are currently reviewing candidates. This program may once again be delayed if we fail to receive qualified applicants to fill the programs instructional needs.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. [**Note**: Specific plans to be implemented in the next year should be entered in C of the Planning section.
CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

As was reported in last year's review, according to the U.S. Department of Labor, Bureau of Labor Statistics, employment in the field of law enforcement will grow by 7 percent from 2010 to 2020. Related fields will grow by 11%. Renewed City and County funds and resources have allowed for additional public safety personnel to be hired. The real or perceived fear of crime has led to the demand for public safety, which has resulted in new openings for law enforcement positions in local departments. This is a factual basis and verified in the recent data research into the public employment job board (CalOpps). The approval of a new jail facility in San Mateo County has found it necessary for our Sheriff to recruit new corrections personnel. Related protective service occupations (probation, parole, private security, and support service's needs) are projected to grow by 11 percent during the same time frame.

Some agencies in our county continue to experience a high turnover rate, and many agencies project retirements, which make opportunities more plentiful for qualified applicants. Qualified applicants with associate and bachelor degrees that have successfully completed the POST basic police academy are the most attractive to local agencies. Additional emphasis is on applicants with bilingual skills.

The Administration of Justice program at CSM is unique to the community as we are the only institution that offers an AS, AS-T, and CA program that will soon include a POST Certified Modular III and Modular II off business hours program. Additionally, we are also the only college in the area that has one of the premier Regular Basic Police Academy's located on our campus.

ADMINISTRATION OF JUSTICE: The major courses of the ADMJ program are aligned with the Transfer Model Curriculum (TMC) as described in SB 1440. The core curriculum and subsequent lesson plans continue to emphasize students' success completing Student Learning Outcomes (SLO's), and developing critical thinkers. Our SLO analysis for the students in our program continues to note a very high rate of success. We will emphasize this continued success while developing and updating the following areas over the next six years.

The CSM ADMJ program boasts many "experts" in the field of law enforcement, court procedures, investigations through forensics, first responders, critical incident responders, and much more. Our faculty team has the ability to take the letter of the law and provide a practical application to society. Our program applies to many of today's job opportunities. Law enforcement is indeed one direction, however many students find our program a great foundation for different directions such as Probation, Parole, Corrections, Crisis Counselors, Community Outreach Programs, and any calling which requires providing exceptional customer service coupled with critical thinking skills. Additionally, our program is also a grand foundation to continue education in Public Administration, Psychology, Law (JD), Human Services, and much more.

Our ADMJ program boasts one of the finest Adjunct Faculty groups in the area. One of our Professors is a lawyer with a JD earned from Stanford. She has about 20 years of experience as a prosecuting attorney for San Mateo County. Another Professor is a retired Commander from the San Carlos Police Department with a Master's in Public Administration and is a proven California Peace Officers Standards and Training 'Master Instructor'.

We are very proud of our most recent new hire Adjunct Faculty member who is also an attorney. He recently retired as the Deputy Chief of Police from the San Mateo Police Department after 30 years of experience. He is currently the Assistant County Manager for San Mateo

County. He holds a BA, two Masters Degree's and his JD is from the University of Santa Clara. Yet another Adjunct Faculty member is an active Commander from the Menlo Park Police Department. He also holds a Master's Degree and is a 'Master Instructor' certified by California Peace Officers Standards and Training program. Our forensics professor is a retired Criminalist. His education is in Science (Masters) and he worked for over 30 years as a Criminalist for the San Mateo Police Department and later for the San Mateo County Sheriff's Office.

Some of our recently retired instructors are equally as experienced, for example a current Judge for the Superior Court in San Mateo County, a retired Chief of Police, a retired Defense Attorney and several retired high ranking law enforcement managers.

The ADMJ curriculum is based on the foundation of the Criminal Justice System, recent technologies in smart policing, and is based on current best practices in Community Policing. Active outreach for the leaders in local law enforcement to teach in our program is ongoing and in line for succession planning.

Our continued collaboration with the San Mateo County Training Managers Association allows for our outreach efforts and will solidify future instructors and guarantee academic excellence. Additionally, part time instructor improvement through consistent evaluations needs to be explored.

Video training material in the program is outdated and in need of immediate improvement. Progressive instructors are developing their own visual aids for our adult learners; however we do have an immediate need for up to date, relevant video training. This will obviously increase the need for funds into the department to meet the demands, especially related to current policing trends, law updates, and related material.

The ADMJ program is in the infant stages of collaboration with the excellent resources on campus with the goal of enhancing institutional dialog. We are exploring the reading apprenticeship program as a resource to improve student success. We recently outreached to the CSM Puente Project Counselor recognizing the opportunities in our program to bilingual students. Additionally, we are exploring the cross over studies associated with the Social Science Program and the Alcohol and Other Drug Studies Program. We will continue our partnership with DSPS to ensure all students are given the same opportunity for success.

