GAVILAN COLLEGE
INSTRUCTIONAL PROGRAM SELF STUDY
South Bay Regional Public Safety Training Consortium

Program Review

I. Provide an organizational breakdown of your program. Do not include individual's names, only position titles and FTE.

Introductory Statement:

South Bay Regional Public Safety Training Consortium was created in 1994 by Evergreen Valley and Gavilan Colleges through a California Community College Chancellor's Office Grant. Since 1994, eight additional colleges have joined this innovative partnership to support public safety training within their local communities. Today, the Consortium is comprised of Evergreen Valley College, Foothill College, Gavilan College, Hartnell College, Monterey Peninsula College, Ohlone College, College of San Mateo, San Jose City College, Mission College and Lake Tahoe Community College.

As one of the founding members, Gavilan College has always been a substantial contributor to the success of the JPA by providing guidance and consistent financial support. The JPA is governed by a Board of Directors comprised of representatives from its member colleges. The current Chair of the Board is Dr. Steven Kinsella of Gavilan College. Dr. Kinsella has acted in this capacity for over a decade. The JPA Board provides input and direction as it relates to the organization's mission in fulfilling the needs of both the public safety community and the member colleges. The Board, and specifically the Chair is instrumental in championing and securing support for the JPA with the California Community College Chancellor's Office. The JPA is structured similar to the college with a President, Vice President of Academic Affairs, Vice President of Administrative Services and Vice President of Academy Services. The individual programs are managed by Program and Course Coordinators. Gavilan College Dean Sherrean Carr is the college's liaison to the JPA and assists with community college compliance with instructional related issues.

	Title	FTE
Administrator	President & 3 Vice Presidents (Academic Affairs, Administrative Services & Academy Services)	4
Faculty - FT		0
Faculty - PT	Adjunct Instructors	225

Professional Support Staff	Program Coordinators, Course Coordinators, Instructional Support Staff, Facilities Staff	40

NOTE: The numbers for the personnel listed above include all those who work for the Consortium as a whole.
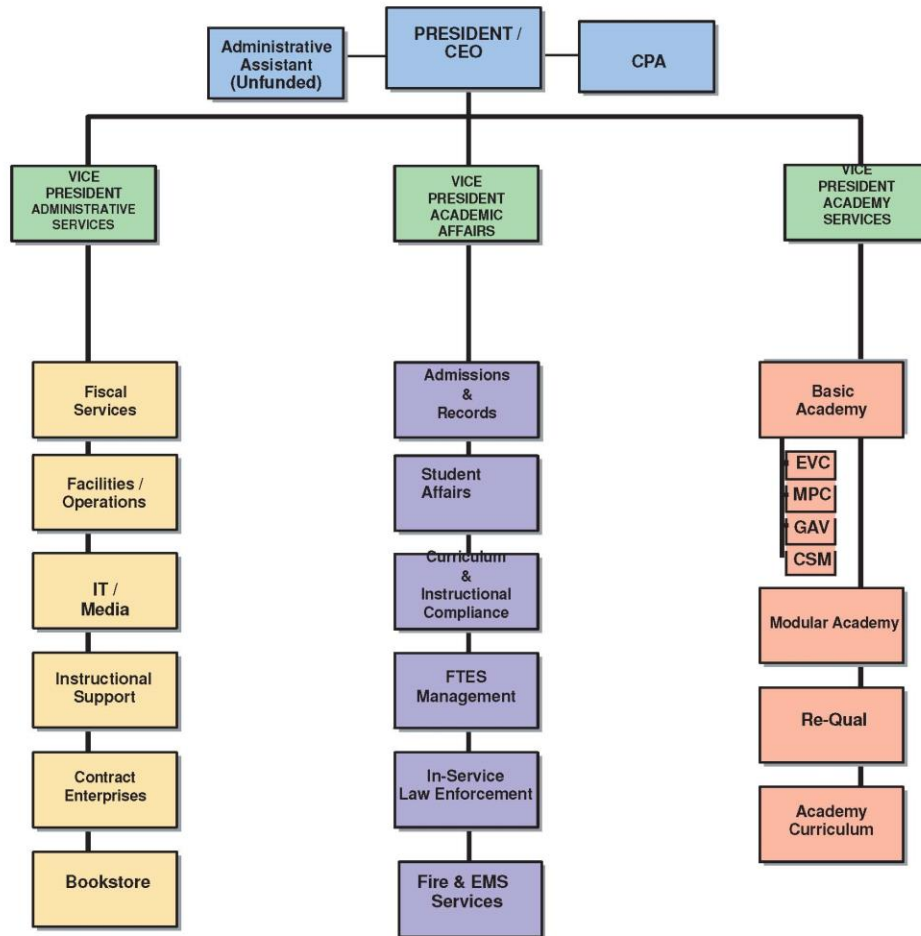
II. Program Progress (What have you done since your last review)

A. What specific goals, curricula, program, and/or pedagogical modifications were made within the program to support college-level strategic initiatives and student success during the past three years (For example, scheduling changes, distance learning, ladder concepts, work-based learning strategies, internships, service learning, learning communities, technological enhancements, and other student centered learning pedagogies)?

