

2018-19 Administrative of Justice Annual Program Plan

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

Administration of Justice (ADMJ) Program Description

The Administration of Justice (ADMJ) Program is a Career & Technical Education (CTE) Program that leads to an associate degree, transfer degree, and/or certificate of completion.

The ADMJ Program is housed in the Society and Education (Law) Meta Major Group.

ADMJ Program Courses

ADMJ 100 – Introduction to Administration of Justice (3)*

ADMJ 102 – Principles and Procedures of Justice (3)*

ADMJ 104 – Concepts of Criminal Law (3)*

ADMJ 106 – Legal Aspects of Evidence (3)*

ADMJ 108 – Community Relations (3)*

ADMJ 120 – Criminal Investigation (3)*

ADMJ 123 – Concepts of Enforcement Principles (3)

ADMJ 125 – Juvenile Procedures (3)*

8 Core ADMJ Program Courses = 24 units

ADMJ 104, 106, and 120 are cross-listed with LEGL 304, 306, and 320.

ADMJ 108 is cross-listed with SOCI 108.

ADMJ courses are AS-T transferable to the CSU System (ADMJ 123 is not a C-ID course.)

ADMJ 100 and 108 also transferable to the UC System.

ADMJ 134 – Traffic Enforcement & Investigation (3) (Banked course)

ADMJ 665 – Selected Topics in Administration of Justice (.5–2) (Banked course)

ADMJ110 – Police Report Writing and ADMJ 670 - Criminal Justice Internship (deleted.)

ADMJ Program Purpose

The Program's purpose is to enhance knowledge and skills so that students can achieve their academic, vocational, and personal enrichment goals, and to prepare them to be responsible and contributing citizens and workers in the justice field, to make a positive difference in our society.

The ADMJ Program is a Degree Program (Associate in Science)

The ADMJ Program, coupled with completion of general education requirements, results in the attaining of an Associate in Science (A.S.) Degree. (Recently

changed from an Associate in Arts Degree, reflecting its nature as a social science and to maintain consistency within the SMCCCD.)

The ADMJ Program is a Transfer Degree Program (Associate in Science for Transfer)

The ADMJ Program is an Associate for Transfer Degree (AS-T) Program. Seven of the Program's courses (marked with an * in list above) are accepted by the CSU system as CI-D transfer curriculum, helping to streamline transfer students' paths to four year institutions. All of the Program's courses are CSU transfer creditable and two are also UC transfer courses.

The ADMJ Program is a "Certificate of Achievement" Program

By completing the 24 units of Program courses, students qualify for the ADMJ Program "Certificate of Achievement". The ADMJ Certificate of Achievement demonstrates the student's commitment to completing a specific field of study, which also makes a positive impression on prospective employers in the field when they make employment and promotion decisions.

The ADMJ Program is a CTE (Career Technical Education) Vocational Program

The ADMJ Program is a CTE Program in the Taxonomy of Programs (TOP Code 2105.00) TOP Vocation: Public and Protective Services - Administration of Justice. The Program prepares students for entry-level employment, police academy training, promotional advancement, and general career development. Police academies are governed by the California Commission on Peace Officers Standards and Training (P.O.S.T.) which was established by the California Government Code as the state's law enforcement accrediting agency which sets the selection, employment, and training standards and requirements for California law enforcement officers and agencies. Our Program courses are foundational to those taught in the police academies, and gives our graduating students a distinct advantage in their police training.

Entry-Level Employment and Career Advancement

A broad spectrum of careers are available in justice administration, such as law enforcement, corrections, the courts, forensics, investigations, and related legal areas in both the public and private sectors of community service, at the local, state, and federal levels of government.

The ADMJ Program prepares students for employment and promotional consideration by their having demonstrated that they have successfully engaged in broadening their general knowledge through higher education. Most criminal justice agencies require that applicants be college graduates just to apply, either from two-year or four-year institutions. College and Program graduates are routinely given priority by agencies in hiring considerations. With a solid educational foundation, ADMJ students become more marketable and are better able to overcome the intellectual, economic, and cultural challenges that may

have once been barriers for them. Perhaps the value of any CTE Program is best validated by the students who go on to turn their vocational aspirations into realities . . .

A success story of two former Skyline College ADMJ Program students:

During our Program's 2017 Comprehensive Program Review (CPR) presentation, two former ADMJ Program students (Eyad and Zayad), twins of middle eastern decent who went on to become hired as police officers with the San Francisco Police Department, volunteered to help us in our CPR presentation. Appearing in uniform, they shared their heart-warming testimony of how valuable their educational experience at Skyline and the ADMJ Program had been to them in reaching their career goals.

Monetary and Promotional Benefits

The California Commission on POST awards stepped pay increases for police officers who enter with, or while working attain, higher college degrees, thus incentivizing the benefits and value of continuous learning. Many agencies also give their own stepped monetary increases, as well.

Personal Enrichment Goals

Students may also enhance their personal enrichment efforts by helping them to become civic-minded, ethical, and responsible community members, able to think critically about criminal justice and social justice issues, and to engage knowledgeably in conversations and activities pertaining to these areas.

ADMJ Program's Contribution to the Mission of Skyline College

The College's mission is "to empower and transform a global community of learners. The College's vision is to inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment."

The ADMJ Program's mission is "to provide students with open access to a multi-disciplinary *course of study of the highest standards that emphasizes critical thinking; the ability to effectively communicate in written and oral form; acquiring substantive and practical knowledge in the area of justice administration; and a commitment to lifelong learning that enables students to think critically about the problems and issues of crime and justice as engaged community citizens and as professionals working in the criminal justice field.* "

The ADMJ Program emphasizes the values of open access and diverse inclusion, critical thinking and problem solving, oral and written communication skills, ethics, community service, and community partnership building. The Program's principles, objectives, strategies, and learning objectives embrace those of the College, which are: *Critical Thinking, Effective Communication, Citizenship, Information Literacy, and Lifelong Wellness.*

Community Connections

Program students learn to consider the ever-changing dynamics, policies, and issues surrounding criminal justice and its relationship to social justice, and to assess, analyze, and apply what they learn in new and creative ways so that they can contribute to society.

The ADMJ Program serves as a bridge to foster connections between our students and community contacts in the criminal justice work force, especially those who have hiring authority. These are aided by students' interactions with guest speakers, participation in training exercises with agencies as "role players", and other networking strategies. The ADMJ Program has paved the way for many students to move into criminal justice occupations, and has helped them to excel in their training academies as a result of their educational experience.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

ADMJ Program Planning Team

Danni Redding Lapuz, Dean of Social Science/Creative Arts Division (SS/CA)

The ADMJ Program's primary work group and planning team consists of:

Steve Aurilio, Professor	ADMJ Coordinator	FT Faculty
Kevin Phipps, Professor	ADMJ Program	PT Faculty
Peter MacLaren, Professor	ADMJ Program	PT Faculty
Willard Osibin, Office Asst.	ADMJ Program	PT Aide

The ADMJ Program's associate work group and planning team consists of:

Jesse Raskin, Professor	LEGL Coordinator	FT Faculty
Rachel Deliz, LEGL P.S.C.	LEGL Services Coordinator	Office Staff
Peter MacLaren, Professor	LEGL Program	PT Faculty
Maria Gaudio, Professor	LEGL Program	PT Faculty
Michelle Shores, Professor	LEGL Program	PT Faculty
Elizabeth Tejada, Professor	LEGL Program	PT Faculty
Barbara Corzonkoff, Professor	LEGL Program	PT Faculty

ADMJ Program Collaboration to Promote Dialog and Reflection

The ADMJ and LEGL programs are related disciplines within the Society and Education: Law meta major and share office space in Building 1, rooms 1317 & 1318. Both are CTE, degree, and certificate programs; share several cross-listed courses; and share faculty for a richer blend of instructional perspectives. The two function cohesively as a collaborative, reflective, and synergistic inter- and intra-disciplinary work and planning group. Faculty and team members meet regularly within our individual disciplines, inter-departmentally, monthly at SS/CA Division meetings, and several times during the year at the college and district levels.

