

Instructional Program Review Report

Sierra College, 2017-18

Department/Program Name: **ADMINISTRATION OF JUSTICE**

Date Submitted: **February 7, 2018**

Submitted By: **Blair H. Spaulding, ADMJ Department Coordinator**

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

1) **Relevancy: This section assesses the program's significance to its students, the college, and the community.**

1a) To provide context for the information that follows, describe the basic functions of your program.

As an introductory overview of the Administration of Justice Program, please refer to the following video link to a recruiting video recently prepared as a collaborative effort between ADMJ and Marketing: (<https://www.youtube.com/watch?v=5XGldWSkhZI&t=3s>)

The Administration of Justice Program prepares students for challenging careers in the criminal justice field. Associate of Arts and Associate of Science degrees are available in three degree concentrations: *Law Enforcement, Courts and Corrections*. Additionally, the program offers an Associate's Degree for Transfer (AS-T) for those students wishing to transfer to applicable four-year institutions in the continuance of their higher educational goals.

The ADMJ Program also offers a POST-certified (Peace Officers Standards and Training) Modular Law Enforcement Academy Training program consisting of PC832 Arrest and Firearms courses, as well as Modules III and II of the Law Enforcement Academy. Additionally, other POST-certified training courses for both in-service personnel and students seeking professional certificates for careers in Administration of Justice are offered within the ADMJ Program.

The ADMJ Department has also established a Certificate Program for Reserve Peace Officers. Students become eligible to receive this certification upon successful completion of Module III (ADMJ 115) and Module II (ADMJ 120) Law Enforcement Modular Academy Training courses, allowing them to become employed as Reserve Peace Officers with Law Enforcement agencies throughout the state of California.

In addition to the above described offerings, the ADMJ Department also provides many Internship opportunities (ADMJ 95) for those students seeking hands-on practical experience with a variety of local, state and federal criminal justice agencies.

1b) How does your program support the district mission, as quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college’s programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate’s and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.”

The Administration of Justice Department’s Mission Statement fits clearly within the District Mission:

The Administration of Justice Department strives to provide the highest quality education and training for individuals seeking to further their knowledge, skills and education in the pursuit of careers in the criminal justice field. This is facilitated by motivated educators who have professional experiences in the criminal justice field. Positive change is inspired through promoting high standards, developing critical thinking skills and encouraging the individual potential in all students. Through educational partnerships we build safer communities while enhancing the quality of life.

In addition, the Mission Statement and Core Values of the Department’s POST Law Enforcement Academy Training Program states as follows:

*The mission of the Sierra College Law Enforcement Academy is to prepare aspiring Peace Officers to enter the profession of Law Enforcement. This mission will be accomplished through training that emphasizes both **Self-Discipline** and **Teamwork** in order to develop law enforcement professionals who are dedicated to the core values of...*

Honesty - Honor - Integrity - Respect - Responsibility

1c) Program offerings align with which of the following mission categories (check all that apply):

X Transfer **X Career Technical Education**
 Basic Skills **X Personal Development/Enrichment** Lifelong Learning

1d) Please analyze your department's success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
 - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

ADMJ Certificates and Degrees:

Majors	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Admin of Justice for Transfer	134	140	199	217	234	254	196.33
Admin of Justice-Corrections	95	86	85	71	54	40	71.83
Admin of Justice-Courts	80	76	67	64	51	38	62.67
Admin of Justice-Law Enforcement	485	437	411	390	361	323	401.17
Administration of Justice	9	8	6	1	1	0	4.17
Reserve Peace Officer	1	3	7	12	2	11	6.00

Awards	2014-15	2015-16	2016-17	3 Yr Avg
AA	47	34	18	33.00
AS	45	36	29	36.67
AA-T				#DIV/0!
AS-T	46	64	59	56.33
Certificate		1	1	1.00
Total	138	135	107	126.67

During the past three years, the Department has recognized a higher number of students successfully completing the ADMJ program, resulting in degrees & certificates (380), and a marked increase in transfer opportunities (169). In addition, within a very competitive job market, many former ADMJ students have achieved employment in Criminal Justice agencies at the local, state, and federal level.

