

2019-20 Administration 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 in the **Law** area of the **Society and Education** Meta Major group. The Program's participation in the Meta Major and Guided Pathways concepts facilitates the Program's and Institution's goals by giving students a starting point for exploring areas of study that interest them and to then guide their course and program selections toward educational and career goals in a manner that is most helpful and efficient.

ADMJ Program Courses

ADMJ 100 – Introduction to Criminal 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 – Police Field Operations (3)
ADMJ 125 – Juvenile Procedures (3)

(8) 3-Unit Core ADMJ Program Courses = 24 units

Special Notations regarding ADMJ Program courses:

ADMJ 100 course name changed from Introduction to Administration of Justice (2020)

ADMJ 123 course name changed from Concepts of Enforcement Principles (2020)

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 all transferable to the CSU System.

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

ADMJ 100 and 108 are additionally transferable to the UC System.

ADMJ 134 – Traffic Enforcement & Investigation (3) (Banked course - 2019)

ADMJ 665 – Selected Topics in Administration of Justice (.5–2) (Banked course - 2019)

*ADMJ110 – Police Report Writing & ADMJ 670 - Criminal Justice Internship
(deleted - 2019.)*

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, to prepare them to be responsible and contributing citizens and workers in the justice administration field, and to make a positive difference in our society.

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

The ADMJ Program, and completion of general education requirements, results in the attaining of an Associate in Science Degree. (Changed in 2019 from an Associate in Arts Degree, recognizing it 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 eight courses (except *ADMJ 123*) are CI-D transfer curriculum, helping to streamline transfer students' paths to four year institutions. All of the Program's courses are CSU transferable. ADMJ 100 and ADMJ 108 are also UC transferable courses.

The ADMJ Program is a Certificate of Achievement Program

Completion of the eight ADMJ Program courses (with a grade of "C" or better) qualify students for the Program's "Certificate of Achievement". The Certificate of Achievement demonstrates the student's commitment to completing a specific field of study. It also serves to make a positive impression on prospective employers in the field when making employment and promotion decisions regarding candidate applications.

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, and is one of 24 CTE Programs at Skyline College. The Program offers students a sequence of courses that have challenging academic standards, provide relevant technical knowledge and the skills necessary to prepare them for careers in the justice system, such as entry-level employment, police academy training, promotional advancement, and career development.

Police academies are governed by the California Commission on Peace Officers Standards and Training (POST) which was established in 1959 by the California Legislature to set minimum selection, employment, and training standards for California law enforcement (Government Code sections 1029, 1030, and 1031).

POST serves as the state's official law enforcement accrediting and licensing agency. Our courses are foundational to those taught in California police academies and give our students a distinct advantage in the work force.

Entry-Level Employment and Career Advancement

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

The ADMJ Program prepares students for employment and promotional consideration in their prospective fields by their demonstrating that they have successfully engaged in broadening their general and career-specific knowledge through higher education. Most criminal justice agencies require that applicants be college graduates to apply, either from two-year or four-year institutions. In other cases, college and ADMJ program graduates are typically given priority by agencies in their hiring considerations, thus making the Skyline ADMJ program valuable to them.

The *primary* motto of the Skyline College ADMJ Program is **"We Run a Taught Ship!"** It is a motto that, as a public service field of study in one of our nation's most important career areas, reflects the commitment and standards we have set for ourselves as educators and as learners.

Our *secondary* motto is **"If It Ain't Broke . . . Fix It Anyway!"** This is the motto that keeps us on our toes. It is our position that there is always room for improvement, for it's not only in our accomplishments but in our *constant striving* that serves to make our Program better and stronger, year after year.

With a solid educational foundation, our 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 educational and vocational dreams into their 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), twin brothers 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. Proudly appearing in uniform, they shared their heart-warming testimonies of how valuable their educational experience at Skyline and the ADMJ Program had been to them in reaching their goals of becoming police officers for the City of San Francisco. They and their parents invited me to their police academy graduation and badge-pinning ceremony. What a joy and honor

it was for me to witness the culmination of their hard work, both in my classes and later in their lengthy police academy training. Skyline College helped to get them where they are today!

But their story is by far not the only one. There have been many such success stories over the years that have graced our Program. Different students. Different stories. Different goals. Each, in its own unique way, a result of the impact by their ADMJ Program and Skyline College experience. And, isn't that really why we are all here?

Monetary and Promotional Benefits

The California Commission on POST awards incremental pay increases for police officers who enter with, or while working attain, higher college degrees, thus incentivizing the benefits and value of continuous learning. And many criminal justice agencies also give their own stepped monetary increases, as well. This contributes to the Institutional goal of "Lifelong Wellness."

Personal Enrichment Goals

Students also enhance their personal enrichment goals by fostering awareness of current events and issues concerning criminal justice and social justice, how they interact with each other, and helping students to become civic-minded, ethical, and responsible community members who can think critically and engage knowledgeably in conversations and activities relating to justice.

At a critical time when our nation's criminal justice system is reeling from declining support in many communities, especially in our most disadvantaged communities due to diminishing trust, skeptical transparency, and ever closer public scrutiny, it is vital that we adequately prepare our students to be the "ambassadors of change" to help get the wheels of criminal justice back on the tracks again. Change will only come about by knowledgeable and thoughtful action, and with a persistent commitment to overcome all obstacles, and the fortitude to "fight the good fight!"

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 core 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 and further those of the College, those being: *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, its relationship to social justice, and to assess, analyze, and apply what they learn in new and creative ways so that they can more courageously contribute to society.

The ADMJ Program serves as a bridge for fostering 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 justice agencies (such as acting as "role players" during training exercises and serving as workforce interns), and other critical networking strategies. The ADMJ Program has paved the way for many students to move into criminal justice occupations, and continues to help them to prepare for and excel academically and vocationally.

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)

Primary work group and planning team:

Steve Aurilio, Professor	ADMJ Coordinator	FT Faculty
Kevin Phipps, Professor	ADMJ Program	PT Faculty
Peter MacLaren, Professor	ADMJ Program	PT Faculty

(Instructor Peter MacLaren on indefinite leave as of spring 2020 semester)

Associate work group and planning team:

Jesse Raskin, Professor	LEGL Coordinator	FT Faculty
(Position unfilled, 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 (1317 & 1318). Both are CTE, associate 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 with faculty of other disciplines, monthly at the SS/CA Division meetings, and regularly during the year at the College and SMCCD District levels.

Intra-Departmental:

ADMJ Program members collaborate as often as schedules permit, in person and by technology. We share ideas and strategies for improving curriculum and pedagogical methods, and work on projects together. During the spring 2019 semester Professors Phipps, Maclaren, and I participated in the Institutional "Critical Thinking" ISLO assessment by assessing the *ADMJ 100 - Introduction to Criminal Justice* and the *ADMJ 120 - Criminal Investigation* courses. We met several times for the purposes of creating and normalizing our ISLO C/T assignments, and to consider the assessment strategies we would be using in

association with the C/T ISLO rubric to be applied to the assessment. We participated in the same ISLO assessment in 2016.

Inter-Departmental - LEGL Studies:

The ADMJ Program meets often with the LEGL Program during the semester to share news and updates concerning matters of mutual importance. We also engage in pedagogical development and training together. In the spring of 2018, the LEGL Program achieved its goal of having Skyline's Paralegal Studies Program ABA (American Bar Association) approved and certified, which was a great accomplishment for the Program, for the College, and for our students. It is the only ABA-approved program in the District.

