College of San Mateo

2014-2015 Instructional Program Review

Program Name: **Administration of Justice**
Program Contact: **Brunicardi, Michael**
Academic Year: **2014-2015**
Status: **Submitted for review**
Updated on: **03/23/2015 04:20 PM**

---

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, 2013/14-2015/16**, **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 various other vocations. Additionally, the ADMJ program prepares students who want to continue their education through a Bachelor's degree in related fields, and those students who want to pursue a Juris Doctorate in Law.

The ADMJ program promotes academic excellence, focusing of the development of critical thinkers and improving overall 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 new laws passed by California Proposition 47 (11/4/2014) were immediately incorporated into our lesson plans reflecting the reclassification of some felonies to misdemeanors and the elimination of some crimes that used to be wobblers that are now strictly misdemeanors. 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, high level law enforcement command personnel, county management, and proven criminal forensic scientists. Through the broad range of experience of the faculty and the 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 ADMJ program bring grand diversity, just as is found throughout the Bay Area. We embrace many cultures 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 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.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

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

The updated curriculum and Student Learning Outcomes (SLO's) for the Administration of Justice program took effect in the fall of 2012. The SLO assessment results allow us to focus on trends and discuss areas identified as 'in need of improvement' with comparisons to the fall 2013 and spring 2014 SLO assessment results. The program established a minimum threshold of 75% student success as our overall goal. Some courses were only taught once per year so there may be a fiscal year to prior fiscal year comparison (e.g., spring 2013 comparison to spring 2014).

Some ADMJ courses are taught both in the day and during the night. The night classes offered rotate from semester to semester. Typically the night classes rotate two courses per semester through the program in numeric order (e.g., 100/102, 104/106, 108/120, and 125 on its own).

ADMJ 100 (Introduction to the Criminal Justice System) has six specific SLOs. The survey results for fall of 2013 were not completed therefore we compared the spring of 2013 with the spring of 2014. The spring 2013 average student success rate was 79.9% with 24 students evaluated. The spring 2014 average student success rate was 96.7 % with 15 students evaluated. The average student success rate for both semesters is 88.3% with a total of 39 students evaluated. The net average falls well within our minimum set standard.

ADMJ 102 (Principles & Procedures of the Criminal Justice System) has four specific SLO's. The fall 2013 student success rate was 94.5% with 33 students evaluated. The spring 2014 student success rate was 98.5% with 33 students evaluated. The combined student success rate from both semesters is 96.5% with 66 students evaluated. The net average falls well within our minimum set standard.

ADMJ 104 (Concepts of Criminal Law) has five specific SLOs. The fall 2013 student success rate was 86.6% with 6 students evaluated. The spring 2014 student success rate was 92.8% with 39 students evaluated. The combined student success rate from both semesters is 89.7% with 45 students evaluated. The net student success rate falls well within our minimum set standard.

ADMJ 106 (Legal Aspects of Evidence) has three specific SLO's. The fall 2013 student success rate was 96.5% with 29 students evaluated. The spring 2014 student success rate was 89.4% with 22 students evaluated. The combined student success rate is 90.5% with 52 students evaluated. The net total falls well within our minimum set standard

ADMJ 108 (Community Relations and the Justice System) has three specific SLO's. The fall 2013 student success rate was 96.5% with 29 students evaluated. The spring 2014 student success rate was 100% with 31 students evaluated. The combined student success rate from both classes is 98.3% with a total of 60 students evaluated, which falls well within our minimum set standard

ADMJ 120 (Criminal Investigation and the Justice System) has four specific SLO's. The fall 2013 (days) student success rate was 99.3% with 36 students evaluated. The spring 2014 (days) student success rate was 100% with 24 students evaluated. The spring 2014 (nights) student success rate was 97.2% with 18 students evaluated. The combined student success rate from the three noted classes is 98.8% with 78 students evaluated, which falls well within our minimum set standard.

ADMJ 125 (Juvenile Procedures) has six specific SLOs. The fall 2013 student success rate was 88.1% with 23 students evaluated. The fall 2014 student success rate was 95.9% with 29 students evaluated. The combined student success rate from both classes is 95% with 52 students evaluated, which falls well within our minimum set standard.