Although this is our first time through this particular review process, the following changes have been made within the past three years:

- Updated Administration of Justice Certificate Program.
  Over the many years since the Certificate was developed the Law Enforcement Academies have evolved. Academies are much longer with greater content and specific learning objectives. The partnership between the colleges and California Commission on Peace Officer Standards and Training (POST) has strengthened, and the two entities have worked diligently to align content and the Learning Objectives and Outcomes to encourage students to continue their education beyond the Basic Academies. The courses for College Administration of Justice programs have completed the C-ID process and directly correlate with the Basic Police Academies. It was no longer necessary for students to complete additional Administration of Justice courses at the colleges to obtain the requisite knowledge and understanding required by the Certificate Program.

  Additionally, the Modular Academies were updated and similarly aligned with the Basic Intensive Academy/College Courses. The Modular format has additional review content from one module to the next thereby reinforcing key learning objectives and outcomes.

- Updated Administration of Justice AA Degree.
  The modification of the AA Degree was initiated based upon the update/modification of the Certificate Program creating opportunities for stackable Certificates, leading to degrees and transferability. Both the Certificate and the Associate Degree are now in line with other AJ Programs within the State.

- Initiated a Fire Technology Certificate Program.
  The State Fire Marshal initiated modifications to the Fire Fighter 1 course requirements and standards to meet a National Registry. In anticipation of these changes, the JPA expanded the Fire Program to include an Emergency Medical Technician Course. Our Agency partners were requiring or preferred to have both courses completed before a person applied for employment. By creating the Fire Technology Certificate (completion of EMT and Fire Fighter 1 Academy), the

student can secure gainful employment and can choose to continue their education. The goal is to develop a similar pathway for the Fire students with stackable Certificates in a Paramedic Program and later Associate degrees.

- Employed online text and testing instruments.
  In an effort to decrease costs to students and due to easy accessibility we have adopted electronic and online textbooks. After reviewing the validation process for the online testing instruments we have initiated use of the testing systems associated with the texts we have adopted, where possible and appropriate.

B. What results have you seen because of these modifications? (Include data if available.)

- Modifications were recently implemented; limited or no data available to determine impact. Changes to the AA and CA in law enforcement and the addition of a CA in Fire Technology were approved by Gavilan College's curriculum committee in the Fall 2014 semester, with Chancellor's Office approval pending in the Fall 2015 semester. It will be at least a year before these program's PLOs can be assessed. The Fire Technology Certificate has been approved by the Gavilan Curriculum Committee and submitted to the Regional Consortia. We anticipate approval at the Spring 2015 Meeting. The Certificate would subsequently be sent to the Chancellor's Office.

C. What methods does the program use to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regard to multiple section introductory classes?

- The programs and courses are regulated through CA Commission on Peace Officer Standards and Training (POST), State Fire Marshal, Emergency Medical Services Authority and/or Santa Clara County Emergency Medical Services. We completed our Recertification review process for Emergency Medical Technician in March 2015, and are scheduled for the Recertification for Fire Fighter 1 in July 2015. The Recertification for Law Enforcement is not scheduled but is due in 2016. Members of the JPA Board are often asked to be present during part of the recertification process. All Recertification documents are maintained by the JPA and the Certifying agency, and are available for the member colleges' review.
- Courses are regularly audited by Program and Course Coordinators.
  Course content and currency of information is validated. If deficiencies are identified they are addressed immediately with the instructors, students, and at the curricular level if necessary.

- Instructor evaluations completed for every section of every course. Evaluations are reviewed by the program coordinators and areas needing improvement or exemplary performance are identified. In most circumstances the Coordinator will address instructor performance directly with the instructor(s) unless the identified behavior warrants a Vice President to become involved (positively or negatively). Some examples include investigations resulting in instructor discipline, as well as instructor recognition for providing above and beyond support, education, and training to students. These evaluations are also used during Instructor evaluation periods.

- Course evaluations completed for every section of every course and reviewed by the program coordinators. Vice Presidents periodically review the course evaluations to determine whether the overall delivery of the course meets or exceeds requirements and learning outcomes. Recommendations for changes including deliver methods or material distribution (using flash drives and online textbooks).