Summary of National Labor Market Data (from Bureau of Labor Statistics):

- The average annual pay for police and sheriff's patrol officers nationally was \$59,680 in May 2016, according to the federal Bureau of Labor Statistics (BLS). On average, wages were higher for officers employed by state government agencies (\$69,190), followed by those working for local government agencies (\$62,680)
- Employment of police and detectives is projected to grow 7 percent from 2016 to 2026, about as fast as the average for all occupations
- Employment of correctional officers and bailiffs is projected to decline 7 percent from 2016 to 2026. State and local budget constraints and prison population levels will determine how many correctional officers are necessary
- Employment of probation officers and correctional treatment specialists is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26	
				Percent	Numeric
Police and Detectives	—	807,000	860,300	7	53,400
Detectives and Criminal Investigators	33-3021	110,900	115,900	5	5,000
Police and Sheriff's Patrol Officers	33-3051	684,200	731,900	7	47,800

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26	
				Percent	Numeric
Bailiffs	33-3011	18,600	18,200	-2	-400
Correctional Officers and Jailers	33-3012	450,000	415,500	-8	-34,500
Probation Officers and Correctional Treatment Specialists	21-1092	91,300	96,500	6	5,200

CA Peace Officer Salary Information

(<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=333051&Geography=0604000071>)

Annual Wages for 2017	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	\$82,758	\$100,918	\$117,404

As indicated in the labor market tables above, ADMJ students seeking careers as Peace Officers will be looking forward to a positive increase in projected job opportunities over the next ten years. And despite a projected decline in job opportunities in the traditional job description of Correctional Officer or Jailer, it appears as if there are accompanying projected increases for jobs as Probation Officers and Correctional Counselors.

- 1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

Each semester the Department meets with its Advisory Committee, consisting of representatives from local Law Enforcement, Courts and Corrections agencies to ensure the program remains current with industry standards and training needs. In addition, the Department Coordinator regular attends local high school career days and college fairs to promote the ADMJ Department’s offerings to potential incoming students interested in criminal justice careers.

The Department has developed a Police Services Aide (PSA) Internship opportunity for aspiring Peace Officers, providing valuable services such as general campus security and parking enforcement to both Rocklin PD and Sierra College. During the past three years, this internship program has expanded to Grass Valley Police Department as well as the Nevada County Campus (NCC). We also continue to maintain a robust internship program within Nevada, Placer and Sacramento Counties, providing on-the-job training and experience for those students following career pathways throughout the field of criminal justice.

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

Please describe and analyze any effects of R4S and other developments in curriculum and program planning.

All ADMJ course curricula are current, having completed the College's Curriculum Review process in Spring 2017. Based on student interest and feedback, we are currently exploring the possibility of adding new ADMJ courses in the areas of Forensics as well as Public Safety Dispatch Services, and we are currently in the process of adding a dual-enrollment Forensics course at a local high school. In addition, based on input and feedback from both ADMJ Faculty and Advisory Committee, the ADMJ Coordinator plans to update the titles of a few ADMJ courses in the interest of clarifying actual course content for students and thereby increasing enrollment in those courses.

During the curriculum-update process, the Department actively seeks participation and feedback from both Full-Time and Part-Time Faculty to assist with the updating of individual courses and/or overall curriculum. Additionally, these updates are presented to the Department's Advisory Committee for review twice a year.

In addition to the College's curricular requirements, the Department must also meet requirements established by the CA Commission on Peace Officer Standards and Training (POST) for its certified courses. This is a bi-annual process for all POST Academy Training courses, and an annual process for other POST in-service courses. The Department is current on all POST-required curricula

- ADMJ 110 – PC832 Arrest
- ADMJ 112 – PC832 Firearms
- ADMJ 115 – Module III Law Enforcement Academy Training
- ADMJ 120 – Module II Law Enforcement Academy Training

Most of the students who complete Modules III and II of the POST Law Enforcement Academy Training courses at Sierra College transfer to either American River College or Yuba College to complete the third and final component of their POST Academy Training (Module I). As a result, the ADMJ Department Coordinator maintains open lines of communication and collaboration with both of these institutions in order to ensure that our students are receiving current and relevant instruction in order to maximize their success as they continue their training elsewhere.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

In accordance with the College's prescribed guidelines regarding Learning Outcomes Assessments, the Department continually, on a semester-by-semester basis, updates and assesses its individual Course

Student Learning Outcomes (CSLOs) as needed to maintain alignment with Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes (ISLOs).