ADMJ 185 (Introduction to Forensic Science) has five specific SLOs. This course is only taught during the fall semesters. Therefore the comparison success percentages will be compared as such. The fall 2013 student success rate was 86.9% with 23 students evaluated. The fall 2014 student success rate was 88.1% with 23 students evaluated. The combined student success rate from both classes is 87.5% with 46 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 93.8% with a total of 438 students evaluated. We find this result to be a very successful trend. We do not see an area in need of improvement.

SLO SURVEY OF CERTIFICATE APPLIANTS:

The results of this category were obtained via the Office of Planning, Research, & Institutional Effectiveness (PRIE) submitted in August of 2014. There were 20 student respondents to the on-line survey. There are four program SLO statements concerning the Certificate of Achievement in the Administration of Justice program. 87.5% of the respondents 'Strongly Agreed' that the Program SLO's were successful. 12.5% of the respondents 'Agreed' that the Program SLO's were successful. All received results were positive with no identified trend in need of improvement.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

The Administration of Justice discipline enjoys three programs relative to achieving academic goals. Each student is directed to meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).

The first ADMJ program is the Associate in Science Degree (AS) achieved through the successful completion of a set of degree requirements. A minimum of 60 units is required. The second ADMJ program is the Associate in Science Degree for Transfer/SB1440 (AS-T) which requires the successful completion of a specific academic path with a minimum of 60 CSU transferable units. The third and final ADMJ program is a Certificate of Achievement in Administration of Justice (CA) which requires the successful completion of 24 units in ADMJ with a specific academic path.

Each of the ADMJ Program's lists the same four Program SLO Statements. The core of each Program SLO statement is as follows: 1. Ethics, integrity, and professionalism in law enforcement careers, 2. the importance of interpersonal and written communication skills, 3. the identification of various components and goals in Criminal Justice, and 4. the practical application of the law in society. These listed statements are the core components of the ADMJ program and have been incorporated into each of the ADMJ classes.

The Program to Course SLO Alignment for the AS program, AS-T program, and the CA program listed all eight ADMJ courses offered at CSM. The program SLO's listed in all three programs are exactly the same. Therefore, the breakdown of class alignment for each course relative to the program SLO is the same in each program. The specific alignments between program SLO's and course SLO's are as follows.

ADMJ 100 (Introduction to the Criminal Justice System) has six SLOs described in brief as follows: 1. Theory of crime (aligns with Program SLO 2), 2. Future of the Criminal Justice System (aligns with all 4 Program SLO's), 3. History, structure and function of Law

Enforcement (aligns with Program SLO's 1, 2, and 4), 4. History, structure and function of Corrections (aligns with Program SLO's 1 & 2), 5. History, structure and function of the Judicial System (aligns with Program SLO's 1 & 2), and 6. Describing the key components of the Criminal Justice System (aligns with Program SLO 1).

ADMJ 102 (Principles & Procedures of the Criminal Justice System) has four SLO's described in brief as follows: 1. Describe the stages in the trial process (aligned with Program SLO 1), 2. Concepts in the later US Amendments pertaining to the justice system (aligned with Program SLO's 2 & 4), 3. Describe the concepts of the Bill of Rights (aligned with Program SLO's 2 & 4), 4. Ethical issues in arrest, search, and seizure (aligned with Program SLO's 2 & 4).

ADMJ 104 (Concepts of Criminal Law) has five specific SLOs. 1. Describe the fundamentals of the adversarial system (aligned with Program SLO's 1, 3, & 4), 2. History of criminal law (aligned with Program SLO 2), 3. Elements of Crimes (aligned with Program SLO 2). Describe criminal defenses and justifications (aligned with Program SLO's 1 & 2), & 5. Recognize criminal law classifications (aligned with Program SLO 2).

ADMJ 106 (Legal Aspects of Evidence) has three specific SLO's. 1. Describe the rules of evidence to specific case facts (aligns with Program SLO 2), 2. Describe key rules of evidence (aligns with Program SLO's 2, 3, & 4), 3. Describe the various types of evidence (aligns with Program SLO's 1 & 2).