Intra-Departmental:

ADMJ Program members collaborate as often as our schedules permit, usually in person and also by technology. We share ideas and strategies for improving curriculum and pedagogical methods, and work on projects together. For example, during the spring 2019 semester Professors Phipps, MacLaren, and I are currently participating in the "Critical Thinking" ISLO assessment for the ADMJ 100 - Introduction to Administration of Justice course and the ADMJ 120 - Criminal Investigation course. We have met several times for the purposes of creating and normalizing our ISLO C/T assignments, and to consider the assessment strategies we will be using in association with the C/T ISLO rubric to be applied to the assessment.

Inter-Departmental - LEGL Studies:

The ADMJ Program meets with the LEGAL STUDIES Program a few times each semester to share news and updates concerning matters of importance in and between our two departments. We also engage in pedagogical development and training, as well. In the spring of 2018, the LEGL Program learned that it had succeeded in achieving its goal of having Skyline's LEGL Studies Program ABA (American Bar Association) approval and certification. This was a tremendous accomplishment for the Program, for the College, and for the students. But with this new status comes the responsibility for maintaining specified ABA certification standards and requirements, much of which is shouldered by the LEGL Program, with the ADMJ Program having a supportive role. To help with the added work, a new part-time Paralegal Program Services Coordinator (PSC) position was created (Rachel Deliz).

Inter-Departmental - COOP Education:

The ADMJ Program has collaborated with the Office of Cooperative Education (COOP) by offering the ADMJ 670 - Criminal Justice Internship course. This COOP-Ed course with an ADMJ focus allows students to earn four units of elective credit for participating in a 300-hour paid work experience at a criminal justice-related job. With the help of their work site supervisor who monitors their progress, students develop and work on three job goals during the internship semester, and their site supervisor evaluates their progress and accomplishments at midterm time and semester end. Afterward, students complete an internship course survey and submit a verified time sheet. The ADMJ Program has usually had 5–15 students participate in this course each semester.

Note: The ADMJ 670 - Criminal Justice Internship course is scheduled to be deleted from the ADMJ Program by the spring of 2019. In the restructuring of the ADMJ Program it has been determined that this course is substantially similar to the COOP-Ed version of the same course as to justify its deletion. ADMJ students will hereafter be directed to enroll in that course to participate in internship.

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

ADMJ Program Objectives (Goals) and Achievements

Some Program Objectives (Goals) and Achievements may have occurred "midstream" and were not part of the initial determination of strategies at the beginning of the APP reporting period.

Objectives #1 and #2 - Summary:

In the 2018 APP, the ADMJ Program described its goals for developing two new courses. This was predicated on the construction of a new Creative Arts/Social Science Building 1 where the ADMJ Program was ultimately to be moved to and would afford the Program more instructional space, and a lab to accommodate a forensics courses. In the fall of 2018 we learned that construction of the new building was being placed on hold. We decided to forego developing the two new courses.

Objective #3 - Summary:

A recent goal we embarked on was **realigning the ADMJ Program** so that there was improved consistency of the courses among the Program's three academic goals: (1) the associate degree, (2) the associate for transfer degree, and (3) the program's certificate of achievement. These changes would also align our Program the similar program (and academic goals) at the College of San Mateo, to ensure consistency of the two Programs within our college district. At the time of this writing, we have achieved our goals and/or are pending final approval.

Objective #1: Development of an Introduction to Forensic Science Course (ADMJ 185)

The ADMJ Program had planned to develop an Introduction to Forensic Science course, similar to the one already in place at the College of San Mateo (ADMJ 185). (A full description of the objective and its justification was noted in last year's APP.)

Progress/Update #1:

Objective #1 is on hold. As this course would have required specialized instructional staff and lab space in the new building to accommodate the course, and since construction of the new building has been put on hold, we have decided not to pursue developing this course at this time.

Objective #2: Development of an Introduction to Corrections Course (ADMJ 200)

The ADMJ Program had planned to develop an Introduction to Corrections course. (A full description of the objective and its justification is noted in last year's APP.)

Progress/Update #2:

Objective #2 is on hold. As this course would have required specialized instructional staff and classroom space in the new building to accommodate the course, and since construction of the new building has been put on hold, we have decided not to pursue developing this course at this time.

Objective #3: Realignment of the ADMJ Program - Specific modification proposals include:

(a.) Change the ADMJ Associate Degree from an A.A. Degree to an A.S. Degree

This change would logically coincide with the Program's Associate in Science for Transfer (AS-T) Degree and with both the College of San Mateo's ADMJ Program's Associate in Science Degree and its Associate in Science for Transfer (AS-T) Degree. The result would be increased consistency and less confusion within the SMCCCD District.

Administration of Justice has historically been categorized as a "social science", not an "art." What is now called "Administration of Justice" was once called "Police Science" (similar to "Fire Science") and was so named in the early 1960s, including at the College of San Mateo in the SMCCCD District. Both are public service fields. Thus, we see the need to reclassify the degree to an A.S. Degree.

Progress/Update on #3 (a.):

This goal has been achieved! The recommended change has the support and approval of the SS/CA division dean and has been forwarded to the Curriculum Committee for review and final approval.

(b.) Reduce required units for the ADMJ "Certificate of Achievement" (27 to 24 units)

In 2005, the required units for the ADMJ "Certificate of Achievement" was increased from 24 to 27 when the Program added a new course to the Program, ADMJ 110 - Police Report Writing. This course is currently in the process of being deleted, pending final approval of the Curriculum Committee.

This proposal would bring our Program's units back in line with those of the College of San Mateo, which requires 24 units for their ADMJ "Certificate of Achievement."

This proposal would also streamline the process for ADMJ students by permitting them to complete the Program sooner, enabling students to *get in, get through, and get out . . . on time!*

Progress/Update on #3 (b.):

This goal has been achieved! The recommended change has the support and approval of the SS/CA division dean and has been forwarded to the Curriculum Committee for review and final approval.

(c.) Realign required and elective courses under a single group of 8 required courses

The ADMJ Program has consisted of 27 course units: 18 core ADMJ courses plus 9 elective ADMJ courses. Our plan is to not only reduce the total program units from 27 to 24 but to also incorporate the Program's core and elective courses into a single 24-unit group of core courses. (We are exploring the idea of allowing some course substitutions.)

The *new* ADMJ 24-unit Program would consist of the following 8 core program courses:

- ADMJ 100 - Introduction to Administration of Justice (3)*
 - ADMJ 102 - Principles and Procedures of Justice (3)*
 - ADMJ 104 - Concepts of Criminal Law (3) (*Cross-listed with LEGL 304*)*
 - ADMJ 106 - Legal Aspects of Evidence (3) (*Cross-listed with LEGL 306*)*
 - ADMJ 108 - Community Relations (3) (*Cross-listed with SOCI 108*)*
 - ADMJ 120 - Criminal Investigation (3) (*Cross-listed with LEGL 320*)*
 - ADMJ 123 - Concepts of Enforcement Principles (3) (*Formerly an ADMJ elective course*)
 - ADMJ 125 - Juvenile Procedures (3) (*Formerly an ADMJ elective course*)*
- * Course is C-ID approved for transfer to the CSU system.