- All instructors are required to follow a course syllabus/the course outline of record which includes SLOs for the course. Instructors are required to submit lesson plans and have instructional materials approved prior to presenting the materials in class.

D. What are the program's methods for evaluating and modifying the contents of course offerings? Please provide examples of the result of this process.
- Course content is reviewed, and determined or modified by legislative and regulatory mandates.
  - Due to a rise in on-duty driving deaths involving police officers, the Basic Police Academy course was increased by 8 hours in Driving Techniques.
  - Due to Proposition 47 many of the laws involving theft and drugs were changed and additional Penal Code sections were added. The Basic Police Academy was updated to include all the changes.
  - Fire Fighter 1 course content was modified based upon new curriculum and requirements from the State Fire Marshal. The State Fire Marshal wanted to standardize the minimum quality and content of the Fire Fighter 1 course and wanted it to meet the National standard. In making the changes students are able to complete our Fire Fighter 1 course and secure employment anywhere in the United States. The changes were substantive and require additional training with specific fire situations as well as specific testing elements.

- Advisory Committees are convened quarterly to consult on additional content, changes in content or legislation/regulations and current industry needs.
  - The advisory committee identified the need to better address police contacts with returning veterans and other developmentally/mentally impaired individuals. Content in the Basic Academy was modified to include additional Mental Health Training based upon Advisory Committee recommendations.
  - The Basic Emergency Medical Technician course only requires completion of 135 hours. The JPA EMT course hours exceed state mandated requirements based upon local industry recommendations and to enhance the success of students in the program. Students attending courses meeting the minimum standard have greater difficulty passing the National Registry Test required for employment.
- Course evaluations completed for every section of every course and reviewed by the program coordinators. Vice Presidents periodically review the course evaluations to determine whether the overall delivery of the course meets or exceeds requirements and learning outcomes. Recommendations for changes including deliver methods or material distribution (using flash drives and online textbooks).
- Follow Gavilan's five-year curriculum review cycle for courses.

E. What staff development efforts has your program undertaken?
- The JPA offers POST Instructor Development courses (basic course, technology, learning activities). We offer the basic course 6 times annually and the continued professional training or update courses 3-4 times annually based upon interest.
- The JPA offers the State Fire Marshal Instructor Series which includes 6 courses of progressively detailed training in developing outlines, lesson plans, and different content delivery modalities. The focus is on student-centered and experiential learning. The JPA presents approximately 2-3 of each course depending upon student demand.
- The JPA hosts the Instructor Development Conference every other year. This training is provided as 4 hour seminars and allows instructors/students to choose topics where they want to gain more knowledge and experience.
- Course delivery has become more student-centered and experiential learning.

F. Is the program currently articulated with regional four-year colleges and universities and district high schools? Does your program currently have an AA-T or AS-T? If not, what are the plans to develop one?

The South Bay JPA was created to provide a higher quality of public safety education and training through a cooperative effort between the community colleges and public safety professionals. The courses established were articulated through the colleges to compliment the courses and programs already being offered through the member colleges.

- The program currently has 2 certificate programs (Administration of Justice and Fire Technology – in progress).
- The program has an Associate Degree in Administration of Justice.

G. If applicable, how does the program meet all local, state, and federal requirements, including professional, or trades and industry organizations?
- Law Enforcement courses are certified through CA Commission on Peace Officer Standards and Training (POST).
- Fire Technology courses are certified through State Fire Marshal.
- Emergency Medical Services courses are certified through CA EMSA and Santa Clara County EMS.
- Staff attend monthly Training Manager Meetings in the four counties serviced.
- Quarterly Advisory Meetings are held in all four counties serviced.

H. How has your program collected information and responded to the needs of the community/field (e.g. advisory council, needs assessment)?

To ensure the South Bay JPA would meet the needs of member colleges and the public safety agencies they were to serve, regional advisory committees were established. The advisory committees are comprised of Chiefs, Captains, Lieutenants, and Sergeants from the public safety agencies in Monterey, Santa Clara and San Mateo Counties. The advisory committees provide guidance regarding basic and continued professional education and training required to meet the needs of the public safety community.

- Staff attends monthly Training Manager Meetings in the four counties serviced.

- Quarterly Advisory Meetings are held in all four counties serviced
- Staff partner with POST to conduct needs assessment every 2-3 years. As a result we are offering first line supervisory training, an upper management course, and a series of required and recommended investigators courses. South Bay JPA is also in the infancy stages of establishing a Paramedic Program which has a natural nexus to both the Fire Technology and Emergency Medical Technician Programs. The goal is to articulate courses and develop a plan and budget for the Program needs by the end of Fall 2015. The current plan would be to establish a South County program and attempt to secure funding from the CTE Regional Grant funds for the 2015-16 year. The Program would be presented through the JPA as a joint or regional venture involving MPC, Gavilan, Hartnell, and Cabrillo Colleges (all JPA members).