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

Following the College's ongoing timeline of SLO assessments, the Department will continue to review and assess each CSLO for all ADMJ courses. ADMJ Faculty have recognized the importance of the assessment process and its positive impact on student success.
(Refer to attached SLO spreadsheet for ADMJ)

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

ADMJ instructors regularly attend a variety of professional training courses to maintain currency, subject-matter expertise, and to meet POST instructional requirements: POST courses such as Academy Coordination, AICP (Academy Instructor Certification Program), POST IDI (Instructor Development Institute), and Update Courses for instructors of manipulative skills such as Firearms, Arrest & Control, Vehicle Operations, etc.

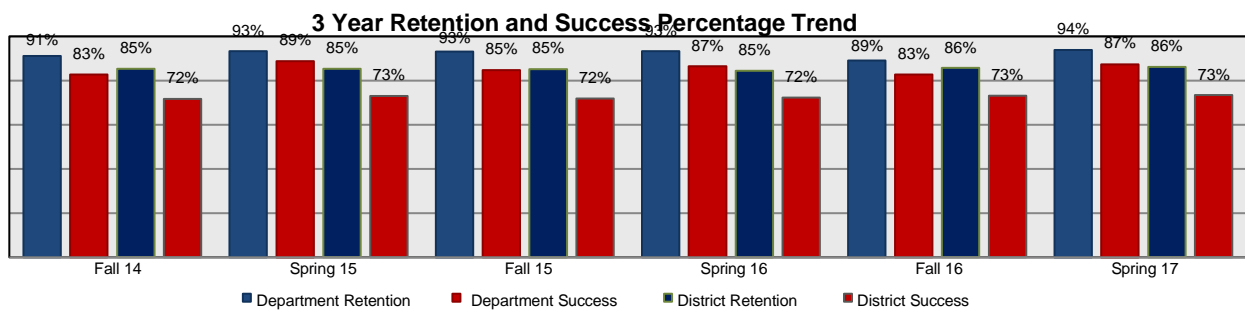
Because POST requires specific initial and update training for all Academy Instructors, the Department will continue to ensure all instructors of Academy Training courses meet the POST-mandated standards. Additionally, the ADMJ Department Coordinator (or proxy) attends the POST bi-annual statewide Academy Directors/Coordinators Consortium in order to become aware of and implement the current training standards implemented by POST.

Some of our instructors belong to and regularly participate in professional organizations dedicated to the advancement of training i.e. National Gang Crime, American Correctional Association, CA Youth Authority Association, International Association of Chiefs of Police, California Police Officers Associations, FBI National Academy Association, California Robbery Investigators Association, California Academy Directors Association, Peace Officers Research Association of California, and California Narcotic Officers Association.

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

3) **Effectiveness:** This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Identify and explain the three-year trends in your program’s data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program’s performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate.



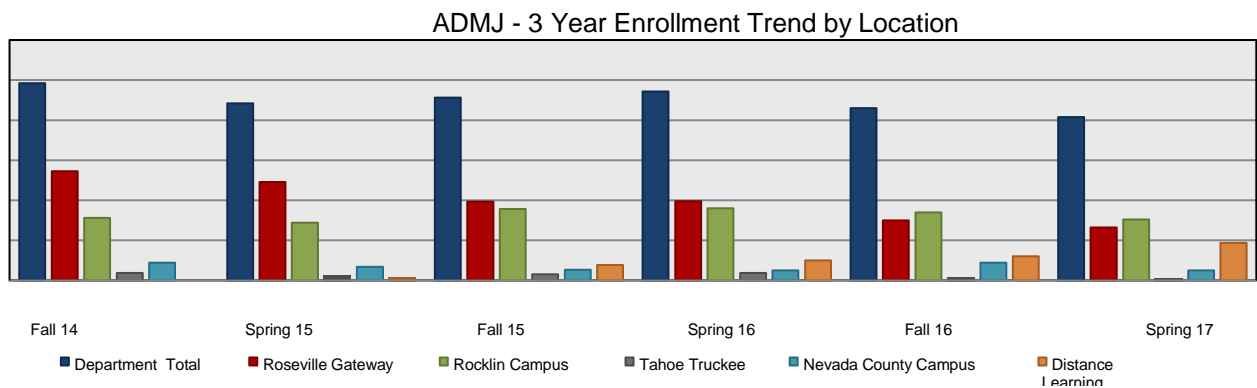
ADMJ	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
FTES	105	104	95	106	89	89	98
FTEF Total	7.3	8.1	6.7	9.8	6.9	8.9	8.0
Efficiency (WSCH/FTEF)	439	398	439	334	397	308	386
Fill Rate	81.0%	76.0%	77.0%	71.1%	72.0%	69.0%	74.3%
AveSize	28.9	26.0	27.4	23.7	18.3	17.0	23.6
# of Sections	34	34	33	39	47	48	39
Department Retention	91%	93%	93%	93%	89%	94%	92%
Department Success	83%	89%	85%	87%	83%	87%	85%
Online Retention		92%	88%	93%	88%	89%	90%
Online Success		83%	82%	90%	85%	85%	85%