Progress/Update on #3 (c.):

This goal has been achieved! The recommended change has the support and approval of the SS/CA division dean and has been forwarded to the Curriculum Committee for review and final approval.

(d.) Delete ADMJ 110 - Police Report Writing Course

The content of this course has been incorporated into the curriculum of two other ADMJ Program courses: *ADMJ 120 - Criminal Investigation* and *ADMJ 123 - Concepts of Enforcement Principles*. As such, this course will no longer be offered by the ADMJ Program as a stand-alone course.

Progress/Update on #3 (d.):

This goal has been achieved! The recommended change has the support and approval of the SS/CA division dean and has been forwarded to the Curriculum Committee for review and final approval.

(e.) Delete ADMJ 670 - Criminal Justice Internship Course

This course is, essentially, the same course as *COOP 670 - Vocational Cooperative Education* where students who are working at jobs related to their

major earn 4 units of college credit for working a minimum of 300 hours in the semester. As such, this course will no longer be offered by the ADMJ Program. Students will, instead, be referred to the equivalent Cooperative Education 670 course.

Progress/Update on #3 (e.):

This goal has been achieved! The recommended change has the support and approval of the SS/CA division dean and has been forwarded to the Curriculum Committee for review and final approval.

(f.) Bank ADMJ 134 - Traffic Enforcement and Investigation Course

This course is being banked and will be reassessed at a later time. It does not fit in with our realignment plan for the Program.

Progress/Update on #3 (f.):

This goal has been achieved! The recommended change has the support and approval of the SS/CA division dean and has been forwarded to the Curriculum Committee for review and final approval.

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

External Changes (*Outside of the Program*)

External Change #1: A major external change for the ADMJ Program was the anticipated temporary move from Building 1, where the ADMJ classroom 1304 and office 1317 are located, to Pacific Heights to make way for the demolition of the building and the start of construction of a new Building 1. This was to occur by the fall of 2018. Upon completion of the new construction, the ADMJ Program (and LEGL Program) was then supposed to be moved into the new Building 1.

While we were intent on adapting to the transition, we weren't quite sure how well the displacement would work out, given that our courses often need portable "lab" capabilities which involve transporting instructional ADMJ equipment and supplies back and forth between our office's storage room and the classroom. We'd also have to figure out how to juggle Office Hours for student consultations between classes and between buildings during construction.

At the beginning of the fall 2018 semester we learned that the plans for new building construction were put on hold. The daytime ADMJ classes were taught in two other buildings, away from the ADMJ office in Building 1. We made the best of the situation, but found this arrangement to be a bit awkward (for the very reasons stated above.)

For the spring 2019 semester, and with the help of our division dean, we were able to resume daytime ADMJ classes in classroom 1-1304 near the ADMJ office in 1-1317, making things much more beneficial and convenient for both our students and our instructors.

Action Plan #1: While the ADMJ Program remains in Building 1 with its classroom and office near each other, and some health and safety retro-fit improvements are being made to the building, we don't foresee many negative impacts at the present time. We may have a clearer picture of the logistical situation as we learn more about the progress of the new Building 1 construction project.

External Change #2: Another external change for the ADMJ Program is the introduction of the "meta-majors" and "guided pathways" strategy which was designed to help students more effectively and efficiently navigate their college experience. The ADMJ Program (and LEGL Program) is housed within the Society & Education (Law) group.

Action Plan #2: The Program is looking forward to helping our students make the best use of this new strategy and to ensure that we can contribute to the strategy's success. Our plan is to engage our students at the beginning of their exposure to the Program and to provide support and advice. Program faculty know the courses and their relationships to each other, how the courses connect to careers, and other program-specific attributes which can help students better navigate their college experience.

External Change #3: Current social climate and conversations, locally, regionally, and nationally, concerning criminal justice issues can be expected to have an impact on the ADMJ Program, especially on the Program's student enrollment numbers and student characteristics/demographics. These concerns must be anticipated, analyzed, and become a part of the Program's planning strategy.

While the ADMJ Program has historically enjoyed relatively high and stable enrollment and load numbers, in recent years we have noticed some declines. Many of these declines are also being felt across the board by the colleges. The causes may be attributed to (1) job growth (as job opportunities increase, enrollments tend to decrease), (2) social justice issues centering on criminal justice, (3) waning public sentiment toward law enforcement, especially in under-represented communities; (4) demands for more government transparency and accountability, and (5) the increasing role, reliance, and dominance of technology and social media in our society.

Action Plan #3: We recognize these issues as being important to the vitality of the Program, and are mindful of our responsibility to monitor our program's enrollments, population characteristics, load, and success and retention rates, and to assess which areas need priority of attention and resources, and to then develop and implement plans to effectively deal with any deficiencies. As the demographics of local and regional society undergoes change, the Program must be prepared to anticipate and accommodate those changes, such as by broadening its outreach, and continually welcoming and encouraging a diverse student population.

Internal Changes (*Within the Program*)

Internal Change #1: In 2017 we lost our Program's part-time volunteer student aide, Nicole Ruggiero, who had been one of our former ADMJ student and has gotten a job in the outside work force. However, we were fortunate to find a replacement. Mr. Willard Osibin, our newest aide, has been helping with clerical work in the Office and has proven to be vital to the ADMJ Program.

The volunteer student aide mostly helps with SLOAC and TracDat data entry and similar clerical work. Mr. Osibin has been instrumental in helping us get caught up with our TracDat data entries, especially as we approach the upcoming accreditation visit this fall. Mr. Osibin has also attended several SLOAC and

TracDat workshops at the College to enhance his learning and develop his skills in these critical areas.

Action Plan #1: Our plan is to continue having the volunteer student aide provide assistance, for which we are very appreciative, and to allow the aide to develop work skills.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

ADMJ Student Learning Outcomes (SLOs and PSLOs) - Assessments and Findings

The ADMJ Program's Coordinator (Professor Steve Aurilio) is an active participant in learning outcomes and assessment activities at the Program and Institutional levels, and has been an SS/CA Division representative on the Institutional Effectiveness Committee (formerly SLOAC Steering Committee) every year since its inception in 2005.

SLOAC Assessment - Description

The ADMJ Program and its active courses are assessed and analyzed on a rotating 3-year calendar cycle. The current assessment calendar is from the fall of 2019 through the spring of 2022. The Program conducts two assessments each semester. All courses and the Program are assessed twice within a 6-year period. Analysis of the assessment findings are determined in the semester/year that the assessment was conducted. Action plans are implemented during the next course offering of the semester/year following the assessment. Cross-listed ADMJ courses (LEGL 304, 306, 320, SOCI 108) are assessed together with the ADMJ courses.

Some course assessments may not be in exact alignment as noted in the calendar assessment cycle (semester/year) because they had to be adjusted within the rotation for various reasons. We are incorporating the latest assessment results available and are using them to make the improvements.

ADMJ Course SLO Assessment Measures

Each course has three SLOs. Each SLO is measured using the following direct and indirect measures:

1. **20-question pre/post test:** Criterion: 70% of students to score higher on post-test.
2. **Major essay assignment:** Criterion: 70% of students to score C+ or higher on assignment.
3. **Course exit survey:** Criterion: 70% of students to report "1" or "2" on 5-Pt. rating scale.

