



# Skyline College

## SKYLINE CPR Report 2023 - 2024

SKY Dept - Administration of Justice

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### Assessment Unit Information

**Program Type**

Instructional

**Division**

Social Sciences/ Creative Arts (SS/CA)

**Assessment Contact**

Professor Steven Aurilio, Administration of Justice Department

**Comprehensive Program Review**

2023 - 2024

**Program Review Update**

Fall 2021,Fall 2026

### Instructional Comprehensive Program Review

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**Submitter Name:**

Steve Aurilio

**Submission Date:**

03/22/2024

### BACKGROUND

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**1.A. DIVISION:**

Social Science and Creative Arts (SS/CA)

**PROGRAM NAME:**

Administration of Justice Program (ADMJ)

**1.B. YEAR OF REVIEW:**

2023-2024

**1.C. PROGRAM REVIEW TEAM**

Steve Aurilio (ADMJ Program Coordinator); Kevin Phipps (ADMJ Instructor); Jesse Raskin (LEGL Studies Program Coordinator); IEC CPR Support Team; PRIE Office Support; Articulation Officer. The Program is assisted in a collaborative effort by a local professional outside justice-related advisory board (San Mateo Co. Law Enforcement Training Managers Association).

**1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**

**i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

**PROGRAM DESCRIPTION:**

The Administration of Justice (ADMJ) Program (hereafter referred to as "the Program") is a 24-unit Associate of Science degree (AS), Associate of Science transfer degree (AS-T), certificate, and Career Education (CE) program, and is listed in the Taxonomy of Programs (TOP Code 21 - Public and Protective Services; 2105.00 - Administration of Justice). The Program offers undergraduate curriculum designed to prepare students for career and advancement opportunities in a variety of justice administration fields, such as law enforcement, courts, corrections, law, and related areas, as well as transfer to 4-year universities and career training academies, such as the California Commission on Peace Officer Standards and Training throughout the state, and serves to enhance students' knowledge of critical and contemporary social and legal issues relating to the study of criminology, criminal justice, and social issues.

The Program meets the requirements of Assembly Bill 458, which will become effective January 1, 2028, requiring peace officer applicants to attain either a modern policing degree from a California Community College, or a bachelor's degree from an accredited college or university. The Program also supports and contributes to the Credit for Prior Learning (CPL) initiative.

**PROGRAM PURPOSE:**

Purpose is at the very heart of the Program's existence. The Program's purposes are to broaden students' knowledge in the administration of justice; heighten awareness and appreciation for its relevance, role, and application in today's society; foster a sense of civic responsibility and engagement; promote appreciation for

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diversity, equity, and inclusion; prepare students for roles as community leaders and agents of change, with a posture of public service, and being empowered and transformed as a community of learners and doers in alignment with the College's mission. The Program is designed to further students' academic, vocational, and personal enrichment pursuits and achievement, and to inspire them to be contributing members of society.

**PROGRAM MISSION:** The Program's mission is to empower and transform a global community of learners.

The Program provides students with a course of study of the highest caliber that emphasizes critical thinking, effective communication, substantive and practical knowledge in justice administration, and a commitment to lifelong learning that will enable them to think perceptively about contemporary social issues concerning crime, justice, and their implications on social justice, both as members of society and as professionals working in the field, that will enhance their knowledge so that they have the tools and preparation to make a difference in society.

**PROGRAM VISION:** The Program's vision is to inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

The Program is a community-serving educational and vocational field of study that is designed and focused on preparing students educationally and vocationally to achieve their aspirations. The Program is all-inclusive, welcoming, and committed to facilitating the pathways necessary for students to realize their highest potential and goals for success so that their quality of life is enhanced to its fullest capacity.

**PROGRAM VALUES:** The Program subscribes to the premise that education is the foundation and cornerstone of a democratic society. We value the pursuit and achievement of intellectual, cultural, social, economic, and personal fulfillment goals, accomplished with a posture of public service as ethical purveyors of justice. (Also see section 1.D.ii - Alignment with College Values.)

**PROGRAM'S CONTRIBUTION TO THE COLLEGE'S MISSION:**

The Program subscribes to the philosophy that education is the foundation of a democratic and free society. The Program's mission, then, is to contribute to empowering and transforming our diverse community of learners with the objective of providing equitable opportunities for students to envision and achieve their educational, intellectual, personal, and professional goals.

Educationally, the Program provides pathways to an A.S. degree, A.S.-T degree, and Program Certificate of Completion. The Program connects with the CSU system, and most courses with the UC system. It has enjoyed a long-time partnership with the Paralegal Studies Program and also impacts and interacts with other programs in the College, such as Strategic Partnerships & Workforce Development, Cooperative Education, and the Veterans Resource Center. The Program meets the needs of our diverse community in many ways by providing innovative and equitable learning opportunities for students to achieve success.

Professionally, as a Career Education (CE) program, it has forged a long-time relationship with justice administration professionals and employers in the local community and regionally. We are an active member of the San Mateo County Law Enforcement Training Managers Association (SMCoLETMA) which has served as the Program's advisory committee since 2006. We have facilitated valuable employment connections for our students. We belong to the Peace Officers Research Association of California (PORAC) and other professional organizations.

**PROGRAM'S ALIGNMENT WITH THE SIX GOALS OF THE COLLEGE'S EDUCATIONAL MASTER PLAN:**

**GOAL #1 - BE AN ANTIRACIST AND EQUITABLE INSTITUTION**

The ADMJ Program welcomes ALL students, regardless of race, ethnicity, background, orientation, or circumstances, to participate in the Administration of Justice Program. Program courses may be taken in any order, although many students choose to begin with ADMJ 100 - Introduction to Criminal Justice which allows them the flexibility to map a pathway that meets their needs. Regardless of the order that our courses are

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taken, students are able to accomplish their goals.

In the classroom environment and interactions we treat each other with respect, dignity, and thoughtfulness. Everyone enjoys opportunities to participate equally, without judgment, and to contribute their thoughts and ideas. We believe that anti-racism, equity, and civility begin right here in our classrooms where we strive to encourage and foster ongoing and open communication, appreciation for diverse viewpoints, all while maintaining an atmosphere of collegial collaboration.

The study of justice administration is inextricably linked to the broader and deeper study of social justice (and injustice). Criminologists and sociologists agree that criminal justice incidents are often linked to more deeply-rooted underlying social issues (bigotry, hatred, prejudice, inequality, inequity, intolerance, homelessness, addiction, poverty, mental illness, etc.) which often manifest themselves in antisocial conduct and social disorder. The criminal justice system (its major participants being the police, courts, and corrections) often finds itself ill-equipped, overwhelmed, and frustrated as society becomes increasingly reliant on that one system, with its limited resources and capabilities, to be responsible for solving much larger, systemic, social problems that have plagued society for centuries, leaving people frustrated and bewildered when efforts to solve crime and social injustices haven't yielded the results they had hoped for.

Our Program addresses these and related concerns in the classroom, stimulating necessary — although at times uncomfortable — conversations intended to bring such controversial issues out of the darkness and into the light for closer scrutiny as we challenge our students to think critically and pragmatically about what can be done to substantively make a difference. We begin at the grassroots program level, by learning the basics of justice administration, exchanging ideas, and then branching out as community engagers and/or as workers in the field, better prepared to address criminal justice and related social justice issues and to contemplate solutions. These issues can be quality of life concerns (blight, disorder, crime), and social injustice concerns (racial/ethnic biases, prejudice, inequality and inequity, exclusion, etc.).

A strategy our Program teaches to solve problems, whether related to crime and disorder, social injustice, or root causes that contribute to them, is the "S.A.R.A. Method of Problem-Solving." It focuses on four steps for effective problem-solving. These are: Scanning, Analysis, Response, and Assessment. These steps involve looking for and identifying problems, analyzing their root causes, prioritizing viable options to permanently address them, selecting a response, and then evaluating that response's effectiveness — which, if found not to have corrected the problem, prompts implementing another response option, until the problem has been resolved. Also, as "problem-solvers", we must be cognizant of our own thoughts and behaviors which, consciously or unconsciously, may be contributing to the very problems we are seeking to resolve.

Our Program's courses explore such contemporary and controversial issues as police-citizen interactions, especially in underserved areas of the community; stopping the "school-to-prison pipeline" with our youth; re-establishing and building trust in our COCs; reviewing best practices and needed reforms in policing; and a wide variety of issues that coincide with ADMJ.

Our Program isn't just about trying to prepare leaders for tomorrow, but is also focused on preparing leaders for today. The Program recognizes that, while it may not have the over-arching answer to solving all of society's ills, it is nonetheless a worthwhile and well-positioned program that can — and does — play a key role in helping to prepare students to better understand our society, make informed choices, and become a force for change to make the necessary reforms for a "more perfect union" just as our nation's founding fathers envisioned for our democratic society. We can no longer "accept the things we cannot change" but rather "change the things we cannot accept".

### **ii. Alignment with the College Values:**

Social Justice, Campus Climate, Open Access, Student Success and Equity, Academic Excellence, Community Partnership

**For each chosen Value, provide a concrete example of how each connects to your program.**

**SOCIAL JUSTICE** — Criminal justice and social justice are inextricably linked. The pitfalls of social injustice often manifest themselves as criminal justice issues, and vice versa. A social responsibility approach to

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criminal justice incorporates a reform viewpoint that believes the inequities in criminal justice can be solved through changes within the current system, and the radical viewpoint insists that the system cannot be changed in a society where general social injustice exists. Our Program addresses such issues in the classroom, stimulating necessary — although at times uncomfortable — conversations that bring controversial issues out of the darkness and into the light for closer scrutiny, as we challenge our students to think more critically about them and to contemplate foreseeable solutions.

CAMPUS CLIMATE — The Program's classroom is in Building 1, Room 304. The classroom has needed many upgrades for many years, and with the recent renovation we saw much needed improvements that have beneficially impacted our students. In the past year the outdated desks were replaced with updated chairs and tables that not only provide our students with a greater degree of comfort but also the flexibility to more easily move them around to promote group work and discussions. The classroom has also had its technology improved with upgraded overhead projection, electronic drop-down screen, devices for displaying documents and showing media, and laptop computer connectivity for streaming. The room's heating and ventilation system has also been repaired, making the room more comfortable for students and faculty. Such upgrades have been a welcome addition and have enhanced campus climate.

OPEN ACCESS — We are committed to the availability of our quality educational and CE Program for every member of our community regardless of level of preparedness, socioeconomic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to the Program, in person and online, enabling them to advance steadily toward their goals. The Program is clearly and easily navigable and seeks to ensure that all of our courses meet or exceed standards for learning to serve the needs of ALL students.

Program syllabi offer the following statement of assurance for our students in all of our courses:

"You have the right to be recognized as you see yourself. This course is a place where we treat each other with respect and dignity, regardless of age, background, belief, ethnicity, national origin, religious affiliation, sexual orientation, gender, gender identity or expression, ability, difference of opinion, or any other visible or nonvisible differences. We look forward to working with you in a respectful, welcoming, and inclusive learning environment."

At the start of every semester, during course orientation, the values of diversity, equity, inclusivity, and access are highlighted so that our students know that they are appreciated, valued, and supported, regardless of their background, status, or circumstances. We feel that making this position clear at the outset helps to lay the groundwork for an enhanced student-instructor and student-student relationship, which increases their chances for an enjoyable and successful learning experience.

The Program's motto is: "EXPLORE . . . DISCOVER . . . ACHIEVE . . . THRIVE!"

STUDENT SUCCESS AND EQUITY — One of the ways we have addressed improving student success and equity is by eliminating "zero-grading," an inequitable method of grading wherein the ratio between a "D" and an "F" grade are greater than the sequential ratios between the grades above them in the continuum.

We have reduced our course midterm and final examinations from 100 to 50 questions each, allowing students more time to critically think about and respond to the test questions. We comply with requests for student accommodations by the Educational Access Center (formerly DRC).

All of our Program's courses are offered in both in-person and asynchronous online-only formats. The Program's coordinator designed a system ("ADMJ Course Offerings by Modality" chart) that allows students to complete all of the Program's courses, in either format, in any order, within four contiguous semesters. This system gives students a consistent, flexible, and efficient pathway toward reaching their academic, vocational, and personal enrichment goals in a manner that is student-centered and time-/cost-effective.

The Program actively participates in the Credit for Prior Learning (CPL) initiative, working closely with the College's Articulation Officer, the College District, other community colleges and universities (especially CSU-

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East Bay) and state affiliates to develop a statewide implementation protocol. Skyline's ADMJ Program was used as a model during CPL's development. CPL will soon be extended to our in-service military and veteran students, and then branch out to other occupations. The goal here is to increase student access, enrollments, and success by supporting students who have gained equivalent college course knowledge and training by their military and industrial work experiences, thus expediting pathways to college degrees and other learning achievements. We are extremely proud of the work we have accomplished thus far with the CPL project.

**ACADEMIC EXCELLENCE** — We value excellence in all aspects of our mission as a Program offering preparation for transfer to a baccalaureate institution, workforce development through our Career Education (CE) program, a Certificate, Associate of Science and Associate of Science for Transfer degrees, basic skills development, and lifelong learning. We are dedicated to an educational climate that values creativity, critical thinking, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas. The Program seeks to provide student-centered instruction characterized by academic rigor and quality and which highlights relevant, recent, and evolving curricula that include new and emerging areas of Program-related study. In person and online, the Program uses a variety of instructional and assessment methods to encourage students to express and develop their curiosity, creativity, sense of innovation, intellectual freedom, and their desire to connect, discover, make meaning of the world.

**COMMUNITY PARTNERSHIPS** — We value the community partnerships we have built, developed, and engaged with over the years in a spirit of unity and collaboration. These professional relationships have been instrumental in connecting our educational and CE Program with the community, and the workforce professionals who serve alongside us in a pragmatic and beneficial way. These include the San Mateo County Law Enforcement Training Managers Association (which has served as the Program's advisory committee), various law enforcement agencies in San Mateo County (particularly the Daly City Police Department), the San Mateo County Courts and its Probation Department, and the ADMJ Program at the College of San Mateo. We have also fostered a "2+2" college-to-university relationship with CSU-East Bay, which will facilitate transfer of our students to their institution.

### 1.E. PROGRAM PERSONNEL

#### i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

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##### Full-time Faculty FTE:

2.8

##### Adjunct Faculty FTE:

0.4

##### Classified Professionals FTE:

0

##### Manager/ Director FTE:

0

##### Dean FTE (if applicable):

0

#### ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

The Program has one fulltime faculty member. The instructor acts as the Program's coordinator and carries the bulk of the Program's instructional responsibilities. Between 2012 and 2018, the Program was augmented by two adjunct faculty members, Kevin Phipps and Peter McLaren. Since the Program's last CPR (2017), instructor Peter McLaren left the Program (2018). The Program has since operated with only one fulltime faculty member who instructs eight different Program courses (+ 2 cross-listed courses) each academic year plus two summer session courses. Our one remaining adjunct instructor (Kevin Phipps) teaches one course (ADMJ 100), twice each academic year.



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It has been a matter of urgency that plans be made to replace the Program's only fulltime faculty member (Steve Aurilio) who will be retiring on May 25, 2024. Professor Aurilio was hired in August of 1995 as an adjunct instructor, and was subsequently hired as fulltime faculty in fall of 2006. The replacement or new hire will need to be selected, trained, and brought up to speed at the earliest opportunity to avoid diminishing the Program's instructional and coordination capabilities. Failing to do so could jeopardize the Program's momentum and negatively impact the students who would be depending on the Program to be there for them so that they can fulfill their educational and vocational goals. The Program is strong, vibrant, and popular with its students. Its vitality and relevance remain important to the community and especially to the students who have begun their journey in the ADMJ Program.

We recently were informed by the SS/CA Division dean on 02/27/24 that our request for an ADMJ replacement hire has been approved, with confirmation received from the College's President and Vice President of Instruction. A committee is in the process of being formed for Academic Senate approval.

### 1.F. PROFESSIONAL DEVELOPMENT

#### **i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.**

Program instructors regularly engage in professional development opportunities to remain current on ADMJ (and LEGL Studies) program content knowledge, teaching methods, and diversity-equity-and-inclusion matters. The fulltime faculty member has completed QOTL #1 & #2 training for D.E. (Canvas) instruction, while the adjunct faculty member has completed QOTL #1 training and is scheduled to complete QOTL #2 training in summer, 2024. All faculty members are current with their required Unconscious Bias and other required training mandates.

Program instructors regularly participate in flex day professional development workshops offered by the College's CTTL, the Vision Resource Center, among other development opportunities.

The Program coordinator attends monthly meetings held by the Program's professional advisory committee (SMCoLETMA) where the Program connects with various local, county, and state justice and law enforcement agencies, along with representatives of the California Commission on Peace Officer Standards and Training (POST), and with CSM's ADMJ Program, to learn about and discuss current events, information, and strategies relevant to the Program, our students, and to employers.

The Program coordinator is a member of the FBI National Academy Associates (FBINAA) as a graduate of the FBI National Academy, 165th Session, Quantico, Va., and a member of the Peace Officers Research Association of California (PORAC). Both of these professional affiliations have served to keep the instructors current on contemporary issues relating to the Program.

The Program's faculty members remain in contact with their respective previous law enforcement agency employers (Sergeant Steve Aurilio, Daly City PD - Retired; and Sergeant Kevin Phipps, San Francisco PD - Retired), which has helped the Program's instructors to remain current on matters relating to the Program and have been of great value to our students' study of ADMJ.

The ADMJ Program meets twice each semester with the LEGL Studies Program to remain current on matters concerning both Programs, as well as to comply with mandates by the American Bar Association (ABA) as the LEGL Studies Program must comply with specific accreditation requirements. ADMJ teaches two cross-listed LEGL courses: LEGL 304 and 306.

The Program's instructors meet weekly to discuss matters relating to the Program and to remain up-to-date with the vast amount of current events surrounding criminal justice, criminology, law enforcement, and related social issues, to be able to provide our students with quality instruction.

The Program coordinator participates regularly with the SS/CA Division at monthly meetings, and serves on the Institutional Effectiveness Committee (since 2006).

The Program coordinator meets regularly with the College's Articulation Officer who has been instrumental in



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keeping our Program on track with latest developments concerning articulation, as well as coordinating with the College's Curriculum Committee and Institutional Effectiveness Committee, which help to guide our Program with regard to instruction and effectiveness.

### **ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

The Program will be looking ahead to learn more about Artificial Intelligence (AI) and its impact on the field of justice administration, and what the Program can do to harness AI's capabilities for enhancing Program instruction, student learning, and student success.

## CURRENT STATUS

### **2.A. ACHIEVEMENTS**

#### **Describe the program's achievements since the last CPR.**

The Program achieved many of its objectives and goals since its previous CPR in 2017. These have included the following highlights (not necessarily in order of achievement date):

- \* After a decline in Program enrollments (onset of the COVID pandemic) from 275 (2018-19) to 204 (2019-20), the Program has bounced back with 256 (2020-21) and 264 (2022-23).
- \* Program female enrollments increased 10% from 46.1% (2019-20) to 56.1% (2022-23). Program female enrollments now outnumber male enrollments by 14.4% (56.1% to 41.7%).
- \* The Program's most-enrolled ethnicity are Hispanic/Latinx students who account for over one-half (51.5%) of Program enrollments, followed by White (15.2%) and Filipinx (11%).
- \* Program students aged 18-22 (59.1%) and 23-28 (15.5%) accounted for most Program enrollments (2022-23), but we've seen increases in those aged 29-39 (12.5%) in 2022-23.
- \* Program success rates dropped from 76.7% (2018-19) to 64.4% (2021-22) but have recently bounced back up to 71% (2022-23). 5-year average: 71.6%.
- \* Program CE certificate/Career Development success rates increased from a low of 53% (Fa19 & Fa20) to a high of 88% (Sp21).
- \* Program Degree/Transfer success rates have been slowly increasing, from 66% (Sp22) to 71% (Sp23), amounting to a 5% increase over an academic year.
- \* Program retention rates have been mostly consistent, averaging 88.9% (2018-19 to 2021-22), and is currently at 82.1% (2022-23). 5-year average: 87.7%.
- \* Obtained CSU Transfer Model Curriculum (TMC) approval for 7 of its 8 courses: ADMJ 100, 102, 104, 106, 108, 120, and 125 (not ADMJ 123, but it is CSU transferable).
- \* Transferable to the UC are: ADMJ 100, ADMJ 102, ADMJ 104, (LEGL 304), ADMJ 106, (LEGL 306), ADMJ 108, ADMJ 125. (Not ADMJ 120 or ADMJ 123).
- \* Regained CSU GE Area D and IGETC Area 4 designation for ADMJ 100.
- \* Deleted twelve unnecessary courses: ADMJ 110, ADMJ 128, ADMJ 134, ADMJ 135, ADMJ 180, ADMJ 181, ADMJ 205, ADMJ 665, ADMJ 670, LEGL 305, LEGL 320, and SOC 108.
- \* Deleted any Program courses that were remaining in a "banked" status.
- \* Reduced the Program's 9 PSLOs to 4 PSLOs, and aligned them with the associate degree, the AS-T transfer

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degree, and the certificate so students could more easily navigate.