The ADMJ Department has consistently maintained very high rates of both Retention and Success and has exceeded District percentages during each of the past three years. During that same timeframe, the Department has also recognized an average Retention rate of 92%, and an average Success rate of 85%, along with an average 90% Retention rate and 85% Success rate for online courses.

The ADMJ Department is in the process of increasing the number of online course offerings over the next three years to continue improving student Retention and Success.

3b) Enrollment Trends: Identify and explain the three-year enrollment trends in your program’s DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

Enrollment by Location	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Department Total	984	884	913	943	860	815	900
Roseville Gateway	545	491	394	396	299	265	398
Rocklin Campus	312	289	357	360	340	304	327
Tahoe Truckee	38	24	31	37	13	9	25
Nevada County Campus	89	68	53	50	88	50	66
Distance Learning	-	12	78	100	120	187	83



As indicated by the graphs above, overall enrollment of students within the ADMJ Department has decreased slightly, with an average of 900 students per semester. As the Department has begun offering more online courses, there has been a noticeable, and not surprising, increase in enrollment for these Distance Learning courses.

During the same time period, however, there has also been a significant decrease in enrollment at the Roseville Center, NCC and Tahoe-Truckee Campuses. It should be noted that the ADMJ Department, along with the College’s other Public Safety Programs (Fire Technology and Health Science/EMT) relocated from Roseville Gateway to the new Roseville Center during the summer of 2017. As depicted, enrollment at the Roseville campuses has dropped by more than 50% over the past three years. As a direct result, three-to-five ADMJ courses have been dropped from the schedule due to low enrollment at the Roseville campuses each semester for the past two years while the sections of the same courses on the main campus in Rocklin have remained full with Waitlisted students.

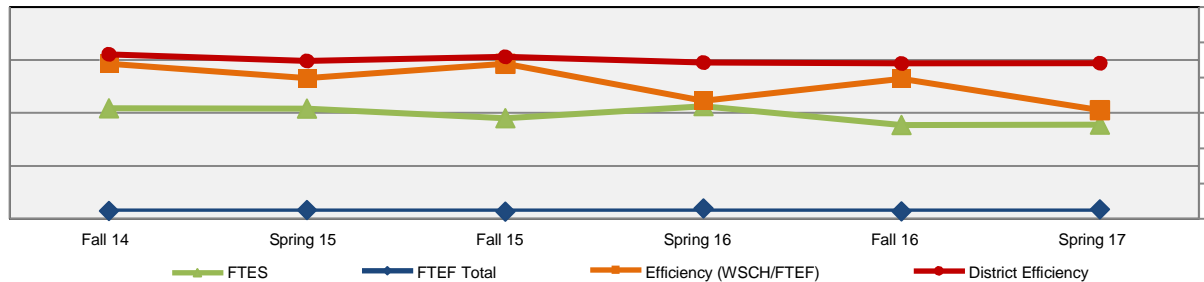
Based upon informal student and faculty feedback, this decline in enrollment is the likely result of two specific issues:

- Insufficient time to travel between campuses and attend classes within the current schedule
- Lack of General Education class offerings at the Roseville Center

In order to address these unfortunate trends, the Department has begun to explore the possibility of adding sections of General Education courses at the Roseville Center. In addition, the Public Safety Programs are working together to identify any available space on the main campus that might accommodate their relocation from Roseville to the main campus in Rocklin.