III. Program Data

Provide appropriate analysis for the following sections based on data acquired from the Office of Institutional Research.

A. Basic description of program

South Bay Regional Public Safety Training Consortium's mission is to meet the educational and training needs of public safety students within the areas represented by the participating community college districts. Courses offered must meet a regional need of either small or large public safety agencies. Courses will also be carefully articulated with lower division academic programs and upper division transfer degree programs. Liaison will be maintained with the Region Six "Public Safety Training Committee" which is charged with the development of regional facilities and technology for skill development. The mission will be accomplished in an effective and efficient manner to ensure the highest quality training for public safety professionals.

1. Enrollment and FTES

Full time equivalency enrollment through South Bay JPA fluctuates from year to year based upon the needs of the public safety profession and the FTES commitments by the member colleges. Over the past 10 years, South Bay JPA generated 1,976 FTES at its lowest levels and 2,670 FTES at its highest point. Student enrollment also fluctuates and has ranged from approximately 18,600 to 25,600 students in any fiscal year.

JPA Data

Fiscal Year	FTES	Student Enrollment
2004-05	2113	19098
2005-06	2295	19709
2006-07	2500	20770
2007-08	2594	23177
2008-09	2670	25605
2009-10	2326	24754
2010-11	2151	25618
2011-12	1976	22710
2012-13	2051	18603

Programs	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Law Enforcement	1122	1329	1418	1631	1568	1521	1438	1243	1437
Corrections	156	126	362	207	359	260	109	67	29
Dispatch	75	65	95	153	152	73	122	89	64
Fire Tech	760	776	625	603	592	471	483	577	521

South Bay Regional has consistently generated from 345 FTES to 570 FTES for Gavilan College in the Fire, Law Enforcement and Dispatch programs over the past seven (7) years.

      i.   Enrollment by top code and course over time (4 years)

JPA Data

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	5654	1801	2659	2245
Corrections	1358	812	0	0
Dispatch	17	5	3	115
Fire Tech	203	1134	585	589
Total Enrollment	7232	3752	3247	2949

GC DATA

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	6,769	2,019	2,739	2,311
Fire Technology	176	1,129	583	569

ii. FTES by top code over time (4 years)

JPA DATA

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	243.03	84.95	346.7	375.14
Corrections	81.76	49.9	0	0
Dispatch	5.45	1.68	1.6	21.21
Fire Tech	66.57	208.69	122.16	64.45
Total FTES	396.81	345.22	470.46	460.8

GC DATA

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	332.55	135.23	357.19	393.11
Fire Technology	66.39	208.68	122.17	64.45

The FTES for the JPA Programs generated for Gavilan College dropped during the 2011-12 fiscal year and subsequently increased by over 100 FTES the following year. The reason for the decrease in the program was two-fold: Gavilan College experienced an increase in students in attendance on the Gavilan Campus during the 2011-12 fiscal year and additional colleges joined the JPA that same year. In an effort to meet the needs of all the member colleges, Gavilan College opted to reduce their commitment to the program, as they anticipated meeting their FTES needs through courses delivered on campus and allowed the other JPA members to participate fully. The following year the JPA was able to identify and

deliver courses in the new member college's areas. This allowed Gavilan to reengage at an even higher rate as the college began to experience a slight decrease in student enrollment on campus. Gavilan has maintained support of the program at approximately 470 FTES since that time.

      iii.   Current enrollment by term last available census

JPA DATA

Programs	Spring 2014	Fall 2014	Spring 2015 (projected)
Law Enforcement	1702	434	536
Corrections	0	0	0
Dispatch	32	11	90
Fire Tech	481	61	385
Total Enrollment	2215	506	1011

GC DATA

Programs	Spring 2014
Law Enforcement	1,247
Fire Technology	462

2. Student Outcomes
      i.   Success rate by top code and course and year (4 years).

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	102.2%	100.1%	98.5%	97.2%
Fire Technology	90.3%	98.4%	97.4%	97.0%

ii. Retention rate by top code and course and year (4 years).

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	102.0%	100.0%	100.1%	99.6%
Fire Technology	95.5%	98.8%	98.3%	99.1%

iii. Number of majors by year (4 years).

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	6,628	2,136	865	2,077
Fire Technology	562	451	396	564

iv. Number of degrees and certificates by top code and year (4 years).