- \* Obtained distance education (DE) approval for all of the Program's courses.
- \* Created an AS-T transfer degree for the ADMJ Program.
- \* Modified the Program's associate degree from an Associate of Arts (A.A.) to an Associate of Science (A.S.) degree, to align with our AS-T degree and with CSM's degrees.
- \* Aligned the Program's A.S., A.S.-T. and Certificate pathways to facilitate student goal accomplishment.
- \* Modified the ADMJ 123 course title from "Concepts of Enforcement Principles" to "Police Field Operations," a more contemporary title for this course of study.
- \* Modified the ADMJ 100 course title from "Introduction to Administration of Justice" to "Introduction to Criminal Justice," to align with the introductory study at universities.
- \* Developed close and fruitful collaboration with the College's Articulation Officer on several projects (AB 458; CPL).
- \* Developed an on-going, close, and fruitful collaboration with the LEGL Studies Program, which shares adjacent office space with our Program in Building 1.
- \* Reduced Program certificate completion units from 27 to 24 to align with CSM's Program and to facilitate students in more quickly reaching their academic and vocational goals.
- \* Updated curriculum needs for all of the Program's courses, which have been approved by the Curriculum Committee. They are all current.
- \* Developed online instructional content in Canvas for all of the Program's 10 courses (8 ADMJ + 2 LEGL).
- \* Updated Program marketing and promotional materials (table banner, flyers, brochures, ADMJ-printed hand-out items, etc.)
- \* Created a motto for the ADMJ Program: "EXPLORE . . . DISCOVER . . . ACHIEVE . . . THRIVE!"
- \* Developed 2-year and 3-year course sequence plans to facilitate student goal accomplishment.
- \* Developed a contiguous 4-semester Course Offerings by Modality plan to facilitate student goal accomplishment.
- \* Updated technology in ADMJ classroom 1-304.
- \* Updated seating and tables in ADMJ classroom 1-304 (accomplished with assistance of the SS/CA Division Dean).
- \* Eliminated unequitable "zero points grading" (for F grades) in the Program. Using 50 and 55 points for "F" as opposed to zero points.
- \* Monitoring developments on AB 458 (Modern Policing Degree or Bachelor's Degree requirement for peace officers).
- \* Working with College Articulation Officer and other community colleges on Credit for Prior Learning (CPL) initiative.
- \* Working with Legal Studies (Paralegal) Program coordinator to help maintain Program's cross-listed LEGL

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courses ABA (American Bar Association) compliant.

- \* Completed 14 of the 20 implementation steps within Program's CPR Goals, with 5 "on-schedule" and currently being worked on.
- \* Reduced the number of Program Goals to 4, and changed the others to "implementation steps" (with guidance from the Program's CPR Support Team).
- \* Completed course assessments for: ADMJ 100 (2), 102 (2), 104, 106 (2), 108 (2), 120, 123, 125, 306 (2), 123, 104, \*LEGL 304, 306 (2), and the Program (\*except LEGL 304 - cancelled).
- \* Modified Course SLO assessment measures to criterion success rates and scores pertaining to (1) midterm + final tests, (2) essays, and (3) final course grade achievements.
- \* Modified Program PSLO assessment measures to criterion success rates and scores pertaining to the combined rates and scores of course measurements "rolled upward" to Program.
- \* Used an anonymous student satisfaction survey recently designed by the PRIE Office to gather data from Program students.

### In-reach and Outreach Efforts:

- \* Over the years, the Program has played a dynamic role in facilitating the connections between our students and employers, in the ADMJ and LEGL fields. We have done so in recognition of our responsibility to our students, our professional partners, and our community. Many of our students have been introduced to and have forged alliances with our external professional partners and have succeeded in being hired for employment as a result. We are very proud to have been able to make these connections and to see our students succeed!
- \* Updated Program marketing and promotional materials (table banner, flyers, brochures, Program-printed items, etc.) for use at career fairs and similar events.
- \* On March 20, 2024, 11:00 am - 1:00 pm, the Program participated in the Spring Career Fair in Building 12 (Farallon Room), hosted by the Skyline College Career Readiness and Job Placement team of Skyline's Strategic Partnerships and Workforce Development Division, where a diverse selection of employers actively seeking talent in fields relevant to the ADMJ Program were invited to participate. This is one a many opportunities the Program has facilitated to help connect our students with potential employers in the justice administration field of study. It was well attended by Skyline College students.
- \* On February 23, 2022, 2:00 pm - 3:00 pm, the Program participated in the Social Science Unwrapped (SSU) series as a presenter for the Administration of Justice Program via Zoom. The presentation was entitled "Charting a Career Roadmap in Law Enforcement." The Program coordinator shared information about the Program with the attendees that included how to navigate a career in law enforcement, how the presenter came to select this field of study and career, and other helpful information for students who may have already decided on or are still exploring career options, followed by a question & answer period. It was well attended by Skyline College students.
- \* On October 24, 2019, 9:30 am to 12:30 pm, the Program participated in the "Meet Your Meta Major" event and display in Building 6 (Fireside Dining Room), hosted by the Strategic Partnerships and Workforce Development Division, representing the Law and Justice component (ADMJ) of the Society & Education Meta Major where students were invited to explore meta majors and engage in conversation with faculty and staff who shared their insight and perspective. At this event, students learned first-hand connections between majors, degrees, certificates, and their future, and about careers they may want to explore and the opportunities that exists throughout the campus to help them on their journey.
- \* On various occasions over the years, law enforcement and public safety agencies in our region have

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requested the assistance of Skyline's ADMJ students to participate as role players in their training exercises, such as "victims" in disasters, "hostages" in barricaded suspect situations, and in "active shooter" scenarios, to name a few. Our students have enthusiastically volunteered for these opportunities, recognizing the value in learning-by-doing under realistic conditions, as well as the chance to make connections with these agencies who are potential employers.

\* Over the years, the ADMJ Program has invited justice agencies to regularly visit our classroom as guest speakers to present to our students about their agencies and to give students insight and a heads up on how to best prepare for careers. Our students have then been invited to participate in "ride-alongs" and "agency tours" which have aided in building connections.

\* Oftentimes, justice agencies will forward to us notices of job openings, which we then share with our students in the "Announcements" feature of the Canvas platform. The Program seeks to keep our students informed as to career opportunities that they may be interested in.

\* The ADMJ Program coordinator, as a retired member of the Daly City Police Department, sits on the executive board of the Daly City Police Athletic League (DC-PAL) which is a non-profit organization (the first in California, since 1957) that provides positive connections with youth and the police through sports and other activities. In 2009, he founded a new component to the DC-PAL Program called PAL-Ed (Police Athletic League Educational Scholarship Foundation). It makes annual awards up to \$2,500 to students who are pursuing higher education and careers in criminal justice, to help defer costs of college and academy tuition, books, supplies, etc. To date, 18 Skyline College ADMJ Program students have received awards totaling \$ 26,500.

### 2.B. IMPACTS ON PROGRAM

**Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.**

AB 458 (& AB 89) LEGISLATION:

The first significant impact on the Program is Assembly Bill 458 (initial companion bill AB 89), known as the "P.E.A.C.E. Act" (Peace Officers Education and Age Conditions for Employment Act), enacted on 09/23/21. This legislation implements certain police reforms, based on legislative findings derived from research on early-adulthood cognitive development and the effect of age and education on peace officers' work performance. It raises the minimum age to be employed as a peace officer to 21.

It has been said, "we hold police to a higher standard because we give them a badge and a gun. Only problem is, they are recruited from the human race."

AB 458, signed into law by Governor Newsom on 07/27/23 and becoming effective on January 1, 2028, and directs the Chancellor of the California Community Colleges, in consultation with the California Commission on Peace Officer Standards and Training (POST) – the state's accrediting and certification agency for peace officers hiring and training – and other key advisors, to develop a "modern policing degree" program in California community colleges that include curriculum in psychology, communications, history, ethnic studies, law, and other courses determined to develop critical thinking and emotional intelligence. The bill required the CCC Chancellor to submit a report to the Legislature by June 1, 2023 with recommendations on the adoption of such a program.

The Legislature's intent is to require all new peace officers to have at least a bachelor's degree or other advanced degree from an accredited college or university, OR the newly-developed "modern policing degree" (Penal Code 13511.1) from a community college prior to receiving a basic POST certificate (Penal Code 13510.1) which is needed to be certified as a peace officer in California upon satisfactory completion of POST's Basic (Police Academy) Course and the employing agency's probationary period requirements. This legislation becomes effective on January 1, 2028, extending the previous (AB 89) legislation's effective date of June 1, 2025 by 3.5 years.

## SKY Instructional Comprehensive Program Review

The ADMJ Program and the College's Articulation Officer are closely monitoring the progress of this legislation to ensure that we are in compliance with its mandates. FOR MORE DETAILED INFORMATION, SEE PROGRAM GOAL #1 - ENHANCE PROGRAM OUTREACH AND EQUITABLE ACCESS (STEP 1). It appears, so far, that we are well-positioned with regard to our Program.

### CREDIT FOR PRIOR LEARNING (CPL) STATE-WIDE INITIATIVE:

The second significant impact on the Program is the implementation of the Credit for Prior Learning (CPL) initiative. SMCCCD colleges are participating in the "MAP Cohort" (MAP = Mapping Articulated Pathways), a statewide project which is a community of 76 of the 116 California Community Colleges working together to award up to 30 college credits in recognition of the mastery acquired through prior learning, training, and experience for military veterans, service members, and adult re-entry students. The initiative began in 2017 and has been led by Norco College (Riverside County) who are the CPL leaders in the state. MAP is enjoined by the Academic Senate of the California Community Colleges (ASCCC), the CCC Chancellor's Office, ACE, CalVet, and local and regional legislators.

Skyline College is at the forefront of implementing a CPL transfer pathway for the Administration of Justice major, joined by CSM, using C-ID curriculum from the ADMJ AS-T degree, and we are the only college in the state right now developing a CPL transfer pathway to the CSU system. In collaboration with CSU-East Bay's Criminal Justice Program, and our College's Articulation Officer, we're developing a streamlined pathway for current and future peace officers to obtain a bachelor's degree, which is critical to improving job performance, increasing employment and advancement opportunities, and filling critical leadership roles in the state. The new legislation requires higher educational standards for law enforcement and awarding credit for prior learning. The pathway will create a pipeline from Skyline and CSM to CSU-EB, and California law enforcement leaders are ready to partner with community colleges to help facilitate these pathways.

### CURRENT LANDSCAPE:

- \* Most local law enforcement agencies in the U.S. only require a high school diploma.
- \* Nationwide, the number of college-educated police officers is about 30%.
- \* In California, there are between 80,000 - 100,000 police officers. Less than 42% have at least a bachelor's degree.

### RESEARCH IN SUPPORT:

- \* Raising educational standards is a policy used throughout the world to improve police performance and legitimacy.
- \* Officers with a four-year degree use less force, less often, at lower levels; receive fewer complaints/disciplinary actions; and write better investigatory reports than non-college educated peers.
- \* College educated officers are less likely to use violence, and to be more problem-oriented.

### TRACK ONE - CURRENT PEACE OFFICERS (Critical):

- \* Currently, there is a lack of qualified police officers for leadership positions because it requires a college degree.
- \* At the state level, ADMJ AS-T major requirements were "crosswalked" with the Basic POST Academy curriculum, showing how colleges may award CPL for all major requirements on the AS-T.
- \* (Above continued - @Skyline College, 12 major units and 12 elective units.)
- \* CPL AS-T Pathway requires only the completion of general education and graduation requirements. It will take students 12-18 months to complete, depending on how courses are scheduled.
- \* Develop a Cohort Model with a pipeline "handoff" directly to CSU-East Bay to complete the Criminal Justice B.S. degree in 60 units.
- \* First cohort to begin fall 2025.

### TRACK TWO - NEW PEACE OFFICERS (Coming soon):

## SKY Instructional Comprehensive Program Review

- \* Increases the minimum qualifying age from 18 to 21 years old at time of appointment.
- \* Requires the California Community Colleges Chancellor's Office to develop a "Modern Policing Degree" program.
- \* Includes allowances for Credit for Prior Learning (CPL), which can shave up to one year from a qualifying student's journey to associate degree completion.

The ADMJ Program and the College's Articulation Officer are closely monitoring the progress of the CPL initiative and are preparing for piloting a cohort by fall 2025. FOR MORE DETAILED INFORMATION, SEE PROGRAM GOAL #1 - ENHANCE PROGRAM OUTREACH AND EQUITABLE ACCESS (STEP 2). We are enthusiastically involved in getting CPL up and running quickly.

Both of these will have tremendous impacts on our community colleges, especially with regard to success and retention rates, not only for police officer applicants who must have college degrees to qualify for employment but also for veterans and workers in various fields of industry. These will attract students to the College and enrollments will go up. Once here, students who earn CPL credits are more likely to stay motivated to continue on towards achieving their advanced college degrees, boosted by the shortened period of time to reach their academic goal.

## ACCESS

### 3.A. PROGRAM ENROLLMENT

#### What enrollment trends do you observe, and what may account for these trends?

The Program has historically been an attractive and vibrant one, a popular choice for first-time students coming to the College from high schools, and for military and returning students who are considering or have decided on employment (or advancement) in the broad field of Administration of Justice (ADMJ). The ADMJ Program is a Career Education (CE) program, and one of the fields that students find interesting and attractive is law enforcement, which is seeing a resurgence in popularity at all levels of government.

The COVID-19 pandemic that struck in spring of 2020 resulted in a setback for Program enrollments. Students and faculty were forced to quickly scramble to adapt to the "new normal". This included becoming familiar with and preparing for remote teaching and learning (distance education), and adapting all of the Program's courses to the Canvas platform, which had to be accomplished in a short time. Enrollments impacted by the pandemic have been recovering, with in-person enrollments more slowly than online-only enrollments.

#### THIS SECTION (3.A) CONTAINS PROGRAM AND COLLEGE ENROLLMENTS DATA BY:

1. Term
2. Goal
3. Fall Unit Load
4. Modality

#### PROGRAM ENROLLMENTS (by Term):



## SKY Instructional Comprehensive Program Review

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
23	29		73	51
167	139	164	98	118
156	102	145	122	140
275	204	256	241	264

### COLLEGE ENROLLMENTS (by Term):

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7,309	7,294	9,701	7,903	6,857
22,291	21,382	20,257	17,299	17,574
21,387	21,545	19,648	17,205	19,364
50,987	50,221	49,606	42,407	43,795

### COMPARISONS:

In 2018-19, the Program had 275 enrollments, but enrollments plummeted (-25.8%) to 204 in 2019-20 at the start of the pandemic. By 2022-23, enrollments had resurged (+22.7%) to 264. College enrollments also dropped in 2019-20 (-1.5%), 2020-21 (-1.2%), and dramatically in 2021-22 (-15.5%), resurging (+3.2%) in 2022-23.

### COMMENTS:

Enrollment fluctuations, particularly sharp declines, have been largely attributed to the Covid pandemic. However, enrollments are showing signs of growth. We continue monitor our enrollments and to employ various strategies to market and promote enrollments, such as reminding students of the vocational nature of the Program, the value of completing all of its eight courses for the Program's Certificate, and the courses being applicable to the ADMJ major and attaining their associate degrees in ADMJ. We promote courses at College events, encourage students to share their Program experience with others, and to stay vigilant toward goal persistence. *(This comment also pertains to the following enrollment trends, as well.)*

### PROGRAM ENROLLMENTS (by Goal):

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total	Total %
4yr stu take class for 4yr col	3.3%	2.0%	2.7%	4.1%	1.5%	33	3.3%
College Preparation	<1%		<1%	3.3%	3.4%	17	1.7%
CTE Certif/Career Development	9.5%	8.8%	9.4%	5.0%	4.9%	70	7.1%
Degree/Transfer	81.8%	83.8%	81.6%	75.9%	84.8%	794	80.1%
Exploratory	5.1%	5.4%	5.9%	11.6%	5.3%	77	7.8%
Total	275	204	256	241	264	991	100.0%

### COLLEGE ENROLLMENTS (by Goal):

## SKY Instructional Comprehensive Program Review

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total	Total %
4yr stu take class for 4yr col	6.8%	6.7%	8.5%	6.2%	4.9%	3,896	8.0%
College Preparation	5.7%	8.1%	10.3%	13.8%	18.1%	6,715	13.7%
CTE Certif/Career Development	12.5%	11.0%	9.8%	9.0%	9.2%	5,590	11.4%
Degree/Transfer	62.5%	62.0%	59.3%	59.4%	57.0%	25,955	53.0%
Exploratory	12.5%	12.2%	12.1%	11.6%	10.8%	6,791	13.9%
<b>Total</b>	<b>15,276</b>	<b>15,461</b>	<b>17,524</b>	<b>16,016</b>	<b>15,623</b>	<b>48,947</b>	<b>100.0%</b>

### COMPARISONS:

Most enrollments by goal for the Program (80.1%) and for the College (53%) are students pursuing degree/transfer. Other goals for the Program (1.7% - 7.8%) and the College (8% - 13.9%) had lower enrollments.

### COMMENTS:

The Program has +27.1% more students pursuing degree/transfer goals than the College. For the Program, degree/transfer goal priority is likely due to the new peace officer hiring requirements of AB 458 and the opportunities of CPL. Degree/transfer is also the most popular enrollment goal Collegewide, too. We believe that the legislation and CPL initiative will ultimately prove to be a sustainable "boost" to Program enrollments.

### PROGRAM ENROLLMENTS (by Fall Unit Load):

	FALL 2018		FALL 2019		FALL 2020		FALL 2021		FALL 2022	
Full Time (12+ Units)	90	53.9%	74	53.2%	82	50.0%	41	41.8%	66	55.9%
Part Time (Less Than 12 Units)	77	46.1%	65	46.8%	82	50.0%	57	58.2%	52	44.1%
<b>Total</b>	<b>167</b>		<b>139</b>		<b>164</b>		<b>98</b>		<b>118</b>	

### COLLEGE ENROLLMENTS (by Fall Unit Load):

	FALL 2018		FALL 2019		FALL 2020		FALL 2021		FALL 2022	
Full Time (12+ Units)	3,652	38.6%	3,623	39.3%	3,674	37.8%	3,117	35.5%	3,037	35.3%
Part Time (Less Than 12 Units)	5,799	61.4%	5,581	60.6%	6,033	62.2%	5,654	64.5%	5,569	64.7%
<b>Total</b>	<b>9,452</b>		<b>9,209</b>		<b>9,707</b>		<b>8,771</b>		<b>8,606</b>	

### COMPARISONS:

Program fulltime enrollments steadily declined from 53.9% (fa/18) to 41.8 (fa/21), but resurged (+14.1%) to 55.9% (fa/22), a +2% gain over f/18.

College fulltime enrollments also declined from 39.3% (fa/19) to 35.3% (fa/22), but the loss of -4% was recouped by increased parttime enrollments from 60.6% (f/19) to 64.7% (fa/22), a +4.1% gain over fa/19.

Program parttime enrollments increased (+12.1%) from 46.1% (fa/18) to 58.2% (fa/22), but dropped (-14.1%) to a low of 44.1% (fa/22).

College parttime enrollments dropped slightly (-0.8%) in fa/19, but steadily resurged each of the following years to 64.7% in fa/22, a +4.1% gain over fa/19.

Program fulltime enrollments (55.9%) were 11.8% higher than Program parttime enrollments (44.1%). Program fulltime enrollments (55.9%) were 20.6% higher than College fulltime enrollments (35.3%).

### COMMENTS:

## SKY Instructional Comprehensive Program Review

The Program has done better (55.9%) than the College (35.3%) in regaining fulltime enrollments (+20.6%), while the College has done better (64.7%) than the Program (44.1%) in regaining parttime enrollments (+20.6%).

This may be due to Program students being more available for daytime courses (attending school rather than the workforce), are often in the younger age groups, are focusing on educational goals to prepare for employment, or are exploring careers. Conversely, the College has a higher evening program representation than the Program, which are likely attended by older students and those who have daytime employment.

We suggest exploring the possibility of piloting an ADMJ evening program (such as LEGL has) which may prove advantageous in attracting and retaining a broader range of Program enrollments.

### PROGRAM ENROLLMENTS (by Modality):

#### COMPARISONS:

Prior to fa/20, the Program had no distance education (DE) online-only course offerings, while the College did offer DE courses in various modalities. When the Covid pandemic struck in sp/20, Program courses had to be quickly adapted to DE instruction, which was accomplished by Zoom and email communication as Program instructors had not yet been trained or qualified for DE instruction using Canvas.

Program faculty received DE training (Canvas QOTL #1) in summer and fall of 2020. By fa/20, the Program received DE addendum approval to officially instruct all of our courses online using Canvas. All Program courses now have both F2F and online (asynchronous) instruction capabilities.

Program F2F enrollments (su/18 - sp/23) had 1,149 students, while online (asynchronous) Program enrollments had 859 students, for a total of 2,008 enrollments. Of the Program's 2,008 enrollments 57.2% were F2F enrollments and 42.8% were online-only (asynchronous).

College F2F enrollments (su/18 - sp/23) had 118,106 students, while online (asynchronous) College enrollments had 91,644 students, for a total of 209,750 enrollments. Of the College's 209,750 enrollments 56.3% were F2F enrollments and 43.7% were online-only (asynchronous).