3c) Productivity: Comment on how the program contributes to overall district productivity. Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, if you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

3 Year Productivity Trend



District Information	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
District Enrollment	54,932	53,058	54,133	52,752	52,884	50,350	53,018
District Retention	85%	85%	85%	85%	86%	86%	85%
District Success	72%	73%	72%	72%	73%	73%	73%
District Efficiency	466	447	459	443	440	441	449
District Fill Rate	94.0%	91.0%	92.1%	89.4%	89.0%	88.0%	90.6%

The Department’s productivity over the last three years is slightly below the District totals. Overall, the Department’s FTES and FTEF have remained fairly consistent over the past three years.

3d) Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program’s plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. Please describe and analyze the impact of any R4S initiatives on your program and incorporate any relevant information in the data dashboard related to student success, equity, and other measures of success including any relevant information addressed in sections 2 and 3.

Within our ePar we have identified seven Department goals and developed strategies for each. We continually update goals, strategies and actions on a quarterly basis in an effort to maintain and improve effectiveness.

The Department plans to continue meeting with highly involved and supportive industry leaders through the Department's Advisory Committee, identifying current trends and needs within the criminal justice system. In response, the Department will adjust course offerings and curriculum as needed.

The ADMJ Department has recognized the need to utilize current technology within the training programs. To meet this need, the Department has requested and acquired laptop computers and iPads to be used for instruction, evaluation, and testing within our Post Law Enforcement Academy Training program.

The Department continues to rely on social media outreach efforts via its Facebook page in order to improve communication with our current and potential students as well as to post ADMJ class information, job announcements and other employment opportunities.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above. (Refer to the bottom row of your DSR in your response to this category. You may include budget information if you have it.)

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency; include any analysis of R4S initiatives in the development of these goals and plans. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

Having developed a partnership with Placer County Sheriff's Department a few years ago, our POST Academy Training courses continue to be held at the Placer County Sheriff's Office Auburn Justice Center. This ongoing partnership has many benefits, including cost savings for facility rent/lease, and professionalization of the program. We are currently in the process of renewing our existing agreement with Placer County Sheriff's Department, to continue utilizing their training facilities.

As described above, and in the interest of returning the College's Public Safety Programs onto the Rocklin Main Campus, we continue to explore the viability of creating a Public Safety Training Center with Fire Tech and Health Science/EMT. The concept of building a Public Safety Training Center in Rocklin has received positive support from the College as well as the public, and it has secured a spot on the Facilities Master Plan, pending the College's efforts to pass a bond initiative in the coming election cycle.

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The Department continues to utilize "Smart Classroom" technology in each of the dedicated classrooms at all campuses.

We continue to upgrade all of our Academy Training equipment through Career Technical Education funds, and the Department will continue to upgrade this equipment, as needed, to ensure students have access to the most current and relevant training equipment and materials available.

The ADMJ Department recently acquired 16 laptop computers to be used for instruction and POST-mandated electronic testing within the Academy Training classes.

Through CTE funding, the ADMJ Department acquired a computerized Force Options Simulator two years ago with plans to implement this state-of-the-art training aid within both Academy and regular ADMJ courses. Unfortunately, however, we have not been able to use this technology since moving from Roseville Gateway to the new Roseville Center due to the lack of an adequate location at the new facility.

- 4c) Staffing: Comment on the adequacy of your program’s faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

ADMJ Department Staffing:

Staff Headcount	Fall 14	Spring 15	Fall 15	Spring 16	Fall 15	Spring 16	3 Yr Avg
FT Assigned	1	2	2	2	2	2	1.83
FT Teaching	1	2	2	2	2	2	1.83
PT	30	33	19	22	30	31	27.50

Instructional FTEF by Load Type	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
FT	2.00	2.00	1.40	1.40	1.40	1.40	1.60
PT	5.74	5.91	5.07	7.66	5.17	5.70	5.87
OV	0.59	0.80	0.22	0.79	0.58	1.80	0.80
Total FTEF	8.33	8.72	6.68	9.84	7.15	8.90	8.27