ADMJ 108 (Community Relations and the Justice System) has three specific SLO's. 1. The challenges of multiculturalism in the U.S. (aligned with Program SLO's 3 & 4), 2. Describe the strategies in ADMJ in a multicultural society (aligned with Program SLO's 2, 3, & 4), 3. Explain key issues that pose conflict between diverse communities and the courts, police, and corrections (aligns with Program SLO's 1-4).

ADMJ 120 (Criminal Investigation and the Justice System) has four specific SLO's. 1. Proper collection, handling and examination of evidence in criminal investigations (aligns with Program SLO's 1, 2, and 4), 2. The criminal investigation process from response to trial preparation (aligns with Program SLO's 1-4), 3. Legalities and strategies of interview and interrogation (aligns with Program SLO's 2-4), and 4. Ethical issues in criminal investigation (aligned with Program SLO's 2 & 4).

ADMJ 125 (Juvenile Procedures) has six specific SLOs. 1. Apply California laws pertaining to juvenile delinquency and dependency to case studies (aligned with Program SLO's 1 & 2), 2. Appraise the juvenile court dispositions (aligned with Program SLO 1), 3. Describe the differences between the adult and juvenile justice systems (aligned with Program SLO's 1 & 2), 4. The juvenile justice system and its place in the criminal justice system (aligned with Program SLO 1), 5. Distinguish between delinquency, status offenses, and dependency (aligned with Program SLO 2), and 6. US Constitutional protections extended to juveniles through judicial decisions (aligned with Program SLO's 2 & 4).

ADMJ 185 (Introduction to Forensic Science) has five specific SLOs. 1. Explain the processes for collection, preservation and analysis of evidence (aligned with Program SLO's 1 & 2), 2. Identify and discuss the major fields of Forensic Science (aligned with Program SLO 1), 3. Identify and explain the role of forensic specialists in the Criminal Justice System (aligns with Program SLO's 1, 2, & 4), 4. Pattern evidence and their respective importance in crime scene reconstruction (aligns with Program SLO 2), and 5. Identify the various types of crime scenes and discuss crime scene processing vs. crime scene analysis (aligns with Program SLO 2).

SUMMARY:

The analysis of the Course SLO's to the Program SLO's reflects that each Course SLO is represented in at least one Program SLO. The Course SLO's and Program SLO's are aligned and consistent. The overall three year success rate in the ADMJ Program SLO's is 83%.

The Course SLO data reveals a three year average withdraw rate at 8%. The three year average retention rate is 92%. Therefore, the

consistent alignment between the Course and Program SLO's would solidify the probability for a high completion rate in the program.

The positive success rate percentages combined with the positive retention percentages as opposed to the low withdraw rate would indicate no negative trends and no need for improvement in any noted ADMJ areas. From the analysis of the data provided we can conclude that the alignment between course and program SLO's are appropriate and informative.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

The Office of Planning, Research, and Institutional Effectiveness (PRIE) did not produce SLO Survey information with regards to the ADMJ Associate in Science Degree Program (AS) therefore no success rate comparison could be crafted.

The SLO Survey of Degree Earners (ADMJ AS-T Degree) only had two respondents. Both parties 'Strongly Agreed' that the four listed program SLO's were met. This translated to a 100% success rating.

The SLO Survey of Certificate Applicants (CA) had 20 respondents. The respondents indicated an 87.5% 'strongly agreed' to the while the remaining 12.5% 'agreed' that the Program SLO's were met.

The 402 surveyed students in the 15 ADMJ classes during the fall 2013 and the spring 2014 school year revealed a 94% success rate.

The Course SLO success rate, the ADMJ AS-T success rate, and the ADMJ CA success rate received high rates of success. All of the success rates indicated through the comparison of Program SLO's and Course SLO's produced a combined total success rate at 93.8%. The data provided would indicate that the program SLO's are effective, and no negative trends were identified justifying no need for immediate improvement.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

The ADMJ program does not have additional methods to assess program SLO's therefore this particular question does not apply.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

The only course in the ADMJ program that satisfies a GE requirement is **ADMJ 100 (Introduction to the Criminal Justice System).** As noted, this course has six SLOs. A list of the Course SLO's that support the GE SLO's are as noted below:

The first course SLO discusses the future of the Criminal Justice System which supports GE SLO in regards to 'effective communication'.