#### COMMENTS:

Program and College F2F and online (asynchronous) enrollments were similar, within 0.9% of each other.

If there is any "silver lining" to the Covid pandemic at all, it is that it prompted the ushering in of video conferencing and DE instruction into our Program, permitting the Program to reach, attract and enroll a greater pool of students by offering alternate modes of instruction. This can help "grow" the Program.

### 3.B. EQUITABLE ACCESS

**Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:**

**i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?**

**THIS SECTION (3.B) CONTAINS PROGRAM AND COLLEGE ENROLLMENTS DATA BY:**

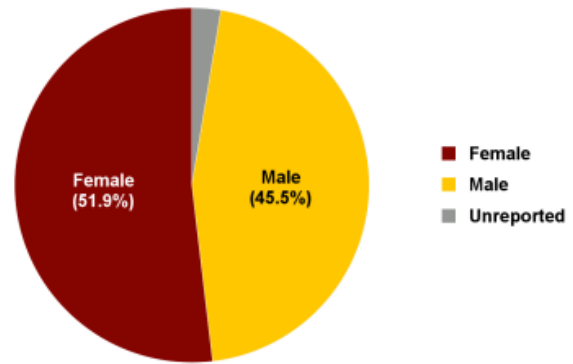
1. Gender
2. Ethnicity/Race
3. Age

The Program is accessible to all students interested in participating in its courses. The courses need not be taken in any specific order, although many students choose to begin with ADMJ 100 - Introduction to Criminal Justice and then advancing to the Program's other seven courses. All students are welcome!

### PROGRAM ENROLLMENTS (by Gender):

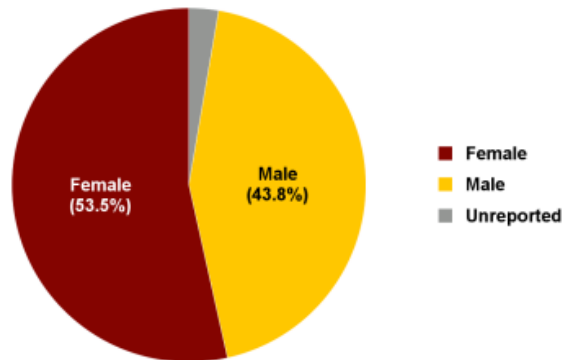
## SKY Instructional Comprehensive Program Review

	Female	Male	Unreported
2018-2019	46.5%	50.5%	2.9%
2019-2020	46.1%	50.5%	3.4%
2020-2021	49.6%	48.0%	2.3%
2021-2022	52.7%	44.8%	2.5%
2022-2023	56.1%	41.7%	2.3%
Total	514	451	26
Total %	51.9%	45.5%	2.6%



### COLLEGE ENROLLMENTS (by Gender):

	Female	Male	Unreported
2018-2019	52.6%	44.9%	2.6%
2019-2020	52.3%	45.0%	2.6%
2020-2021	55.6%	41.9%	2.5%
2021-2022	54.0%	43.3%	2.7%
2022-2023	53.2%	44.0%	2.8%
Total	26,187	21,441	1,319
Total %	53.5%	43.8%	2.7%



### COMPARISONS:

Since 2019-20, there has been a steady increase in Program female enrollments. Females currently account for 56.1% of Program enrollments, while male enrollments have decreased to 41.7%. This has been a tremendous gender shift. In the law enforcement workforce, females account for only 14.2% of sworn personnel, but account for about 50% in the general population.

The Program's female enrollment average is 51.9%, while male enrollments average 45.5%, a +6.4% difference. College female enrollments (53.5%) are +2.9% better than the Program (51.9%), averaging +1.6% higher.

### COMMENTS:

Traditionally, the Program has tended to attract more males than females, mirroring a similar pattern of greater attraction (and employment) of males (85.8%) than females (14.2%) to law enforcement. But in recent years, these trends have been dramatically changing as females are gaining more prominence in the Program. This is encouraging as it will also enhance female employment opportunities in law enforcement and related ADMJ fields.

The College has broader female attraction to its many diverse disciplines than the Program, and tends to attract more females (53.5%) than the Program (51.9%), however, the disparity between them is minimal. We will continue to encourage Program female enrollments.

### PROGRAM ENROLLMENTS (by Ethnicity):

## SKY Instructional Comprehensive Program Review

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total	Total %
Am. Ind./Alaska Native			1.2%	<1%	<1%	5	<1%
Asian	8.7%	10.8%	7.4%	9.1%	8.3%	89	9.0%
Black - Non-Hispanic	2.9%	<1%	2.3%	3.3%	3.0%	26	2.6%
Filipino	15.6%	13.7%	10.2%	7.5%	11.0%	106	10.7%
Hispanic/Latino	46.5%	49.5%	47.7%	42.7%	51.5%	464	46.8%
Pacific Islander	2.2%	3.9%	4.3%	1.7%	1.1%	30	3.0%
White Non-Hispanic	16.7%	11.8%	16.8%	23.2%	15.2%	176	17.8%
Unreported	<1%	2.9%	3.9%	5.8%	2.7%	32	3.2%
Multiraces	6.5%	6.4%	6.3%	6.2%	6.8%	63	6.4%
Total	275	204	256	241	264	991	100.0%

### COLLEGE ENROLLMENTS (By Ethnicity):

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total	Total %
Am. Ind./Alaska Native	<1%	<1%	<1%	<1%	<1%	58	<1%
Asian	19.9%	19.3%	20.4%	19.9%	20.6%	10,262	21.0%
Black - Non-Hispanic	2.7%	2.4%	2.4%	2.6%	2.4%	1,279	2.6%
Filipino	16.0%	14.8%	13.3%	13.9%	13.5%	6,159	12.6%
Hispanic/Latino	30.8%	31.3%	30.7%	31.2%	31.5%	14,911	30.5%
Pacific Islander	1.3%	1.3%	1.3%	1.3%	1.2%	670	1.4%
White Non-Hispanic	19.2%	19.6%	20.8%	20.1%	19.7%	10,295	21.0%
Unreported	2.6%	4.0%	3.2%	3.0%	2.8%	1,613	3.3%
Multiraces	7.3%	7.1%	7.7%	8.0%	8.1%	3,700	7.6%
Total	15,276	15,461	17,524	16,016	15,623	48,947	100.0%

### COMPARISONS:

Hispanic/Latinx students are the Program's and the College's largest ethnic group, making up 46.8% of Program students and 30.5% of College students. Next are White students accounting for 17.8% of Program students and 21% of College students (tied at 21% with Asian in the College). Filipinx students were third, accounting for 10.7% of Program students and 12.6% of College students. All other ethnic groups had fewer than 10% of Program and College enrollments.

The Program has +16.3% more Hispanic/Latinx enrollments than the College, -3.2% less White enrollments than the College, and -1.9% fewer Filipinx students than the College.

### COMMENTS:

These category rankings are similar between the Program and the College, except for Asians being under-represented in the Program as compared to the College. Collegewide, Hispanic/Latinx students represent the largest ethnic group in both the Program and the College.

In recent years, we have seen a consistently high representation of Hispanic/Latinx enrollments, with overall average of 46.8% and their most recent enrollment at 51.5%, while the College's overall average was 30.5% and their most recent enrollment at 31.5%. Currently, the group is within 1% of each other in both venues.

There was a time when the Program was dominated by White (mostly male) students. Over the years, the Program has focused on encouraging more non-White enrollments by making them feel welcome and valued, and seeking them for enrollment. We recognize that our Program has a responsibility to have its enrollments reflect the diversity of the populations we serve.

The trend may be connected to the group's generally high enrollments at the College, or free tuition opportunities, or even altruistic motives. In an anonymous student survey of Hispanic/Latinx students, responses reflected motivations of family tradition, being a good role model, a desire to help more in the community, and similar altruistic motives.

While we cannot entirely attribute our efforts to their increasing enrollments, we are confident that we have made a positive impact on them. We will continue to encourage diverse enrollments in our Program.

## SKY Instructional Comprehensive Program Review

An area that needs our focus is Asian students. The Program needs to address the comparatively low representation of Asian enrollments (9%). In the workforce, Asians make up only 10.5% of police officers, despite their being more than 36% of the population. Program enrollments are within 1.5% of Asian police officers in the workforce.

While not as many Asian students (9%) seem to be as attracted to ADMJ as compared to the College's Asian representation (21%) in varied disciplines, there has been an increase in crimes being committed against Asian and other AAPI groups in our communities. Asians and other AAPI groups are becoming more open about this trend and voicing their outrage. This may spark interest for those students to consider law enforcement and criminal justice as career paths to be in positions to address their public safety concerns.

Our plan is to do more outreach to students in this group via College organizations, resources, and other avenues, and attempt to promote the Program as a consideration to help better serve Asian and AAPI communities, so that they may be better informed and in a position to promote safety and social justice.

Similarly, efforts to increase Black enrollments will also need to be addressed by connecting with College resources. Their representation in the Program and the College are the same (2.6%). Program Multiraces are around 6.4%, while College Multiraces are 7.6% of enrollments. Other ethnic enrollments are fewer.

We believe that, in time, underrepresented groups will begin to emerge, as has the Hispanic/Latinx group, to become more prominently represented in the Program, in law enforcement, and in the ADMJ workforce.

### PROGRAM ENROLLMENTS (by Age):

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total	Total %
Age Under 18	12.0%	9.3%	14.8%	12.0%	10.6%	144	14.5%
Age 18 - 22	60.7%	61.8%	56.6%	48.5%	59.1%	579	58.4%
Age 23 - 28	18.2%	19.1%	14.1%	12.9%	15.5%	166	16.8%
Age 29 - 39	6.9%	4.4%	9.8%	15.8%	12.5%	108	10.9%
Age 40 - 49	1.5%	2.9%	3.5%	2.9%	<1%	22	2.2%
Age 50 - 59	<1%	2.0%	<1%	4.6%	<1%	18	1.8%
Age 60 +		<1%	<1%	3.3%	<1%	8	<1%
<b>Total</b>	<b>275</b>	<b>204</b>	<b>256</b>	<b>241</b>	<b>264</b>	<b>991</b>	<b>100.0%</b>

### COLLEGE ENROLLMENTS (By Age):

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total	Total %
Age Under 18	16.7%	20.4%	25.1%	29.7%	28.5%	14,842	30.3%
Age 18 - 22	43.9%	41.3%	39.0%	36.1%	37.6%	20,005	40.9%
Age 23 - 28	19.0%	18.0%	17.0%	15.0%	14.1%	9,151	18.7%
Age 29 - 39	12.0%	11.6%	11.6%	11.3%	10.9%	6,140	12.5%
Age 40 - 49	4.3%	4.3%	4.0%	4.2%	4.4%	2,335	4.8%
Age 50 - 59	2.4%	2.6%	2.3%	2.5%	2.8%	1,395	2.9%
Age 60 +	1.7%	1.8%	1.1%	1.3%	1.7%	783	1.6%
Age Unreported		<1%				1	<1%
<b>Total</b>	<b>15,276</b>	<b>15,461</b>	<b>17,524</b>	<b>16,016</b>	<b>15,623</b>	<b>48,947</b>	<b>100.0%</b>

### COMPARISONS:

Students age 18-22 account for 58.4% of Program enrollments, while accounting for 40.2% of College enrollments. It was the largest age group represented in both venues. Next is age 23-28 accounting for 16.8% of Program enrollments, while under age 18 was next for the College at 30.3%. Under age 18 was third for the Program (14.5%), while 23-28 was third for the College (18.7%).

### COMMENTS:



## SKY Instructional Comprehensive Program Review

The Program attracts a substantial number of students (58.4%) in the 18-22 age group. These are primarily younger and often first-time students, perhaps coming from high school and are fascinated about exploring criminal justice, as well as those who are in the 23-28 age group who may be military veterans, or have already decided on pursuing criminal justice as a career, or have related work experience. Under age 18 enrollments are third. This age group would include current high school graduates, middle college and dual enrollment students. The Program's main attraction of age 18-28 students is not surprising.

Collegewide, under age 18 students had a larger representation than the Program as students had a wider variety of courses to explore, thus the greater attraction of those students.

Employment in law enforcement has a minimum age of 21, while other occupations may not necessarily have that minimum age restriction. The Program will tend to attract students who are younger and are considering law enforcement as a career path. Both the Program's and the College's three largest age groups (29.9% each) are between under 18 to age 28.

Law enforcement employment generally has no upper age restriction, but as a practical matter employers tend to focus on applicants who are fit enough to perform the tasks of the job and would be able to do so for a greater part of their career. Thus, older students (age 40+) are less attracted to the ADMJ Program. However, not all ADMJ employment requires law enforcement field duties. Criminalists, crime analysts, public safety dispatchers, and other occupations also provide valuable services to the public, and may not have the age restrictions required of field enforcement officers. Our Program is relevant to these groups.

**ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?**

### ADMJ PROGRAM COURSE ENROLLMENT TRENDS:

Headcount by Course	SU17	FA17	SP18	SU18	FA18	SP19	SU19	FA19	SP20	FA20	SP21	SU21	FA21	SP22	Grand Unduplicated Total
ADMJ-100	21	81	82	23	88	73	22	65	26	97	50	44	39	10	692
ADMJ-102	22		29			31	11		25		34	45		18	208
ADMJ-104			44		42	32		37	29	39	28		28	30	288
ADMJ-106		20	18		19	24		11	18		27			4	134
ADMJ-108		44			37			27	15	27	12		15	33	202
ADMJ-110		19			18										37
ADMJ-120			39			43		29	30	27	24		23	44	252
ADMJ-123		22						18		19			10		68
ADMJ-125			14			18			11		22			25	89

ADMJ 110 was deleted from Program in 2019. ADMJ enrollment data for fa/22 through midterm sp/24 (*not shown in graphic*) but is added below. Not included: Summer ADMJ 100 and ADMJ 102 courses, and cross-listed LEGL 304 & LEGL 306 courses. Course modalities after spring 2020: F2F and Online (asynchronous).

Fa/2017 to mid-2024 Program enrollments (fall & spring only) = 2,334 students. Fa/2017 to mid-2024 course enrollments averaged (for all 8 ADMJ courses) = 25 students per course.

Fall & Spring ( <i>not Summer</i> ) 1,807 Total Enrollments (2017 ~ 2022):	% of Students	Fa/Sp Avg.
ADMJ 100 - Introduction to Criminal Justice (3) GE, IGETC, CSU; UC	(26.3%)	61
ADMJ 102 - Principles and Procedures of the Justice System (3) CSU; UC	(11.6%)	27
ADMJ 104 - Concepts of Criminal Law (3) CSU; UC	(14.7%)	34
ADMJ 106 - Legal Aspects of Evidence (3), CSU; UC	( 7.8%)	18
ADMJ 108 - Community Relations (3), CSU; UC	(11.2%)	26
ADMJ 120 - Criminal Investigation (3), CSU	(13.4%)	31

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ADMJ 123 - Police Field Operations (3), CSU	( 7.2%)	17
ADMJ 125 - Juvenile Procedures (3), CSU; UC	( 7.8%)	18
		100% of average 232

<b>Fall &amp; Spring (<i>not Summer</i>) 527 Total Enrollments (2022 ~ 2024):</b>	<b>% of Students</b>	<b>Fa/Sp Avg.</b>
ADMJ 100 - Introduction to Criminal Justice (3) GE, IGETC, CSU; UC	(20.6%)	33
ADMJ 102 - Principles and Procedures of the Justice System (3) CSU; UC	(12.5%)	20
ADMJ 104 - Concepts of Criminal Law (3) CSU; UC	(15.0%)	24
ADMJ 106 - Legal Aspects of Evidence (3), CSU; UC	(11.3%)	18
ADMJ 108 - Community Relations (3), CSU; UC	(11.3%)	18
ADMJ 120 - Criminal Investigation (3), CSU	(12.5%)	20
ADMJ 123 - Police Field Operations (3), CSU	( 5.0%)	8
ADMJ 125 - Juvenile Procedures (3), CSU; UC	(11.8%)	19
		100% of average 160

### Background:

"Pre-Covid" in this document refers to semesters *prior to* spring 2020.

Pre-Covid, F2F enrollments were higher because we had no online courses until *after* spring 2020. In recent years, as students have begun returning to the College, Program online enrollments have been exceeding our F2F enrollments for most courses. (Mid-sp/24 enrollments may have changed by end of semester.)

All of the Program's 8 courses (24 units) are required for the ADMJ Certificate. All are offered throughout the academic year F2F and/or online. Program entry may be by any course to facilitate access and completion.

Total Program course enrollments for Fa/17 through mid-Sp/24 were 2,292 (excl. summer ADMJ 100/102, and LEGL 304/306). Fa/Sp overall average course enrollments were 25 students per course, all modalities.

Negative impacts on Program enrollments: the Covid pandemic starting in sp/20, Bldg. 1 remodel construction, lack of online courses, and events in recent years that have raised public concern about police procedures and calls for reform.

Positive impacts on Program enrollments: (1) AB 458 legislation that will require new police officer applicants to have first attained either a bachelor's degree from an accredited university or, alternatively, a two-year "modern policing" degree from a California community college (effective January 1, 2028); and (2) the Credit for Prior Learning (CPL) initiative that will award college credits for students' work experience. Both of these will have a positive impact on attracting and retaining enrollments to the ADMJ Program.

### Fall 2017 through mid-spring 2024 enrollment data:

#### ADMJ 100 - INTRODUCTION TO CRIMINAL JUSTICE (769 Students = 32.9% of ADMJ students).

As the Program's introductory course, it is its most enrolled course. It is offered each semester (+ online in summer) in both modalities, and instructed by both faculty members. Most students begin the Program with this course, especially those just graduating from high school and dual enrollment students.

Pre-Covid, course fa/sp enrollments averaged 78 students, dropping to an average of 44 students from sp/20 through sp/22, an average loss of 34 students.

Fa/22 through sp/24 enrollments averaged 33 students. There were six course offerings (3 F2F + 3 online). F2F modalities averaged 25 students, while online modalities averaged 42 students. On average, there

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were 17 more students in the online courses than the F2F courses. There was a total of 200 students enrolled in the six courses.

Fa/17 through mid-sp/24 overall enrollment average: 47 students for this course. There were 15 regular semester course offerings.

### COMMENTS:

Enrollments exceed the Program's course average of 25 students. This course is typically well attended. Outreach within the College and high schools in our service area can continue to attract students to this introductory course and to the Program. We will also promote the course's and Program's connection to AB 458 legislation regarding new employment requirements in California law enforcement and the Credit for Prior Learning (CPL) initiative. We will promote the course to students who are already enrolled in the Program's other courses.

### ADMJ 102 - PRINCIPLES & PROCEDURES OF THE JUSTICE SYSTEM (177 Students = 7.6% of students).

This course tends to be legal-heavy, focusing on the processes of criminal justice from first encounter through court proceedings. It is offered once yearly in the spring semester (+ online in summer), alternating modalities every year.

Pre-Covid, course spring enrollments averaged 30 students, dropping to an average of 26 students from sp/20 through sp/22, an average loss of 4 students.

Sp/23 through sp/24 enrollments averaged 20 students. There were two course offerings (1 F2F + 1 online). F2F modality had 7 students, while online modality had 33 students. There were 26 more students in the online course than the F2F course. There was a total of 40 students in the two courses.

Fa/17 through mid-sp/24 overall enrollment average: 25 students for this course. There were 7 regular semester course offerings.

### COMMENTS:

Enrollments meet the Program's course average of 25 students. This course is typically well attended. Outreach within the College and high schools in our service area can continue to attract students to this course and to the Program. We will also promote the course's and Program's connection to AB 458 legislation regarding new employment requirements in California law enforcement and the Credit for Prior Learning (CPL) initiative. We will promote the course to students who are already enrolled in the Program's other courses.

### ADMJ 104 - CONCEPTS OF CRIMINAL LAW (357 Students = 15.3% of ADMJ students).

This course tends to be legal-heavy, focusing on California's criminal laws. (It is cross-listed with LEGL 304.) It is offered twice yearly in the fa/sp semesters, alternating modalities every year. (LEGL teaches in spring.)

Pre-Covid, course fa/sp enrollments averaged 39 students, dropping to an average of 31 students from sp/20 through sp/22, an average loss of 8 students.

Fa/22 through fa/23 enrollments averaged 48 students. There were two course offerings (1 F2F + 1 online). F2F modality had 14 students, while online modality had 34 students. There were 20 more students in the online course than the F2F course. There was a total of 48 students in the two courses.

Note: the last time the ADMJ Program instructed this course during the spring semester was in 2021. Since then, spring offerings of this course have been exclusively offered by the LEGL Program. Thus, enrollments reported by the ADMJ Program will reflect a decrease.

Fa/17 through mid-sp/24 overall enrollment average: 33 students for this course. There were 11 regular semester course offerings.

### COMMENTS:

Enrollments exceed the Program's course average of 25 students. This course is typically well attended. Outreach within the College and high schools in our service area can continue to attract students to this

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course and to the Program. We will also promote the course's and Program's connection to AB 458 legislation regarding new employment requirements in California law enforcement and the Credit for Prior Learning (CPL) initiative. We will promote the course to students who are already enrolled in the Program's other courses.