FT/PT Ratio (FT%)	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Dept	26%	25%	22%	16%	24%	19%	22%
Rocklin	16%	23%	15%	10%	13%	20%	16%
NCC	35%	35%	0%	0%	26%	0%	16%
RG	33%	29%	35%	30%	33%	19%	30%
TT	0%	0%	0%	0%	0%	0%	0%
DL		0%	0%	0%	0%	0%	0%

During the past several years, the ADMJ Department has been staffed by only two Full-Time Faculty, including the Department Coordinator and one other FT Faculty member, and approximately 30 Part-Time Faculty who teach both full-semester ADMJ courses as well as various Learning Domains (LDs) within our POST Academy Training classes. We will continue to hire and utilize additional subject-matter experts as Instructors within all three degree concentrations (Law Enforcement, Courts, and Corrections) as well as in the Academy.

During the past three years, the Department’s FT/PT Ratio has declined steadily from 26% to 19%, with a three-year average of 22%. Due to the fact that the Department Coordinator also serves as the POST Academy Training Coordinator, a position which is state mandated for all POST-approved Academy Presenters, the Department would benefit greatly from the addition of a Full-Time Faculty member who could not only teach ADMJ courses but also provide POST-mandated administrative oversight of our Academy Training Program, including scheduling and attendance at the bi-annual Academy Consortia.

4d) Facilities: Comment on the program’s fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

	RETENTION	SUCCESS	FILL RATE
ADMJ Dept.	92%	85%	74%
District	85%	73%	90%

(3-Year Averages)

Although the ADMJ Department’s average Retention and Success Rates clearly exceed the District’s over the past three years, the Department’s Fill Rate is significantly below the District’s Fill Rate during the same time period. This issue may, in large part, be related to the decreasing-enrollment trends that began at the Roseville Gateway Campus a few years ago and have continued at the new Roseville Center due to scheduling conflicts and lack of General Education class offerings mentioned earlier in this report.

The ADMJ Department, along with the College’s other Public Safety Programs, would greatly benefit from the development of a state-of-the-art Regional Public Safety Training Facility for Law Enforcement, Fire, and EMT. This facility would offer students the highest level of current training and instruction, along with increasing their chances for employment within these fields. We recognize the need for a bond initiative to fund such a project as part of the College’s Facilities Master Plan and the accompanying prediction of an extended (5-10 year) timeframe for such a facility to be built, but we also believe that our students would benefit greatly as the result of a move from the Roseville Center back onto the main campus in Rocklin as soon as possible.

The ADMJ Department currently offers courses at all campuses throughout the District, and would like to maintain or even increase its presence there, which includes maintaining current classroom space. We are also very fortunate to be able to utilize, free of charge, the training classroom at the Placer County Sheriff’s Department’s Auburn Justice Center for our Academy Training classes, and that relationship appears to be continuing for the next three-year cycle.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
X	X		X	X	X		

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

STRENGTHS

- Professional and experienced Faculty with subject-matter expertise in all three degree concentrations (Law Enforcement, Courts, Corrections)
- Strong collaboration with and support from the Department's Advisory Committee, consisting of representatives from local Criminal Justice Agencies in Law Enforcement, Courts, Corrections
- Positive reputation within the community
- Positive internal feedback from Sierra College student body
- Meeting/exceeding District Retention and Success rates
- Successful employment of ADMJ students within local and state Criminal Justice Agencies
- Strong Internship Program providing students with hands-on real-life workplace experience
- Active engagement with and participation in high school outreach events, career fairs, etc.

WEAKNESSES

- Lack of dedicated permanent facilities for ADMJ Program
- Continuing low-enrollment issues at the Roseville Center
- Very low FT/PT Faculty ratio

OPPORTUNITIES & CHALLENGES

- Continued collaboration with other Public Safety Programs at Sierra College (Fire Technology & HSCI/EMT) as well as additional stakeholders to return the Public Safety Programs onto the Rocklin main campus
- Eventual creation a Regional Public Safety Training Center for all three Public Safety Programs
- Identify and implement methods to increase enrollment at the Roseville Center, NCC and Tahoe-Truckee campuses

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

A copy of this report will be made available to site Deans, the ADMJ Advisory Committee, ADMJ Faculty, staff, and students. Their views and perspectives via informal and formal feedback were taken into account when developing this Final Report.