ADMJ Program PSLO Assessment Measures

The Program has four PSLOs. The PSLOs are measured using a Likert 5-point rating scale:

1. **Program exit survey:** Criterion: 70% of students to report "1" or "2" on 5-Pt. rating scale.

Institutional ISLO Assessment Measures

The ADMJ Program participates in institution-level ISLO assessment:

1. Fall of 2016: Assessment of the "Critical Thinking" ISLO.
2. Fall of 2019: Assessment of the "Critical Thinking" ISLO (*in-progress*).

Spring 2019: Course Assessments (data gathering is in-progress)

Course: ADMJ 120 - Criminal Investigation (and LEGL 320)

Course: ADMJ 125 - Juvenile Procedures

Findings: To be determined upon completion of assessments.

Fall 2018 - Course Assessments

Course: ADMJ 108 - Community Relations (and SOCI 108)

SLO #1 - *Demonstrates knowledge of fundamentals of community relations.*

SLO #2 - *Identify/describe conflicting community perceptions of the police.*

SLO #3 - *Analyze complex community relations issues involving the police.*

Findings and Actions:

Pre/Post Test: Criterion not met for SLO #1, #2, #3. **Action:** Action necessary.

Major Assign: Criterion was met for SLO #1, #2, #3. **Action:** No action necessary.

Exit Survey: Criterion was met for SLO #1, #2, #3. **Action:** No action necessary.

We found that students were not meeting the targeted criterion for SLOs #1, #2, and #3 when measured by the pre-test/post-test. The problem may be with the pre-test/post-test itself. We have reviewed the test questions and made revisions, and we will determine if this action results in student improvement. (However, the students were scoring higher on the course's midterm exam and final exam than on the course's pre-test/post-test.)

Course: ADMJ 134 - Traffic Enforcement and Investigation*

SLO #1 - *Demonstrates knowledge of traffic laws and investigation.*

SLO #2 - *Reconstruct traffic collision scenes.*

SLO #3 - *Apply effective interview, interrogation, and investigative skills.*

Findings and Actions:

Pre/Post Test: Criterion was met for SLO #1, #2, #3. **Action:** No action necessary.

Major Assign: Criterion not met for SLO #2. **Action:** No action to be taken.*

Exit Survey: Criterion was met for SLO #1, #2, #3. **Action:** No action necessary.

The assessment data reflected for this course was collected in the previous year because this course had to be cancelled in the recent semester that it was to be assessed due to low enrollment. We decided to report on this earlier data rather than skipping its assessment altogether, for continuity.

We found that students were not meeting the targeted criterion for SLOs #2 when measured by the major essay assignment. The deficiency concerned: (1) students' understanding of traffic collision scene reconstruction, and (2) the mechanics of writing a good essay paper.

*Our initial action plan was to review the major essay assignment to see what revisions might be necessary to improve students' scores. However, due to low enrollments in this course, we have since decided to "bank" this course and temporarily not offer it until we can reevaluate its value to the Program. At a later time we will revisit it and determine if we will continue to offer it or simply delete it. As such, no action will be taken at this time regarding the assessment results for this course.

Spring 2018 - Course Assessments

Course: ADMJ 102 - Principles and Procedures of Justice

SLO #1 - Demonstrate knowledge of the criminal justice system's principles and procedures.

SLO #2 - Compare and contrast the criminal justice system's legal and procedural aspects.

SLO #3 - Assess the role, functions, and effectiveness of the court system.

Findings and Actions:

Pre/Post Test: Criterion was met for SLO #1, #2, #3. Action: No action necessary.

Major Assign: Criterion not met for SLO #1, #2, #3. Action: Action necessary.

Exit Survey: Criterion was met for SLO #1, #2, #3. Action: No action necessary.

We found that students were not meeting the targeted criterion for SLO #1, #2, and #3 when measured by the major essay assignment. The deficiency seemed to center on the students' inability to satisfactorily express their knowledge of course material due to poor critical thinking and effective writing skills. (However, the students were scoring higher on the course's midterm exam and final exam than they were on the major essay assignment.)

We will review the major assignment and make revisions as needed and we will determine if this action results in student improvement.

Course: ADMJ 670 - Criminal Justice Internship

SLO #1 - *Relate knowledge of the fundamentals of ADMJ to the internship experience.*

SLO #2 - *Integrate and apply ADMJ knowledge to develop three job goals.*

SLO #3 - *Effectively assess the internship experience in a self-reflective 10-question exit survey.*

Findings and Actions:

The **ADMJ 670 - Criminal Justice Internship** course uses two assessment measures (direct and indirect): An end-of-semester essay assignment describing the student's internship experience (70% of students to score a C+ or higher on the essay assignment) and an end-of-semester course exit survey (70% of students to report a "1" or "2" on a 5-point Likert rating scale).

This course has been offered in the spring and fall semesters, so assessment data for this particular course has been continuously collected as interns have completed the course during the year.

Major Assign: Criterion was met for SLO #1, #2, #3. **Action:** No action necessary.

Exit Survey: Criterion was met for SLO #1, #2, #3. **Action:** No action necessary.

This course is in the process of being deleted as there is already a similar course offered at the College by the Office of Cooperative Education (COOP 670 - Vocational Cooperative Education.) As such, no action is necessary.
Document Attachments for this Standard

1. ADMJ 4-Column TracDat Reports
2. ADMJ Assessment Calendar (2016-19)
3. ADMJ Assessment Calendar (2019-22)

Evidentiary Documents

[ADMJ-2019 APP 4-Column .xhtml.pdf](#)

[ADMJ-Calendar F2016-S2019.pdf](#)

[ADMJ-Calendar F2019-S2022.pdf](#)

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

Reflection: Considering Key Findings

Analysis of progress achieved on program objectives/goals - Part 1 of (Standard II.A.):

1. Development of an *Introduction of Forensics* course.

Objective: Add an *Introduction of Forensics* course to the ADMJ Program. This course would require classroom lecture and lab/storage space and an instructor who possessed the special technical expertise and experience in the subject matter. The development of this course was predicated on anticipation that the ADMJ Program would have the facilities it would need that were to be included in the construction of the new Social Science and Creative Arts building. Construction of the building is on hold.

1. Key Findings and Conclusions: Not Achieved! (On hold for reasons stated)

As construction of the new building has been placed on hold due to cost overruns, and it is undetermined when (or if) the construction project will continue, the we are putting the development of this course on hold.

2. Development of an *Introduction of Corrections* course.

Objective: Add an Introduction of Corrections course to the ADMJ Program. This course would require classroom lecture space and an instructor who possessed the special expertise and experience in the subject matter. The development of the course was predicated on anticipation that the ADMJ Program would have the facilities it would need that were to be included in the construction of the new Social Science and Creative Arts building. Construction of the building is on hold.

2. Key Findings and Conclusions: Not Achieved! (On hold for reasons stated)

As construction of the new building has been placed on hold due to cost overruns, and it is undetermined when (or if) the construction project will continue, the we are putting the development of this course on hold.

3. Change the ADMJ Associate Degree from an A.A. Degree to an A.S. Degree

Objective: Change the Skyline ADMJ Associate in Arts Degree to an Associate in Science Degree so that it would be consistent with our ADMJ Associate in

Science for Transfer (AS-T) Degree. The change would also be consistent with similar degrees, so designated, offered at the College of San Mateo.