### **ADMJ 106 - LEGAL ASPECTS OF EVIDENCE (176 Students = 7.6% of ADMJ students).**

This course tends to be legal-heavy, focusing on courtroom testimony and legal evidence matters. (It is cross-listed with LEGL 306.) It is offered twice yearly in the fa/sp semesters, alternating modalities every year. (LEGL teaches in fall.)

Pre-Covid, course fa/sp enrollments averaged 18 students, dropping to an average of 16 students from sp/20 through sp/22, an average loss of 2 students.

Sp/23 through sp/24 enrollments averaged 18 students. There were two course offerings (1 F2F + 1 online). F2F modality had 6 students, while online modality had 29 students. There were 23 more students in the online course than the F2F course. There was a total of 35 students in the two courses.

Note: this course is exclusively instructed by the LEGL Program in the fall semester.

Fa/17 through mid-sp/24 overall enrollment average: 18 students for this course. There were 10 regular semester course offerings.

#### **COMMENTS:**

Enrollments are below the Program's course average of 25 students. We will need to boost enrollments. Outreach within the College and high schools in our service area can continue to attract students to this course and to the Program. We will also promote the course's and Program's connection to AB 458 legislation regarding new employment requirements in California law enforcement and the Credit for Prior Learning (CPL) initiative. We will promote the course to students who are already enrolled in the Program's other courses.

### **ADMJ 108 - COMMUNITY RELATIONS (282 Students = 12.1% of ADMJ students).**

This course studies the relationship of the police and the community. It is offered every semester, alternating modalities every semester.

Pre-Covid, course fa/sp enrollments averaged 36 students, dropping to an average of 20 students from sp/20 through sp/22, an average loss of 16 students.

Fa/22 through sp/24 enrollments averaged 18 students. There were four course offerings (2 F2F + 2 online). F2F modality had 15 students, while online modality had 57 students. There were 42 more students in the online course than the F2F course. There was a total of 72 students in the four courses.

Fa/17 through mid-sp/24 overall enrollment average: 24 students for this course. There were 12 regular semester course offerings.

#### **COMMENTS:**

Enrollments substantially meet the Program's course average of 25 students. Outreach within the College and high schools in our service area can continue to attract students to this introductory course and to the Program. We will also promote the course's and Program's connection to AB 458 legislation regarding new employment requirements in California law enforcement and the Credit for Prior Learning (CPL) initiative. We will promote the course to students who are already enrolled in the Program's other courses.

### **ADMJ 120 - CRIMINAL INVESTIGATION (337 Students = 14.4% of ADMJ students).**

This course is the second most enrolled course in the Program, fueled by television shows and the public's fascination with crime and criminal investigation. It is offered every semester, alternating modalities every semester.

Pre-Covid, course fa/sp enrollments averaged 37 students, dropping to an average of 30 students from sp/20 through sp/22, an average loss of 7 students.

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Fa/22 through sp/24 enrollments averaged 20 students. There were four course offerings (2 F2F + 2 online). F2F modality had 13 students, while online modality had 65 students. There were 52 more students in the online course than the F2F course. There was a total of 78 students in the four courses.

Fa/17 through mid-sp/24 overall enrollment average: 28 students for this course. There were 12 regular semester course offerings.

### COMMENTS:

Enrollments exceed the Program's course average of 25 students. This course is typically well attended. Outreach within the College and high schools in our service area can continue to attract students to this course and to the Program. We will also promote the course's and Program's connection to AB 458 legislation regarding new employment requirements in California law enforcement and the Credit for Prior Learning (CPL) initiative. We will promote the course to students who are already enrolled in the Program's other courses.

### ADMJ 123 - POLICE FIELD OPERATIONS (85 Students = 3.7% of ADMJ students).

This course studies the day-to-day activities of the police. It is offered once yearly in the fall semester, alternating modalities every year.

Pre-Covid, course fall enrollments averaged 20 students, dropping to an average of 15 students from sp/20 through sp/22, an average loss of 5 students.

Fa/22 through fa/23 enrollments averaged 8 students. There were two course offerings (1 F2F + 1 online). F2F modality had 6 students, while online modality had 10 students. There were 4 more students in the online course than the F2F course. There was a total of 16 students in the two courses.

Fa/17 through mid-sp/24 overall enrollment average: 14 students for this course. There were 6 regular semester course offerings.

### COMMENTS:

Enrollments are below the Program's course average of 25 students. We will need to boost enrollments. Outreach within the College and high schools in our service area can continue to attract students to this course and to the Program. We will also promote the course's and Program's connection to AB 458 legislation regarding new employment requirements in California law enforcement and the Credit for Prior Learning (CPL) initiative. We will promote the course to students who are already enrolled in the Program's other courses.

### ADMJ 125 - JUVENILE PROCEDURES (128 Students = 5.5% of ADMJ students).

This course studies the justice system pertaining to juveniles, as offenders and as victims. It is offered once yearly in the spring semester, alternating modalities every year.

Pre-Covid, course fall enrollments averaged 16 students, increasing to an average of 19 students from sp/20 through sp/22, an average gain of 3 students (due to an additional semester offering).

Sp/23 through sp/24 enrollments averaged 19 students. There were two course offerings (1 F2F + 1 online). F2F modality had 6 students, while online modality had 32 students. There were 26 more students in the online course than the F2F course. There was a total of 38 students in the two courses.

Fa/17 through mid-sp/24 overall enrollment average: 18 students for this course. There were 7 regular semester course offerings.

### COMMENTS:

Enrollments are below the Program's course average of 25 students. We will need to boost enrollments. Outreach within the College and high schools in our service area can continue to attract students to this course and to the Program. We will also promote the course's and Program's connection to AB 458 legislation regarding new employment requirements in California law enforcement and the Credit for Prior Learning (CPL) initiative. We will promote the course to students who are already enrolled in the Program's other courses.



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### ADMJ PROGRAM COURSE OFFERINGS BY MODALITY PLAN:

Several years ago, the Program developed an achievement plan where students could foresee and plan their Program pathway toward completing all of the Program's courses, in any modality, within a contiguous four-semester period. This plan can easily blend within the larger 2-year and 3-year degree sequencing plans, but needs support at all levels to become workable. Our students have found this plan to be a great help to them in charting their Program course and certificate pathways, along with their degree(s) pathways.

*Below is a snippet of the 4-quadrant, 2-year course offering plan that provides a visual of the distribution of Program courses throughout the academic year, and the varying modalities in which they are taught.*

#### ADMJ Course Offerings by Modality

IP = In Person ~ OL = Online (Asynchronously)

Spring (Even Year)	Fall (Even Year)
ADMJ 106 – Legal Aspects of Evidence LEGL 306 – Legal Aspects of Evidence Room 1-1304 TTh 8:10-9:25 (IP)	ADMJ 120 – Criminal Investigation Room 1-1304 MWF 8:10-9:00 (IP)
ADMJ 102 – Principles and Procedures Room 1-1304 TTh 11:10-12:25 (IP)	ADMJ 100 – Introduction to Criminal Justice Room 1-1304 MWF 10:10-11:00 (IP)
ADMJ 125 – Juvenile Procedures Online Canvas <del>MWF 8:10-9:00</del> (OL)	ADMJ 104 – Concepts of Criminal Law LEGL 304 – Concepts of Criminal Law Room 1-1304 MWF 11:10-12:00 (IP)
ADMJ 120 – Criminal Investigation Online Canvas <del>MWF 10:10-11:00</del> (OL)	ADMJ 123 – Police Field Operations Online Canvas <del>TTh 8:10-9:25</del> (OL)
ADMJ 108 – Community Relations Online Canvas <del>MWF 11:10-12:00</del> (OL)	ADMJ 108 – Community Relations Online Canvas <del>TTh 11:10-12:25</del> (OL)
ADMJ 100 – Introduction to Criminal Justice (Check College Catalog for Professor Phipps' Course)	ADMJ 100 – Introduction to Criminal Justice (Check College Catalog for Professor Phipps' Course)
Summer Session (Offered Online only)	
ADMJ 100 – Introduction to Criminal Justice Online Canvas <del>MTH 8:10-10:15</del> (OL)	ADMJ 102 – Principles and Procedures Online Canvas <del>MTH 11:40-12:45</del> (OL)
Spring (Odd Year)	Fall (Odd Year)
ADMJ 125 – Juvenile Procedures Room 1-1304 MWF 8:10-9:00 (IP)	ADMJ 123 – Police Field Operations Room 1-1304 TTh 8:10-9:25 (IP)
ADMJ 120 – Criminal Investigation Room 1-1304 MWF 10:10-11:00 (IP)	ADMJ 108 – Community Relations Room 1-1304 TTh 11:10-12:25 (IP)
ADMJ 108 – Community Relations Room 1-1304 MWF 11:10-12:00 (IP)	ADMJ 120 – Criminal Investigation Online Canvas <del>MWF 8:10-9:00</del> (OL)
ADMJ 106 – Legal Aspects of Evidence LEGL 306 – Legal Aspects of Evidence Online Canvas <del>TTh 8:10-9:25</del> (OL)	ADMJ 100 – Introduction to Criminal Justice Online Canvas <del>MWF 10:10-11:00</del> (OL)
ADMJ 102 – Principles and Procedures Online Canvas <del>TTh 11:10-12:25</del> (OL)	ADMJ 104 – Concepts of Criminal Law LEGL 304 – Concepts of Criminal Law Online Canvas <del>MWF 11:10-12:00</del> (OL)
ADMJ 100 – Introduction to Criminal Justice (Check College Catalog for Professor Phipps' Course)	ADMJ 100 – Introduction to Criminal Justice (Check College Catalog for Professor Phipps' Course)

iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

The Program has no required "entry course" through which students must necessarily join the Program. Although ADMJ 100 is the introductory course, and many students choose to begin with that course, it is not required that they begin there. That would create a bottleneck of sorts. Instead, we meet students where they are. They have the flexibility to begin the Program wherever they see fit, and with whichever modality (F2F or online) they prefer. They are able to be successful from whichever entry point into the Program they choose.

We are an active participant in the Credit for Prior Learning (CPL) initiative, and our College (specifically the ADMJ Program and our Articulation Officer) has had a seat at the table with other community colleges to help develop and pioneer this initiative. Tremendous headway has occurred, and we plan to begin with the first CPL cohort in fall 2025. This will greatly increase access and enrollments by potential students who are coming to us from the military (in-service and veterans), law enforcement, and industry. This is consistent with our Program being a CE program. [This is an implementation step (on-schedule) of the Program goal titled "Enhance Program Outreach and Equitable Access."]



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We regained CSU-GE, Area D; IGETC Area 4; Skyline AA/AS (9D3) designation for our ADMJ 100 Course. [This is an implementation step (completed) of the Program goal titled "Enhance Program Outreach and Equitable Access."]

We obtained approval for distance education instruction for all 8 ADMJ Program courses. [This is an implementation step (completed) of the Program goal titled "Enhance Program Outreach and Equitable Access."]

We eliminated the requirement for course textbooks (although recommended). While this implementation step was completed, we will next be pursuing adopting ZTC and OER for our Program (this is a work in progress).

We recently updated various Program promotional and marketing materials. [This is an implementation step (completed) of the Program goal titled "Enhance Program Outreach and Equitable Access."]

We eliminated "zero points grading," choosing instead to have any "F" grade's (failed or unsubmitted work) to be equitably graded in a ratio consistent with the grades above an "F" grade.

We created and adopted a Program motto which we feel is welcoming, encouraging, and promotes accessibility: "EXPLORE . . . DISCOVER . . . ACHIEVE . . . THRIVE!" [This is an implementation step (completed) of the Program goal titled "Enhance Program Outreach and Equitable Access."]

We eliminated 11 unnecessary Program courses, and trimmed the Program's 27-unit requirement down to 24 units. This brings the Program into alignment with CSM's 24-unit Program, and also facilitates quicker Program completion for our students. [These are implementation steps (completed) of the Program goal titled "Facilitate Program Navigation and Completion."]

We deleted any Program courses that remained in a "banked" status in CurricuNET. Most recently, we submitted a request that the ADMJ 665 - Selected Topics in ADMJ course be deleted.

We modified our Program's degrees and certificate from Associate in Arts to Associate in Science, to align with CSM and with our own AS-T degree. [This is an implementation step (completed) of the Program goal titled "Facilitate Program Navigation and Completion."]

We developed a Program 2-year and 3-year Course Sequencing Plan as part of our contribution to guided pathways. [This is an implementation step (completed) of the Program goal titled "Facilitate Program Navigation and Completion."]

We developed a Program 4-semester (contiguous) Course Offerings by Modality Plan as part of our contribution to guided pathways. [This is an implementation step (completed) of the Program goal titled "Facilitate Program Navigation and Completion."]

## EFFECTIVENESS

### 4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

**Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:**

**i. How do the overall course success rates compare to the College and/or Division success rates?**

#### OVERALL COURSE SUCCESS and RETENTION

##### General Impacts:

"Pre-Covid" in this document refers to semesters prior to spring 2020.

Pre-Covid, the Program's course success (75%) and retention (87%) rates were comparable or within (2-3%) of the College's success (77%) and retention (90%) rates. But after Covid struck, the Program's success and

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retention rates began to decline. The pandemic was a major problem for the Program and the College. It also upset the lives of our students who had to contend with a host of associated problems in their lives.

Also were the construction projects in and around Building 1 where the Program's classroom and office are situated, disconnected media equipment in the Program's classroom (pending upgrade), Program and instructor's unfamiliarity with remote teaching, and events in recent years that have raised public concern about police procedures and calls for reforming what has been called by some as "the culture" of policing.

Nonetheless, we are starting to see a glimpse of improvement as students begin returning to the College (F2F and online), and there have been signs of increases in the Program's success and retention rates. We are hopeful that course success and retention rates will rebound as a result of the following impacts:

(1) AB 458 legislation that will require new police officer applicants to have first attained either a bachelor's degree from an accredited university or, alternatively, a two-year "modern policing" degree from a California community college (effective January 1, 2028); and the

(2) Credit for Prior Learning (CPL) initiative that will award college credits for students' work experience. Both of these will have a positive impact on attracting and retaining enrollments to the ADMJ Program.

### Course Success Criteria:

One of the Program's student success assessment goals (courses and Program) is: *"70% of students will achieve a final course grade of C or better."* This goal is new for the Program that we're recently piloting. We've purposely set the target benchmarks (% of students and course grade level) as indicated to find a "norm" to see where our students are with their success rates, and to then adjust the measures from there.

We recognize that our success rate benchmark may be lower than the College's overall success rate averages. Nonetheless, our goal is to examine where our course success rates are in the Program as compared to our standards, as well as comparing them with the College, and watching the post-Covid trends. From these assessments, we can more precisely formulate strategies for improvements.

## PROGRAM COURSE SUCCESS & RETENTION (Annual)

### Annual Course Success and Retention

	Enrollments	Success Count	Success Rate	Retention Rate	Withdrawal Rate
2018-2019	464	356	76.7%	88.4%	11.6%
2019-2020	374	274	73.3%	85.8%	14.2%
2020-2021	406	289	71.2%	100.0%	0.0%
2021-2022	368	237	64.4%	81.5%	18.5%
2022-2023	396	281	71.0%	82.1%	17.9%
Total	2,008	1,437	71.6%	87.7%	12.3%

## COLLEGE COURSE SUCCESS & RETENTION (Annual)

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### Annual Course Success and Retention

	Enrollments	Success Count	Success Rate	Retention Rate	Withdrawal Rate
2018-2019	50,987	39,026	76.5%	88.3%	11.7%
2019-2020	50,221	38,429	76.5%	91.6%	8.4%
2020-2021	49,606	38,366	77.3%	98.7%	1.3%
2021-2022	42,407	31,960	75.4%	95.0%	5.0%
2022-2023	43,795	33,705	77.0%	90.6%	9.4%
Total	237,016	181,486	76.6%	92.8%	7.2%

#### SUCCESS RATE COMPARISONS:

Program (annual) success rate (71.6%) was 5% below the College's (annual) success rate (76.6%).

Program course success rates were +1.6% higher than the Program's success standard of *70% of students will achieve a final course grade of C or better* which is one of our Program's success goals.

Program success rates steadily declined between 2018-19 (76.7%) and 2021-22 (64.4%), with a +6.6% uptick in 2022-23 (71%), resulting in an overall -5.7% decrease from 2018-19.

College success rates remained constant, hovering between 75.4% to 77.3% in the same 5-year period. Net result was a -6.3% decrease from Year 1.

#### RETENTION RATE COMPARISONS:

Program (annual) retention rate (87.7%) was 5.1% below the College's (annual) retention rate (92.8%).

Program retention rates declined between 2018-19 (88.4%) and 2019-20 (85.8%), with a +14.2% uptick in 2020-21 (100%), dipping in 2021-22 (81.5%) and back up in 2022-23 (82.1%), resulting in an overall -0.7% decrease from 2018-19.

College retention rates increased between 2018-19 (88.3%) and 2020-21 (98.7%), but dropped in the following two years (90.6%) in the same 5-year period. Net result was a +2.3% increase from Year 1.

#### COMMENTS:

Program (annual) success rate (71.6%) was 5% below the College's (annual) success rate (76.6%).

Program course success rate was +1.6% higher than the Program's success standard of *70% of students will achieve a final course grade of C or better* which is one of our Program's success goals.

Program retention rate (87.7%) was 5.1% below the College's retention rate (92.8%).

Program success rates dropped significantly following Covid, while College success rates remained comparatively stable. (See "General Impacts" at top of this section.)

For some reason, the Program and the College both experienced upward retention rate surges in 2020-21 but had steady declines in the two following years.

We will continue to monitor the post-Covid trends as students begin to return to the Program and College.

#### PROGRAM COURSE SUCCESS & RETENTION (Ethnicity)

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## SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): ADMJ



		SU18	FA18	SP19	SU19	FA19	SP20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Am. Ind./ Alaska Native	Enrollment							4	6			1		1	1	13
	Withdrawal							*	*			*		*	*	*
	Success							*	*			*		*	*	*
Asian	Enrollment	2	15	22	3	18	12	15	19	7	13	15	7	14	12	174
	Withdrawal	*	7%	14%	*	6%	*	0%	0%	*	*	7%	*	*	*	11%
	Success	*	80%	77%	*	72%	*	80%	74%	*	*	73%	*	*	*	75%
Black - Non-Hispanic	Enrollment		7	7		1	3	4	5	2	2	5		9	6	51
	Withdrawal		*	*		*	*	*	*	*	*	*		*	*	22%
	Success		*	*		*	*	*	*	*	*	*		*	*	43%
Filipino	Enrollment	1	32	37	5	27	24	31	25	5	8	19	8	20	19	261
	Withdrawal	*	13%	5%	*	7%	13%	0%	0%	*	*	16%	*	15%	26%	9%
	Success	*	81%	84%	*	89%	83%	87%	84%	*	*	58%	*	75%	74%	82%
Hispanic/ Latino	Enrollment	13	103	106	16	98	76	104	85	30	54	71	19	75	110	960
	Withdrawal	15%	12%	12%	6%	12%	22%	0%	0%	0%	17%	15%	5%	13%	19%	11%
	Success	85%	69%	75%	94%	72%	61%	61%	75%	50%	69%	75%	74%	71%	72%	70%
Pacific Islander	Enrollment	1	9	6	2	5	5	7	7	3	2	3	1	3		54
	Withdrawal	*	*	*	*	*	*	*	*	*	*	*	*	*		9%
	Success	*	*	*	*	*	*	*	*	*	*	*	*	*		67%
White Non-Hispanic	Enrollment	5	24	30	3	20	22	27	32	22	24	35	11	16	34	305
	Withdrawal	*	17%	3%	*	0%	23%	0%	0%	55%	4%	20%	27%	0%	24%	14%
	Success	*	75%	90%	*	95%	73%	74%	94%	36%	88%	63%	64%	100%	68%	76%
Unreported	Enrollment		1	1	1	5	4	8	4	16	3	3	4	1	3	54
	Withdrawal		*	*	*	*	*	*	*	*	*	*	*	*	*	35%
	Success		*	*	*	*	*	*	*	*	*	*	*	*	*	54%
Multiraces	Enrollment	1	20	21	3	13	8	9	14	4	9	12	3	10	9	136
	Withdrawal	*	25%	5%	*	*	*	*	0%	*	*	*	*	*	*	12%
	Success	*	75%	86%	*	*	*	*	57%	*	*	*	*	*	*	71%
ALL	Enrollment	23	211	230	33	187	154	209	197	89	115	164	53	149	194	2,008
	Withdrawal	9%	14%	10%	18%	9%	20%	0%	0%	34%	11%	15%	17%	14%	21%	12%
	Success	91%	72%	80%	82%	78%	66%	67%	76%	40%	78%	68%	72%	72%	70%	72%