The second course SLO explains the history, structure and function of the Corrections System which supports GE SLO 'effective communication'.

The third course SLO explains the history, structure and function of the Judicial System which supports GE SLO 'effective communication'.

The forth course SLO describes theories of crime and victimization, and discuss their overall costs which supports GE SLO 'critical thinking'.

The fifth course SLO explains the history, structure and function of Law Enforcement which supports GE SLO 'effective communication'.

The final course SLO allows the student to recognize and describe the key components of the Criminal Justice System which supports GE SLO 'effective communication'.

The SLO survey results for ADMJ 100 enjoys a 96.6% success rate. The general education SLO's and program satisfaction only listed three respondents. Each GE SLO was represented. All categories revealed a 100% 'strongly agree' success rate. These noted exceptional success rates would indicate a grand attainment of the GE SLO's relative to our ADMJ 100 course.

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 is under the umbrella of the Business and Technology Division at the College of San Mateo. Kathy Ross is our Dean of record. The ADMJ Program does not include the Police Academy located in Building 35 on our campus. 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 2011/12 to 2012/13 and 2013/14) continue to reflect high success rates and high retention rates in the Administration of Justice Program. The 11/12 school year had 660 students with an 84.7 success rate and a 92.3 retention rate. The 12/13 school year reflects 626 students with an 83.1 success rate and a retention rate of 92.5%. The 13/14 year reflects 628 students with an 81.4 success rate and a retention rate of 90.6%. The student withdraw rate was in single digits each year 7.7% (11/12), and 7.5% (12/13) and 9.4% (13/14). The average enrollment over this three year period is 638 students, with a total average success rate of 83.1%. The total average withdrawal rate is 8.2%. These results reflect the popularity of the ADMJ program and the high rates of success and retention.

The ADMJ program is rich in ethnic diversity. The data reflected in this section is a summary of enrollments from 11-12, 12-13 and 13-14. The collective diversity breakdown is listed in order of largest to smallest and is as follows: 41% Hispanic (81.6% success rate), 26% White (86% success rate), 5.1% Asian (87.6% success rate), 4.9% Filipino (80.4% success rate), 4.7% Black (74.5% success rate), 2.8% Pacific Islander (70.9% success rate), and 0.2% Native American (66.7% success rate).

The San Mateo County 2013 Census Data (US Census Bureau) reflects some similarity with the ADMJ program. San Mateo County Ethnicity is as follows (41% White, 26.9% Asian, 25.4% Hispanic, 3% Black, 1.2% Pacific Islander, and 0.9% Native American).

All the noted success rates are positive; however it is clear that the Black, Pacific Islander, and Native American success rates are approximately10% lower than the Hispanic, White, Asian and Filipino success rates. This may indicate the need for outreach and collaboration with resources offered through Student Support Services & Special Programs. Informally, we find that a majority of our ADMJ students are bilingual. The law enforcement community is striving to hire law enforcement personnel who are bilingual so they can meet the needs of the San Mateo County communities. In fact, pay increase incentives are available to law enforcement candidates who speak more than one language.

The three year total of males in the ADMJ program is 52.1%, while the three year total for females in the program is 45.7%. The 2013 US Census Bureau indicates there are 50.7% females in the county with 49.3% males. The ADMJ program is in line with the county percentage. The slight difference between males and females in the program is only 6.4% which is very promising toward gender equality. The noted 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. According to the FBI's Uniform Crime Report data, women comprise about 13% of sworn officer positions 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 Police Chief Lisa Macias and San Mateo Police Chief Susan Manheimer)