POST REGULAR BASIC COURSE MODULE III AND MODULE II COURSES: This course is unique to the area.

- The Module III and Module II programs have not been offered for several semesters and will be in great demand, especially because it is not offered by any presenters in the area. The Module III course was scheduled to begin in the Fall of 2013, however was re-scheduled for Fall of 2014.
- This training program is certified by POST and must meet all prescribed POST standards. Instructors must be certified by POST with a specific required course on instruction. The specific learning domains noted in each module must be passed by established POST standards. The testing process and standards securities must be in line with established POST guidelines.
- The program director, in partnership with the San Mateo County Community College District Human Resources department, is actively recruiting qualified instructors, confirming outside facilities necessary for the course (i.e. San Mateo County Gun Range, Driving Course location), and confirming security standards.
- A long term plan for all noted logistics will be established during the initial course. This six year plan will center on consistent changing (twice per year) standards.
- The staff coordinator for the ADMJ program is an active liaison for the Commission on P.O.S.T. The coordinator is actively participating in the following POST committee's:
    - Testing Review Panel
    - Testing Task Force (security protocol)
    - Consortium Advisory committee
    - Reserve Police Officer advisory committee
    - Active participant in the Tri-annual consortium of professional standards regulations and best practices updates seminar.

COMMUNITY OUTREACH: The new full time Instructor/Coordinator is a continuing member of the Homeowners Association of North Central San Mateo (HANCSM) which is a wonderful culturally diverse neighborhood group. Additionally, community contacts continue to be active. Outreach toward the local neighborhoods that surround the CSM community is a priority. The new associate is also the current sitting president of a local youth sports association with a 600 children player population.

The new associate recently provided Sunday training to the 'Young Men's Service League' (YMSL), Peninsula Chapter, on substance abuse. The YMSL is a non-profit organization that initiates and encourages young men and their mothers to pursue philanthropic

involvement in their community and provides an opportunity to enhance mother/son relationships. The 25 youth in attendance were freshmen from several local high schools. Additionally, the associate was asked to present an introduction into the ADMJ program at a recent high school counselor training held at CSM. Our goal is to become a regular stop for the youth in San Mateo County.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

Our current ADMJ staff consists of one full time associate professor and several part time instructors. All instructors are active or former law enforcement professionals with decades of experience. Our full-time FTEF and Adjunct FTEF ratio total is 3.3. Our program LOAD is very high (well over the state standard) and we continue to be effective and efficient.

- The ADMJ program coordinator will continue to be an active associate member of the San Mateo County Training Manager Association. We will continue to partner with our advisory council for the purpose of providing quality training, identify contemporary needs, and develop strategies for training programs and processes to evaluate the programs for best practices. Additionally, we will continue to outreach this group for our program instructors and ensure that we attract the best in the area for our faculty staff.
- We are exploring an evaluation process for our adjunct teaching staff to ensure we are following professional best practices, concentrating on student success, and meeting the requirements of the established SLO's.

The POST Regular Basic Course Modular Format program is projected to begin in the Fall of 2014. Instructional staff must be quickly identified and most importantly they must meet the minimum standards of excellence as stipulated in POST regulations in order to actively teach. Several other POST mandated requirements must be met prior to the beginning of the course. For example, the coordinator must be on site during all instruction, the schedule must be determined; all facilities used must be secured and appropriate for the POST courses.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The ADMJ program enjoys a wonderful partnership with DSPS. We make it a point to ensure that all students in the program make good use of the resources they enjoy. Additionally we are exploring the following:

- Reading apprenticeship program as a resource to improve student success.
- Social Science Program surrounding our Community Relations subject.
- Alcohol and Other Drug Studies Program in relations with several ADMJ classes.
- Collaboration with Counseling Services to better understand the educational requirements and POST mandates to pursue a career in the field of Criminal Justice.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

The ADMJ classroom teaching FTEF total is 3.3 with a 36% Full-time summary. This ratio has proven to be effective and efficient. There are no major changes expected in the near future. We will continue to replace Adjunct FTEF based on need or vacancy but the FTEF ratio should not change. The faculty will continue to emphasize student success and achievement.

Equipment and Technology

Obtain a backup hard drive system for the ADMJ laptop and Desk Top computers: Updated lesson plans, SLO information, etc., is

contained on the computers with no back-up computer system available.

<u>Obtain a vehicle for POST program:</u> Curriculum requires use of a police vehicle for slow speed maneuvers, as Level III Reserve Officers can be assigned duties requiring driving.

<u>Prepare for new POST testing system and requirements:</u> Best case scenario would be to schedule the classes in one of the labs on campus for testing. Worst case scenario would mean outfitting a lab for the Modular Format program. However, the new testing system will be online only and require access to computers.