## COLLEGE COURSE SUCCESS & RETENTION (Ethnicity)

# SKY Instructional Comprehensive Program Review

## SKYLINE COLLEGE STUDENT OUTCOMES College-Wide



		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Am. Ind./ Alaska Native	Enrollment	7	33	30	6	31	34	12	27	24	2	15	10	5	17	22	275
	Withdrawal	*	12%	27%	*	16%	3%	*	7%	0%	*	*	*	*	*	9%	12%
	Success	*	61%	53%	*	65%	56%	*	48%	54%	*	*	*	*	*	77%	60%
Asian	Enrollment	1,633	4,023	4,037	1,605	3,745	4,017	2,476	3,606	3,619	1,963	2,808	2,980	1,865	2,980	3,568	44,925
	Withdrawal	5%	8%	8%	6%	7%	2%	0%	1%	1%	1%	1%	6%	4%	6%	6%	4%
	Success	89%	82%	84%	89%	83%	86%	92%	84%	85%	89%	83%	85%	92%	83%	86%	86%
Black - Non-Hispanic	Enrollment	170	603	603	213	585	450	214	532	495	187	417	415	136	391	444	5,855
	Withdrawal	10%	21%	16%	8%	16%	7%	3%	3%	1%	2%	3%	16%	11%	14%	14%	11%
	Success	78%	61%	66%	76%	65%	66%	66%	64%	68%	60%	63%	56%	60%	59%	63%	64%
Filipino	Enrollment	1,261	4,417	4,372	1,111	4,257	4,034	1,418	3,839	3,277	1,146	3,316	3,125	995	3,363	3,351	43,282
	Withdrawal	10%	12%	13%	11%	11%	5%	1%	1%	1%	1%	2%	11%	8%	10%	10%	8%
	Success	82%	76%	76%	80%	76%	75%	83%	75%	78%	79%	72%	74%	81%	73%	78%	76%
Hispanic/ Latino	Enrollment	2,296	7,273	6,526	2,224	6,885	6,866	2,755	6,592	6,292	2,226	5,680	5,501	1,862	5,742	6,143	74,863
	Withdrawal	10%	14%	14%	10%	14%	6%	2%	2%	1%	1%	2%	11%	10%	11%	12%	9%
	Success	78%	69%	72%	79%	68%	71%	77%	68%	71%	74%	67%	71%	77%	69%	72%	71%
Pacific Islander	Enrollment	105	261	230	98	251	266	114	257	240	123	257	238	97	229	229	2,995
	Withdrawal	13%	21%	22%	23%	19%	5%	5%	3%	1%	1%	2%	11%	13%	10%	17%	11%
	Success	70%	59%	62%	62%	61%	67%	70%	63%	67%	74%	62%	68%	69%	65%	64%	65%
White Non-Hispanic	Enrollment	1,135	3,593	3,525	1,227	3,450	3,667	1,661	3,268	3,512	1,354	3,020	3,162	1,174	2,888	3,479	40,135
	Withdrawal	8%	11%	10%	9%	10%	5%	1%	1%	1%	3%	2%	8%	7%	9%	9%	6%
	Success	84%	79%	82%	84%	80%	79%	85%	79%	82%	80%	76%	83%	84%	76%	82%	81%
Unreported	Enrollment	178	424	487	255	665	644	336	533	573	297	397	380	193	406	427	6,195
	Withdrawal	5%	12%	9%	7%	12%	5%	1%	2%	1%	8%	1%	12%	10%	10%	10%	7%
	Success	88%	77%	80%	85%	76%	75%	85%	78%	77%	71%	77%	77%	88%	81%	74%	78%
Multiraces	Enrollment	524	1,664	1,577	555	1,513	1,567	715	1,603	1,616	605	1,389	1,374	530	1,558	1,701	18,491
	Withdrawal	10%	14%	13%	8%	12%	6%	2%	2%	1%	2%	2%	10%	6%	10%	10%	8%
	Success	81%	73%	74%	84%	75%	75%	82%	71%	77%	81%	70%	77%	85%	75%	76%	76%
ALL	Enrollment	7,309	22,291	21,387	7,294	21,382	21,545	9,701	20,257	19,648	7,903	17,299	17,205	6,857	17,574	19,364	237,016
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	2%	1%	2%	2%	10%	7%	10%	10%	7%
	Success	83%	74%	77%	82%	75%	76%	84%	74%	77%	79%	72%	77%	83%	74%	77%	77%

### SUCCESS RATE COMPARISONS:

Program Filipinx enrollments had the highest success rates (82%), followed by White (76%), Asian (75%), Multiraces (71%), Hispanic/Latinx (70%), and Black (43%).

College Asian enrollments had the highest success rates (86%), followed by White (81%), Unreported (78%), Filipinx and Multiraces (76%), Hispanic/Latinx (71%), and Black (64%).

### RETENTION RATE COMPARISONS:

Program Filipinx and Pacific Islander enrollments had the highest retention rates (91%), followed by Asian and Hispanic/Latinx (89%), Multiraces (88%), White (86%), and Black (78%).

College Asian enrollments had the highest retention rates (96%), followed by White (94%), Unreported (93%), Filipinx and Multiraces (92%), Hispanic/Latinx (91%), and Black (89%).

### COMMENTS:

Program (ethnicity) success rate (72%) was 5% below the College (ethnicity) success rate (77%).

Program course success rate was +2.0% higher than the Program's success standard of *70% of students will achieve a final course grade of C or better* which is one of our Program's success goals.

Program success rate (72%) was met or exceeded by Filipinx (82%), White (76%), and Asian (75%). All other Program ethnicities fell below the Program average.

While Hispanic/Latinx students have been the predominate ethnic group in the Program (46.8%), their success rate is only 70%, behind Filipinx, White, Asian, and Multiraces.

## SKY Instructional Comprehensive Program Review

College retention rate (93%) was met or exceeded by Asian (96%), White (94%), and Unreported (93%). All other College ethnicities fell below the College average.

Program retention rate (88%) was 5% below the College's 5-year overall retention rate (93%).

Program retention rate (88%) was met or exceeded by Filipinx and Pacific Islander (91%), Asian and Hispanic/Latinx (89%), and Multiraces (88%). All other Program ethnicities fell below the Program average.

Program will monitor the ethnicities falling below the Program's and College's average success and retention rates to determine what the reasons might be, and attempt to improve the rates for those groups.

### PROGRAM COURSE SUCCESS & RETENTION (Gender)

		SU18	FA18	SP19	SU19	FA19	SP20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Female	Enrollment	13	99	109	18	79	72	85	96	43	61	82	29	68	110	964
	Withdrawal	15%	18%	11%	17%	11%	19%	0%	0%	16%	11%	16%	14%	18%	25%	13%
	Success	85%	67%	80%	83%	72%	69%	56%	75%	51%	75%	62%	76%	69%	65%	69%
Male	Enrollment	9	107	113	15	98	77	118	99	44	50	77	23	81	78	989
	Withdrawal	*	11%	9%	20%	7%	22%	0%	0%	50%	10%	13%	17%	11%	14%	11%
	Success	*	76%	78%	80%	80%	61%	77%	76%	30%	84%	74%	70%	74%	81%	74%
Unreported	Enrollment	1	5	8		10	5	6	2	2	4	5	1		6	55
	Withdrawal	*	*	*		*	*	*	*	*	*	*	*		*	15%
	Success	*	*	*		*	*	*	*	*	*	*	*		*	73%
ALL	Enrollment	23	211	230	33	187	154	209	197	89	115	164	53	149	194	2,008
	Withdrawal	9%	14%	10%	18%	9%	20%	0%	0%	34%	11%	15%	17%	14%	21%	12%
	Success	91%	72%	80%	82%	78%	66%	67%	76%	40%	78%	68%	72%	72%	70%	72%

### COLLEGE COURSE SUCCESS & RETENTION (Gender)

		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Female	Enrollment	4,083	11,213	10,783	4,070	10,590	10,831	5,744	10,700	10,558	4,674	8,748	8,949	3,869	8,780	9,637	123,229
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	1%	1%	2%	10%	7%	10%	10%	7%	7%
	Success	82%	76%	78%	82%	76%	79%	83%	76%	79%	80%	73%	76%	83%	74%	78%	78%
Male	Enrollment	3,072	10,515	10,090	3,053	10,273	10,164	3,734	9,150	8,681	3,054	8,217	7,859	2,817	8,419	9,248	108,346
	Withdrawal	8%	12%	12%	8%	11%	5%	1%	2%	1%	2%	2%	9%	7%	9%	9%	7%
	Success	83%	73%	75%	83%	73%	74%	84%	73%	75%	78%	72%	77%	84%	74%	77%	75%
Unreported	Enrollment	154	563	514	171	519	550	223	407	409	175	334	397	171	375	479	5,441
	Withdrawal	4%	13%	8%	11%	10%	5%	0%	2%	0%	3%	4%	11%	10%	13%	12%	8%
	Success	92%	75%	80%	80%	77%	69%	87%	73%	80%	80%	69%	79%	79%	76%	77%	77%
ALL	Enrollment	7,309	22,291	21,387	7,294	21,382	21,545	9,701	20,257	19,648	7,903	17,299	17,205	6,857	17,574	19,364	237,016
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	2%	1%	2%	10%	7%	10%	10%	7%	7%
	Success	83%	74%	77%	82%	75%	78%	84%	74%	77%	79%	72%	77%	83%	74%	77%	77%

### SUCCESS RATE COMPARISONS:

Program (gender) success rate (males) was 74%. Program (gender) success rate (females) was 69%. Program male success rates were 5% higher than female success rates, while conversely College female success rates (78%) were 3% higher than male success rates (75%).

### RETENTION RATE COMPARISONS:

Program (gender) retention rate (males) was 89%. Program (gender) retention rate (females) was 87%. Program male retention rates were 2% higher than female retention rates, while College male and female retention rates were equal at 93% each, exceeding the Program's retention rates (+4% for males and +6% for females).



## SKY Instructional Comprehensive Program Review

### COMMENTS:

Program gender enrollments have been 51.9% female and 45.5% male (2.6% unreported), while College gender enrollments have been 53.5% female and 43.8% male (2.7% unreported).

Program male students' 74% success rate was +5% higher than Program female students' 69% success rate, while College female students' 78% success rate was +3% higher than College male students' 75% success rate.

Program male students' 89% retention rate was +2% higher than Program female students' 87% retention rate, while College male and female retention rates were equal at 93%.

We attribute the Program's gender success rate disparity to Program males, though lower enrolled than Program females, possibly being more committed to the ADMJ Program's field of study as a career path. This would also coincide with Program males have a (slightly) higher retention rate (+2%) than Program females.

Conversely, College females (78%) have a +3% success rate higher than College males (75%), although they are equal at a 93% retention rate. This is attributed to the College providing a wider variety of field of study.

### PROGRAM COURSE SUCCESS & RETENTION (Modality) \*

\* The Program has two instructional modalities: Face-to-Face (F2F) and Online (Asynchronous-only).

MODALITY		SU18	FA18	SP19	SU19	FA19	SP20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
FACE TO FACE	Enrollment	23	211	230	33	187	154	209			10	14		48	30	1,149
	Withdrawal	9%	14%	10%	18%	9%	20%	0%			10%	14%		10%	23%	11%
	Success	91%	72%	80%	82%	78%	66%	67%			90%	71%		85%	70%	74%
ONLINE - ASYNCHRONOUS	Enrollment								197	89	105	150	53	101	164	859
	Withdrawal								0%	34%	11%	15%	17%	16%	21%	14%
	Success								76%	40%	77%	67%	72%	65%	70%	68%
ALL	Enrollment	23	211	230	33	187	154	209	197	89	115	164	53	149	194	2,008
	Withdrawal	9%	14%	10%	18%	9%	20%	0%	0%	34%	11%	15%	17%	14%	21%	12%
	Success	91%	72%	80%	82%	78%	66%	67%	76%	40%	78%	68%	72%	72%	70%	72%

### COLLEGE COURSE SUCCESS & RETENTION (Modality)

MODALITY		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23
FACE TO FACE	Enrollment	4,390	17,779	16,645	3,724	16,224	15,490	2,458	12,874	1,419	346	2,919	6,910	810	7,322	8,796
	Withdrawal	6%	12%	11%	6%	11%	4%	1%	2%	0%	1%	0%	6%	3%	6%	7%
	Success	86%	75%	78%	86%	76%	77%	86%	75%	85%	94%	89%	85%	92%	81%	83%
HYBRID	Enrollment	166	792	610	248	654	587	206	505	226	118	967	1,186	246	1,265	1,488
	Withdrawal	5%	11%	10%	9%	10%	3%	0%	1%	0%	2%	1%	11%	4%	8%	9%
	Success	81%	77%	81%	86%	79%	83%	87%	78%	85%	88%	74%	76%	87%	78%	81%
ONLINE - ASYNCHRONOUS	Enrollment	2,753	3,720	4,132	3,322	4,504	5,468	7,037	6,878	9,862	6,118	7,501	7,820	5,543	8,342	8,644
	Withdrawal	12%	15%	16%	12%	15%	8%	1%	2%	1%	2%	2%	13%	8%	13%	13%
	Success	77%	71%	72%	78%	69%	74%	83%	73%	74%	78%	68%	70%	82%	68%	72%
ONLINE - SYNCHRONOUS	Enrollment									8,141	1,321	5,912	1,289	258	645	436
	Withdrawal									1%	0%	2%	11%	11%	12%	16%
	Success									79%	82%	69%	75%	78%	63%	64%
ALL	Enrollment	7,309	22,291	21,387	7,294	21,382	21,545	9,701	20,257	19,648	7,903	17,299	17,205	6,857	17,574	19,364
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	2%	1%	2%	2%	10%	7%	10%	10%
	Success	83%	74%	77%	82%	75%	76%	84%	74%	77%	79%	72%	77%	83%	74%	77%

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All Terms
118,106
7%
79%
9,264
7%
79%
91,644
8%
74%
18,002
3%
74%
237,016
7%
77%

### SUCCESS RATE COMPARISONS:

Program F2F success rate (74%) was +6% higher than its online success rate (68%), but was -5% lower than the College F2F success rate (79%).

Program online success rate (68%) was -6% lower than its F2F success rate (74%), and was -6% lower than the College online success rate (74%).

### RETENTION RATE COMPARISONS:

Program F2F retention rate (89%) was +3% higher than its online success rate (86%), but was -4% lower than the College F2F retention rate (93%).

Program online retention rate (86%) was -3% lower than its F2F retention rate (89%), and was -6% lower than the College online retention rate (92%).

### COMMENTS:

Program (modality) success rates averaged 71%, while College (modality) success rates averaged 76.5%.

Program F2F students had a higher success rate than Program online students, but a lower success rate than College F2F students. Program online success rates were also lower than College success rates.

Program F2F and online student success averaged -5.5% lower than College F2F and online students.

Program F2F students had a higher retention rate than Program online students, but a lower retention rate than College F2F students. Program online retention rates were also lower than College retention rates.

Program F2F and online student retention averaged -5% lower than College F2F and online students.

### PROGRAM COURSE SUCCESS & RETENTION (Age)

## SKY Instructional Comprehensive Program Review

		SU18	FA18	SP19	SU19	FA19	SP20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Age Under 18	Enrollment	5	17	19	3	14	12	18	25	12	11	16	7	8	18	185
	Withdrawal	*	6%	5%	*	0%	33%	0%	0%	0%	0%	6%	*	*	22%	6%
	Success	*	76%	89%	*	86%	50%	67%	88%	75%	82%	88%	*	*	56%	78%
Age 18 - 22	Enrollment	12	126	158	15	118	116	129	104	23	54	98	23	91	115	1,182
	Withdrawal	8%	17%	8%	27%	7%	21%	0%	0%	9%	15%	16%	22%	18%	22%	12%
	Success	92%	67%	78%	73%	81%	70%	64%	80%	48%	74%	69%	65%	66%	71%	72%
Age 23 - 28	Enrollment	5	49	39	11	33	13	26	34	8	21	23	11	29	30	332
	Withdrawal	*	10%	10%	*	21%	23%	0%	0%	*	10%	22%	9%	10%	30%	13%
	Success	*	88%	87%	*	73%	69%	65%	62%	*	81%	61%	82%	79%	67%	75%
Age 29 - 39	Enrollment	1	14	13		11	5	21	23	21	21	17	12	15	28	202
	Withdrawal	*	14%	31%		*	*	0%	0%	38%	14%	6%	17%	7%	11%	12%
	Success	*	57%	69%		*	*	76%	70%	24%	81%	59%	67%	93%	79%	66%
Age 40 - 49	Enrollment		3	1	1	8	4	12	9	6	2	3		2		51
	Withdrawal		*	*	*	*	*	*	*	*	*	*		*		16%
	Success		*	*	*	*	*	*	*	*	*	*		*		63%
Age 50 - 59	Enrollment		2		2	2	3	2	2	11	5	3		1	2	35
	Withdrawal		*		*	*	*	*	*	*	*	*		*	*	26%
	Success		*		*	*	*	*	*	*	*	*		*	*	57%
Age 60 +	Enrollment				1	1	1	1		8	1	4		3	1	21
	Withdrawal				*	*	*	*		*	*	*		*	*	*
	Success				*	*	*	*		*	*	*		*	*	*
ALL	Enrollment	23	211	230	33	187	154	209	197	89	115	164	53	149	194	2,008
	Withdrawal	9%	14%	10%	18%	9%	20%	0%	0%	34%	11%	15%	17%	14%	21%	12%
	Success	91%	72%	80%	82%	78%	66%	67%	76%	40%	78%	68%	72%	72%	70%	72%

### COLLEGE COURSE SUCCESS & RETENTION (Age)

		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Age Under 18	Enrollment	965	2,482	2,957	949	2,512	3,716	1,537	3,009	4,073	1,599	2,948	4,325	1,387	3,411	4,608	40,478
	Withdrawal	3%	5%	8%	3%	7%	3%	0%	1%	1%	1%	1%	4%	3%	4%	4%	3%
	Success	90%	83%	83%	93%	81%	85%	93%	84%	86%	90%	84%	88%	91%	85%	88%	86%
Age 18 - 22	Enrollment	3,846	12,611	11,728	3,673	11,876	11,233	4,866	10,531	9,569	3,525	8,875	8,149	3,305	9,065	9,161	122,013
	Withdrawal	9%	13%	13%	9%	12%	5%	1%	2%	2%	1%	2%	11%	7%	10%	11%	8%
	Success	82%	72%	74%	81%	73%	74%	83%	72%	74%	80%	69%	73%	82%	72%	74%	74%
Age 23 - 28	Enrollment	1,335	3,724	3,412	1,395	3,504	3,322	1,732	3,393	2,799	1,309	2,594	2,243	1,067	2,292	2,409	36,530
	Withdrawal	11%	15%	14%	10%	14%	7%	1%	2%	1%	1%	2%	15%	11%	13%	14%	9%
	Success	80%	73%	75%	80%	72%	73%	81%	72%	73%	75%	67%	69%	79%	68%	71%	73%
Age 29 - 39	Enrollment	737	2,111	2,005	795	2,099	1,951	1,067	2,147	2,014	941	1,853	1,507	658	1,716	1,842	23,443
	Withdrawal	9%	12%	12%	12%	11%	5%	2%	1%	1%	3%	2%	11%	8%	13%	12%	7%
	Success	79%	78%	79%	79%	78%	77%	81%	76%	76%	71%	72%	76%	82%	71%	76%	76%
Age 40 - 49	Enrollment	225	752	681	226	738	677	286	630	671	297	561	517	234	588	689	7,772
	Withdrawal	9%	8%	9%	10%	12%	5%	1%	1%	0%	3%	2%	10%	12%	11%	12%	7%
	Success	80%	82%	83%	85%	80%	77%	86%	80%	82%	76%	73%	77%	78%	71%	79%	79%
Age 50 - 59	Enrollment	113	369	346	141	379	382	165	385	361	169	335	316	148	295	412	4,316
	Withdrawal	16%	10%	8%	6%	15%	4%	2%	2%	0%	7%	1%	12%	6%	12%	13%	7%
	Success	80%	81%	86%	85%	78%	82%	76%	83%	85%	67%	79%	76%	88%	70%	76%	80%
Age 60 +	Enrollment	88	242	258	115	274	263	48	162	161	63	133	148	58	207	243	2,463
	Withdrawal	7%	7%	7%	6%	6%	3%	0%	1%	0%	14%	2%	9%	9%	13%	13%	7%
	Success	90%	89%	89%	92%	91%	79%	63%	72%	85%	60%	82%	80%	91%	75%	77%	82%
Age Unreported	Enrollment						1										1
	Withdrawal						*										*
	Success						*										*
ALL	Enrollment	7,309	22,291	21,387	7,294	21,382	21,545	9,701	20,257	19,648	7,903	17,299	17,205	6,857	17,574	19,364	237,016
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	2%	1%	2%	2%	10%	7%	10%	10%	7%
	Success	83%	74%	77%	82%	75%	76%	84%	74%	77%	79%	72%	77%	83%	74%	77%	77%

### SUCCESS RATE COMPARISONS:

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Program (age) success rates were highest among Under 18 students (78%), followed by 23-28 (75%), 18-22 (72%), falling to under 70% for the advanced ages beyond. The majority of successful Program students (77%) were between Under 18 to age 28.

College (age) success rates were highest among Under 18 students (86%), followed by 60+ (82%), and 50-59 (80%), falling to under 80% for all other age groups. The majority of successful College students (84%) were those Under 18 (86%) and those age 60 + (82%). The two largest success groups were ages at opposite ends of the age scale.

College (age) success rates (77%) were +5% higher than Program (age) success rates (72%).