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	0	0	0	0
Fire Technology	0	0	0	0

3. Staffing Data
   i. Faculty Headcount (by contract and hourly) (past 4 years)

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement /Fire Technology – Full Time	0	0	0	0
Law Enforcement /Fire Technology – Part Time	225	225	225	225

ii. Faculty productivity (Weekly Student Contact Hours [WSCH] divided by Full Time Equivalent Faculty [FTEF]) (past 4 years)

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	9.2	148.5	349.0	985.0
Fire Technology	3.6	472.4	734.6	856.1

iii. Current ethnic and gender distribution of faculty

Ethnicity	
White	42%
Hispanic/Latino	23%
Black/African-American	19%
Pacific Islander	0%
Native American	0%
Other/Asian	16%
TOTAL	100%

Gender	
Male	76%
Female	24%
TOTAL	100%

iv. Contract overload by year (past 4 years)

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	0	0	0	0
Fire Technology	0	0	0	0

v. Program Release Time (past 4 years)

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	0	0	0	0
Fire Technology	0	0	0	0

vi. Classified Staff who contribute to the instructional program, e.g., Instructional Assistant, lab supervisor (past 4 years)

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	55	55	55	55
Fire Technology	10	15	15	20

vii. Student Assistants (tutors, Cal/WORKs, Work Study, etc.) (past 4 years)

Programs	2010-11	2011-12	2012-13	2013-14
Law Enforcement	0	0	0	0
Fire Technology	0	0	0	0

B. Provide comments on any salient data above.

As a regional provider of public safety training, South Bay Regional offers basic courses and continuous professional courses to ensure current and aspiring public safety professionals can maintain their certifications, secure employment and advance their careers. Because we provide an assortment of courses and progressive learning tracks we are able to retain students over multiple terms and they are dedicated to learning as is shown in the success rates in 2i and 2ii above. The data for tables 2i through 2iv were provided by Gavilan Colleges researcher and therefore they would be better able to explain how you can achieve a success rate over 100% and how the number of majors was determined and why it dropped in 2012.

The Law Enforcement Academy Certificate and Associate degree were recently modified to include the Modular Academy and align the course requirements with programs throughout the state. By comparing them to the Learning Objectives for the traditional Certificate Program (21 units), it was determined content, units, and hours associated with the Basic and Modular Academy courses (22 units and 23 units, respectively) met the requisite objectives of the program and therefore it was no longer appropriate to require additional courses to be completed by the students; above and beyond the Basic Intensive or the three Modular Academy courses. The terminal Associate Degree associated with the updated Certificate was also modified for consistency. With the modification of the Law Enforcement Certificate and Associate Degree, we anticipate that these same students will now begin to complete the programs.

The Fire Technology Program within the JPA recently expanded course offerings to include the Emergency Medical Technician Basic and Refresher courses. Students who complete the Basic course can enter into a Paramedic or Nursing program or continue on to the Fire Fighter 1 course. The addition of this course, delivered in a short-term format, allows students multiple options for continuing their education and careers. The introduction of the new EMT Basic course allowed for the creation of a Fire Technology Certificate which requires successful completion of the EMT Basic Course (5 units) and the Fire Fighter 1 Course (13.5 units) provides the student with the core career technical courses required by industry to secure employment in the Fire Services field. The addition of the Fire Technology Certificate will also provide a viable avenue for students to complete the first step to a program we expect to expand in the near future. We anticipate expanding the Fire Program to include an AA and an AS-T Degree once the standardized core courses have completed the C-ID process at the Chancellor's Office. The positive changes in the economy, and subsequently the job market, are making the public safety profession more appealing to a larger student base.

Our strong partnerships with the local agencies are creating greater opportunities for South Bay. We have recently articulated additional courses with the college in anticipation of the new and growing needs of the profession. We are looking at other technical courses that would lend themselves to career advancement and also might be tracks to additional certificate or degree programs.

C. Budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable).

The South Bay JPA was created specifically to address the educational/training needs of the public safety community. As such, our mission is to provide basic and continuing professional training and education in a cost efficient manner using economies of scale created by the Joint Powers Agreement.

The South Bay JPA's ability to generate student enrollment and FTES is based upon both the educational and training needs of the profession as well as the needs of the member colleges. The maximum volume of FTES the South Bay JPA can generate in any one year is determined by the commitments from the member colleges. Approximately 70% of South Bay Regional's budget is based upon the FTE commitments we receive from the colleges. The remaining 30% of the budget is generated through contract education and pre-employment testing.

Over the past 3 years, Gavilan College has represented between 17% and 23% of our FTES budgetary contributions. Below represents the operational expenses for the entire Consortium.