3. Key Findings and Conclusions: Achieved! (Final approval is pending)

This recommendation has the support and approval of the SS/CA division dean and, at this writing, is making its way toward final approval and implementation. This objective is part of an overall goal of our Program's realignment project, to make it more consistent within the SMCCCD District, as well as to further the objectives of the College and improving the Program for our students.

4. Reduce required units for the ADMJ "Certificate of Achievement" (27 to 24 units)

Objective: Reduce the total number of program units from 27 back to 24, where it had been prior to the increase in 2005. This would make the unit load consistent with CSM's program, and would also allow more students to get through the program faster. By completing the 24 ADMJ units PLUS general education requirements the student will also have completed the associate degree requirements. We see this as a worthwhile move for the Program, the College, and our students.

4. Key Findings and Conclusions: Achieved! (Final approval is pending)

This recommendation has the support and approval of the SS/CA division dean and, at this writing, is making its way toward final approval and implementation. This objective is part of an overall goal of our Program's realignment project, to make it more consistent within the SMCCCD District, as well as to further the objectives of the College and improving the Program for our students.

5. Realign required and elective Program courses under a single group of 8 required courses

Objective: Realign the core/required and elective Program courses under a single group of eight required courses. This modification would streamline the structure of the Program's courses into a single, comprehensive grouping of core courses that would fit into the 24-unit strategy. All of the courses (except ADMJ 123) are C-ID approved for transfer and apply to the associate for transfer degree, as well as to the associate degree and certificate of achievement. We see this as a worthwhile move for the Program, the College, and our students.

5. Key Findings and Conclusions: Achieved! (Final approval is pending)

This recommendation has the support and approval of the SS/CA division dean and, at this writing, is making its way toward final approval and implementation. This objective is part of an overall goal of our Program's realignment project, to make it more consistent within the SMCCCD District, as well as to further the objectives of the College and improving the Program for our students.

6. Delete ADMJ 110 - Police Report Writing & ADMJ 670 - Criminal Justice Internship courses

Objective: Deletion of ADMJ 110 and ADMJ 670 from the ADMJ Program's course offerings. ADMJ 110 was recently experiencing low enrollment as a core Program course. Its course content will, instead, be included within the instruction of ADMJ 120 - Criminal Investigation and ADMJ 123 - Concepts of Enforcement. ADMJ 670 is similar to COOP 670, both being Vocational Cooperative Education courses. Thus, ADMJ 670 is duplicative and need not be continued as a Program course offering. Students wanting to enroll in internship will be referred to the COOP 670 course. No negative impact on students or degrees.

6. Key Findings and Conclusions: Achieved! (Final approval is pending)

This recommendation has the support and approval of the SS/CA division dean and, at this writing, is making its way toward final approval and implementation. This objective is part of an overall goal of our Program's realignment project, to make it more consistent within the SMCCCD District, as well as to further the objectives of the College and improving the Program for our students.

7. Bank ADMJ 134 - Traffic Enforcement and Investigation course

Objective: Banking of ADMJ 134 from the ADMJ Program's course offerings. ADMJ 134 was recently experiencing low enrollment as an elective Program course. We determined it to be a course that we may delete at a later time after giving it more consideration. No negative impact on students or degrees.

7. Key Findings and Conclusions: Achieved! (Final approval is pending)

This recommendation has the support and approval of the SS/CA division dean and, at this writing, is making its way toward final approval and implementation. This objective is part of an overall goal of our Program's realignment project, to make it more consistent within the SMCCCD District, as well as to further the objectives of the College and improving the Program for our students.

Analysis of program environment (external and internal impacts) - Part 2 of (Standard II.A.):

1. Construction of a New Social Science/Creative Arts Building 1

The ADMJ (and LEGL) Program had been involved in initial stages of the planning phases concerning construction of the new building by providing input on our prospective needs in the new building. We wondered about the short-term and long-term impacts this would have on the ADMJ (and LEGL) Program, such as: (1) where the Program would be housed during construction; (2) if we would be moved into the newly-constructed building upon its completion; (3) how much space we would have in the facilities; and (4) if ADMJ and LEGL would be housed together, among other concerns. We were also considering adding two new courses to the Program, in anticipation of the new building space.

We later learned that construction of the new building was being halted, and that the ADMJ (and LEGL) Program was not going to be included in the new building if constructed after all. Presently, the Program (classroom 1304 and nearby

shared office/storage space 1317) remains in Building 1, where it prefers to stay for the time being.

1. Key Findings and Conclusions:

As construction of the new building has been halted (and it appears that the Program will not be moved into the new building if constructed anyway), we have decided to hold off on developing the two new courses.

2. Introduction of meta-majors and guided pathways (MM-GP) strategy

This newly launched strategy has been designed to make it easier for students to navigate their college experience. The ADMJ Program recognizes its value and has already begun participating in the success of this strategy by supporting the work of the counselors, by advising and guiding our Program students (especially those who are just entering the Program), and answering students' questions about their goals and how to best reach them.

2. Key Findings and Conclusions:

As we move forward in working with the MM-GP strategy with our students, we should become more adept at the process and should see its benefits. Our goal is to make it part of our Program's redesign efforts.

Data Analysis of ADMJ Program - Part 3 of (Standard II.A.):

The ADMJ Program values the usefulness of the data made available by the Office of Planning, Research, and Institutional Effectiveness (PRIE) as a tool for monitoring our program's student enrollments, demographic characteristics, success/retention/withdrawal rates, and other data that can help us monitor our program's strengths and weaknesses, not only for CPR reporting but for annual APP reporting too.

The ADMJ PRIE data in this report is for the 5-year period of 2013-14 through 2017-18. Data focuses on the ADMJ Program although some areas will also provide comparison data with those of CTE programs and the College itself. Extracted data is averaged over the recent 5-year period.

ADMJ Degrees and Certificates Awarded

Associate in Arts Degrees	78
Associate in Science for Transfer Degrees (CSU/GE)	69
Associate in Science for Transfer Degrees (IGETC/CSU)	9
Certificate of Achievement	53
Certificate Program	1

ADMJ Program Student Characteristics

Enrollments - by Term:

ADMJ: Enrollments declined from 2013-14 and 2014-15, spiked back up in 2015-16, but fell back down in 2016-17 and again in 2017-18.

CTEs: Enrollments have progressively declined from 2013-14 through 2017-18.

College: Enrollments have progressively declined from 2013-14 through 2017-18.

Analysis: Enrollment declines have likely been the result of a more stable job market coupled with rising costs of affordable housing and general living expenses. Students who may have otherwise attended classes have found it necessary to focus on finding and retaining work. Some have more than one job. Some are trying to juggle job, family, and classes at the same time, with varying degrees of success.

Action Plan: While we will continue to market the Program in positive ways to try to increase enrollment, the mentioned external environmental factors will continue to weigh heavily on enrollment numbers.

Enrollments - by Gender

ADMJ: Females 43.9% and males 54.0%. (Unreported: 2.0%)

CTEs: Females 52.6% and males 44.8%. (Unreported: 2.6%)

College: Females 52.3 % and males 44.9%. (Unreported: 2.8%)
(Data not available for students who may identify as being either Trans or Gender-Nonconforming.)