### RETENTION RATE COMPARISONS:

Program (age) retention rates were highest among Under 18 students (94%), followed by 18-22 and 29-39 (tied at 88%), 23-28 (87%), 40-49 (84%), 50-59 (74%). The majority of retained Program students were between Under 18 (94%), followed by 18-22 and 29-39 (tied at 88%), and 23-28 (87%). College retention rates were higher than the Program.

College (age) retention rates were highest among Under 18 students (97%), followed by 29-39, 40-49, 50-59, and 60+ (all tied at 93%), with 18-22 (92%), and 23-28 (91%). College students in all age brackets had above 90% retention rates. The largest retention age group was Under 18 (97%).

College retention rates (age) at 93% were +5% higher than Program retention rates (age) at 88%.

### COMMENTS:

Program (age) success rates were highest among students in the Under 18 to 28 age groups. This is consistent with the Program tendency to attract younger students who are interested in pursuing careers in law enforcement, which requires physical and mental fitness, whereas College success rates (age) were highest among a wider age range of students, as the College provides a broad array of fields of study.

Program (age) retention rates were highest among students in the Under 18 students to 39 age groups. This is also consistent with the Program tendency to attract younger students who are interested in pursuing careers in law enforcement. These students tend to be persistent, resulting in higher retention rates.

College (age) success and retention rates were each +5% higher than Program success and retention rates.

### PROGRAM COURSE SUCCESS & RETENTION (Goal)

		SU18	FA18	SP19	SU19	FA19	SP20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
4yr stu take class for 4yr col	Enrollment	2	5	7	1		4	5	3	6	5	1	4			43
	Withdrawal	*	*	*	*		*	*	*	*	*	*	*			16%
	Success	*	*	*	*		*	*	*	*	*	*	*			77%
College Preparation	Enrollment			1					1	4	4	4	4	1	8	27
	Withdrawal			*					*	*	*	*	*	*	*	4%
	Success			*					*	*	*	*	*	*	*	81%
CTE Certif/ Career Development	Enrollment		22	26	1	17	12	19	17	5	7	9	4	12	15	166
	Withdrawal		14%	12%	*	12%	*	0%	0%	*	*	*	*	*	*	9%
	Success		64%	85%	*	53%	*	53%	88%	*	*	*	*	*	*	70%
Degree/Transfer	Enrollment	15	178	192	29	157	121	174	166	43	94	149	36	135	163	1,652
	Withdrawal	7%	15%	10%	21%	9%	19%	0%	0%	2%	11%	17%	17%	16%	22%	11%
	Success	93%	72%	78%	79%	78%	67%	68%	73%	65%	78%	66%	69%	69%	71%	72%
Exploratory	Enrollment	6	6	4	2	13	17	11	10	31	5	1	5	1	8	120
	Withdrawal	*	*	*	*	*	24%	0%	*	81%	*	*	*	*	*	29%
	Success	*	*	*	*	*	65%	64%	*	16%	*	*	*	*	*	63%
ALL	Enrollment	23	211	230	33	187	154	209	197	89	115	164	53	149	194	2,008
	Withdrawal	9%	14%	10%	18%	9%	20%	0%	0%	34%	11%	15%	17%	14%	21%	12%
	Success	91%	72%	80%	82%	78%	66%	67%	76%	40%	78%	68%	72%	72%	70%	72%

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### COLLEGE COURSE SUCCESS & RETENTION (Goal)

		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
4yr stu take class for 4yr col	Enrollment	752	791	791	736	687	765	1,363	710	686	875	409	404	709	295	232	10,205
	Withdrawal	7%	10%	9%	5%	8%	4%	0%	0%	0%	3%	0%	6%	4%	17%	12%	5%
	Success	87%	81%	84%	87%	83%	87%	92%	86%	87%	83%	83%	85%	89%	86%	77%	85%
College Preparation	Enrollment	284	538	684	302	591	1,115	548	822	1,457	644	962	1,723	721	1,631	2,436	14,458
	Withdrawal	4%	8%	5%	3%	12%	2%	0%	1%	0%	0%	1%	2%	3%	3%	2%	2%
	Success	90%	85%	90%	94%	79%	87%	93%	87%	91%	90%	88%	93%	91%	86%	92%	90%
CTE Certif/ Career Development	Enrollment	726	2,238	1,984	702	1,822	1,732	767	1,572	1,489	576	1,298	1,107	487	1,115	1,401	19,016
	Withdrawal	8%	11%	10%	9%	11%	4%	1%	1%	1%	1%	3%	11%	8%	9%	9%	7%
	Success	83%	78%	81%	86%	77%	77%	85%	77%	81%	80%	70%	76%	86%	76%	82%	79%
Degree/Transfer	Enrollment	4,759	16,847	16,197	4,763	16,671	16,281	5,897	15,599	14,538	4,762	13,506	12,827	4,085	13,497	14,041	174,270
	Withdrawal	9%	13%	13%	10%	12%	5%	2%	2%	1%	1%	2%	11%	9%	10%	11%	8%
	Success	81%	73%	75%	79%	74%	75%	80%	73%	75%	77%	71%	74%	79%	72%	75%	74%
Exploratory	Enrollment	788	1,877	1,731	791	1,611	1,652	1,126	1,554	1,478	1,046	1,124	1,144	855	1,036	1,254	19,067
	Withdrawal	8%	11%	10%	7%	11%	5%	1%	2%	1%	4%	1%	9%	4%	11%	12%	7%
	Success	84%	77%	80%	88%	78%	74%	88%	77%	80%	81%	76%	80%	90%	74%	76%	79%
ALL	Enrollment	7,309	22,291	21,387	7,294	21,382	21,545	9,701	20,257	19,648	7,903	17,299	17,205	6,857	17,574	19,364	237,016
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	2%	1%	2%	2%	10%	7%	10%	10%	7%
	Success	83%	74%	77%	82%	75%	76%	84%	74%	77%	79%	72%	77%	83%	74%	77%	77%

#### SUCCESS RATE COMPARISONS:

Program (goal) success rate (72%) was -5% below the College success rate (77%).

Program success rates were highest for College Preparation (81%), followed by 4 yr. students (77%), Degree/Transfer (72%), CTE Certif/Career Development (70%), and Exploratory (63.0%). 77% of Program students focused on the first three goals.

College success rates were highest for College Preparation (90%), followed by 4 yr. students (85%), CTE Certif/Career Development and Exploratory (tied at 79%), and Degree/Transfer (74%).

College preparation and 4 yr. students (goals) accounted for the highest Program and College success rates.

#### RETENTION RATE COMPARISONS:

Program (goal) retention rate (88%) was -5% below the College retention rate (93%).

Program retention rates were highest for College Preparation (96%), followed by CTE Certif/Career Development (91%), Degree/Transfer (89%), 4 yr. students (84%), and Exploratory (71%).

College retention rates were highest for College Preparation (98%), followed by 4 yr. students (95%), CTE Certif/Career Development and Exploratory (tied at 93%), and Degree/Transfer (92%).

College preparation accounted for the highest Program and College retention rates, followed by CTE Certif/Career Development (for the Program) and 4 yr. students (for the College) both in second place.

#### COMMENTS:

For both Program (81%) and College (90%) students who targeted College Preparation had the highest success rates (86%).

For both Program (96%) and College (98%) students who targeted College Preparation had the highest retention rates (97%).

College students (goals) had a +5% higher success rate and a +5% higher retention rate than the Program.

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### PROGRAM COURSE SUCCESS & RETENTION (FT vs. PT Units)

		SU18	FA18	SP19	SU19	FA19	SP20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Full Time (12+ Units at SMCCCD)	Enrollment		117	130	1	107	101	111	104		51	91		85	110	1,008
	Withdrawal		8%	7%	*	7%	17%	0%	0%		8%	11%		11%	20%	9%
	Success		79%	84%	*	79%	68%	72%	80%		88%	69%		78%	75%	77%
Part Time (< 12 Units at SMCCCD)	Enrollment	23	94	100	32	80	53	98	93	89	64	73	53	64	84	1,000
	Withdrawal	9%	22%	13%	19%	10%	26%	0%	0%	34%	14%	21%	17%	19%	23%	16%
	Success	91%	64%	74%	81%	76%	62%	61%	71%	40%	70%	66%	72%	64%	63%	66%
ALL	Enrollment	23	211	230	33	187	154	209	197	89	115	164	53	149	194	2,008
	Withdrawal	9%	14%	10%	18%	9%	20%	0%	0%	34%	11%	15%	17%	14%	21%	12%
	Success	91%	72%	80%	82%	78%	66%	67%	76%	40%	78%	68%	72%	72%	70%	72%

### COLLEGE COURSE SUCCESS & RETENTION (FT vs. PT Units)

		SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	All Terms
Full Time (12+ Units at SMCCCD)	Enrollment	37	12,562	12,046	72	12,327	11,888	99	11,154	9,816	92	8,977	8,073	82	9,551	10,007	106,783
	Withdrawal	5%	11%	11%	7%	10%	4%	0%	2%	1%	0%	2%	10%	2%	9%	9%	7%
	Success	92%	76%	78%	92%	77%	78%	96%	76%	77%	91%	73%	75%	93%	75%	78%	77%
Part Time (< 12 Units at SMCCCD)	Enrollment	7,272	9,729	9,341	7,222	9,055	9,657	9,602	9,103	9,832	7,811	8,322	9,132	6,775	8,023	9,357	130,233
	Withdrawal	9%	14%	14%	9%	14%	6%	1%	2%	1%	2%	2%	10%	7%	11%	11%	8%
	Success	82%	73%	75%	82%	72%	74%	84%	73%	77%	79%	72%	78%	83%	72%	76%	77%
ALL	Enrollment	7,309	22,291	21,387	7,294	21,382	21,545	9,701	20,257	19,648	7,903	17,299	17,205	6,857	17,574	19,364	237,016
	Withdrawal	9%	12%	12%	9%	12%	5%	1%	2%	1%	2%	2%	10%	7%	10%	10%	7%
	Success	83%	74%	77%	82%	75%	76%	84%	74%	77%	79%	72%	77%	83%	74%	77%	77%

### SUCCESS RATE COMPARISONS:

Program (units) FT and PT success rate (72%) was -5% below the College FT and PT success rate (77%).

Program success rates were higher for FT (77%) than PT (66%) students. Program and College FT students were tied at a 77% success rate, and College FT and PT students success rates were also tied at 77%.

College FT success rate (77%) and PT success rate (77%) tied Program's FT (77%), but exceeded PT (66%).

### RETENTION RATE COMPARISONS:

Program (units) FT and PT retention rate (88%) was -5% below the College FT and PT retention rate (93%).

Program retention rates were higher for FT (91%) than PT (84%) students. College FT students had a +2% higher retention rate (91%) than Program FT students (91%).

College FT retention rate (93%) and PT retention rate (92%) exceeded Program's FT (91%) and PT (84%).

### COMMENTS:

Program (units) FT success rates (77%) were equal with College FT success rates (77%), but College PT success rates (77%) exceeded Program PT success rates (66%) by +11%.

College (units) FT retention rates (93%) exceeded Program FT retention rates (91%) by +2%, and College PT retention rates (92%) exceeded Program PT retention rates (84%) by +8%.

Most of the Program's students are FT, younger, and attending F2F classes during the daytime. The Program is not presently instructing any F2F courses in the evening.



## SKY Instructional Comprehensive Program Review

### PROGRAM COURSE SUCCESS & RETENTION (by Course)

Success Rate by Course	SU17	FA17	SP18	SU18	FA18	SP19	SU19	FA19	SP20	FA20	SP21	SU21	FA21	SP22	Total Success Rate	Total Withdraw Rate
ADMJ-100	100%	64%	62%	91%	67%	77%	77%	68%	73%	63%	86%	57%	74%	80%	70%	15%
ADMJ-102	100%		76%			94%	91%		60%		59%	24%		56%	65%	26%
ADMJ-104			82%		64%	66%		68%	69%	64%	75%		86%	80%	72%	15%
ADMJ-106		95%	67%		89%	75%		100%	56%		74%			*	77%	15%
ADMJ-108		77%			86%			93%	60%	81%	100%		67%	64%	79%	14%
ADMJ-110		84%			78%										81%	14%
ADMJ-120			90%			88%		90%	73%	63%	79%		78%	70%	80%	11%
ADMJ-123		82%						78%		79%			90%		81%	12%
ADMJ-125			71%			89%			64%		64%			60%	69%	14%
ADMJ-134		88%													88%	12%
ADMJ-670		53%	40%		43%	56%									49%	7%

(Discount ADMJ 110, 134, 670 which have been deleted from Program, summer sessions, and x-listed LEGL).

#### Success rates (in descending success order):

	Success:	Retention:
ADMJ 123 - Police Field Operations	82.3%	88%
ADMJ 106 - Legal Aspects of Evidence	79.4%	85%
ADMJ 120 - Criminal Investigation	78.9%	89%
ADMJ 108 - Community Relations	78.5%	86%
ADMJ 102 - Principles and Procedures of the Justice System	74.2%	74%
ADMJ 104 - Concepts of Criminal Law	72.7%	85%
ADMJ 100 - Introduction to Criminal Justice	71.4%	85%
ADMJ 125 - Juvenile Procedures	69.6%	86%

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#### Averages:

**76%**

**85%**

#### SUCCESS RATE COMPARISONS:

None available for College.

#### RETENTION RATE COMPARISONS:

None available for College.

#### COMMENTS:

##### Success Rates

We consider 70% to be a reasonable and pragmatic success rate target for the Program. During the captioned semester period, the Program's all-courses success rate was 76%.

The low success rates for ADMJ 100 attributed to that course being the Program's introductory course, one that most students tend to begin with upon entering the Program, and students are becoming newly familiar

## SKY Instructional Comprehensive Program Review

with the Program with most not having knowledge/experience from having previously taken any courses. We will need to focus on recognizing this fact and make adjustment so that these rates can be improved.

ADMJ 123 has the highest success rates, but it has the least number of course offerings every year. Recommend that we increase the number of course offerings so that students can complete the Program.

ADMJ 106, 120, and 108 are well attended and students tend to do well in those course, too.

ADMJ 102 and 104 tend to be legal-heavy and more technical than most of the other courses, thus their lower success rates.

The ADMJ 125 course (69.6%) fell just slightly below the 70% success target rate, while the other 7 courses averaged 77% success. We will investigate to determine why this is.

The data above reflects course success and retention up to spring 2022. We believe that the semesters after that will show the rates to be higher than they appear here.

### Retention Rates

We consider 80% to be a reasonable and pragmatic retention rate target for the Program. During the captioned semester period, the Program's all-courses retention rate is 85%.

All of the Program's courses had retention rates of 85% or higher, except for ADMJ 102 which was 74%. This course tends to be legal-heavy and technical. We will need to examine the reasons for the comparatively low retention rates and make improvements.

The ADMJ 102 course retention rate (74%) fell below the 80% retention target rate, while the other 7 courses averaged 86% retention. We will investigate to determine why this is.

**ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).**

### PROGRAM SUCCESS (ANNUAL)

Program overall success rate (71.6%) was 5% below the College's overall success rate (76.6%). Program success rates showed steady declines from 76.7% (Yr.1) to 64.4% (Yr. 4), a -12.3% decrease, likely impacted by the COVID pandemic, work and family circumstances, and ongoing construction at the College (ADMJ located in Bldg. 1), but showed a dramatic uptick to 71% (+6.6%) in Yr. 5, averaging to 71.6% for Years 1-5. College overall success rates remained relatively stable at around 76.6%, most recently rising to 77%. Program success averaged -5.0% below the College.

### PROGRAM RETENTION (ANNUAL)

Program overall retention rates (87.7%) was 5.1% below the College's overall retention rate (92.8%). The Program's overall retention rates averaged 84.5% in years 1, 2, 4, and 5. There was an uptick to 100% in Yr 3, bringing the average to 87.7%. College overall retention rates (92.8%) was 5.1% above the Program's overall retention rate (87.7%). College overall retention rates were relatively stable from 88.3% (Yr.1) and averaging 94% for the following 4 years.

### PROGRAM SUCCESS (ETHNICITY)

Program Filipino enrollments had the highest success rates (82%) followed by White (76%), Asian (75%), Hispanic/Latinx (70%), and Black 43%. College Asian enrollments had the highest success rates (86%) followed by White (78%), Filipino and Multiraces (76%), Hispanic/Latinx (71%), and Black (64%).

### PROGRAM RETENTION (ETHNICITY)

Program Filipino enrollments, and Pacific Islanders (small % of enrollments), were tied at having the highest retention rates (91% each), followed by Asian and Hispanic/Latinx (tied at 89%), Multiraces (88%), White (86%), and Black (78%). College Asian enrollments had the highest retention rates (96%) followed by White (94%), Unreported (93%), Filipino and Multiraces (tied at 92%), Hispanic/Latinx (91%), and Black (89%).

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### **PROGRAM SUCCESS (GENDER)**

Program male success rates (74%) were 5% higher than female success rates (69%). College female success rates (78%) were 3% higher than male success rates (75%).

### **PROGRAM RETENTION (GENDER)**

Program male retention rates (89%) were 2% higher than female retention rates (87%). College female and male retention (both 93%) were 6% higher than Program female (87%) and 4% higher than Program male (89%). College female and male retention rates were tied at 93% each. Program female retention rates were 6% lower than College female retention rates. Program male retention rates were 4% lower than College male retention rates. College genders are generally equally distributed among the various disciplines.

### **PROGRAM SUCCESS (MODALITY)**

PROGRAM: Program F2F success rates (74%) were 6% higher than Program online (async) success rates (68%). Program F2F success rates were 5% lower than the College. Program online success rates were 6% lower than the College. College F2F success rates (79%) were 5% higher than College online (async) success rates (74%). College F2F success rates were 5% higher than the Program. College online success rates were 6% higher than the Program.

### **PROGRAM RETENTION (MODALITY)**

Program F2F retention rates (89%) were 3% higher than Program online (async) success rates (86%). Program F2F retention rates were 4% lower than the College. Program online retention rates were 6% lower than the College. College F2F retention rates (93%) were 1% higher than College online (async) retention rates (92%). College F2F retention rates were 4% higher than the Program. College online retention rates were 6% higher than the Program.

### **PROGRAM SUCCESS (AGE)**

Program age success rates were highest among Under 18 students (78%), followed by 23-28 (75%), 18-22 (72%), and falling to under 70% for the advanced ages beyond. The majority of Program students (75%) were between age Under 18 to age 28. College age success rates were highest among Under 18 students (86%), followed by 50-59 (80%), 40-49 (79%), 29-39 (76%), 18-22 (74%), and 23-28 (73%). The majority of College students were those Under 18 (86%) and those age 50+ (81%). The two largest success groups were ages at both ends of the age scale.

### **PROGRAM RETENTION (AGE)**

Program age retention rates were highest among Under 18 students (94%), followed by 18-22 and 29-39 (tied at 88%), 23-28 (87%), 40-49 (84%), 50-59 (74%). The majority of Program students (94%) were between age Under, followed by 18-22 and 29-39 (tied at 88%), and 23-28 (87%). College retention rates were higher than the Program. College age retention rates were highest among Under 18 students (97%), followed by 29-39, 40-49, 50-59, and 60+ (all tied at 93%), with 18-22 (92%), and 23-28 (91%). College students in all age brackets had above 90% retention rates. The largest retention age group was Under 18 (97%).

### **PROGRAM SUCCESS (GOAL)**

Program success rates were highest for College Preparation students (81%), then by 4 yr. students (77%), Degree/Transfer (72%), CTE Certif/Career Development (70%), and Exploratory (63%). College success rates were highest for College Preparation students (90%), then by 4 yr. students (85%), CTE Certif/Career Development and Exploratory (tied at 79%), and Degree/Transfer (74%).

### **PROGRAM RETENTION (GOAL)**

Program retention rates were highest for College Preparation students (96%), then by CTE Certif/Career Development (91%), Degree/Transfer (89%), 4 yr. students (84%), and Exploratory (71%).

## SKY Instructional Comprehensive Program Review

College retention rates were highest for College Preparation students (98%), then by 4 yr. students (95%), CTE Certif/Career Development and Exploratory (tied at 93%), and Degree/Transfer (92%).

### PROGRAM SUCCESS (FT/PT)

Program success rates were higher for FT (77%) than PT (66%) students. FT Program and College students were tied, each with a 77% success rate. The College had a higher success rate (77%) for PT students than the Program (66%). College success rates were equally tied at 77% for both FT and PT students.

### PROGRAM RETENTION (FT/PT)

Program retention rates were higher for FT (91%) than PT (84%) students. The College had a higher FT retention rate (93%) for students than the Program (91%), and a higher PT retention rate (92%) for students than the Program (84%). There was a wider success gap between Program FT / PT students than the College. College retention rates were higher for FT (93%) than for PT (92%) students. The College had a higher FT retention rate (93%) for students than the Program (91%), and a higher PT retention rate (92%) for students than the Program (84%). The College success gap was only a 1% difference.

### PROGRAM SUCCESS & RETENTION (COURSES)

The average success and retention rates for the Program's 8 courses appear below. These numbers only extend to spring 2022. We believe that the rates will be higher when fall 2022 thru fall 2023 are included.

