

Peralta Community College District

UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

I. OVERVIEW: *Center for Public safety not included: Data not available*

		Date Submitted:	
Discipline	Legal Administration - ADJUS	Dean:	Dr. Stacy Thompson
Department Chair	Margaret Dixon		
Mission/History <i>Brief, one paragraph</i>	The Administration of Justice program serves those who wish to train for a career in a field associated with criminal justice, those who wish to prepare for transfer to a four-year institution, and those who are currently employed in an administration of justice agency and who seek training for career Advancement.		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Annual Trend Baseline Data					
Year	Annual FTES	%FTES growth	FTEF in program	FTES /FTEF	Comments
2008/09	105.00	-56%	4.21	24.94	
2007/08	238.25	-10%	3.6	66.18	
2006/07	266.05	57%	3.4	78.25	
2005/06	169.46	n/a	3.0	56.49	

	Fall					CODE	Comments
	2004	2005	2006	2007	2008		
Quantitative Assessments							
1. Enrollment (duplicated)	175	238	374	364	434		
2. Sections (master sections)	5	9	11	10	11		
3. FTEF	1.00	1.40	1.60	1.60	2.20		
4. FTES	17.50	73.44	101.26	115.97	43.24		
5. FTES/FTEF	17.50	52.46	63.29	72.48	42.46		

7. Program Cost

(Cost methodology is under development. Please complete the remaining items. This step to be completed later.)

Qualitative Assessments	Narrative
<p>8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).</p>	<p>According to California labor market information, opportunities in the Administration of Justice field will have steady openings over the next 7 years.</p> <p>The California labor market anticipates that there will be 2,730 job openings available annually for patrol officers and sheriff until 2016. In Alameda and Contra Costa counties, the labor market data shows an average of 131 openings for patrol officers and sheriffs annually.</p> <p>The labor market also indicates that over the next 7 years, there will be a 15-20% increase in the Correctional and Security Guard fields as well. Clearly, the Administration of Justice program will be pivotal in preparing our students to enter these growing fields.</p> <p>The fields of Probation and Police, Fire, and ambulance dispatch, are very competitive. In Alameda and Contra Costa counties, annual openings in Probation will average 16 positions, and 25 positions in the police, fire, and ambulance dispatcher field. Adjust will begin developing vocational training for dispatchers so that they are prepared to enter the dispatcher field as retirements and job openings occur.</p>

9. College strategic plan relevance	
<p>Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> New program under development <input checked="" type="checkbox"/> Program that is integral to the college's overall strategy <input type="checkbox"/> Program that is essential for transfer <input checked="" type="checkbox"/> Program that serves a community niche. <input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>10. ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <ul style="list-style-type: none"> • Market Adjus by using different marketing tools such as brochures, posters, postcards and use of the department website • Offer more day classes that are usually only offered at night; additional PT needed • Work effectively with diverse groups in the community • Provide training for all faculty in legal updates pertaining to the field • Educate and train students on how to draft documents pertaining to careers in the public safety and legal fields by offering Report Writing in the Fall or Spring. • Offer online courses in Fire Science and Paralegal • Add an additional online course in Administration of Justice • Offer COPED for Administration of Justice • Partner with the Oakland Police Department to offer more classes that accommodates police officers seeking a college degree • Partner with Campus Safety Aids Program to increase participation from Administration of Justice students • Increase visibility of the Criminal Justice Club on campus by making the club more involved with campus activities. • Develop Security Guard certification program • Collaborate with the Biology Department to develop a cross-discipline course in forensics
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Additional Planned Educational Activities

11. Health/safety/legal issues:	Classrooms that can accommodate 45-50 students is a necessity. In Fall 2009, A-128 was assigned to an Adjunct faculty and the room could not accommodate the students. Students complained of claustrophobia.
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Student Learning Outcomes (SLOs) 2008/09		
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12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES _____	NO __X__
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12a. If you answered no to question 12 then, what percentage have you completed?
50%

13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.	<p style="text-align: center;">__X__ course outcomes _____ program outcomes __X__ institutional learning outcomes</p>
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BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
Fund 1			
Fund 14			
Fund 17			Instructional supplies: (\$500)
Measure A			
VTEA	\$8155	\$7978.65	\$15,000: Wall-mounted television (\$1,500), Fingerprinting equipment (\$1,500), Forensic scopes (\$1,500), dispatcher software, police training dummy, Turning Point Clickers – 30, Radio Scanner and six 2-way radios (4k), batons, handcuffs, safety vests, laptop, LCD projector, marketing materials (2k)
Total	\$8155	\$7978.65	\$17,000

ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
		434	43.24	0.93	0.00	1.08	2.20	46%	
Comments									
<i>Current</i> Contract faculty Margaret Dixon teaches a full contract load.				<i>If filled</i>	<i>If not filled</i>	# FTE (faculty assigned)			
<p><i>Narrative: Are PT faculty available? Can FT faculty be reassigned to this program?</i> <i>Implications if not filled</i> At this time, additional Adjunct faculty will benefit the Adjus program. As the program grows, an additional FT faculty will be needed, but not at this time.</p>									
<p><i>Faculty Staff Requests 2010-2011:</i> The Adjus department would like to request 2 additional Adjunct faculty. Additional part-time faculty will give the department the ability to increase course offerings and course offering times.</p>									

FACULTY ETHNICITY F2008			
Ethnicity	# of Contract	# of Adjunct	Total
Asian			
African American	1	3	4
Filipino			
Hispanic/Latino			
Native American			
Other			
White		1	1
Unknown			
Total	1	4	5

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FACULTY GENDER FALL 2008			
Gender	# of Contract	# of Adjunct	Total
Male		3	3
Female	1	1	2
Not Supplied			
Total	1	4	5