Age diversity has been consistent over the last three rated years. 20-24 year olds continues to be the largest category at 52.3% (85.1% success rate). 19 and under age group is second largest at 22.6% (74.7% success rate). The third age group is 25-29 at 12.5% (86.9% success rate). The forth age group is 30-35 year olds at 4.4% (89.6% success rate). The remaining 8.2%% attendance groups are divided equally between the 35-39, 40-49, and 50+ age groups. The three year withdraws percentage for all age groups are about 7.5%. As a side note, 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 rates. 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 in regards to ethnicity, gender and age are in line with the San Mateo County college community. Additionally, the ADMJ student success indicators are slightly higher than is listed in 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 2011/12, 2012/13, and 2013/14. As a significant side note, there was no full time equivalent faculty in the program until fall 2012.

The classroom teaching FTEF and LOAD rates for the fall terms were 2.1 in 2011 (LOAD 578), 1.9 in 2013 (load 595), and 1.9 in 2013 (LOAD 584). The classroom teaching FTEF and LOAD rates for the spring terms were 1.6 in 2012 (LOAD 555), 1.4 in 2013 (LOAD 615), and 1.6 (LOAD 540) in 2014. As is noted, the LOAD levels for the ADMJ program remained high for all three school years noted. The three year LOAD average was 578 which is well above the state noted standard of 525. With our LOAD level high, our three year retention percentage at 92%, and our three year success rate at 83%, it is clear that our overall efficiency principle is outstanding.

The ADMJ full time equivalent students (FTES) for the last three years are as follows: In the fall terms are 40 (2011), 37 (2012), and 37 (2013). The FTES for the spring terms are 30 (2112), 29 (2013), and 29 (2014). The ADMJ three year FTES average is about 34 indicating a well-attended program. The program success rate of 83%, along with our retention rate of 92%, and our withdrawal rate of 8% are well ahead of CSM's indicators.

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 include careers in probation, corrections, parole, judiciary, private security, counseling, social services, and under the umbrella in areas of Sociology and the Humanities.

The ADMJ 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 programs. The renewed POST program is projected to begin in fall 2016 term.

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

3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's **Gainful Employment Disclosure Data**, **External Community**, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

Accountability Reporting for the Community Colleges (ARCC) 2012 report was submitted to legislature pursuant to AB 1417 and subsequently posted on March 31st, 2012. The statewide indicator of student progress and achievement with regard to vocational, occupational, and workforce development listed the top twenty five vocations in California. ADMJ was rated as the third top vocational program. This reflects the current "need" of law enforcement and related fields personnel in the State.

The US Department of Labor, Bureau of Labor Statistics (published January 8th, 2014) projected that the law enforcement and corrections labor market will grow by 5 percent from 2012 through 2022. Related public service safety groups (including private security) are projected to grow by 12 percent during the same time frame.

City and County resources and funds have rebounded in many areas, especially in San Mateo County. The 20 different law enforcement agencies with jurisdiction within San Mateo County opened the application process for sworn positions in 2014, for the first time since 2007. Law enforcement job opportunity continues at a study pace.

The San Mateo County Sheriff's Office is currently seeking qualified candidates who are interested in law enforcement careers with their agency, either in corrections or as a sworn deputy for the County. The recently approved construction of a new men's jail facility in San Mateo County added the need to fill future vacancies. The jail is now slated to open in early 2016.

Most San Mateo County law enforcement agencies require (or list as 'highly desirable') a minimum education achievement of an AA/AS or equivalent college degree. The marketing for law enforcement positions with the educational requirements may have had an impact on the positive student numbers seen in the ADMJ program offered at CSM.

Employment in Government Agencies (including sworn law enforcement personnel, corrections personnel, probation personnel, and other related fields) is easily located in the CalOpps.org web site. This noted site is a public employment job board owned and operated by public agencies. It has grown into the ultimate resource for public employment in all government services. As the former police manager in charge of hiring for the City of San Mateo, I can attest to the fact that the CalOpps.org job board is one of the main resources for identifying qualified candidates for local law enforcement job openings.