Averages:

Success: 76% (6% higher than Program target).

Retention: 85% (5% higher than Program target).

We consider 70% to be a reasonable and pragmatic success rate target for the Program. During the captioned semester period, the Program's all-courses success rate was 76%.

We consider 80% to be a reasonable and pragmatic retention rate target for the Program. During the captioned semester period, the Program's all-courses retention rate was 85%.

The data above reflects course success and retention up to spring 2022. We believe that the semesters after that will show the rates to be higher than they appear here.

The ADMJ 120 and ADMJ 125 courses fell below the 70% success target rate, while the other 6 courses averaged 77% success. We will investigate to determine why this is.

The ADMJ 102 course fell below the 80% retention target rate, while the other 7 courses averaged 86% retention. We will investigate to determine why this is.

**iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?**

#### PROGRAM SUCCESS (ANNUAL)

2018-19	76.7%
2019-20	73.3%
2020-21	71.2%
2021-22	64.4%
2022-23	71.0%
<hr/>	
Average	71.6%

## SKY Instructional Comprehensive Program Review

PROGRAM: Program overall success rate (71.6%) was 5% below the College's overall success rate (76.6%). Program success rates showed steady declines from 76.7% (Yr.1) to 64.4% (Yr. 4), a -12.3% decrease, possibly impacted by the COVID pandemic, work and family circumstances, and ongoing construction at the College (ADMJ located in Bldg. 1), but showed a dramatic uptick back up to 71% (+6.6%) in Yr. 5, averaging out to 71.6% for Years 1-5.

### COLLEGE SUCCESS (ANNUAL)

2018-19	76.7%
2019-20	73.3%
2020-21	71.2%
2021-22	64.4%
2022-23	71.0%
<hr/>	
Average	71.6%

COLLEGE: College overall success rates remained relatively stable at around 76.6%, most recently rising to 77%. Program success averaged -5.0% below the College.

### PROGRAM RETENTION (ANNUAL)

2018-19	88.4%
2019-20	85.8%
2020-21	100.%
2021-22	81.5%
2022-23	82.1%
<hr/>	
Average	87.7%

PROGRAM: Program overall retention rates (87.7%) was 5.1% below the College's overall retention rate (92.8%). The Program's overall retention rates averaged 84.5% in years 1, 2, 4, and 5. There was an uptick to 100% in Yr 3, bringing the average to 87.7%.

### COLLEGE RETENTION (ANNUAL)

2018-19	88.3%
2019-20	91.6%
2020-21	98.7%
2021-22	95.0%
2022-23	90.6%
<hr/>	

## SKY Instructional Comprehensive Program Review

Average 87.7%

COLLEGE: College overall retention rates (92.8%) was 5.1% above the Program's overall retention rate (87.7%). College overall retention rates were relatively stable from 88.3% (Yr.1), averaging 94% for the following 4 years.

Program success rates (71.6%, on average, have been within 5% of the College's success rates (76.6%). Program retention rates (87.7%), on average, have been within 5.1% of the College's retention rates (92.8%).

Our plan is to assess the disparity and focus on raising both categories to meet or exceed those of the College.

### 4.B. INDIVIDUAL COURSE SUCCESS RATES

**Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?**

The ADMJ Program has a minimum individual acceptable course success rate of **70%**. The ADMJ Program has a minimum individual acceptable course retention rate of **80%**.

*Refer to below chart. Course success rate average (74%) exceeded the 70% target by +4%. Course retention rate average (85%) exceeded the 80% target by +5%.*

#### INDIVIDUAL COURSE SUCCESS & RETENTION RATES: (SU-17 TO SP-22)

COURSE:	SUCCESS	RETENTION
ADMJ 100	70%	85%
ADMJ 102	65%	74%
ADMJ 104	72%	85%
ADMJ 106	77%	85%
ADMJ 108	79%	86%
ADMJ 120	80%	89%
ADMJ 123	81%	88%
ADMJ 125	69%	86%
<hr/>		
<b>Averages:</b>	<b>74%</b>	<b>85%</b>

We consider 70% to be a reasonable and pragmatic success rate target for the Program. During the captioned semester period, the Program's all-courses success rate is 74%, +4% over 70% benchmark.

We consider 80% to be a reasonable and pragmatic retention rate target for the Program. During the captioned semester period, the Program's all-courses retention rate is 85%, +5% over 80% benchmark.

The data above reflects course success and retention up to spring 2022. We believe that the semesters after that will show the rates to be higher than they appear here.

The ADMJ 102 (65%) and ADMJ 125 (69%) courses fell below the 70% success target rate, while the other 6 courses averaged 77% success (+7% above target benchmark).

The ADMJ 102 (74%) course fell below the 80% retention target rate, while the other 7 courses averaged 86% retention.



## SKY Instructional Comprehensive Program Review

The two courses that are of concern to us are the ADMJ 102 course (success and retention rates) and the ADMJ 125 course (success rate.) We will examine these shortfalls to determine what the causes may be and then take steps to improve them.

### 4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed during the past five years?

Number of Course SLOs:

30

Percentage:

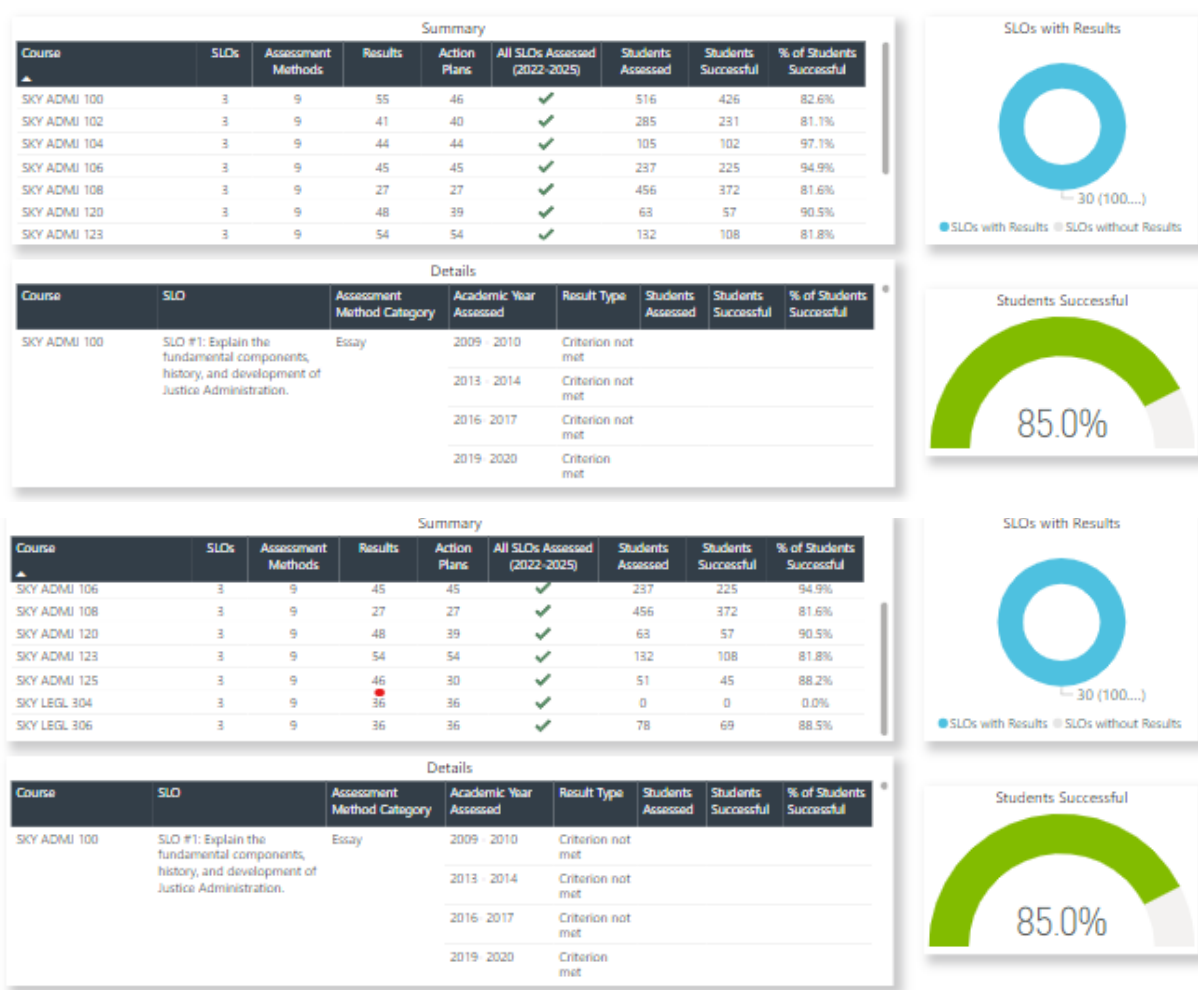
100

ii. How well is the program meeting its PSLOs?

Mapping/rollup of Course SLO to PSLO to ISLO Assessment Rates

(Data from Sky Course SLO Dashboard)

Top graphic: ADMJ 100, 102, 104, 106, 108, 120, 123. Bottom graphic: ADMJ 125, LEGL 304, 306.



Course Student Success Rate: 88.5%

## SKY Instructional Comprehensive Program Review

ADMJ 100	82.6%
ADMJ 102	81.1%
ADMJ 104	97.1%
ADMJ 106	94.9%
ADMJ 108	81.6%
ADMJ 120	90.5%
ADMJ 123	81.8%
ADMJ 125	88.2%

*LEGL 304 (Not assessed due to lack of student enrollments in this cross-listed course)*

LEGL 306	88.5%
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On average, course student success rates indicate target benchmarks are being met.

### **Mapped PSLO Success Rate: 87.6%**

PSLO - Criminal Justice	86.5%
PSLO - Ethics	91.0%
PSLO - Communication	86.5%
PSLO - Analysis	86.5%

On average, PSLO student success rates indicate target benchmarks are being met.

### **Mapped ISLO Success Rate: 88.5%**

ISLO - Effective Communication

ISLO - Information Literacy

ISLO - Community Engagement

ISLO - Critical & Creative Thinking

ISLO - Lifelong Wellness

On average, ISLO student success rates indicate target benchmarks are being met.

### **Description of ADMJ Course and Program Assessment:**

#### **Course Assessment (SLOs)**

Each ADMJ (*and cross-listed LEGL*) course has three SLOs (*Specific to each course.*)

Course SLOs "map up" to the Program's four PSLOs (*See list above.*)

Program PSLOs "map up" to the College's five ISLOs (*See list above.*)

#### **Course SLO assessment measures (*the same for each course*):**

1. 70% of students to score higher on post-testing with grade of C+ or better over pre-test. (*C for ADMJ 100*)
2. 70% of students to score a C+ or better average on course essay assignments. (*C for ADMJ 100*)
3. 70% of students to achieve a C or better final course grade.

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### Program's four PSLOs:

*Upon completion of the ADMJ Program students will be able to:*

**Criminal Justice** - Identify and describe the structure and functions of the main components of the criminal justice system: law enforcement, courts, corrections, and juvenile justice.

**Ethics** - Recognize the importance of, and practice of, ethical behavior in a professional criminal justice work setting, both within the agency and within the community.

**Communication** - Exhibit strong and effective written and oral communication skills.

**Analysis** - Critically consider, analyze, and research special issues in criminology and criminal justice and their effects on society.

### Program PSLO assessment measures:

1. 70% of students to score a C or better average on Program midterm & final exams.
2. 70% of students to score a C or better average on Program essay assignments.
3. 70% of students to achieve a C or better average on Program final grades.

### iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

The Program's four PSLOs are still relevant. No changes are needed.

### iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

### Program SLO and PSLO Assessments are current:

All of our Course SLO and Program PSLO assessments are current. We actually worked "ahead", completing other course assessments that were not yet scheduled to be completed (*per the current SLO/PSLO Calendar*). (*LEGL 304 was not recently assessed by the ADMJ Program as course had no enrollments when offered.*)

### Course F2F and O/L Modality Comparisons - *New!*

We have begun to compare in-person and online (asynchronous) modalities of assessed courses to determine what differences there may be between them, such as when courses are offered in both modalities in the same semester or in different modalities in adjoining semesters.

### Changes to Course (SLO) and Program (PSLO) Assessment Methods:

We made changes to our assessment methods since our previous CPR and PRUs (see below):

### Course Pre-test / Post-test Measure:

We found that many students were not completing the short course pre-tests and post-tests that were intended to determine how much the student knows at the start of a course and how much the student has learned on completing a course. This process became useless since very few students took these voluntary tests, knowing these tests would not be counted toward their grades, so there was little incentive for them.

While we retained the original course pre-test (students encouraged to complete it as course "participation") we decided to measure the pre-test against the average grades of the midterm and final tests combined. This has yielded a greater degree of participation and results, and a truer assessment of course learning.

**Program Assessment** is similar, as we use the combined grades of the assessed courses' midterm and final tests against a targeted average grade standard. (Midterm exams test the *first* half of a course, while final exams test the *second* half the course). We have no all-inclusive final exam for our courses.

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### Course Essay Assignments Measure:

Rather than using a single major assignment to determine to assess students' ability to express themselves regarding knowledge of course content, we decided to use several essay assignments in each course and then averaging the total essay grades together. This allows more artifacts to be examined and allows for improvements from one essay to the the next. It results in a truer picture of the students' ability with more essay submission opportunities, rather than relying on a single selected essay assignment.

**Program Assessment** is silimar, as we use the combined grades of the assessed courses' essay assignments against a targeted average grade standard.

### Course Final Grade Measure:

We had been using a third assessment measure of a 5-point Likert scale anonymous student satisfaction survey for many years. We found that most students consistently reported being "Highly Satisfied" or "Satisfied." We didn't feel that we were getting sufficient or useful feedback from this method.

Also, as the PRIE Office has recently developed its own independent anonymous Program student survey (SurveyMonkey), it makes the Program-administered student survey unnecessary, so we abandoned ours.

Instead, we replaced our own survey with an assessment that takes the average of the final course grades and measuring it against a target standard to determine if learning has occurred. This assessment measure yields more useful information for that determination.

**Program Assessment** is similar, as we use the combined grades of the assessed courses' final grades aganist a targeted average grade standard.

### COURSE ASSESSMENTS OF CONCERN (ONLY) ARE LISTED BELOW IN THIS SECTION

Assessment targets have largely been **met** for most of our courses over the years. Pre-Covid (F/20), our courses were only offered in-person. We highlight below only those courses having results **NOT MET** or **INCONCLUSIVE**, and have included, if applicable, their most recent improvement results.

**TERMS:** F2F = Face-to-Face course. O/L = Online course.

**PRE-TESTS:** We found that most students typically don't do well in the pre-test that precedes the start of an assessed course, which is later compared to post-testing (midterm + final tests) and is used to measure student learning. This is not a concern because students are not expected to have much knowledge of a course's subject matter upon entry, but we do expect them to be able to display subject matter mastery upon completing an assessed course. Low pre-test scores were generally common to all of our courses.

**NOTE:** Dashboard info-graphic (Su/17 to Sp/22) course success rates appear **INCORRECT** when adding the figures. The **CORRECT** success rates for the graphic figures are stated after each of the following courses:

### ADMJ COURSE ASSESSMENTS

#### ADMJ 100 - INTRODUCTION TO CRIMINAL JUSTICE

**Post-test** - Benchmark **NOT MET** in 2013-14 (F2F) and 2022-23 (O/L).

**Essay** - Benchmark **NOT MET** in 2013-14 (F2F) and 2016-17 (F2F).

**O/L Fa/22** - This course's post-test success criterion was **NOT MET** as only 53% of students met the 70% of students benchmark (-17%).

**F2F Fa/22** - We compared the above results to the F2F modality of the course where 90% of students **MET** the success criterion. F2F students did better than O/L students in the same semester.

## SKY Instructional Comprehensive Program Review

**Comments** - This introductory course can be difficult for students just entering the Program and are unfamiliar with content. Our action plan is for the course's instructors to discuss these results and consider revisiting the pre-test and post-testing questions, instruction methods, and/or modalities, to identify reasons for the results disparity. We did see success in Fa/22 (F2F) over previous assessments.

**Dashboard Student Success Rate by Course (Su/17 - Sp/22) = 75%**

### ADMJ 102 - PRINCIPLES AND PROCEDURES OF THE JUSTICE SYSTEM

**Post-test** - Benchmark **NOT MET** in 2013-14 (F2F) and 2020-21 (O/L).

**Essay** - Benchmark **NOT MET** in 2017-18 (F2F).

**O/L Sp/21** - This course's post-test success criterion was **NOT MET** as only 45% of students met the 70% of students benchmark (-25%). The course's essay success criterion was **MET** as 100% of students met it.

**O/L Sp/22** - Our action plan was to revisit the pre-test and post-testing methods and make revisions, which we did. This resulted in the next year's O/L course showing an improvement as 82% of the students **MET** the post-test success criterion, a +37% increase from the previous year's O/L course offering. The course's essay success criterion was also **MET** as 90% of students met it.

**Comments** - This course can be somewhat difficult as it is jargon-technical and legal-heavy. Our action plan is to revisit the pre-test and post-testing questions and make adjustment to see if results improve. We did see success in Sp/22 (O/L) over Sp/21 (O/L) assessment. We need to improve the success rate a bit.

**Dashboard Student Success Rate by Course (Su/17 - Sp/22) = 70%**

### ADMJ 104 - CONCEPTS OF CRIMINAL LAW

**Post-test** - Benchmark **NOT MET** in 2012-13 (F2F) and **INCONCLUSIVE** in 2021-22 (O/L).

**Essay** - Benchmark **NOT MET** in 2017-18 (F2F). Benchmark **INCONCLUSIVE** in 2021-22 (O/L).

**F2F Fa/22** - Our action plan was to revisit the pre-test and post-testing questions, and the essay, and make revisions, which we did. This resulted in this year's F2F course showing improvements as 90% of students **MET** the success criterion for the post-test, and 100% of students **MET** the success criterion for the essay, improvement in both areas from the course's previous assessment. The companion cross-listed LEGL 304 course was not assessed as it was cancelled due to no course enrollments.

**Comments** - This course can be somewhat difficult as it is jargon-technical and legal-heavy. Our action plan was to revisit the pre-test and post-testing questions and the essay assignments and make adjustments to see if the results would improve, and they did in both areas.

**Dashboard Student Success Rate by Course (Su/17 - Sp/22) = 73%**

### ADMJ 108 - COMMUNITY RELATIONS

**Post-test** - Benchmark **NOT MET** in 2017-18 (F2F).

**O/L Fa/21** - Our action plan was to revisit the pre-test and post-testing questions and make revisions, which we did. This resulted in this year's F2F course showing improvements as 89% of students **MET** the success criterion for the post-test.

**F2F Sp/23** - We compared the above O/L Fa/21 results to the F2F Sp/23 modality of the course where 78% of students **MET** the post-test success criterion. O/L students did better than F2F students in this course.

**Comments** - While both course assessments resulted in success benchmarks being **MET** we are unsure why there was an 11% difference between the results. We will monitor the course in both its modalities.

**Dashboard Student Success Rate by Course (Su/17 - Sp/22) = 79%**

## SKY Instructional Comprehensive Program Review

### ADMJ 120 - CRIMINAL INVESTIGATION

**Post-test** - Benchmark **NOT MET** in 2017-18 (F2F).

**F2F Sp/23** - Our action plan was to revisit the pre-test and post-testing questions and make revisions, which we did. This resulted in this year's F2F course showing improvements as 86% of students **MET** the success criterion for the post-test.

**Comments** - The current assessment of the F2F modality of this course resulted in the success benchmark being **MET** after adjustments were made to the test questions.

**Dashboard Student Success Rate by Course (Su/17 - Sp/22) = 79%**

### ADMJ 123 - POLICE FIELD OPERATIONS

**Post-test** - Benchmark **MET** in Fa/22 (O/L), but at the minimum (70%).

**Essay** - Benchmark **NOT MET** in 2017-18 (F2F).

**O/L Fa/22** - While the course post-test result was **MET**, it was at the rock-bottom minimum (70%). Also, after we revisited the course's essay and made revisions, the essay benchmark was **MET** (100%) this time, an improvement over the essay's 2017-18 assessment result.

**F2F Fa/23** - We assessed the course the following year in its F2F modality. This resulted in this F2F course showing also doing well as 83% of students **MET** the success criterion for both the the post-test and essay.

**Comments** - The 2022 and 2023 assessments of this course (O/L and F2F modalities) resulted in the post-test and essay success benchmark being **MET** after adjustments were made to both measures.

**Dashboard Student Success Rate by Course (Su/17 - Sp/22) = 82%**

### ADMJ PROGRAM ASSESSMENTS

Summary						
PSLO	Assessment Methods	Results	Action Plans	Students Assessed	Students Successful	% of Students Successful
Criminal Justice	3	14	12	362	313	86.5%
Ethics	3	12	12	344	313	91.0%
Communication	3	12	12	362	313	86.5%
Analysis	3	13	12	362	313	86.5%

#### PROGRAM ASSESSMENT CONCERNS:

We have no Program assessment concerns. Program success criterion benchmarks are being **met**. In the infographic (above), the Program's four PSLO categories average a collective student success rate of **88%**.