Operational Costs	10/11	11/12	12/13
Salaries & Wages	$3,695,253	$3,080,611	$3,354,953
Benefits	$994,246	$929,917	$883,000
Agency Revenue Sharing	$579,194	$441,876	$576,010
Registration	$636,722	$507,113	$970,531
Instructional Expenses	$97,955	$70,900	$84,603
Rental Expense & In-Kind	$668,592	$581,644	$599,513
Legal & Professional	$101,153	$83,641	$84,950
Independent Contractors	$144,184	$182,417	$464,820
Travel - Conferences, Fuel	$41,704	$27,506	$229,925
Repairs & Maintenance	$241,306	$196,110	$210,111
Other Operating Expenses	$548,907	$438,571	$997,937

D. Provide an overview of how budget allocations have changed over the past three to five years.

South Bay JPA's budget is directly impacted by the changes in the economy and how it effects student enrollment at the colleges. As enrollment increases at the individual colleges, their commitments to the JPA decrease. In an effort to maintain the income source for the

organization we generally increase our contract course presentations, which in turn increases the costs associated with contract courses including: Independent Contractor costs, and travel expenses. Otherwise operational costs for South Bay JPA trend fairly evenly based upon the volume of FTES generated each year.

      E. What were the results of any significant additional budget or resource allocations/reductions over the past three to five years?

Due to the economic down-turn in 2011, South Bay Regional was required to initiate a Reduction in Force (RIF) of 4 staff members and the discontinuance of our Modular Academy Program; a series of 3 courses that are included in the Law Enforcement Certificate and Degree programs. As of Fall 2014 we reinstituted the Modular Academy Program with a modified presentation cycle. We are also in the process of rebuilding our staff from part-time too full-time to coordinate the program and the growth in student population we are currently experiencing.

IV. Trends Affecting your Program (Data-Driven)

      A. Briefly describe your program's strengths and challenges (utilize data to support your contentions).

Strengths

- Member of Consortium – South Bay JPA was created to utilize economies of scale. The ten member colleges all share the burden and expense of maintaining the program which provides public safety education and training to the entire region. By pooling their resources the colleges, via South Bay, are able to better serve the public safety professionals from South San Francisco, to King City, to Union City, and in the Lake Tahoe area. Employed and aspiring public safety students are able to complete the certified training they require for employment while receiving college credit and the colleges fulfill their obligation to provide the education and training in a highly efficient manner.
- Employment demands for qualified professionals in this field – As the economy improves the demand for qualified public safety professionals increases. Over the next 3-5 years we anticipate agencies will need to increase personnel by 5-15% equating to approximately 350 new public safety employee positions annually within the South Bay JPA service area. The JPA is working toward meeting the industry needs by continuously offering Basic Intensive and Modular Academies throughout the year at our three Academy locations. Additionally, the JPA is partnering with agencies in the area to

deliver smaller cohort courses to both Fire and Law Enforcement personnel on an as-needed basis.

- South Bay presents courses that are mandated by the state for initial certification, maintaining certification and professional growth. The courses are continuously in demand on some level. By offering courses from the basic level through advanced management South Bay has a large volume of repeat students who complete a cadre of courses through the JPA throughout their career.
- The strong relationships and confidence established with our partner agencies has made South Bay an invaluable resource for training within the region. Not only do agencies send employees to the courses presented by the JPA they often hire directly from the self-sponsored graduates of our Basic Academies.
- South Bay would not be successful if it were not for the dedication and professionalism of our employees. Throughout the recent tumultuous economic situation, South Bay employees persevered despite layoffs, pay reductions, and being asked to do more with less. Our faculty is dedicated as well and is committed to the students and the program. Each member of the South Bay Team plays an essential role in our ability to continue to succeed with our current curriculum and strive to develop new courses and programs to the benefit of our students.

Challenges

- Need for new campus site as we are losing the Evergreen Valley College location. It is our desire to be the cornerstone of Gavilan College's new Coyote Valley site.
- Navigating the enrollment and curriculum articulation processes for ten community colleges continues to be a challenge. South Bay is working diligently with the colleges and the Chancellor's Office to identify online solutions to these challenges. The JPA is currently working with the CCCApply Steering Committee to establish South Bay as a "Special District". All JPA students would apply electronically, and JPA Member Colleges would subsequently be allowed access to download students directly from the system, thereby alleviating the redundancy associated with the enrollment process. As the Chancellor's Office is currently entrenched with the AS-T and C-ID process, no specific plans or discussions are taking place regarding simplified articulation processes.
- Since South Bay's course delivery is based upon both the industry need and the colleges' need, it is often a challenge to match the two. Commitments from the colleges can vary from year to year which creates challenges when determining budgetary and personnel allocation.

B. Provide a brief review of the past three Program Plans and any emerging themes identified in them.

To date South Bay Regional Public Safety Training Consortium has not been involved in this process.

    C. If not mentioned above, what are some of the needs or challenges facing your program (include support and documentation for your contentions)?