With this achievement comes the responsibility for maintaining specified ABA certification standards and requirements, most of which is shouldered by the LEGL Program, with the ADMJ Program having a lesser but supportive role. To help with the added work, a part-time Paralegal Program Services Coordinator (PSC) position was created and filled by the employment of Ms. Rachel Deliz. *(Ms. Deliz resigned last year, accepting another position in New York City. I believe plans are being considered to re-fill that vacant position.)*

Inter-Departmental - Single-person Social Science Departments:

In the spring 2019 semester, single-member Social Science departments have begun meeting several times each semester to discuss matters of mutual concern among our departments. This has given us an opportunity to get to know each other better in a small group, and to focus on conversations relative to our being single-member departments within the SS/CA Division.

Inter-Departmental - COOP Education: (UPDATE)

In the summer of 2009, the ADMJ Program created a new course in partnership with the Office of Cooperative Education (COOP-ED): ADMJ 670 - Criminal Justice Internship. This course allowed ADMJ students to earn four units of elective units for participating in a 300-hour paid work experience in criminal justice-related jobs. UPDATE: While the course served our needs well during its 10-year run, it was determined last year that the course, being substantially similar to a COOP-ED course that concurrently exists, would no longer be needed. Thus, it was deleted from the ADMJ Program in 2019.

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

Analysis: Progress on prior ADMJ Program Objectives (Goals) and Activities

***Note:** Some Program objectives and achievements occurred "midstream" and were not part of the original objectives identified in last year's APP. In an effort to streamline the Program, we decided to suspend the development of two new course proposals (Last year's OBJ #1 and OBJ #2).*

OBJ #1: Development of ADMJ 185 - Introduction to Forensic Science course

This was being considered as an elective course (similar to the one taught at the College of San Mateo) but it would have required adequate classroom and lab accommodations and an instructor knowledgeable in that field. Initially, it was intended to be part of the new Building 1 construction project. But this goal was suspended after the plans for a new Building 1 were halted. We also decided to forgo adding any more elective courses as we have been in the process of pruning and streamlining the Program by eliminating some of the accumulated elective course clutter.

STATUS: Objective #1 Suspended (2019).

OBJ #2: Development of ADMJ 200 - Introduction to Corrections course

For the same reasons as OBJ #1 above, we decided to forgo adding this elective courses as we have been in the process of pruning and streamlining the Program by eliminating some of the accumulated elective course clutter.

STATUS: Objective #2 Suspended (2019).

OBJ #3: Modify the ADMJ Associate Degree from an Arts degree to a Science degree

We proposed this modification for the following reasons:

- a. Administration of Justice has historically been classified as a social science.
- b. To align our Program with that of CSM which has a 60-unit ADMJ A.S. Degree.

STATUS: Objective #3 Achieved (2019).

OBJ #4: Reduce the ADMJ Program Certificate of Achievement from 27 to 24 units

We proposed this modification for the following reasons:

- a. To align our Program with that of CSM which has a 24-unit ADMJ certificate.
- b. To expedite the obtaining of the ADMJ Program Certificate of Achievement.
- c. To have eight *core* courses in the Program, eliminating non-essential electives.
- d. The following *elective* courses were modified to core ADMJ Program courses:
 - (1) ADMJ 120 - Criminal Investigation (*cross-listed as LEGL 320*)
 - (2) ADMJ 123 - Police Field Operations (*renamed from Concepts of Enforcement Principles*)
 - (3) ADMJ 125 - Juvenile Procedures

STATUS: Objective #4 Achieved (2019).

OBJ #5: Delete / Bank ADMJ courses no longer essential to the Program

We proposed these actions as these courses had low enrollments or are no longer essential.

- a. ADMJ 110 - Police Report Writing (2019). *Low enrollment. Deleted.*
- b. ADMJ 134 - Traffic Enforcement & Investigation (2019). *Low enrollment. Banked.*
- c. ADMJ 670 - Criminal Justice Internship (2019). *Referred to COOP 670. Deleted.*

STATUS: Objective #5 Achieved (2019).

OBJ #6: Align the ADMJ A.S. Degree, AS-T Degree, and Certificate of Achievement

This action brings the three most essential goals of the Program into alignment by streamlining the student's path to the Certificate of Achievement, the AS-T Degree, and the A.S. Degree in a logical and efficient sequence, and from various starting points. This strategy permits a seamless progression of academic pursuit that eliminates duplication, wasted time, and effort.

Example #1: A student that achieves the ADMJ Certificate (24 major units) may then decide to build upon that accomplishment by pursuing the AS-T Degree and/or the A.S. Degree. Once the AS-T Degree requirements are met, the student can achieve the A.S. Degree by completing their GE and graduation requirements.

Example #2: A student that has completed 18 major units in for their A.S. or AS-T degrees can then pursue the ADMJ Certificate by completing (if not already completed) 6 more ADMJ major units.

STATUS: Objective #6 Achieved (2019).

OBJ #7: Regain CSU GE/Skyline Area designation for the ADMJ 100 course

After being notified of our loss of this vital designation which became effective on 08/14/19, we went right to work to get that designation restored. We made the necessary changes to the ADMJ 100 course Official Course Outline. It has been approved and the designation will once again apply for the course beginning in the fall 2020 semester.

STATUS: Objective #7 Achieved (2020).

OBJ #8: Rename ADMJ 100 to "Introduction to Criminal Justice"

We proposed renaming ADMJ 100 from "*Introduction to Administration of Justice*" to "*Introduction to Criminal Justice*." This modification brings the ADMJ 100 course title into alignment with its CSU Transfer Model Curriculum C-ID title of "Introduction to Criminal Justice" (C-ID AJ 110).

STATUS: Objective #8 Achieved (2020).

OBJ #9: Rename ADMJ 123 to "Police Field Operations"

We proposed renaming ADMJ 123 from "*Concepts of Enforcement Principles*" to "*Police Field Operations*." This modification brings the ADMJ 123 course title into alignment with contemporary academic and professional titles used when referencing this particular subject matter, including the titles of such courses in other California community colleges as well as referenced in textbooks.

STATUS: Objective #9 Achieved (2020).

OBJ #10: Update ADMJ Program's 2-Year and 3-Year Course Sequencing Plans

We have recently updated the ADMJ Program's 2-Year and 3-Year Course Sequencing Plans. These plans help our students chart a plan for their academic journey and goals so that they can reach them in the most efficient manner possible. Course sequencing plans are essential to the guided pathways philosophy of the College. Of course, students must consult the current Skyline College Catalog and their counselor for degree and certificate requirements as well as to determine the best pathway for achieving their timeline goals.

(See the two uploaded ADMJ Course Sequence Plans assigned to this standard.)

STATUS: Objective #10 Achieved (2020).

OBJ #11: Create and Order New Marketing Materials for the ADMJ Program

In 2019, we began working with the Marketing, Communications, and Public Relations Department to create new marketing materials for the Administration of Justice Program, since the previous tri-folds have been outdated for some time now. These include updated **rack cards**, **flyers**, and **tri-fold brochures** that showcase the ADMJ Program. In spring of 2020, we received the first batch of these materials, and we are very pleased.

The new brochures have vibrant color schemes, printed on good stock, have a welcoming appeal, and include photos of our diverse students engaged in course activities (such as a mock "homicide" scene). They include photos of our students, representing various and diverse backgrounds, their testimonials, updated course information, updated salary ranges in the criminal justice field, and much more.

We showcase the ADMJ Program during various College events, such as "Meet Your Major" and "Career Pathways", and these new marketing materials will help us grow our department. We have recently begun to collaborate with the dean of Strategic Partnerships and Workforce Development in planning the design of an Administration of Justice Program **banner** to display at such events, too.

(See the three uploaded marketing materials assigned to this standard.)