Most local law enforcement agencies developed a system where they now recruit candidates who have already successfully completed a California Peace Officer Standards & Training (POST) Basic Police Academy prior to hire. In order to enter a Basic Police Academy, applicants must successfully complete a written and physical agility exam. Students report that several of the ADMJ classes assist in the positive results for the entrance exam. Additionally, the CSM ADMJ program focuses on the practical application of the law from seasoned veterans which prepares students to successfully complete the POST Basic Police Academy, and subsequently gain employment within local law enforcement agencies.

The ADMJ AS transferable degree corresponds to majors for students transferring to the CSU system, which is in line with our noted SLOs obtained via CSM. The CSM transfer model curriculum encourages students to complete their higher degrees, which qualifies the student to be certified by California POST at a higher level certification which translates into career advancement and pay increases.

The POST Regular Basic Course Modular Format courses (III and II) will again be offered by the CSM ADMJ program. The POST modular format is composed of three modules: III, II, and I. Completion of all three modules satisfy the Regular Basic Course training

requirement set by POST. Module I must be delivered by an academy, however it does not need to be delivered by the same presenter as the other two modular sections. Modular I is not (and never has been) offered by CSM. Therefore, the student may complete one half of the POST Basic Course during off business hours at CSM (Module III and II) while continuing to work, care for family, or attend other college courses.   This POST Modular format will allow interested students to successfully complete the training necessary to meet the requirements to participate in the Module I training offered by an academy presenter. Our Modular Format is scheduled to be offered in the fall of 2016 pending instructor identification and logistical coordination.

The San Mateo Community College District Office (Careers Development) produced a resource tool guide providing information about the wide variety of programs in areas to study within our three colleges and the careers to which they can lead (Reference 'find your future here'-smccd.edu/careers). The published guide highlights the Administration of Justice Program. The career descriptions narrative notes that a degree in ADMJ can lead to a variety of law enforcement and related criminal justice careers both in the private and public sector at the local, state, and federal level. Jobs listed included police officer, parole officer, correctional officer, and loss prevention specialist. Additional jobs noted were INS agent, customs agent, prison guard, or private detective. Annual salary ranges for the professions indicated a solid paid career profession with steady regional demand.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

The San Mateo County Law Enforcement Training Managers Association (SMCoLETMA, hereafter referred to as the TMA) is a group of Criminal Justice Training Professionals drawn together for the purpose of providing quality training. This is accomplished in a collaborative effort to identify contemporary needs, developing strategies for training programs and processes to evaluate the results for all law enforcement entities in the County of San Mateo. This association is also dedicated to ensuring that recent laws and supportive training is current with the best practices in the State relative to professional law enforcement. The TMA falls under the authority of the San Mateo County Police Chiefs and Sheriff Association.

The College of San Mateo Administration of Justice Coordinator (Mike Brunicardi) and the Program Coordinator (Michelle Schneider) are associate members of the TMA. Other notable associate members include the POST area consultant, and the South Bay Regional Training Consortium administrator. Meetings are typically held on the third Tuesday of each month, with the exception of July and December.

The last meeting was Tuesday, March 17, 2015. The monthly agenda reviews the following: President's report, Treasurer's report, Chiefs' liaison report, County Commanders' report, CSM liaison report, South Bay Regional Public Safety Training Center report, San Mateo Basic Police Academy report, San Mateo County Communications Managers Association report, POST Update report by Regional Representative, and various committee reports.

Minutes from the TMA meetings are crafted and electronically sent to all involved parties. Several recent minutes and updates to the group involved an outreach effort to identify and secure qualified POST Academy Instructors who would be interested in employment at CSM for our Modular Program. Historically, Academy instructors are either 'full time' or recently retired local law enforcement personnel. We are in the process of securing a team of POST qualified instructors to facilitate our projected August 2016 POST Modular Training program. The TMA advertised the program and sent out the employment opportunity flyer for the positions.

4. 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 consistently high as was indicated by our LOAD. We enjoy a high success rate and a high retention rate. Our withdraw percentage is still in a single digit. There have been no negative trends identified.

We continue to be in line with our training partners through our TMA advisory committee. The monthly face to face contacts develop grand relationships and encourage transparent communications for needs and best training and educational practices in all related fields.