South Bay Regional's program and course delivery is driven by the needs of the public safety profession and the member colleges. We would like to have greater liaison with the corresponding department faculty to ensure our curriculum is complimentary to theirs. We would also like to ensure greater student success through cooperative efforts in reviewing and developing additional Associate and Certificate programs. Because South Bay Regional consists of 10 community colleges, it is often difficult to coordinate these efforts.

South Bay Regional also recognizes the need to engage younger students and begin outreach for the public safety profession at the high school level. South Bay presents a three week Explorer Academy (ages 16-19) in cooperation with the Boy Scouts of America every June. We anticipate delivering two Explorer Academies in June 2015. We have also developed and delivered the summer Youth Academy for Leadership and Excellence program to younger students (Middle School students). We would like to further develop these programs through articulation agreements with High Schools to create pathway programs for public safety.

V.   Program/Student Learning Outcomes

    A. Complete the program/student learning outcome matrix for your program(s). Complete separate matrices for each Chancellor's approved Degree or Certificate. If assessments have not been completed, provide an update of your program's work to assess your program-level student learning outcomes.

AA in Administration of Justice

Program/Student Learning Outcomes	Assessment / Measurement	Result	Use of Results
Define and utilize key terms, concepts, and theories in the criminal justice system.	Written Exam	94% of students receive a score of >89% = 6% of students receive a score of 80-89%	Based upon results - no changes implemented.

	Reflect critically on developments in criminal justice policy and the relationship of these policies to the wider political and social environment.	Homework Assignment	96% of students receive a score of >89% 3% of students receive a score of 80-89% 1% of students receive a score of 70-79%	Based upon results - no changes implemented.
	Compare and evaluate diverse and competing arguments and analysis in disciplinary (justice system) and interdisciplinary contexts.	Written Exam	93% of students receive a score of >89% 6% of students receive a score of 80-89% 1% of students receive a score of 70-79%	Based upon results - no changes implemented.
	Interpret, assess and compare competing types of evidence and data.	Practical Examination	89% of students receive a score of >89% 5.5% of students receive a score of 80-89% 5.5% of students receive a score of 70-79%	Decision made to add a homework assignment to ensure understanding prior to practical examination.
	Effectively communicate orally and in writing the results of their analysis and conclusions.	Practical Examination with report writing component.	83% of students receive a score of >89% 14% of students receive a score of 80-89% 3% of students receive a score of 70-79%	Decision to include additional written assignments to improve students' writing skills prior to the examination.

CA in AJ Law Enforcement Option 2
2013 - 2014

Program/Student Learning Outcomes	Assessment / Measurement	Result	Use of Results
Define and utilize key terms, concepts, and theories in the criminal justice system.	Written Exam	>89% = 68 students 80-89% = 4 students	Based upon results - no changes implemented.
Reflect critically on developments in criminal justice policy and the relationship of these policies to the wider political and social environment.	Homework Assignment	>89% = 69 students 80-89% = 2 students 70-79% = 1 student	Based upon results - no changes implemented.
Compare and evaluate diverse and competing arguments and analysis in disciplinary (justice system) and interdisciplinary contexts.	Small Group discussion	All students actively participated and indicated gaining clarity from exercises.	Decision made to include a small group project to better quantify understanding by the students.
Interpret, assess and compare competing types of evidence and data.	Practical Examination	>89% = 64 students 80-89% = 4 students 70-79% = 4 students	Decision made to add a homework assignment to ensure understanding prior to practical examination.
Effectively communicate orally and in writing the results of their analysis and conclusions.	Practical Examination with report writing component.	>89% = 60 students 80-89% = 10 students 70-79% = 2 students	Decision to include additional written assignments to improve students' writing skills prior to the examination.

B. What percentage of course-level student outcomes has your program assessed?

Law Enforcement - 100% - We have two new courses that we have not presented due to low enrollment.

Fire Technology - 100% - We have six courses that have been approved within the past year that have yet to be presented, either because of low enrollment or because we have not had an opportunity to schedule them yet.

VI. Program Plan/Budget Requests

A. List goals and objectives for the next three to five years that will address the needs and trends identified above and in your course and program level SLO assessment results.

- Provide the opportunity for students to earn an AA Degree and/or Certificate of Achievement in Law Enforcement with the newly revised (2014) format.
- Implementation of Fire Technology certificate (2014).
- Establish an AA and AST in Fire Technology.
- Establishment of Paramedic program.
- Desire to relocate to Gavilan College's Coyote Valley site and be the cornerstone of success at that site.

B. Provide your current Program Plan (required) which should include these goals and objectives.

To date South Bay Regional Public Safety Training Consortium has not been involved in this process.