STATUS: Objective #11 Achieved (2020).

CONCLUSIONS:

We have accomplished a lot during the past year. We have updated, realigned, and revitalized the ADMJ Program and its courses so that they better adapt to the College's *Guided Pathways* and *Meta-Majors* concepts, and to enhance the College's and the Program's "Students First" philosophy.

The **new!** 24-unit ADMJ Program now consists of the following 8 core Program courses:

- ADMJ 100 - Introduction to Criminal Justice (3)
- ADMJ 102 - Principles and Procedures of Justice (3)
- ADMJ 104 - Concepts of Criminal Law (3) (*Cross-listed as LEGL 304*)
- ADMJ 106 - Legal Aspects of Evidence (3) (*Cross-listed as LEGL 306*)
- ADMJ 108 - Community Relations (3) (*Cross-listed as SOCI 108*)
- ADMJ 120 - Criminal Investigation (3) (*Cross-listed as LEGL 320. Formerly AJ elective course*)
- ADMJ 123 - Police Field Operations (3) (*Formerly an AJ elective course*)
- ADMJ 125 - Juvenile Procedures (3) (*Formerly an AJ elective course*)

Evidentiary Documents

ADMJ Course 2-Year Sequence.docx

ADMJ Course 3-Year Sequence.docx

[ADMJ Flyer.pdf](#)

[ADMJ Rack Card.pdf](#)

[ADMJ Trifold.pdf](#)

(Note: Please see the Attachments tab to access all non-PDF documents.)

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 ADMJ Program*)

External Change #1: Construction of a new Building 1

A major external change for the ADMJ Program was the anticipated temporary relocation from Building 1, where the ADMJ classroom 1304 and office 1317 are located, to other campus facilities to make way for the demolition of Building 1 and the construction of a new Building 1. The plan for a new Building 1 was halted last year due to cost overruns.

Recently, however, we have learned that the current Building 1 will be undergoing remodeling starting later this year (2020). This may necessitate our having to relocate during remodeling. At the time of this writing we are unsure of all that this will entail, but our division dean keeps us informed at our monthly division meetings as more information about this project becomes available.

The planned remodeling will necessarily cause some inconvenience and adjustments for faculty and students alike, but we are intent on adapting to the transition and will handle what we need to as the remodeling plans unfold.

External Change #2: Adapting the Program to Meta-Majors & Guided Pathways Concepts

Another external change for the ADMJ Program has been the introduction of the Meta Majors and Guided Pathways concepts, which are designed to help students more efficiently navigate their Skyline College experience. (The ADMJ Program is in the *Society & Education - Law* group).

Over the past year, the ADMJ Program has worked to adapt as quickly as possible to these concepts, and has realigned the Program to help our students make the best use of this new strategy and to ensure that we can contribute to the strategy's success. We continue 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 best navigate their college experience.

External Change #3: Widespread Decreasing Student Enrollments (Program & College)

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 are being anticipated, analyzed, and are part of the Program's planning and improvement strategies.

While the ADMJ Program has historically enjoyed relatively high and stable enrollment and load numbers, in recent years there have been some declines. These declines are being felt across the board by most college campuses, and may be attributed to job growth, adverse social justice issues centering on criminal justice, waning public sentiment toward law enforcement (especially in under-represented communities), demands for more government transparency and accountability, and the increasing role, reliance, and dominance of technology and social media in our society.

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 our attention and resources, and to then develop and implement plans to effectively deal with deficiencies. As the demographics of local and regional society undergo change, the Program intends to anticipate and meet these challenges by broadening our outreach and continuing to welcome and encourage a diverse student population. The new Program brochures and engaging in marketing events will be part of this effort.

We are pleased that the Social Sciences/Creative Arts Division, however, has seen positive enrollment numbers in comparison to the College's other divisions.

External Change #4: The Impact of the COVID-19 Coronavirus on the Program and College

At the time of this writing, we are under quarantine due to the COVID-19 Coronavirus pandemic. The Program, like the rest of the College and the SMCCD District, has had to quickly adjust to a new normality of conducting operations, one of which is hastily transitioning from face-to-face classroom instruction and learning to alternative on-line instruction and learning modalities. This unprecedented circumstance will certainly be a test of our resiliency as we prepare to meet the challenges that it presents in a troubling situation that is unfolding rapidly by the hour.

Our Program's faculty and students have been faced with quickly adapting to this new norm for its duration, which at the time of this writing is believed to be at least through the summer of 2020 and possibly longer. We have converted all of our Program's instruction and learning to on-line modality. Each instructor in our Program has made the transition and is using modalities that they are knowledgeable about and comfortable with. At some point in time, the COVID-19 pandemic will come to an end. But its impact will leave a bold footprint.

So, what can we learn from this experience? For starters, we will need to acknowledge the value of **preparedness**. We will need to recognize the importance of **resiliency**. We may even need to change some of our social practices, such as continuing to engage in some degree of **social distancing**. This may be one of our most difficult challenges for a society that gravitates toward closeness and camaraderie with one another.

I will have more to report on this in next year's Annual Program Plan. I hope the news will be better.

Internal Changes (*Within the Program*)

None identified for this reporting period.

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 8 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. The ADMJ Program is the "owner" of ADMJ cross-listed courses for Improve/TracDAT reporting purposes.

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. **10-Q course exit survey:** Criterion: 70% of students to report "1" or "2" on 5-Pt. Likert scale.

Each of the above direct and indirect measurements connect to all SLOs of the courses being assessed. The exit survey corresponds to the overall satisfaction of students completing the course in relation to the course's SLOs.

ADMJ Program PSLO Assessment Measures

The Program has four PSLOs. The PSLOs are measured using the following two measures:

1. **Program exit survey:** Criterion: 70% of students to report "1" or "2" on 5-Pt. Likert scale.
2. **Certificates achieved:** Criterion: 8 students to achieve the ADMJ Certificate each academic year. (*Benchmark of 20 students was re-evaluated and reduced to 8 students in March 2020.*)

The exit survey corresponds to the overall satisfaction of students completing the Program in relation to the program's PSLOs. The certificates achieved reflects the target benchmark of the number of program students who successfully achieve the program certificate (24 units).

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.

Since the Program's previous Annual Program Plan (2019), we have made several significant and much needed changes to its course offerings as we revitalize, realign, and continuously improve the Program. Our focus has been on better aligning the Program with the College's meta-majors/guided pathways concepts, and enhancing student achievement and timelines. These include:

1. Reduced the number of units to complete the ADMJ Program from 27 units to 24 units.
2. Deleted (or banked) of the following courses: ADMJ 110, ADMJ 134, and ADMJ 670.

Spring 2020 - SLOAC Assessments (*Current data gathering is in-progress*)

Course: ADMJ 106/LEGL 306 - Legal Aspects of Evidence

Findings: To be determined upon completion of assessments.*

** As of this writing, there is a shelter-in-place order within the SMCCCD due to the COVID-19 coronavirus outbreak, which has created a challenge for completing this spring's assessments. We have decided to postpone completion of spring 2020 assessments.*

Fall 2019 - SLOAC Assessments (SLOs are summarized)

Course: ADMJ 100 - Introduction to Criminal Justice

SLO #1 - Summarize/describe the fundamental aspects of justice administration.

SLO #2 - Compare/contrast the functions/roles of the criminal justice system's major components.

SLO #3 - Analyze/assess the justice system's effectiveness in crime prevention and order maintenance.

Findings and Actions:

Pre/Post Test: Criterion was met for SLO #1, #2, #3. **Action:** No 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 meeting the targeted benchmarks for SLOs #1, #2, and #3 when measured by the pre-test/post-test, the major essay assignment, and the course exit survey. We will continue to make improvements to the course as may be needed.