Analysis: Law enforcement plays one of the larger roles within the criminal justice system, and traditionally males have outnumbered females in that workforce, which tends to appeal to and attract more males. While there have been increases in female representation in law enforcement, gender parity has been slow. Within the population, males and females are about evenly divided (with females having a slightly higher edge) and both should ideally be as equally represented in the field as they are in the population. However, females account for only 13% of the workforce in law enforcement today (up from 8% in 1987).

Action Plan: We routinely focus on targeting and attracting females to the Program and encourage them to consider this line of public service. At last year's "Meet Your Major Fair" on November 7th, I and two ADMJ students (one male and one female) participated for several hours, handing out flyers that represented females and minorities, showed continuous-loop videos that portrayed females working in the business, and engaging female students who had questions about the Program. At the start of every semester, we make emphasize attracting encourage females, and LGBTQ and ethnic minorities, to the Program.

Enrollments - by Ethnicity

	ADMJ	CTEs	College	SMCO Pop.
Ind./ Alaska Native	0.5%	0.14%	0.18%	0.48%
Asian	8.92%	20.52%	19.62%	18.30%
Black	3.38%	3.38%	3.16%	3.00%
Filipino	11.96%	16.06%	16.48%	7.86%
Hispanic/Latino	36.68^	18.04%	17.58%	24.80%
Pacific Islander	2.24%	1.34%	1.32%	1.64%
White	16.92%	20.30%	20.50%	39.50%
Multi-Races	19.80%	17.68%	19.04%	4.40%
Unreported	1.00%	2.38%	2.16%	0.20%

Analysis:

1. White students accounted for 17% of ADMJ, 20% of CTE, and 21% of College enrollments.
2. Non-white students accounted for 82% of ADMJ, 78% of CTE, and 77% of College enrollments.
3. ADMJ students mostly Hispanic/Latino 36%, CTE and the College were mostly Asian/Filipino 36%.
4. We need to increase the Program's Asian and Filipino enrollments.
5. Black enrollments ADMJ, CTEs, and College averaged 3.31%. (SMCO population is about 3.00%)

The Program has been doing slightly better at attracting and retaining a more diverse student enrollment than the CTE Programs and the College.

Action Plan: We will continue to concentrate on increasing diverse student enrollments. We are satisfied with the general diversity of the Program. We would like to see a greater representation of Asian, Filipino, and Black enrollments.

Enrollments - by Age

For the ADMJ Program, CTE, and the College, the predominant age range is 18-28.

Analysis: This is not surprising as it is consistent with the age range of the large numbers of students who enter college right from high school, and those planning to prepare for their careers and academic goals right out of high school. And law enforcement, by nature of the work, tends to attract students in this age range, especially when considering rigorous physical demands and medical health required of those working in the profession.

Action Plan: None

ADMJ Program Success / Retention / Withdrawal Rates

	Success Rate by Course	Retention Rate by Course	Withdrawal Rate by Course
ADMJ	76.7%	88.6%	11.4%
CTEs	77.2%	88.8%	11.2%
College	72.3%	86.0%	14.0%

Analysis: The Program's success rate is slightly lower than CTEs, but is over 4.0% higher than the College. The Program's retention rate is equal to the CTEs, but is over 2.5% higher than the College. The Program's withdrawal rate is equal to the CTEs, but is about 3.0% lower than the College.

Action Plan: None.

Success Rate - by Ethnicity

	ADMJ	CTEs	College
Ind./ Alaska Native	100.0%	79.0%	70.0%
Asian	82.0%	83.0%	79.0%
Black	74.0%	66.0%	59.0%
Filipino	76.0%	77.0%	73.0%
Hispanic/Latino	72.0%	68.0%	60.0%
Pacific Islander	72.0%	68.0%	60.0%
White	80.0%	81.0%	76.0%
Multi-Races	75.0%	75.0%	70.0%
Unreported	97.0%	81.0%	76.0%

Analysis: The Program's success rate by ethnicity exceeded those of the College for all ethnicities. When compared with CTEs the Program either exceeded that group's rate or was comparable to it. We were delighted to see that Program Blacks were succeeding at a significantly higher rate than in the CTEs and the College.

Action Plan: None.

Success Rate - by Age

	ADMJ	CTEs	College
Under 18	67.0%	78.0%	76.0%
18-22	76.0%	73.0%	71.0%
23-28	80.0%	76.0%	71.0%
29-39	77.0%	82.0%	75.0%
40-49	82.0%	85.0%	79.0%
50-59	87.0%	85.0%	79.0%
60+	92.0%	85.0%	86.0%

Analysis: The Program's success rate by age revealed that older students tended to do better with their success rates, and had fewer withdrawals. There

were also fewer numbers of older students, which can skew the data. In the 18-28 age range, ADMJ students did better than the CTEs and the College.

Action Plan: None.

Success Rate - by Gender

	ADMJ	CTEs	College
Female	71.98%	77.52%	73.38%
Male	79.92%	77.14%	71.32%
Unreported	75.82%	74.28%	70.66%

Retention Rate - by Gender

	ADMJ	CTEs	College
Female	86.16%	88.56%	86.02%
Male	89.94%	89.18%	86.06%
Unreported	91.12%	88.88%	85.58%

Withdrawal Rate - by Gender

	ADMJ	CTEs	College
Female	13.84%	11.44%	13.98%
Male	10.06%	10.82%	13.94%
Unreported	8.88%	11.12%	14.42%

Analysis: The Program's female success rate was lower than those of the CTEs and the College, while the male success rate was higher than those of the CTEs and the College. The Program's retention rate for males was almost 4.0% higher than for females. The Program's female withdrawal rates were 3.8% higher than for the males, but were comparable to the female withdrawal rate of the College. Program male withdrawal rate was lower than both the CTEs and the College.

Action Plan: Our plan is to focus on increasing female enrollment, success, and retention rates within the ADMJ Program. Law enforcement plays one of the larger roles within the criminal justice system, and traditionally males have outnumbered females in that workforce, which tends to appeal to and attract more males. While there have been increases in female representation in law enforcement, gender parity has been slow. Within the population, males and females are about evenly divided (with females having a slightly higher edge) and both should ideally be as equally represented in the field as they are in the population. However, females account for only 13% of the workforce in law enforcement today (up from 8% in 1987).

	ADMJ	CTE	College
Load (Average for 2013-14 ~ 2017-18)	605	463	538

Analysis: The Program continues to do well, comparatively, regarding its **load** results, but has experienced a steady decline for 2013-14 ~ 2017-18: **708 / 635 / 619 / 550 / 511 = (605 average.)**

The 2012-13 ~ 2016-17 load numbers: **724 / 708 / 635 / 619 / 550 = (647 average.)**

The Program's load benchmark is **525**. 2017-18 was the first year that we have fallen below that benchmark.

The CTEs and the College also experienced a trend of decline, however they both had a slight "bump-up" for 2017-18, which our Program did not have.

ADMJ Program's FTEF: **3.27 / 2.93 / 3.47 / 3.30 / 2.97 = (3.19 average.)**

ADMJ Program's FTES: **77.07 / 62.12 / 71.48 / 60.53 / 50.57 = (64.40 average.)**

ADMJ Program's Sections: **20 / 18 / 21 / 21 / 18 = (20 average.)**

ADMJ Census Enroll/Sec: **37.3 / 33.7 / 33.7 / 28.5 / 27.6 = (32.2 average.)**

Action Plan: We will need to examine the causes of these trends to determine if they are internal or external, and where we are able to then try to reverse the decline, or at least stabilize it. We want to do what we can to maintain the vitality and the momentum of the Program.