For calendar years 2012 through 2014, 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 Modular Format coordinator in October of 2012 and developed a work plan to once again establish the CSM POST Modular III and II Format program.

The CSM Administration of Justice department is planning to start offering POST Module III and Module II courses again, targeting the fall of 2016 term. Logistics and the identification of POST Certified instructors for the program have stalled the start of the program.

CSM is the only college in our district certified by the State of California (POST) to present the Modular Training Program. 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. Ms. Schneider's 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. The ADMJ staff has made it a priority to collaborate with CSM Counseling Services to ensure students enjoy the benefits of the transfer program. It is essential for the ADMJ program to stay up-to-date with any counseling changes or transfer 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 the judiciary.

Workforce development and employment opportunities in law enforcement have grown considerably since the downturn in 2007 and 2008. As noted in Section III, A-1, the demands for hiring well educated and well trained law enforcement personnel has increased to fill vacancies from retirements, transitions, and our local area financial upswing.

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 (projected to open in 2016) has the Sheriff's Office hiring 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 and enhance their professionalism.

5. Planning

A. Results of Program Plans and Actions

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

The transfer program curriculum was introduced in the fall of 2012. The total SLO successful completion rate from all 15 courses offered and listed in this review was tabulated at 94.8%. Last year the total review rate was at 90.1%. The year prior was at 90%. These positive results are consistant over the last three years.

A 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. He successfully completed the certified course and CSM once again has a POST

coordinator on staff.

The POST Modular III and II program was originally projected to begin in the fall of 2013. Current best practices were examined and compared with CSM's 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. Special skills instructors (mostly involving perishable skills training) must have specific instructor certification (1070) for critical areas.   The special skills areas are critical in nature and require a high safety training standard such as in firearms, arrest and control, chemical agents, etc. The unforeseen shortfalls caused the program to be postponed to the fall of 2016.

The POST Modular training curriculum was updated in 2014. The updated curriculum was presented to the CSM Committee on Instruction and approved without adjustment.

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. The 'open until filled' flyer was posted on January 13, 2014 and continues to be active. The requirements and desirable skills and abilities were noted and we continue to review candidates. A hiring board was established and 10 instructors have been identified. The program requires about 25 total instructors, so we will continue our quest to hire certified instructors. As a side note: This program may once again be delayed if we fail to receive qualified applicants to fill the programs instructional needs.

One of the current ADMJ college professors   (former Deputy Police Chief and current Assistant County Manager) has given notice that he is unable to continue teaching due to his current job obligations. A request to hire another ADMJ Adjunct instructor was approved by the Department Dean and a new flyer for instructor will be crafted and posted in the near future. Our new goal is to develop a pool of ADMJ part time instructors that can rotate between different speciality classes.

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, 2013/14-2015/16**, 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.]

The ADMJ program plans on continuing our grand student success as was noted in Section II of this review. We will continue to employ experts in the field of public safety that will promote academic excellence with best practices in relevant ADMJ education. We will continue to partner with our local law enforcement partners via the TMA and emphasize professionalism within our discipline through our interpersonal and professional relationship with POST.

The factual ADMJ ethnicity, age, and gender information provided in this review allows us to continue to embrace diversity that is parallel to the CSM campus and our local community. We take pride in providing a safe learning environment to encourage the free exchange of ideas regardless of your gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

The ADMJ program is sensitive to the needs of the community we serve. That said, the ADMJ program participates in all programs

clearning the way for all potential students to enjoy our vast college programs. The College Pathways Program is a new avenue to partner with our local high schools and outreach to high school students to consider the ADMJ program and the careers opportunities connected. For example, the ADMJ program sent a representative to Half Moon Bay High School in a clear attempt to assist students in determining a college path suited for their individual passions. It was a positive experience that established our program as an option to the high school student body.

The ADMJ staff receives and checks and balances the law enforcement careers through received job announcements and data research via the public employment job board (CalOpps). The local, county, state and federal job announcements in all aspects in government work are thoroughly listed and represent a variety of positions open for application. This information is typically posted and passed onto our students.