Program: Administration of Justice Program (PSLOs are summarized)

PSLO #1 - Identify/describe the structure and functions of the criminal justice system.

PSLO #2 - Recognize the importance and practice of ethical and professional behaviors.

PSLO #3 - Exhibit strong and effective written and oral communication skills.

PSLO #4 - Analyze/research special issues in criminology and the criminal justice system.

Findings and Actions:

Exit Survey: Criterion was met for SLO #1, #2, #3, and #4. **Action:** No action necessary.

Certificates Achieved: Criterion (20 certificates) not met. **Action:** Action necessary.

We found that students were meeting the targeted benchmarks for PSLOs #1, #2, #3, and #4 when measured by the program exit survey. However, we found that the number of students achieving the program certificate each academic year has been steadily declining (average of 8 certificates awarded yearly over past 5 academic years):

2014-15	=	15 certificates awarded
2015-16	=	9 certificates awarded
2016-17	=	7 certificates awarded
2017-18	=	6 certificates awarded
2018-19	=	3 certificates awarded

The steady decline in achieved certificates may be attributed to a combination of internal and external factors, however the factor that seems the most likely cause is the stronger job market over the past 5 years (*prior to the COVID-19 outbreak, of course*). This assumption is based upon an "across-the-board" decline in enrollments being experienced at the college, district, and state levels.

As part of the overall realignment of the program, one of our responses that might help to reverse the decline in enrollments and certificates achieved is to decrease the number of program courses from 27 to 24, which has been approved. We also decided to revise the benchmark for certificate achievements from 20 to 8 for the time being. Eight is the average of certificate awards over the past 5 years. (*We can increase the benchmark later once the trend of decline stabilizes and, hopefully, reverses.*)

Spring 2019 - SLOAC Assessments

Course: ADMJ 120/LEGL 320 - Criminal Investigation (*SLOs are summarized*)

SLO #1 - *Describe the fundamental aspects of criminal investigation and crime scene processing.*

SLO #2 - *Reconstruct and solve a crime by use of critical thinking and investigative skills.*

SLO #3 - *Apply effective interview and interrogation skills to obtain information to solve crimes.*

Findings and Actions:

Pre/Post Test: Criterion was met for SLO #1, #2, #3. **Action:** No 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 meeting the targeted benchmarks for SLOs #1, #2, and #3 when measured by the pre-test/post-test, the major essay assignment, and the course exit survey. We noted that for the major assignment, 87% of

students achieved the benchmark. We will continue to make improvements to the course as may be needed.

Course: ADMJ 125 - Juvenile Procedures (SLOs are summarized)

SLO #1 - Describe/discuss the history, development, and current procedures of juvenile justice.

SLO #2 - Compare/contrast the juvenile justice system with the adult criminal justice system.

SLO #3 - Analyze/assess the relationship of child neglect/abuse/victimization to juvenile delinquency.

Findings and Actions:

Pre/Post Test: Criterion was met for SLO #1, #2, #3. **Action:** No 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 meeting the targeted benchmarks for SLOs #1, #2, and #3 when measured by the pre-test/post-test, the major essay assignment, and the course exit survey. For the pre-test/post-test, 90% of students achieved the benchmark; for the major assignment, 90% of students achieved the benchmark; and for the exit survey, 75% of students achieved the benchmark. We will continue to make improvements to the course as may be needed.

Document Attachments for this Standard

1. ADMJ 4-Column TracDat Reports: ADMJ 100, ADMJ 120, ADMJ 125, and ADMJ Program
2. ADMJ Assessment Calendar (2016-19)
3. ADMJ Assessment Calendar (2019-22)

Evidentiary Documents

[ADMJ 100 4-Column 2020.pdf](#)

[ADMJ 120 4-Column 2020.pdf](#)

[ADMJ 125 4-Column 2020.pdf](#)

[ADMJ Program 4-Column 2020.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 - Program Objectives/Activities; Environment; SLOs/PSLOs

We had set some ambitious and bold objectives for the ADMJ Program. While a few of our previously targeted objectives were not achieved (mostly abandoned), we were successful in achieving most of what we had set out to do from the previous year's stated objectives and from mid-stream objectives. (Details of the progress of objectives/goals are documented in Standard II.A. of this document.)

Improvements to the ADMJ Program are addressed in the Key Findings.

Program Objectives (Goals) and Activities Key Findings - (Relates to Standard II.A.)

Objectives #1 & #2: *Develop two new ADMJ elective courses*

Key Findings: The proposal of two new courses (Introduction to Forensics; and Introduction to Corrections) was abandoned due to the cancelling of construction of a new Building 1, and because their development would have interfered with our Program realignment efforts which were intended to expedite the movement of students through the Program and to better adapt the Program to the meta majors concept.

#1 & #2 Abandoned

Objective #3: *Modify the ADMJ associate degree from an arts degree to a science degree*

Key Findings: We modified the ADMJ associate degree from an arts to a science degree, based upon the reasoning that the study of criminal justice has historically been classified as a social science, and also to bring our degree in line with the science degree awarded by CSM within our college district.

#3 Achieved

Objective #5: *Delete or bank courses of low enrollment or are no longer necessary to the Program*

Key Findings: We worked with the Curriculum Committee to better align the requirements for the ADMJ certificate, associate degree, and transfer degree so

that students could more expediently navigate through the process of achieving more than one of these academic goals in logical succession.

#7 Achieved

Objective #8: *Rename the ADMJ 100 course to "Introduction to Criminal Justice"*

Key Findings: We changed the ADMJ 100 course title from Introduction to Administration of Justice to Introduction to Criminal Justice to bring the course in line with the Transfer Model Curriculum title for the same course, as well as for consistency with other California community colleges and universities.

#8 Achieved

Objective #9: *Rename the ADMJ 123 course to "Police Field Operations"*

Key Findings: We changed the ADMJ 123 course title from Concepts of Enforcement Principles to Police Field Operations, updating it to coincide with the more contemporary and accepted title used by other colleges, and references to the subject matter within the vocational field. (The course's previous title was unspecific and confusing.)

#9 Achieved

Objective #10: *Update the Program's 2-year and 3-year course sequencing plans*

Key Findings: We updated the Program's 2-year and 3-year course sequencing plans to help students expeditiously navigate their academic path to their degree(s) and certificate. This improves the course by coinciding with the College's meta majors and guided pathways redesign efforts.

#10 Achieved

Objective #11: *Create and order new Program marketing materials*

Key Findings: We created and ordered new Program marketing materials (rack cards, flyers, tri-fold brochures) to help build enrollment by greater outreach with a fresh, new, and welcoming marketing brochure intent on arousing student curiosity and interest in the study of Criminal Justice.

Reflection: Considering Key Findings - Program Environment (external and internal impacts)

Program's External and Internal Environment Key Findings: (Relates to Standard II.B.)

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

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 where we would be located upon its completion, and we wondered about the short-term and long-term impacts that this would have on the ADMJ and LEGL Programs, such as: (1) *where* the Program would be housed during construction; (2) *how much* space we would have in the new building; and (3) *if* ADMJ and LEGL would be housed together. In anticipation, we had been considering adding two new courses to the Program. However, we later learned that construction was halted due to cost overruns. Presently, the Program (classroom 1304 and nearby shared office/storage space 1317) remains in the current Building. As of this writing, upgrades are in the works for Building 1.

1. Key Findings and Conclusions:

As construction of a new building has been halted, we have decided to forgo developing the new courses.