Student Learning Outcomes (SLOs) - Key Findings, Conclusions, and Plans for Improvement:

Courses assessed and analyzed

ADMJ 108 - Community Relations

ADMJ 134 - Traffic Enforcement and Investigation

ADMJ 102 - Principles and Procedures of Justice

ADMJ 670 - Criminal Justice Internship

(We will highlight those areas where the assessment results were deficient.)

ADMJ 108 - What we learned

Generally, for all of the assessed courses, students seem to do well in grasping course material as determined by the class grade averages on the midterm and final examinations (which were in the "C+" to "B" range.) This range is typical for the other ADMJ courses, as well.

But we found that the students did not achieve the targeted benchmark of "70% of students to score higher on post-test over pre-test" for all three SLOs using this assessment measure for the ADMJ 108 course. This was surprising since students did well on the midterm and final exams for the course, demonstrating their grasp of the material. We determined that the problem may be with the pre-test/post-test itself.

We did achieve our benchmarks on the remaining assessment measures (major assignment and course exit survey.)

ADMJ 108 - What we did

We made some changes to the course pre-test/post-test questions, making them more in line with the actual midterm and final exams. We are hoping that these changes will yield more favorable results in students' scores.

ADMJ 134 - What we learned

We found that the students did not achieve the targeted benchmark of "70% of students to score C+ or higher on the major assignment" for SLO #2 - Reconstruction of Traffic Collision Scenes. This particular SLO is somewhat technical as it involves critical thinking and reasoning in determining how and why traffic collisions occur.

The assessment also revealed that students had difficulty effectively expressing themselves in the written assignment regarding both their critical thinking and effective writing skills. We have noticed many students have poor writing skills and are unable to write acceptable college-level papers.

Our major written assignments are measured against an essay rubric. The assignments hinge upon two central themes: (1) how well the students addresses the prompts in the assignment (research, analysis, critical thinking, focus, etc.), and (2) how well the student expresses his/her thoughts (English grammar, spelling, sentence structure, writing skills, proof-reading, etc.). Assignments are graded on specific factors that center upon these two main themes.

We did achieve our benchmarks on the remaining assessment measures (pre-test/post-test and course exit survey.)

ADMJ 134 - What we did

Due to low enrollments in this course, we have decided to "bank" this course for the time being. We will revisit it again at a later time to reevaluate its value to the Program. We have no immediate plans to offer the course again, although it is a possibility. For the time being, we are not making any changes to the course as a result of this assessment.

ADMJ 102 - What we learned

We found that the students did not achieve the targeted benchmark of "70% of students to score C+ or higher on the major assignment" for all three SLOs when using this assessment measure for the ADMJ 102 course.

The assessment revealed that students had difficulty effectively expressing themselves in the written assignment regarding both their critical thinking and effective writing skills. We have noticed many students have poor writing skills and are unable to write acceptable college-level papers.

Our major written assignments are measured against an essay rubric. The assignments hinge upon two central themes: (1) how well the students

addresses the prompts in the assignment (research, analysis, critical thinking, focus, etc.), and (2) how well the student expresses his/her thoughts (English grammar, spelling, sentence structure, writing skills, proof-reading, etc.). Assignments are graded on specific factors that center upon these two main themes.

We did achieve our benchmarks on the remaining assessment measures (pre-test/post-test and course exit survey.)

ADMJ 102 - What we did

We will review the course's major essay assignment and determine what changes might need to be made that could improve students' grades. We will also refer those students who may be struggling with abilities to express themselves in essay papers to the resources that we have at the College. We are hoping that these efforts will yield more favorable results in students' scores.

ADMJ 670 - What we learned

We found that the students met the criterion for all three SLOs when reporting their internship experience. The two assessment measures used were: (1) a major essay assignment, and (2) a course exit survey.

ADMJ 670 - What we did

We have decided to delete the ADMJ 670 - Criminal Justice Internship course by Spring of 2020 because it is, essentially, the same course offered as COOP 670 - Vocational Cooperative Education.

No further assessment action will be necessary.

Document Attachments for this Standard

1. ADMJ Degrees and Certificates Awarded
2. ADMJ Program Data
3. ADMJ (CTE) Data
4. ADMJ (College-wide) Data

Evidentiary Documents

[ADMJ-CollegeData 2013-18.pdf](#)

[ADMJ-CTE-Data 2013-18.pdf](#)

[ADMJ-Degrees & Certificates 2013-18.pdf](#)

[ADMJ-ProgramData 2013-18.pdf](#)

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

Critical Thinking ISLO Assessment - Spring 2019

The following two courses participated in the Critical Thinking ISLO assessment for Spring 2019:

**#1: ADMJ 100 - Introduction to Administration of Justice (2 sections):
Maclaren & Phipps**

#2: ADMJ 120/LEGL 320 - Criminal Investigation (1 section): Aurilio

ADMJ 100 - Introduction to Administration of Justice (2 sections)

This Spring 2019 semester, the ADMJ Program is participating in the College's assessment of the Critical Thinking ISLO in two sections of the ADMJ 100 - Introduction to Administration of Justice course, taught by adjunct professors Pete Maclaren and Kevin Phipps.

This course was selected because it has high student enrollment, course content involves critical thinking skills, and the course SLOs "map up" to the Institutional Critical Thinking ISLO.

Applying Critical Thinking Skills to a Use of Deadly Force by a Civilian Scenario
Both sections of the ADMJ 100 course developed and used the same critical thinking assignment. The scenario involves the use of deadly force by a civilian who has been awakened by an intruder whom he encounters in his home in the middle of the night. The students are instructed to use their critical thinking skills (and the information they've learned in this course) to discern whether the homeowner's use of deadly force was reasonable or unreasonable in this situation, and to explain their reasoning in a well-written essay paper. Received assignments were measured and scored against the Critical Thinking ISLO rubric and then entered under the G#s of the participating students in an electronic survey.

ISLO Assessment Results for ADMJ 100 (Spring 2019):

This assessment project is currently in progress. The data for the two sections of this course must yet be tallied by Professor Karen Wong in the PRIE Office.

The results of the 2019 ISLO for ADMJ 100 assessment are not yet available.

Recommendation: That ISLO assessments be done in the fall semester (rather than in the spring semester) so that their results can be included in the APP document that is due in April of each year.

ADMJ 120/LEGL 320 - Criminal Investigation

This Spring 2019 semester, the ADMJ Program is participating in the College's assessment of the Critical Thinking ISLO in one section of the ADMJ 120/LEGL 320 - Criminal Investigation course, taught by Professor Aurilio.

This course was selected because it is a cross-listed ADMJ and LEGL Programs course, it has high student enrollment, course content involves critical thinking skills, and the course SLOs "map up" to the Institutional Critical Thinking ISLO.

Applying Inductive and Deductive Reasoning Skills to a Homicide Investigation Scenario

Students were assigned to assume the roles of police detectives and to investigate a hypothetical homicide case. They were instructed to use inductive reasoning and deductive reasoning skills, which are topics covered in this course. These skills are vital to criminal investigators for conducting successful criminal investigations and solving crimes. They are also directly related to critical thinking abilities.

The students were then asked to respond to three prompts in a well-written essay paper explaining how they applied these reasoning skills to investigating the case, and to identify and explain whether the "leads" (clues) associated with the crime scene were obtained inductively or deductively.

Of the 42 students in the class, 33 submitted this assignment. Received assignments were measured and scored against the Critical Thinking ISLO rubric and then entered under the G#s of the participating students in an electronic survey.