<u>Establish an Instructor soft uniform purchase system:</u> Instructors in the new program should have a polo shirt with appropriate logo as an identifier that she/he is a POST qualified instructor in the Modular program.

Instructional Materials

Develop and update the ADMJ Video Library with recent training material in the video (DVD) format.

Classified Staff

N/A

Facilities

N/A

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1

Title:

ADMJ PROGRAM EXCELLANCE

Description

Excellence in the ADMJ program will be sought in the plan as described in the aforementioned Program Vision.

Action(s)	Completion Date	Measurable Outcome(s)
Instructor Bob McNichol was replaced with new hire Adjunct FTEF Michael Callagy. Michael has proved to be an equally impressive instructor and is continuing our student success rate and reinforcing	Spring 2014	Action completed

academic excellence.		
Updating the ADMJ video library is essential to satisfy the adult learning method of visual stimulation which will aid in student success. Additionally, the replacement of outdated video material will increase our high quality programs to meet new and relevant areas covered in the program. This is a slow process and is restricted to available funds	Spring 2015	All instructor input is necessary for the success of this project. Use of new video training will be measured by a simple survey of current instructors and their independent use of the new material. This process has already begun but is proceeding slowly.
Collaboration with on campus resources: DSPS in an ongoing partner for the success of students. We are exploring reading apprenticeship, and programs in Social Science, and in Alcohol and Drug studies, and in counseling services. Again, we want to increase student success, improve our academic excellence, and continue our institutional dialog.	Spring 2015	The practical application of the partnership will be measured with program cross reference.

Plan 2

Title:
POST Regular Basic Course Module III and Module II re-establishment

Description
The Module courses noted are in great demand and CSM is the only presenter in the area with this program soon to be offered. This course of study must meet POST standards with qualified instructors, safety management identified, and security logistics confirmed.

Action(s)	Completion Date	Measurable Outcome(s)
Identify POST qualified faculty to meet the needs of the program	Fall 2014	Instructors must be in place one month prior to the first date of instruction to meet the POST regulation of resume posting.
Set the logistical coordination of offsite facilities necessary for the programs and confirm schedule of all classes during off business hours	Fall 2014	This should be in place prior to the first day of instruction; however unknown circumstances may require last minute adjustments.
Establish all safety standards for all days of instruction that meet the best practices for at-risk safety protocols as are established by POST.	Fall 2014	Ongoing assessment of safety concerns and documentation of identified concerns is mandatory according to POST

		standards.

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

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5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

Equipment and Technology

Description	Cost
Office Copier/Fax This is the total yearly cost needed to pay for the lease contract of the Xerox WorkCentre Pro shared by ADMJ and FIRE. Access to a secure copier is included in the ADMJ program's security protocols as monitored	$5000 (Total) $2500 (ADMJ)
Workgroup Color Laser Printer A new color laser printer was installed on February 14, 2014. The fee established will cover the maintenance as well as toner cartridge replacement. This printer is located in the program suite and shared by ADMJ and FIRE.	$1000 (Total) $500 (ADMJ)
Equipment for Modular Format Courses	$3000

Equipment for Arrest and Control, CPR/First Aid, Firearms, Crime Scenes, Evidence, and Forensics. Some other training needs, materials, or equipment may need to be replaced and/or updated on a regular basis

Equipment for ADMJ 185 (Introduction to Forensics) This is an annual cost for equipment needed for the lab assignments	$1000

Instructional Material

Description	Cost
Instructional Videos The ADMJ program's video library is badly in need of updated material	$5000
Chemical Agents This is a yearly cost needed to procure specific chemical agents for a specialized training portion of Module II	$1500

Classified Staff

Description	Cost

Facilities
For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

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6. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.
Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
ADMJ 100	Michael Brunicardi	No later than 12/2015
ADMJ 102	Michael Brunicardi	No later than 12/2015
ADMJ 104	Michael Brunicardi	No later than 12/2015
ADMJ 106	Michael Brunicardi	No later than 12/2015
ADMJ 108	Michael Brunicardi	No later than 12/2015
ADMJ 120	Michael Brunicardi	No later than 12/2015
ADMJ 125	Michael Brunicardi	No later than 12/2015
ADMJ 145	Michael Brunicardi	No later than 12/2015
ADMJ 185	Michael Brunicardi	No later than 12/2015
ADMJ 771	Michael Brunicardi	No later than 12/2015
ADMJ 775	Michael Brunicardi	No later than 12/2015
ADMJ 780	Michael Brunicardi	No later than 12/2015
ADMJ 781	Michael Brunicardi	No later than 12/2015

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update

Michael Brunicardi	June 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Michael Brunicardi	End of every semester