2. Adapting the Program to Meta-Majors & Guided Pathways (MM/GP) Concepts

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. Since their launching, we have been embracing MM/GP as part of our Program's redesign.

3. Decreasing Student Enrollments

The Program has experienced steady declines in enrollment. The same has been true college-wide and CTE-wide, although to varying degrees among them.

3. Key Findings and Conclusions:

This has been a concern for the Program and is in our radar as we explore ways to reverse or slow this trend. We believe that two major causes have been a growing economy (pre- COVID-19), availability of jobs, and the need to keep up

with rising housing and other costs associated with our geographical region. This has been further impacted by the COVID-19 crises.

4. Impact of the COVID-19 Coronavirus on the Program and the College

At this writing, we are currently under coronavirus shelter-in-place orders, with students and faculty adjusting to distance education alternatives as we work remotely from home.

4. Key Findings and Conclusions:

The COVID-19 pandemic has severely impacted the Program, its faculty and its students. Like everyone else, we have been trying to make the adjustments needed to continue distance education operations, which will likely last at least through the remainder of 2020. Program instructors are learning to use new and creative ways to implement distance education modalities. The College has scheduled tutoring in remote instruction (Canvas, Zoom, etc.) with CTTL workshops planned for June/July of 2020.

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

The ADMJ Program values the data made available by the Office of Planning, Research, and Institutional Effectiveness (PRIE) as a tool for monitoring our program's enrollments, demographics, success/retention withdrawal rates, and other data to help us monitor program strengths and weaknesses for our CPR/APP.

PRIE data available for the 5-year period of 2014-15 through 2018-19 academic years for the ADMJ Program. Some areas compare data among CTE programs and with the College. For more specific categorical data, reference PRIE.

ADMJ Degrees & Certificates Awarded:

	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Total	5/Avg.	Unit Avg.	Sem. Avg.
Degrees	20	16	9	7		52	10.4	82.6	99.6
Certificates	15	9	7	6	3	40	8.0	74.1	58.6

Analysis: Over the 5-year period, there has been a trend of decline in the number of goals achieved.

Action Plan: We will continue to stress the importance and value of attaining degrees and certificates.

ADMJ Program Student Characteristics - (5-Year Average for all of the following areas)

Enrollments - by Term:

Except for the 2015-16 which showed a slight increase spike, enrollments have shown a steady decline between 2014-15 and 2018-19. A similar dipping trend (but without a 2015-16 spike increase) was noted CTE-wide and College-wide.

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. The onset of the COVID-19 coronavirus has presented additional challenges for the Program.

Action Plan:

While we will continue to market the Program in positive ways to try to increase enrollments, but the aforementioned factors will continue to weigh heavily on our enrollment numbers.

Enrollments - by Gender

ADMJ: Females 44.1% and males 53.3%. = (Slight increase females; slight decrease males.)

CTEs: Females 52.9% and males 44.5%. = (Slight increase females; slight decrease males.)

College: Females 52.4% and males 44.8%. = (Slight increase females; slight decrease males.)

Analysis:

Law enforcement plays one of the larger roles within the criminal justice system, and traditionally males have outnumbered females in the uniformed workforce, which tends to appeal to and attract more males. While there have been increases in female representation in law enforcement since the 1960s, gender parity has been slow. Within the general 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. Females account for about 13% of the sworn law enforcement work force today.

Action Plan:

We routinely focus on targeting and attracting females to the Program and encourage them to consider this line of public service. Our Program participates in the College's annual "*Meet Your Major Fair*." I and volunteer ADMJ students, male and female, participate for several hours, handing out ADMJ and career brochures and flyers. We show continuous-loop videos that portray females working in the field, and we engage with female students who have questions about the Program. At the start of every semester, we encourage females, LGBTQ, and students of color, to consider criminal justice as a career and to learn more about it in the ADMJ Program.

Enrollments - by Ethnicity

	ADMJ	CTEs	College
Asian:	8.80%	19.92%	19.28%
Black:	3.48%	3.32%	2.96%
Filipino:	12.98%	16.20%	16.46%
Hispanic/Latino:	34.64%	18.42%	17.92%
Pacific Islander:	2.56%	1.32%	1.30%
White:	16.90%	19.86%	19.92%
Multi-Races:	19.76%	18.18%	19.66%
Unreported:	0.86%	2.68%	2.38%

Analysis:

1. White students accounted for 17% of ADMJ, 20% of CTE, and 20% of College enrollments.
2. Non-white students accounted for 83% of ADMJ, 80% of CTE, and 80% of College enrollments.
3. Largest groups: ADMJ: Hispanic/Latino (35%), CTE: Asian (20%), and College: White (20%).
4. We need to increase the Program's Non-White and Non-Hispanic/Latino enrollments.

5. Black enrollments: ADMJ, CTE, and College averaged 3.25% (ADMJ having most, at 3.48%).

The Program has been doing slightly better at attracting and retaining a more diverse student enrollment than the CTEs and the College. The Program's Hispanic/Latino enrollments are almost twice those of the CTEs 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 are trailing the CTEs and the College in Asian and Filipino enrollments. We need to continue efforts to step-up Black enrollments, which has been a continuing area of focus for the Program, the CTEs, and College-wide.

Enrollments - by Age

Students enrolled by age classifications of: -18; 18-22; 23-28; 29-39; 40-49; 50-59; and 60+.

Analysis:

For the ADMJ Program, CTE, and the College, the predominant age range is 18-22.

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. Law enforcement, by nature of the work, tends to attract students in this age range, especially when considering the rigorous physical demands and medical health required of those working in the profession. Thus, the "over 40" students are far less than the other CTEs and the College.

Action Plan: None at this time.

Enrollments - by Goal

Students declaring goals of: (1) degree/transfer; (2) CTE certificate; (3) career development; (4) other.

Analysis:

For the ADMJ Program, CTE, and the College, the predominant goal is attaining a **degree/transfer**.

Students in the ADMJ Program (88%) have goals of attaining an associate degree/transfer degree, whereas for the CTEs and the College the average is about 60% for the same goal.

ADMJ: 87.80%

CTE: 58.10%

College: 62.58%

Action Plan: None at this time.

Enrollments - by Fall Unit Load

Students enrolled as either fulltime (12 units) or part time (-12 units).

Analysis:

Over one-half of the students enrolled in the ADMJ program are fulltime (52%), whereas for the CTEs and the College the average is about 40%. Most ADMJ students attend during the daytime.

ADMJ: 51.94%

CTE: 41.60%

College: 39.34%

Action Plan: None at this time.

Annual Course Success / Retention / Withdrawal Rates

	Success Rate	Retention Rate	Withdrawal Rate
ADMJ	76.3%	88.1%	11.9%
CTEs	78.3%	89.6%	10.4%
College	73.3%	86.6%	13.4%

Analysis:

The Program's success rate is slightly lower than CTEs, but is over 3.0% higher than the College. The Program's retention rate is just below that of the CTEs, and slightly higher than the College. The Program's withdrawal rate is higher than the CTEs, and lower than the College.

Action Plan: None at this time.

Success Rate - by Ethnicity

	<u>ADMJ</u>	<u>CTEs</u>	<u>College</u>
Asian:	81.0%	84.0%	80.0%
Black:	71.0%	68.0%	61.0%
Filipino:	77.0%	78.0%	74.0%
Hispanic/Latino:	74.0%	73.0%	68.0%
Pacific Islander:	73.0%	69.0%	60.0%
White:	81.0%	82.0%	77.0%
Multi-Races:	74.0%	76.0%	71.0%
Unreported:	92.0%	80.0%	75.0%

Analysis:

The percentages (- or +) from last year's data were no more than 1% for all ethnicities. The Program's success rates by ethnicity exceeded those of the College for all ethnicities. Compared with CTEs the Program did better with Blacks and Pacific Islanders, trailed with Asian and Multi-races, and were within one percentage point of the other groups. We continue to be delighted to see that Program Blacks were succeeding at a significantly higher rate than the CTEs (by 3%) and the College (by 10%).