ISLO Assessment Results for ADMJ 120/LEGL 320 (Spring 2019):

This assessment project is currently in progress. The data for the section of this course must yet be tallied by Professor Karen Wong in the PRIE Office.

The results of the **2019** ISLO for ADMJ 120/LEGL 320 assessment are not yet available.

Recommendation: That ISLO assessments be done in the fall semester (rather than in the spring semester) so that their results can be included in the APP document that is due in April of each year.

Previous ISLO Assessment Results for ADMJ 120/LEGL 320 (Spring 2016):

This same Critical Thinking ISLO assessment was also done in the Spring of 2016, and was reported in the 2018 APP. *(For the Spring 2019 assessment of the Critical Thinking ISLO, we used less rubric factors to work with than we had used for the 2016 assessment of the same course and project reported below.)*

The results of the ISLO **Spring 2016** assessment for this course were as follows:

(Q3) Includes evidence that is appropriate and relevant:

Consistently:	18.9%	(7)
Usually:	29.7%	(11)
Sometimes:	43.2%	(16)
Rarely:	8.1%	(3)

(Q4) Accurately interprets evidence such as quotes, graphics, statistics, etc:

Consistently:	5.4%	(2)
Usually:	27.0%	(10)
Sometimes:	37.8%	(14)
Rarely:	29.7%	(11)

(Q5) Correctly uses and references multiple credible sources to ensure the accuracy of premises:

Consistently:	16.2%	(6)
Usually:	29.7%	(11)
Sometimes:	27.0%	(10)
Rarely:	27.0%	(10)

(Q6) Responsiveness to Bias: Discriminates between facts versus values/opinions:

Consistently:	16.2%	(6)
Usually:	51.4%	(19)
Sometimes:	29.7%	(11)
Rarely:	2.7%	(1)

(Q7) Responsiveness to Bias: Presents fair/charitable consideration of rival theories or opposing views:

Consistently:	21.6%	(8)
Usually:	29.7%	(11)
Sometimes:	43.2%	(16)
Rarely:	5.4%	(2)

(Q8) Responsiveness to Bias: Is open-minded regarding alternative conclusions; avoids dogmatism:

Consistently:	24.3%	(9)
Usually:	48.6%	(18)
Sometimes:	24.3%	(9)
Rarely:	2.7%	(1)

(Q9) Analysis: Infers conclusions that are well-supported by the premises:

Consistently:	21.6%	(8)
Usually:	32.4%	(12)
Sometimes:	32.4%	(12)
Rarely:	13.5%	(5)

(Q10) Analysis: Develops arguments that are deductively valid or inductively strong; uses appropriate deductive and inductive criteria in composing or analyzing arguments:

Consistently:	24.3%	(9)
Usually:	32.4%	(12)
Sometimes:	24.3%	(9)
Rarely:	18.9%	(7)

(Q11) Analysis: Makes logical connections between and among ideas:

Consistently:	21.6%	(8)
Usually:	43.2%	(16)
Sometimes:	32.4%	(12)
Rarely:	2.7%	(1)

(Q12) Analysis: Understands how to form and test hypotheses:

Consistently:	8.1%	(7)
Usually:	35.1%	(13)
Sometimes:	37.8%	(14)
Rarely:	18.9%	(7)

Overall Totals:

Consistently:	17.8%
Usually:	35.9%
Sometimes:	33.2%
Rarely:	16.3%

Findings/Conclusions (ADMJ 120/LEGL 320 ~ Spring 2016 assessment):

1. In most areas, approximately 30% "sometimes" or "rarely" practice those critical thinking strategies.
 - a. The ADMJ 120 calculations revealed that:
 - 26.9% of students "consistently" or "usually" practiced those critical thinking strategies.
 - 34.6% of students "usually" or "sometimes" practice those critical thinking strategies.
 - 24.8% of students "sometimes" or "rarely" practice those critical thinking strategies.
 - b. Most students "usually" or "sometimes" practice those critical thinking strategies.
 - c. 36% of students "usually" practice those critical thinking strategies.
2. Students seem to struggle a lot with "bias."
3. Students also seem to struggle with "analysis" in two categories in particular: "theory and application" and "inconsistencies examined." But it is hard to draw any conclusions from the latter since the sample size was so small. It's also not clear how much faculty reinforce this skill, a form of meta-analysis.

4. No definitive conclusions can be drawn from these 2016 data trends. Energy may be better spent helping faculty within departments to discuss departmental results, and instruction/classroom activities that help students to master and demonstrate those competencies.

Document Attachments for this Standard

1. Critical Thinking ISLO Rubric
2. Critical Thinking ISLO Assessment Results - Spring 2016 (Sp2019 data unavailable at time of APP)

Evidentiary Documents

[ADMJ-CriticalThinkingISLO-Results 2016.pdf](#)

[ADMJ-CriticalThinkingISLO-Rubric.pdf](#)

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

Strategy for Program Enhancement: Continuation/Modification of Goals/Objectives

Objective/Goal Strategies for Program enhancement (from previous 2017 CPR):

1. Develop an *Introduction to Forensic Science* course.
2. Develop an *Introduction to Corrections* course.
3. Change the ADMJ associate degree from an A.A. degree to an A.S. degree.
4. Consider "Law and Justice" or "Justice Studies" as a new, reorganized department for ADMJ & LEGL.

Update on above objective/goal improvement strategies

Improvement Strategies #1 and #2 (re: two new courses):

We have decided not to pursue developing the two new courses at this time, although we may revisit the idea at a later time. The Forensics course would need a classroom with lab capabilities, which we had hoped would be included in the new Building 1 plan where the Program would be housed. But as construction of the new building has been placed on hold, we have decided not to pursue this strategy for either course.

Improvement Strategy #3 (re: change degree designation):

We are happy to report that we have been successful in getting the ADMJ associate degree changed from an Associate in Arts Degree to an Associate in Science Degree. This change is in the final approval stage with the Curriculum Committee. Strategy ACHIEVED!

Improvement Strategy #4 (re: combine ADMJ and LEGL Programs):

We have been exploring the notion of combining the ADMJ and LEGL Programs under a single department, possibly called "Law & Justice" or "Justice Studies" (aside from the two programs being within the same met-major group.) We are still discussing the pros and cons of this idea.

A previous consultation with our former Division Dean Donna Bestock seemed to indicate that such a proposal might have some negative aspects that would not be beneficial to the programs if they were to be unified. However, the ADMJ and LEGL Programs are still reviewing this avenue and have not taken it off the table yet. We may revisit the idea and seek the input of our new Division Dean Danni Redding Lapuz.

In the meantime, the two departments have since been housed under the new meta-major heading of "Society & Education" (Law), as we implement the guided pathways redesign.

Recent improvement strategies (*not determined initially as goals at beginning of APP reporting year*)

Some improvements that we have made in the Program (that were not listed in the 2017 CPR) include:

- a. Delete ADMJ 110 - Police Report Writing from the ADMJ Program.
ACHIEVED!
- b. Delete ADMJ 670 - Criminal Justice Internship from the ADMJ Program.
ACHIEVED!
- c. Bank ADMJ 134 - Traffic Enforcement and Investigation course.
ACHIEVED!
- d. Reduce the ADMJ Program from 27 units to 24 units.
ACHIEVED!
- e. Align the courses for the ADMJ Certificate, Degree, and Transfer Degree.
ACHIEVED!

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

[943-Enhance the Paralegal Workspace and the Classroom](#)