VII. Self Study Summary

The South Bay JPA was created in 1994 by Gavilan College and Evergreen Valley College through a California Community College Chancellor's Office Grant, specifically to address the education/training needs of the public safety community. As such our mission is to provide basic and continuing professional training and education in a cost efficient manner using economies of scale created by the Joint Powers Agreement. Since 1994 eight additional colleges – Foothill College, Hartnell College, Monterey Peninsula College, Ohlone College, College of San Mateo, San Jose City College, Mission College, and Lake Tahoe Community College – have joined this innovative partnership to support public safety training.

The South Bay JPA was created to provide a higher quality of public safety education and training through a cooperative effort between the community colleges and public safety

professionals. The courses established were articulated through the colleges to compliment the courses and programs already being offered through the member colleges.

This is the first IEC Review conducted on South Bay Regional Program. The South Bay JPA's initial courses were limited to Law Enforcement and provide an alternate route to completing an Associate's Degree with most of our member colleges. The basic law enforcement courses have also been approved as Certificate Programs through the State Chancellor's Office. As the JPA has expanded, so has the curriculum and public safety communities being served. South Bay JPA currently provides basic and re-certification education and training for law enforcement, fire technology, emergency medical technicians, dispatch, and corrections. South Bay JPA is working with the member colleges to establish all basic courses as part of the appropriate Associate's Degree program as well as a stand-alone Certificate Program where possible. South Bay JPA has partnered with the California Commission on Peace Officer Standards and Training (POST) to deliver required first line supervisory training, an upper level management course, and a series of required and recommended investigators courses. South Bay JPA is determining the possibility and the viability of developing Certificate Programs or Associate Degree Programs inclusive of these courses as part of the Law Enforcement/Administrative of Justice Programs with the member colleges.

South Bay JPA also partners with the State and County Emergency Medical Service Agencies and the State Fire Marshal's Office to deliver certified EMT and Fire Fighter 1 courses. South Bay JPA continues to grow our relationship with the State Fire Marshal and similar to our relationship with California POST, we are recognized as a Regional Training Center presenting number State Fire Marshal certified advanced skills courses. We are in the process of developing a Fire Fighter 2 course which will also be certified through State Fire. Successful students will have even greater employment opportunities after completing this course. South Bay JPA is also in the infancy stages of establishing a Paramedic Program which has a natural nexus to both the Fire Technology and Emergency Medical Technician Programs.

In support of the basic courses, South Bay JPA will continue to develop and articulate re-certification courses to assist actively employed and those continuing to attempt to secure employment maintain their certifications.

South Bay is continually reviewing instructors and providing update training to assist and ensure the delivery of courses and the program are student centered. We are implementing the use of technology, as appropriate, in the classroom and as a resource to instructors and students to enhance learning. Through our internal review process we re-evaluated the Law Enforcement Associate Degree and Certificate programs and modified them to improve student achievement and success. We regularly review course content and student learning outcomes to ensure they are consistent with industry and educational standards. South Bay consistently

has high student retention and success rates. Most of our courses contain rigorous content delivered in a short-term format. Students must make a serious commitment to the program and their education to be successful. South Bay realizes a much higher rate of perfect attendance as well as successful completion of the courses as noted in Section V above.

South Bay JPA offers a full array of courses and services from middle and high school preparatory courses, pre-employment testing and training, basic public safety training, continuous professional training, and advanced career development training courses. We provide students with access and the support to begin pursuing a career in public safety through promotion to upper management positions within a public safety organization. Our courses lead to Associate Degrees and Certificates, and our Management course is articulated with two UC Colleges for upper division credit.

The South Bay Program is driven by the needs of the public safety industry and the needs of the member colleges. The economy, hiring limitations and member college enrollment trends create a 5 to 7 years somewhat cyclical ebb and flow for the enrollment within South Bay. Our strong agency partnerships have proven to be a great benefit to our students. Agencies recognize the economies in hiring students who have successfully completed their required course work, rather than the agency paying for the student to complete the training. Over the past 5 years approximately 70% of students completing a South Bay Basic Academy have secured gainful employment within the public safety profession.

Establishing South Bay at the new Gavilan College Coyote Valley Educational Center will be the starting point for most of our long term goals. We have already begun working toward completing the short-term goals involving the modification of the Law Enforcement Associate Degree and Certificate programs. We are currently updating the curriculum associated with a Fire Technology Certificate and will be initiating discussions surrounding the viability and development of a complimentary Associate Degree. We have established curriculum for a Paramedic Program. The new Coyote Valley facility is key to our ability to begin expanding our programs to include the Paramedic track, the Fire Fighter 2 curriculum, and a Fire Technology Associate Degree.