Action Plan:

Our plan is to focus on the success rates of those groups that are trailing and to make whatever necessary adjustments are needed to help improve their success rate numbers.

Withdrawal Rate - by Ethnicity

	<u>ADMJ</u>	<u>CTEs</u>	<u>College</u>
Asian:	9.0%	7.0%	10.0%
Black:	16.0%	13.0%	19.0%
Filipino:	14.0%	11.0%	14.0%
Hispanic/Latino:	12.0%	13.0%	16.0%

Pacific Islander:	7.0%	12.0%	19.0%
White:	11.0%	9.0%	12.0%
Multi-Races:	13.0%	11.0%	15.0%
Unreported:	0.0%	10.0%	12.0%

Analysis:

The Program's withdrawal rates by ethnicity were less than those of the CTEs for Hispanics and Pacific Islanders, but were greater (by 2-3%) for Asians, Blacks, Filipinos, Whites, and Multi-Races. The Program's withdrawal rates by ethnicity were less than those of the College for Asians, Blacks, Hispanics, Pacific Islanders, Whites, and Multi-Races.

Action Plan:

Our plan is to focus on the withdrawal rates of those groups that are exceeding those of the CTEs and the College and to make whatever necessary adjustments are needed to help reduce their withdrawal rate numbers.

Success Rate - by Age

	<u>ADMJ</u>	<u>CTEs</u>	<u>College</u>
Under 18:	70.0%	82.0%	77.0%
18-22:	75.0%	74.0%	72.0%
23-28:	82.0%	78.0%	72.0%
29-39:	71.0%	83.0%	76.0%
40-49:	80.0%	85.0%	80.0%
50-59:	92.0%	84.0%	79.0%
60+:	89.0%	84.0%	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. Program students under 18 did notably worse than the CTE and the College (most likely due to their just transitioning to the college educational experience, and not yet having decided on a major). There were also fewer numbers of older students (which

can skew the data). In the 18-28, 23-28, 50-59, and 60+ age ranges, ADMJ students did better than the CTEs and the College.

Action Plan:

Our plan is to focus on the success rates of the under age 18 group that have a lower success rate than those of the CTEs and the College and to make whatever necessary adjustments are needed to help improve their success rate numbers. We are hopeful that the meta-majors and guided pathways concepts will positively help in this regard, as well.

Withdrawal Rate - by Age

	ADMJ	CTEs	College
Under 18:	12.0%	07.0%	09.0%
18-22:	13.0%	12.0%	14.0%
23-28:	10.0%	11.0%	15.0%
29-39:	14.0%	08.0%	13.0%
40-49:	06.0%	07.0%	11.0%
50-59:	04.0%	08.0%	12.0%
60+:	11.0%	09.0%	08.0%

Analysis:

The Program's withdrawal rate by age revealed that older (age 40-59) were more persistent in remaining with the Program than the other age groups, and also did better than the same age groups compared with in the CTEs and the College. The under 18 age group did notably worse than the CTE and the College in persistence.

Action Plan:

Our plan is to focus on the withdrawal rates of the under age 18 group that have a higher withdrawal rate than those of the CTEs and the College and to make whatever necessary adjustments are needed to help improve their persistence rate numbers. We are hopeful that the meta-majors and guided pathways concepts will positively help in this regard, as well.

Success Rate - by Gender

	<u>ADMJ</u>	<u>CTEs</u>	<u>College</u>
Female:	72.36%	78.72%	74.56%
Male:	79.02%	78.04%	72.03%
Unreported:	75.00%	76.00%	71.09%

Analysis:

The Program's success rates by gender revealed that there were fewer successful females in the Program than as compared with males in the Program, and as compared with females in the CTEs and the College. Program males were more successful in the program and as compared with the CTEs and the College. Criminal justice careers tend to attract highly-motivated males, which has been a somewhat consistent trend within the industry and academically, and that certainly needs to be impacted toward gender parity.

Action Plan:

Our plan is to focus on increasing the success rates of the female group that are significantly trailing behind males in the Program and to make whatever necessary adjustments are needed to help improve their success rate numbers.

Retention Rate - by Gender

	<u>ADMJ</u>	<u>CTEs</u>	<u>College</u>
Female:	85.52%	89.34%	86.58%
Male:	89.64%	90.16%	86.68%
Unreported:	90.98%	90.06%	86.46%

Analysis:

The Program's retention rates by gender revealed that there were fewer retained females in the Program than as compared with males in the Program (by -4%), and as compared with females in the CTEs and the College. Program male retention was higher in the program, comparable with the CTEs, and higher than the College. Criminal justice careers tend to attract highly-motivated males, which has been a somewhat consistent trend within the industry and academically, and that certainly needs to be impacted toward gender parity.

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).

Withdrawal Rate - by Gender

	<u>ADMJ</u>	<u>CTEs</u>	<u>College</u>
Female:	14.48%	10.66%	13.42%
Male:	10.36%	9.84%	13.34%
Unreported:	9.02%	9.94%	13.54%

Analysis:

The Program's female withdrawal rate was almost 4% higher than those of the CTEs, slightly higher than those of the College, and over 4% higher when compared with Program males. Program male withdrawal rates were slightly higher than those of the CTEs but 3% lower than 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 Program: FTEF/FTES/Load:

	<u>Yr.1</u>	<u>Yr.2</u>	<u>Yr.3</u>	<u>Yr.4</u>	<u>Yr.5</u>	<u>Avg.</u>
FTEF	2.93	3.47	3.30	2.97	2.30	2.99
FTES	62.12	71.48	60.53	50.57	46.95	58.33
FTES % Chg.		15.10	-15.30	-16.50	-7.10	
Load	635	619	550	511	612	585
Load % Chg.		-2.60	-11.00	-7.10	19.80	
Sections	18	21	21	18	18	19
Census Enr./Sec.	33.70	33.70	28.50	27.60	29.00	30.50

Analysis: The Program has generally exceeded its benchmark load target of **525**. However, Program load showed a steady decline in academic years 1, 2, 3, and 4, but then a sudden resurgence in year 5. The Program's 5-year load average is **585** (+60 over benchmark). The Program continues to enjoy a much higher load than the CTEs in general and the College.

CTEs Load: **483 / 474 / 411 / 455 / 441 = 453 Avg.**

College Load: **551 / 551 / 513 / 522 / 529 = 533 Avg.**

Both the CTEs and the College experienced a dramatic load downturn in year 3, as did the Program, with a resurgence in year 4.

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.

Much will also depend upon the Program's resiliency during the current COVID-19 pandemic, and the status of the virus outbreak in upcoming semesters.

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

Courses assessed and analyzed

Semester / Year

ADMJ 120/LEGL 320 - Criminal Investigation

(Spring 2019)

ADMJ 125 - Juvenile Procedures

(Spring 2019)

ADMJ 100 - Introduction to Criminal Justice

(Fall 2019)

ADMJ - Administration of Justice Program

(Fall 2019)

ADMJ 120/LEGL 320 - Criminal Investigation

Findings + What we learned + What we did / need to do

For all three SLOs, students exceeded the 70% benchmark of attaining a higher score on the course post-test over the pre-test. No further action is necessary at this time.