Some agencies in our county continue to experience a high turnover rate. An impromptu review of local agencies revealed that many new hire officers become trained and established and then realize that cost of living within the county prohibits home ownership. Officers and their young families purchase residences in outlying communities and eventually lateral to law enforcement agencies closer to their homes. First time homeownership programs are being developed for public safety personnel to improve this issue. This described situation causes consistant openings in our local law enforcement agencies. The ADMJ program strives to keep up with the demands for motivated students considering these opportunities.

Baby boomers (people born during the demographic Post-World War II baby boom years, 1946-1964) are retiring from public service agencies at a high rate to enjoy the early retirement benefits. Local enforcement agencies project retirements to increase which will make employment 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. Local agencies have made it clear that additional emphasis is on applicants with bilingual skills. Bilingual skills often result in a higher pay scale. Again, the ADMJ program is trying to produce the most qualified applicants.

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 hour's program. Additionally, even though it is not run by CSM, 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.   Local, State and Federal Law enforcement is indeed one direction, however many students find our program a great foundation for the private sector. Also connected to the program are 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'. Another instructor 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 Master's degrees 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.

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 (TMA) 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 on-line 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 trend's, 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. We embrace the CSM Umoja program and promote activities within the classroom. The current student president of Umoja is a student in the ADMJ program. 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 FORMAT PROGRAM: This program 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 2016.
- 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 coordinator, 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 however has not achieved our initial activities goal. The new associate is also the current sitting president of a local youth sports association with a 600 children player population.

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 five part time instructors. All instructors are active or former criminal justice system professionals with decades of experience. Our full-time FTEF and Adjunct FTEF ratio over the past three years is 1.7. Our program LOAD average over the last three years is 578 which reflect a number well over the state standard. The ADMJ program continues to be effective and efficient.

- The ADMJ program coordinator will continue to be an active associate member of our advisory council which is the San Mateo County Training Manager Association. We will continue with this partnership 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 to this group for our program instructors and ensure that we attract the best candidates in the local communities to be part of 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 has been a challenge to start. The program has been delayed and is now projected to begin in the fall of 2016. 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.
- Embracing diversity with our ADMJ students who are active in the Umoja Program and the Puente Project.

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 for the last three years is 1.7 with a 36% Full-time summary. This ratio reflects the ADMJ program 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 critical thinking skills, student success, and student 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>Purchase a vehicle for the POST Modular program:</u> We project the POST Modular program to begin
in the fall of 2016. Curriculum for this program requires the use of a police vehicle or similar vehicle for 'slow speed' maneuvers.
Successful completion of the program qualifies candidates as Reserve Police Officers. Reserve Officers can be assigned duties requiring
driving 'in-service' patrol vehicles . Obviously the vehicle does not have to be new, just sound mechanically.

<u>Prepare for new POST testing system and requirements:</u> The testing system for the POST Modular program
may be improved and put on-line. The best case scenario would be to outfit a computer lab for the ADMJ program. The worst case
scenario would be to schedule the classes in one of the labs on campus for testing. Regardless of how it is done, the new testing system
will only be available online and require secure access to computers. Test security is a high priority for POST.

<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. Students will be required to wear specific police training type
clothing.

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, 2013/14-2015/16. 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)
Adjunct FTEF Michael Callagy is stepping down from his instructor position. The ADMJ program will be	Spring 2016	This process will begin as soon as a strong pool of candidates is collected via Human Resources

holding a hiring
process review for new ADMJ Adjunct instructors,
this time developing a pool of
instructors available to teach rotating classes.

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 2016	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 2016	The practical application of the partnership will be measured with program cross reference. This process has already begun but is proceeding slowly.

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	Summer 2016	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	Spring 2016	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	Spring 2016	Ongoing assessment of safety concerns

instruction that meet the best practices for at-risk safety protocols as are established by POST.		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.

---

6. 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** and notify 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) $1000

This is an annual cost for equipment needed for the lab assignments

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
Forensic Science Materials consumed in ADMJ 185	$1500

Classified Staff

Description	Cost

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

Description	Cost

---

7. 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 2015

C. SLO Assessment Contacts

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