RESOURCE NEEDS	
Equipment/Material/Supply/ Classified/Student Assistant Needs:	
<p>Please describe any needs in the above categories. With VTEA funds, Adjus needs the following:</p> <ul style="list-style-type: none"> • Wall-mounted Television/DVD for A215 • Fingerprinting equipment • Dispatcher software • Police training dummy • Turning Point Clickers – 30 • Radio Scanner and six 2-way radios • Batons • Handcuffs • Safety vests • Projector • Laptop • LCD Projector • Forensic microscopes • 2 Digital Cameras 	<ul style="list-style-type: none"> • Okalahoma Sound Smart Cart • Fax machine <p>Fund 17</p> <ul style="list-style-type: none"> • HP Computer Ink • Miscellaneous supplies: Reams of paper, pens, expo makers, chart paper, binder clips, paper clips, stationary, file folders, etc.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

The Administration of Justice discipline is the largest growing discipline the Legal Administration Department. As a result, Adjus is now faced with inadequate room accommodations for both day and night classes. Currently, rooms, especially A128, are not conducive to providing efficient instruction. Adjus needs the following facility accommodations:

- New desks
- A classroom that can accommodate at least 50 students during one class session
- A secure storage closet or cabinet to house a TV and TV Cart, a Smart Cart, and technical equipment used for vocational training – This is very important because the Adjus department is planning to incorporate a Dispatcher’s program to Merritt. Therefore, expensive equipment will need to be securely locked away.
- Office or space that is large enough to accommodate Adjus (and Fire) faculty – Administration of Justice is growing, and it is important that we are housed in one location so that students can find us to seek information, and will allow the Adjunct faculty to prepare for class, gather needed supplies and equipment, and make important phone calls as it pertains to the discipline.

IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY

Student Demographics: Ethnicity			
Ethnicity	Baseline Fall 04-07	Fall 08	College Average
African American	44%	45% (151)	36%
Asian	11%	6% (21)	16%
Filipino	2%	2% (7)	3%
Hispanic/Latino	18%	24% (80)	14%
Native American	1%	1% (2)	1%
Other	2%	0% (1)	2%
White	18%	14% (47)	21%
Unknown	4%	8% (27)	6%

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Student Demographics: Gender			
Gender	Baseline Fall 03-07	Fall 08	College Average
Female	52%	51% (172)	69%
Male	48%	45% (151)	31%
Not Supplied	1%	4% (13)	0%

Analysis

1. What are you doing to increase access?

We now have 2 instructors teaching morning courses, and 3 adjunct faculty teach night courses. Currently, 1 class a semester is being taught at a high school. Also, we have an online class. This class allows officers who are continuing their education the opportunity to take a college course, and students who have scheduling conflicts the opportunity to take advantage of Adjus courses.

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	69%	67% (151)
Asian	79%	62% (21)
Filipino	52%	86% (7)
Hispanic/Latino	69%	78% (80)
Native American	77%	50% (2)
Other	71%	0% (1)
White	66%	49% (47)
Unknown	88%	52% (27)
ADJUS Average	70%	65% (336)
College Average: 72%		

Student Retention Rate <i>Students who do not withdraw or drop</i> by Gender		
Gender	Baseline Fall 04-07	Fall 08
Female	71%	72%
Male	68%	63%
Not Supplied	86%	15%

Analysis

1. If your disciplines retention rate is beneath the colleges rate, then why?

There are several reasons why the retention rate is beneath the college's rate. One reason is transportation. Students are having a hard time getting up the hill. Another reason is financial Aid. Students did not receive financial aid until late in the semester. This forced students to drop because they could not afford to continue.

2. If your retention rate is below the college rate, then what are you doing to increase retention?

Every semester, I continue to discuss the importance of finishing what you started. I will continue to talk to the students and encourage them to finish. In addition, Merritt's MAP program is way for my African American males and females to have a support system. I will encourage that ethnic population to be a part of MAP.

3. If your retention rate is above the college's rate do you have any best practices to share?

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	49%	54% (151)
Asian	49%	52% (21)
Filipino	29%	86% (7)
Hispanic/Latino	43%	58% (80)
Native American	69%	50% (2)
Other	43%	0% (1)
White	38%	47% (47)
Unknown	61%	33% (27)
ADJUS Average	47%	53% (336)
College Average: 60%		

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Gender		
Gender	Baseline Fall 04-07	Fall 08
Female	52%	58% (172)
Male	41%	50% (151)
Not Supplied	57%	15% (13)

Analysis	
1.	If your disciplines successful course completion rate (SCCR) is beneath the college's rate, then why? Reviewing the history of SCCR for Adjus, I think we are heading in the right direction. Female students are 2% away from the college average, and the most ethnicities have made a tremendous leap toward reaching the college average.
2.	If your sccr is below the college rate, then what are you doing to increase it? I will encourage students to take advantage of campus resources, such as the Learning Center.
3.	If your sccr is above the college's rate do you have any best practices to share?

Student Program/Discipline GPA by Ethnicity Administration of Justice		
Ethnicity	Administration of Justice Baseline Fall 03-07	Administration of Justice Fall 08
Asian	2.97	2.62
African American	2.34	2.63
Filipino	3.75	3.20
Hispanic/Latino	2.42	2.39
Native American	3.50	2.50
Other	3.13	0.00
White	3.03	3.33
Unknown	2.75	2.76
Overall GPA	3.06	

Student GPA by Gender Administration of Justice		
Gender	Administration of Justice Baseline Fall 03-07	Administration of Justice Fall 08
Male	2.57	2.59
Female	2.56	2.68
Not Supplied	3.12	3.00
Overall GPA	3.06	