For all three SLOs, students exceeded the 70% benchmark of attaining a C+ or better on the course major assignment (87%). No further action is necessary at this time.

For all three SLOs, students exceeded the 70% benchmark of positive rating (Likert scale "1" or a "2") on the end-of-course student survey (85%). No further action is necessary at this time.

ADMJ 125 - Juvenile Procedures

Findings + What we learned + What we did / need to do

For all three SLOs, students exceeded the 70% benchmark of attaining a higher score on the course post-test over the pre-test (90%). No further action is necessary at this time.

For all three SLOs, students exceeded the 70% benchmark of attaining a C+ or better on the course major assignment (90%). No further action is necessary at this time.

For all three SLOs, students exceeded the 70% benchmark of positive rating (Likert scale "1" or a "2") on the end-of-course student survey (75%). No further action is necessary at this time.

ADMJ 100 - Introduction to Criminal Justice

Findings + What we learned + What we did / need to do

For all three SLOs, students exceeded the 70% benchmark of attaining a higher score on the course post-test over the pre-test. No further action is necessary at this time.

For all three SLOs, students exceeded the 70% benchmark of attaining a C+ or better on the course major assignment. No further action is necessary at this time.

For all three SLOs, students exceeded the 70% benchmark of positive rating (Likert scale "1" or a "2") on the end-of-course student survey. No further action is necessary at this time.

ADMJ - Administration of Justice Program

Findings + What we learned + What we did / need to do

The criteria for student success after having successfully completed the 24-unit ADMJ Program (and thereby successfully mastering the Program's four PSLOs) is measured by the awarding of the ADMJ Program's "Certificate of Achievement". Our target benchmark was 20 students would do so every academic year.

We found that over the past five years, there has been a steady decline in the number of such awards:

2014-15 (15); 2015-16 (9); 2016-17 (7); 2017-18 (6); and 2018-19 (3), for a 5-year average of 8. We are attempting to ascertain what the causes of the declining trend might be. They might be internal and/or external factors that will need to be identified and addressed. In the meantime, we have reduced our benchmark to meet the average of 8 per academic year UNTIL we can identify what is going on, after which we will re-set a new target criteria benchmark.

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 College Data 2014-19.pdf](#)

[ADMJ CTE Data 2014-19.pdf](#)



[ADMJ Degrees & Certificates 2014-19.pdf](#)

[ADMJ Program Data 2014-19.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

Assessment Methodology

Twenty-six College faculty members whose various classes mapped up to the C/T ISLO participated: five from Communication Studies, four each from Biology and English, **three each from Administration of Justice**, Education/ Child Development, and History, as well as two each from Philosophy and Psychology.

College faculty evaluated **889 students'** work using relevant parts of the C/T ISLO rubric. The PRIE office aggregated and disaggregated results for discussion at a Town Hall co-hosted by the Institutional Effectiveness Committee. In addition, the Community College Survey of Student Engagement (CCSSE) was used as an indirect measure to assess this ISLO. Over 900 students took the CCSSE in 2016.

ADMJ Program Participation

The below two ADMJ courses participated in the C/T 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)

Professors MacLaren, Phipps, and Aurilio met as a group to devise our C/T ISLO assignments, review the C/T ISLO rubric, determine which rubric factors would be most relevant to our combined assignments, and conduct a "norming" session to agree on what constituted the demonstration of "C/T proficiency."

ADMJ 100 - Intro. to Criminal Justice (2 sec.): Prof.'s MacLaren and Phipps + 55 students

Two sections of **ADMJ 100** were used in the College's assessment of the C/T ISLO. One section was taught by adjunct professor Peter MacLaren and the other section was taught by adjunct professor Kevin Phipps. This course was selected because of its typically high student enrollment, that its content involves critical thinking skills, and the course SLOs "map up" well to the Institutional Critical Thinking (C/T) ISLO.

ADMJ 120/LEGL 320 - Criminal Investigation (1 sec.): Prof. Aurilio + 33 students

One section of **ADMJ 120/LEGL320** was used in the College's assessment of the C/T ISLO. The section was taught by Professor Steve Aurilio. This course is a cross-listed course and was selected because of its typically high student enrollment, that its content involves critical thinking skills, and the course SLOs "map up" well to the Institutional Critical Thinking (C/T) ISLO.

Applying C/T Skills to Course-Relevant Scenario for ADMJ 100

ADMJ 100 Course: *Use of Deadly Force by Civilian Defending Home*

Students in the **ADMJ 100 courses** were given the same C/T scenario assignment involving the use of deadly force by a civilian homeowner who, awakened in the middle of the night by an intruder, armed himself and confronts the intruder inside the home, and ultimately uses deadly force during the encounter. The skill of critical thinking is important in this type of circumstance.

The students were asked to use their C/T skills, and the information they 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 C/T ISLO rubric and entered under the participating students' G#s in an electronic survey.

Applying C/T Skills to Course-Relevant Scenario for ADMJ 120/LEGL 320

ADMJ 120/LEGL 320 Course: *Applying Inductive & Deductive Reasoning to a Homicide Case*

Students in the **ADMJ 120/LEGL 320** course were given a C/T scenario assignment involving an outdoor multi-homicide scene where they were to assume the role of police detectives, investigate the case, and to then submit a written paper on it.

The students were asked to use their C/T skills, and the information they learned in this course, to thoroughly investigate a complicated homicide scene, and to address inductive and deductive reasoning (topics covered in this course), after which they were to respond to three prompts in a well reasoned essay paper explaining how they applied these reasoning skills to investigating the case, and to explain whether the "leads" (clues) related to the crime scene were obtained inductively or deductively.

Critical thinking skills are vital to criminal investigators for conducting successful criminal investigations and solving crimes. Received assignments were

measured and scored against the C/T ISLO rubric and entered under the students' G#s in an electronic survey.

Aggregated Data Tallied by the Office of Planning, Research, and Effectiveness (P.R.I.E.)

The students' assignments from both courses were received by the course instructors, assessed as to C/T skills against the ISLO C/T rubric, graded, and the results entered into an anonymous electronic survey. The data from the reviewed assignments was later tallied by the Office of P.R.I.E.

The results of the C/T ISLO data tally provided data on the following:

1. ADMJ 100 C/T ISLO Assessment Results (2 sections, metric #1)
2. ADMJ 120/LEGL 320 Assessment Results (1 section, metrics #2, #5)
3. ADMJ 100 + ADMJ 120/LEGL 320 Assessment Results (3 sections, metrics #1, #2, #5)
4. Overall College (metrics selected based upon course and assignment)

Number of ADMJ/LEGL Students Participating

ADMJ 100 (combined): 55 students

ADMJ 120/LEGL 320: 33 students

Total students: 88 students

Number of College-wide Students Participating

26 College courses: 889 students

Total students: 889 students

Critical Thinking ISLO Assessment Rubric Metrics (6)

#1. Accurately interprets evidence. (ADMJ 100 only = 55/88)

#2. Considers opposing views. (ADMJ 100 + ADMJ 210/LEGL 320 = 88/88)

#3. Considers credibility of evidence.

#4. Methodological awareness.

#5. Conclusions well-supported. (ADMJ 100 + ADMJ 210/LEGL 320 = 88/88)

#6. Applies correct formulas/techniques.

C/T ISLO Assessment 4-Point Rating Scale

High Proficiency - Proficiency - Some Proficiency - No/Limited Proficiency

Critical Thinking ISLO Assessment Results:

ADMJ 100 (2 sections, metric #1)

#1. *Accurately interprets evidence* (55 students)

High Proficiency: 5.0% N = 3/55

Proficiency: 44.0% N = 24/55

Some Proficiency: 33.0% N = 18/55

No/Limited Proficiency: 18.0% N = 10/55

Findings/Conclusions - ADMJ 100 (2 sections, metric #1)

- a. 49% of students in both ADMJ 100 sections demonstrated proficiency/high proficiency.
- b. 51% of students in both ADMJ 100 sections demonstrated less than acceptable proficiency.

That only about one-half of the students demonstrated an acceptable level of proficiency could be attributed to the ADMJ 100 course being an "introductory" course, that it is usually the first ADMJ course enrolled in by first-year students, and the students are not quite acclimated to the college environment yet. This course is not one that is a "carry-over" from high school. It could also be that the legal aspects of the assignment of the assignment used by the instructors was too complex, or the assignment lacked instructional clarity.

The data will be used by our faculty to determine why we got these results and where improvements can be made to increase student proficiency for this metric.

ADMJ 120/LEGL 320 (1 section, metrics #2, #5)

#2. *Considers opposing views* (33 students)

High Proficiency: 45.5% N = 15/33

Proficiency: 36.4% N = 12/33

Some Proficiency: 6.1% N = 2/33

No/Limited Proficiency: 12.0% N = 4/33

#5. Conclusions well-supported (33 students)

High Proficiency:	45.5%	N = 15/33
Proficiency:	36.4%	N = 12/33
Some Proficiency:	6.1%	N = 2/33
No/Limited Proficiency:	12.1%	N = 4/33

Findings/Conclusions - ADMJ 120/LEGL 320 (1 section, metrics #2, #5)

- Unlike the two sections of the ADMJ 100 course (above), we did not use metric #1.
- 82% of ADMJ 120/LEGL 320 students demonstrated proficiency/high proficiency in metrics #2 & #5.
- The results were almost exactly the same for both metrics (#2 and #5).
- The proficiency/high proficiency levels for both metrics (82%) exceeded those of the College (65%).

That 82% of the students in this course demonstrated proficiency/high proficiency in metrics #2 and #5 is encouraging, especially in that this course is about criminal investigation and involves a high degree of critical thinking skills relating to considering opposing viewpoints and well supporting one's conclusions.

Nonetheless, there is always room for improvement. The data will be used by our faculty to determine where improvements can be made to increase student proficiency for these two metrics.

ADMJ 100 + ADMJ 120/LEGL320 (combined, metrics #2 and #5)**#2. Considers opposing views (88 students)**

High Proficiency:	19.0%	N = 17/88
Proficiency:	25.0%	N = 22/88
Some Proficiency:	18.0%	N = 16/88
No/Limited Proficiency:	38.0%	N = 33/88

#5. Conclusions well-supported (88 students)

High Proficiency:	20.0%	N = 18/88
Proficiency:	42.0%	N = 37/88

Some Proficiency: 27.0% N = 24/88

No/Limited Proficiency: 10.0% N = 9/88

Findings/Conclusions - ADMJ 100 + ADMJ 120/LEGL 320 (combined, metrics #2 and #5)

- a. When the three ADMJ and ADMJ/LEGL course sections were combined, the results were somewhat lower for metrics #2 and #5 than when the courses were separated.
- b. For metric #2, proficiency/high proficiency levels decreased from 82% to 44%; and for metric #5 from 82% to 62%.
- c. The proficiency/high proficiency levels for both metrics (53%) exceeded those of the College (33%).
- d. This may be due to combining the higher levels of proficiency of the advanced ADMJ/LEGL course over the introductory ADMJ 100 course. The data will be used by our faculty to determine why we got these results and where improvements can be made to increase student proficiency for these metrics.

Overall College

#1. Accurately interprets evidence (547 students)

High Proficiency: 33.0% N = 179/547

Proficiency: 35.0% N = 193/547

Some Proficiency: 22.0% N = 119/547

No/Limited Proficiency: 10.0% N = 56/547

#2. Considers opposing views (250 students)

High Proficiency: 34.0% N = 85/250

Proficiency: 28.0% N = 71/250

Some Proficiency: 18.0% N = 44/250

No/Limited Proficiency: 20.0% N = 50/250

#5. Conclusions well-supported (862 students)

High Proficiency: 31.0% N = 270/862

Proficiency: 37.0% N = 319/862

Some Proficiency:	21.0%	N = 178/862
No/Limited Proficiency:	11.0%	N = 95/862

C/T ISLO Considerations and Action Plans

Considerations: What prior knowledge do the students have regarding the legal aspects of the assignments? Have these areas of the assignments been covered in our classes? Is prior experience with C/T helpful to the student in navigating its relevance to criminal justice? Do the courses need to include sharpening C/T skills?

Analysis: Most of ADMJ/LEGL students were more proficient/highly proficient in well-supporting their conclusions than in considering opposing views. This will be an area of focus for our course instructors.

Action Plan: The data presents some challenges for program instructors in recognizing the struggles that students may be experiencing with regard to either being able consider these aspects of critical thinking or to communicate them in assignments.

ADMJ/LEGL faculty will consult with each other in department meetings to discuss these results, and to determine how we can help students improve and demonstrate proficiency in the C/T core competency.

Document Attachments for this Standard

1. ADMJ C/T ISLO Rubric
2. ADMJ C/T ISLO Assessment Results SP2019
3. ADMJ College C/T ISLO Assessment Results SP2019
4. ADMJ 120 C/T ISLO Assessment Results SP2019

Evidentiary Documents

[ADMJ 120 CT ISLO Results SP2019.pdf](#)

[ADMJ College CT ISLO Results SP2019.pdf](#)

[ADMJ CT ISLO Results SP2019.pdf](#)

[ADMJ ISLO CT 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

The ADMJ Program has accomplished many of its goals during the past year, and we intend to continue implementing improvement strategies and working on any remaining uncompleted goals in the current year. (*Program accomplishments have been described in detail in earlier standards of this report.*)

Goal Considerations for ADMJ Program Improvement include:

- #1. Broaden the Program's distance education (D.E.) capabilities.
- #2. Curriculum development to gradually bring Program courses online.
- #3. Hire part-time evening instructor with D.E. capabilities (to replace Instr. Pete MacLaren).
- #4. Hire part-time daytime instructor to teach the Program's "Introduction" course in the high school campuses in the Dual Enrollment Program, which would introduce high school students to our Program as well as allowing them to take transferable college unit courses while still in high school.
- #5. Update ADMJ instructional media materials (DVDs, etc.) for the Program.
- #6. Program printed media materials for outreach and attraction.
- #7. Update the desks and media-presentation capabilities in the ADMJ classroom (1-1304) with new equipment.

Associated Objectives

[1200-Curriculum development to bring ADMJ Program courses online](#)

[1199-Develop the ADMJ Program's Distance Education \(DE\) Capabilities](#)

1202-Hire part-time ADMJ instructor to teach ADMJ 100 in high school Dual Enrollment Program

1201-Hire part-time ADMJ instructor with DE capabilities.

1203-Update ADMJ instructional media materials

1205-Update the desks and media-presentation capabilities in the ADMJ classroom (1-1304)

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

Associated Objectives

[1200-Curriculum development to bring ADMJ Program courses online](#)

[1199-Develop the ADMJ Program's Distance Education \(DE\) Capabilities](#)

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

[1202-Hire part-time ADMJ instructor to teach ADMJ 100 in high school Dual Enrollment Program](#)

[1201-Hire part-time ADMJ instructor with DE capabilities.](#)

[834-Increase female enrollments in ADMJ Program](#)

[1203-Update ADMJ instructional media materials](#)

[1205-Update the desks and media-presentation capabilities in the ADMJ classroom \(1-1304\)](#)