#### 4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

COURSES WITH STUDENT SUCCESS AND SLO RESULTS CONCERNS: (Data from Course SLO Assessment Dashboard)

ADMJ 100 - INTRODUCTION TO CRIMINAL JUSTICE



## SKY Instructional Comprehensive Program Review

2018-2024 Course SLO Assessment Dashboard Summary: ADMJ 100 all-SLO success rate = 85% (both modalities.) In-person modality average = 93%, online modality average = 77%.

2022-23 pre-test/post-test assessment: ADMJ 100 both modalities SLO success rate = 72%. Online modality success rate = 53% (Not Met); in-person modality success rate = 90% (Met).

Pre-test/post-test students averaged a -5% lower success rate than overall assessment methods. Online course SLO benchmark = Not Met, in-person course SLO benchmark = Met.

### ADMJ 102 - PRINCIPLES AND PROCEDURES OF THE JUSTICE SYSTEM

2018-24 Course SLO Assessment Dashboard Summary: ADMJ 102 all-SLO success rate = 81% (both modalities.)

2021-22 pre-test/post-test assessment: ADMJ 102 online modality SLO success rate = 45% (Not Met.)

2022-23 pre-test/post-test assessment : ADMJ 102 online modality SLO success rate = 82% (Met).

2021-22 to 2022-23 pre-test/post-test assessment average = 64% (Not Met.)

Pre-test/post-test students averaged a -17% lower success rate than overall assessment methods. Online course SLO benchmark = Not Met, in-person course SLO benchmark = Met. However, there was a +37% improvement from the s/2021 assessment to the s/2022 assessment, which is encouraging.

### COMMENTS:

For the ADMJ 100 and ADMJ 102 courses, the SLO deficiencies were attributed to the pre-test/post-test SLO assessment method. The fact that the pre-test/post-test was the central concern for these two courses prompted us to reconsider our approach to that assessment method and to consider making revisions for all of the Program's courses. Prior to making those revisions, the pre-test for each course was a 20-Q true/false test that contained a cross-section sampling of questions taken from their midterm and final exams. Pre-tests are administered at the start of each course to assess students' knowledge of a course's content. The exact same test is then administered as the post-test at the end of each course to assess students' knowledge after completing the course. We then analyze the pre-test and post-test scores to see if students' knowledge has improved.

The target benchmark for the ADMJ 100 course is: 70% of students to score higher on post-test over pre-test with a grade of "C" or better. (This is the ONLY course with a "C" benchmark.)

The target benchmark for the ADMJ 102 course is: 70% of students to score higher on post-test over pre-test with a grade of "C+" or better. (All other courses also have a "C+" benchmark.)

Since the pre-test/post-test assessment method is "voluntary" (students realized their scores were not counted toward their course grades) there were students who didn't bother to take these assessment tests, and those that did take them may have simply just randomly checked the True-False answers without giving it their best effort for each test. In some cases, students might take one of the tests but not the companion test. We surmise that these factors may have played a part in low participation rates (as well as low SLO student success rate results.) In fact, a review of previous assessment years (pre 2022-23) shows a pattern of SLO success benchmarks "not met" with regard to the pre-test/post-test assessment method we had been using.

In 2022-23, we revised our pre-test/post-test methods as follows: we retained the original pre-test (described

## SKY Instructional Comprehensive Program Review

above), but made it count toward a course "participation" activity. Although a pre-test's score is not factored into a student's grade, that the student participates in this course activity can be factored. This tends to encourage most students to choose to take the pre-test.

Next, we eliminated the pre-test's companion post-test (they were both the same test), and instead replaced it with the average scores of the student's midterm exam and final exam. This yields more participants and more reliable test scores, presumably where students are giving their best effort. Our course midterm exams test student knowledge of the first-half of course material, while our course final exams test student knowledge of the second-half of course material.

After launching the revised pre-test/post-test assessment method in 2022-23, we found that the ADMJ 100 course's assessment success rates improved, as did the ADMJ 102 course's.

### ADMJ 120 - CRIMINAL INVESTIGATION and ADMJ 125 - JUVENILE PROCEDURES

We are monitoring the ADMJ 120 and ADMJ 125 courses which had success target rates falling below the 70% benchmark, while the other 6 courses averaged 77% success. We will investigate to determine why this is.

#### 4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

#### NUMBER OF AWARDS BY ACADEMIC YEAR (2018-19 TO 2022-23)

##### ADMJ PROGRAM CERTIFICATE OF COMPLETION:

2018-19	2019-20	2020-21	2021-22	2022-23
3	*	*	*	*

**Awards: 3** — Average semesters to complete: **5.7**

##### ASSOCIATE OF ARTS (A.A.) DEGREE:

2018-19	2019-20	2020-21	2021-22	2022-23
4	6	8	*	*

**Awards: 18** — Average semesters to complete: **10.4**

##### ASSOCIATE OF SCIENCE (A.S.) DEGREE:

2018-19	2019-20	2020-21	2021-22	2022-23
*	*	1	3	2

**Awards: 6** — Average semesters to complete: **12.2**

##### ASSOCIATE OF SCIENCE TRANSFER (A.S.-T) DEGREE (CSU):

2018-19	2019-20	2020-21	2021-22	2022-23
11	22	25	11	14

**Awards: 83** — Average semesters to complete: **8.9**

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### ASSOCIATE OF SCIENCE TRANSFER (A.S.-T) DEGREE (CSU or UC):

2018-19	2019-20	2020-21	2021-22	2022-23
3	8	9	7	10

**Awards: 37** — Average semesters to complete: **8.0**

### ADMJ STUDIES PROGRAM CERTIFICATE OF COMPLETION:

2018-19	2019-20	2020-21	2021-22	2022-23
4	1	7	3	4

**Awards: 19** — Average semesters to complete: **8.6**

#### Comments:

ADMJ Certificate semesters to completion averaged **7.2** semesters between the two types \*.

There were fewer ADMJ A.S. degrees than A.A. degrees awarded, but that is a result of the Program's degree modification from an A.A. to an A.S. degree to align our two-year degree with that of CSM and our own AS-T degree.

There were more ADMJ AS-T (CSU) degrees than (CSU or UC) degrees. All Program courses are CSU transferable (7 of 8 approved as TMC curriculum). Two of the Program's courses (ADMJ 120 and ADMJ 123) are *not* UC transferable.

Most student academic goals are toward transfer degrees (**120** awards), associate degrees (**24** awards), and Program certificates (**22** awards.)

\* We are unclear as to the difference between the ADMJ Certificate of Completion (**3**) and the ADMJ Studies Certificate of Completion (**19**.)

The amount of semesters (and time) to reach these goals can be improved by a concerted effort of using guided pathways, including transfer pathway, sufficient course offerings and instructors, and by scheduling classes in such a way that students are easily able to get into the courses they need, in adjoining semesters, so that they can get in, get through, and proceed on their journey without wasting time, energy, or momentum.

#### ii. What changes do the data suggest are necessary for the program to explore?

None.

### 4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

#### LABOR MARKET DATA

The career labor market employment opportunities in the fields Law Enforcement (Police, Sheriffs) and related criminal justice and legal fields are increasing. In fact, due to the rise in crime, LE agencies are offering hiring bonuses to attract candidates.

Example: The City of Alameda is offering a **\$75,000 HIRING INCENTIVE** for qualified lateral candidates while funds are available.

Finding excellent candidates for police work is critical, and agencies are aware of this fact. Candidates must have the education, the skills, and the temperment for performing the duties of law enforcement.

## SKY Instructional Comprehensive Program Review

With AB 458 legislation, California peace officers will need to possess, starting January 1, 2028, a four-year college or university degree OR, in the alternative, a two-year degree in a "Modern Policing Program" from an accredited community college, just to be able to achieve the Basic POST Certificate.

### WalletHub Survey

Every year, WalletHub conducts a comprehensive survey of the attractiveness of law enforcement careers across the U.S., factoring in risks, compensation, and work environment quality. The study compares states using 30 key metrics across opportunity, training requirements, median income, job hazards and police deaths per 1,000 officers. Its purpose is to guide those considering or are currently in law enforcement toward the states offering the most favorable working conditions.

As was the case in the 2022 survey, the **TOP FIVE locations for 2023** (in order of preferability) are:

1. California
2. District of Columbia
3. Connecticut
4. Maryland
5. Illinois

On the other end of the scale, those ranked as the **FIVE WORST STATES** in which to be a police officer are:

1. Arkansas
2. Alaska
3. West Virginia
4. Kentucky
5. Nevada

### LIGHTCAST JOB MARKET DATA:

#### 5 Occupations

23-1023 Judges, Magistrate Judges, and Magistrates

23-1011 Lawyers

23-1021 Administrative Law Judges, Adjudicators, and Hearing Officers

23-1012 Judicial Law Clerks

33-1011 First-Line Supervisors of Correctional Officers

#### 8 Counties

6001 Alameda County, CA

6013 Contra Costa County, CA

6041 Marin County, CA

6075 San Francisco County, CA

6081 San Mateo County, CA

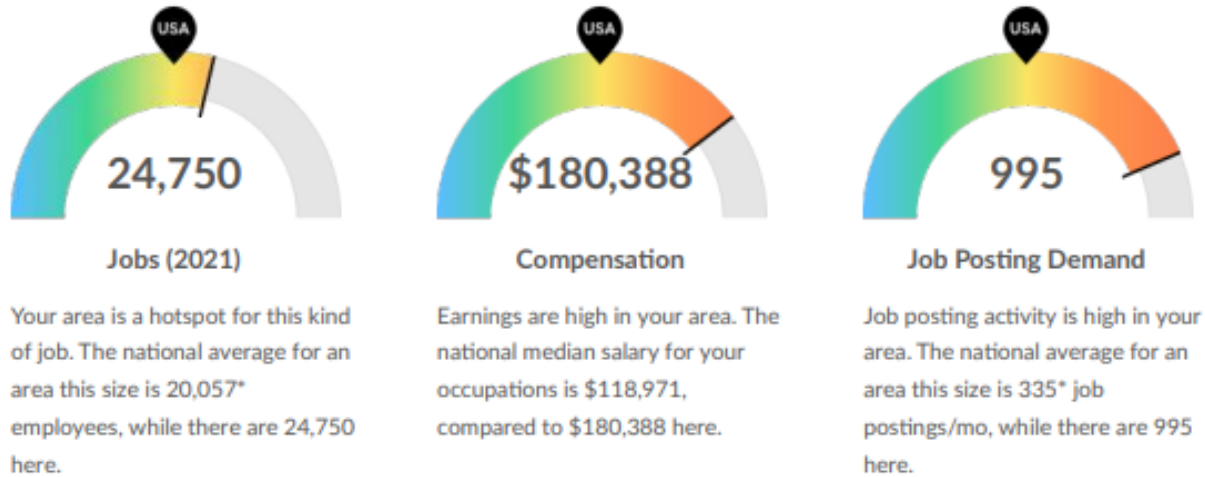
6085 Santa Clara County, CA

6087 Santa Cruz County, CA

6095 Solano County, CA

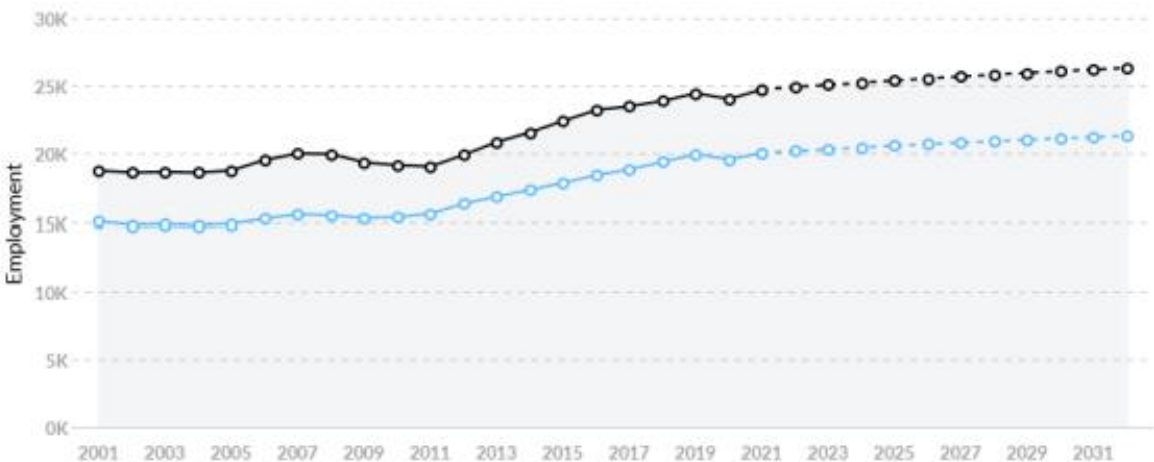
## SKY Instructional Comprehensive Program Review

### Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



### Regional Employment Is Higher Than the National Average

An average area of this size typically has 20,057\* jobs, while there are 24,750 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



#### Highlights:

- \* Aggressive Job posting demand over a deep supply of regional jobs.
- \* Area is a hotspot for jobs in the ADMJ field.
- \* Earnings are high in our area. National median salary for area is \$118,971 compared to \$180,388 here.
- \* Regional employment is higher than the national average.
- \* National average job supply is 20,057. Our area is 24,750.
- \* Most jobs available in San Francisco, Santa Clara, Alameda, San Mateo, and Contra Costa Counties.
- \* Legal services account for 54.4% of sought jobs, followed by local government (13.4%), state government (7.6%), and federal government (2.7%).
- \* Highest demand for lawyers.

## SKY Instructional Comprehensive Program Review

### \* TOP TWO OCCUPATIONAL PROGRAMS: LAW; CRIMINAL JUSTICE STUDIES!

#### \* Target listed occupations:

- #5 Police and Sheriff Patrol Officers;
- #11 Correctional Officers and Jailers;
- #15 Probation Officers;
- #16 Public Safety Telecommunications;
- #19 Police Supervisors and Detectives;
- #20 Detectives and Criminal Investigators;
- #22 Private Detectives and Investigators;
- #27 Court Bailiffs, and
- #28 Transit Police.

## Job Growth Trend

Predicted job growth for all lawyers is 8 percent from 2016 to 2026, which about the same as other occupations. The government will continue to need lawyers to prosecute criminal cases. However, budgetary constraints at all levels of government may moderate employment growth in the public defense sector. In 2018, more students are graduating from law school than there are available jobs, so competition is still strong.

## Average Pay for a Criminal Justice Major

Undergraduate degree holders with majors in criminal justice most often enter five different fields: law enforcement, corrections, private security, forensic science and law. Criminal justice majors are probably best equipped to work in the subfield in which they specialized in college – which may include homeland security, corrections, juvenile justice or a related field.

While the criminal justice degree salary ranges for these five different fields vary dramatically, criminal justice majors working in law can expect to earn the most, and security guards can anticipate making the least.

## Police and Detective Work

The Bureau of Labor Statistics, or BLS, reported a median annual salary of police and detectives at **\$67,290** as of 2020. The highest-paid 10 percent earned more than **\$113,860**, while the lowest 10 percent took home less than **\$39,130** over the same period. Detectives and criminal investigators made a significantly higher average salary than their lower-ranking counterparts, earning an average of **\$86,940** per year.

Criminal justice majors may be particularly well suited for work with the FBI or Secret Service, because these positions require bachelor's degrees for entry-level positions. At schools like Olivet College, juniors and seniors majoring in criminal justice can attend a police academy to prepare for a career in law enforcement right after graduation.

## Correctional Treatment Specialists and Security Guards

As of 2020, the BLS cited probation officers and correction specialists' median income at **\$55,690** per year, with the lowest-earning 10 percent taking in less than **\$36,990** and the highest-earning 10 percent making more than **\$98,510**. The nature of the agencies where these people work typically calls for long hours, occasionally requiring officers to be on call for 24-hour periods.

Criminal justice salary per month for security guards and gaming surveillance officers was just **\$2,001**, or around **\$24,020**, according to the BLS. Although most security jobs don't require higher education, some employers prefer to hire employees with postsecondary degrees.

## Forensic Science Technicians



## SKY Instructional Comprehensive Program Review

Requiring a bachelor's degree for most entry-level positions, forensic science technicians earned an median annual salary of **\$60,590** in 2020, according to the BLS. The lowest-earning 10 percent took home less than **\$36,630**, while the highest-earning 10 percent earned more than **\$100,910**. While criminal justice majors can and do work in this field, many of the higher-earning positions go to individuals with graduate degrees in forensic science or related fields.

### 4.G. STUDENT FEEDBACK

**Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.**

The Skyline College Office of Planning, Research, Innovation, and Effectiveness (PRIE) developed an anonymous student feedback program survey for the Administration of Justice Program to obtain feedback on their experience with the Program. SurveyMonkey was used to collect the data.

The survey link was provided to all of the students enrolled in each of the spring 2024 semester's ADMJ courses via each course's Canvas Announcements feature starting on 02/09/24 and left open for one month. The Program has 146 students enrolled in the spring 2024 semester's seven courses (ADMJ 100, 102, 106, 108, 120, 125, and LEGL 306). They needed to only take the survey one time, although it appeared in all of the semester's courses. **34 students responded to the survey.**

Participation in the survey was voluntary and had no impact on students' grades. Students were asked to respond to 11 questions based on their overall experiences in the Program as an ADMJ student at Skyline College. The results of the survey are confidential and cannot be connected to any individual respondent.

The survey multiple choice response selections, 3 of which were demographic inquiries.

This new PRIE survey replaces a Program-developed survey which had been adapted for both individual courses and the Program (described below) which is no longer used:

Program courses have historically used a 5-point Likert scale (1 to 5 rating) anonymous survey for all of the courses. In a vast majority of the feedback obtained from this assessment method over the years, students have reported a "1" or "2" rating (the two highest categories) of satisfaction with the Program's courses and the Program itself. This had not changed much over the years, so this survey was discontinued.

### SKYLINE COLLEGE ADMINISTRATION OF JUSTICE PROGRAM STUDENT FEEDBACK SURVEY

#### *Highlights of the survey's results along with our comments*

61.8% (21/34) of surveyed students have taken three or more ADMJ courses at Skyline College; 26.5% (9/34) have taken one ADMJ course; and 11.8% (2/34) have taken two ADMJ courses.

*Over 60% of Program students return and persist to take more than one ADMJ course in the Program. Good news!*

35.3% (12/34) of surveyed students did not know their meta-major; 23.5% (8/34) Science/Technology/Health; 20.6% (7/34) Society & Education; 11.76% (4/34) Explorers/Undecided; and 8.8% (3/34) Arts/Language/ Communication.

*Most students (35.3%) did not know their meta-major. We suggest that all course syllabi include the meta-major to which its course is attached so that students can be informed of which meta-major their courses belong to.*

47.1% (16/34) found out about Skyline's ADMJ courses from a Skyline College counselor; 35.3% (12/34) from the College website; 23.5% (8/34) from another source; 11.8% (4/34) from a current or former student; 8.8% (3/34) from a friend or family member; and 5.9% (2/34) each from either a Skyline College faculty member or by querying an online search engine (i.e. Google).

## SKY Instructional Comprehensive Program Review

*Most students (47.1%) were directed to the Program by our wonderful counselors (kudos!). The Skyline College website was next helpful. The results have prompted us to revisit our Program's web page and make sure it is current, attractive, and informative, which we are in-progress of doing.*

64.7% (22/34) cited increase knowledge and explore general interest in ADMJ as their primary reason for taking ADMJ courses at Skyline College; 55.9% (19/34) cited course requirements for a degree or certification in ADMJ; 38.3% (13/34) cited to fulfill GE requirements; and 5.9% (2/34) cited career/job advancement.

*Over 60% of our students are exploring their interests in ADMJ. It is important that once they come to us, we are able to retain them, and encourage them to persist and work toward success. An old adage says "there's no second chance to make a good first impression." This applies to our Program. Over 50% of our students focused on earning a degree or certification in ADMJ.*

58.8% (20/34) of surveyed students reported that the ADMJ courses they have taken have exceeded their expectations; with 41.2% (14/34) reporting that the courses met their expectations. None (0/34) reported that their experience fell short of their expectations.

*This was great news! 100% of students surveyed reported that the Program met or exceeded expectations!*

47.1% (16/34) of surveyed students preferred taking their ADMJ courses in-person; 35.3% (12/34) preferred online (asynchronous); 32.4% (11/34) preferred Hybrid courses; and least was online (synchronous) at 11.8% (4/34).

*Almost one-half of students prefer in-person courses over online courses, and of the online courses 35.3% preferred the asynchronous modality. Our Program instructs in the two most popular modalities: F2F and online (asynchronous.)*

94.1% (32/34) of surveyed students said they would recommend Skyline's ADMJ courses to someone interested in the field; while 5.9% (2/34) said maybe they would recommend.

*Almost 95% of our surveyed students said they would recommend our Program to others. This is great news!*

55.9% (19/34) of surveyed students reported identifying as Hispanic/Latinx; 23.5% (8/34) White; 11.8% (4/34) Asian; 8.8% Other.

*These demographics compare to our enrollments and aren't surprising. We do have to find ways to increase our other under-represented enrollments (i.e. Asians 11.7%, Filipino 2.9%, and others that are below that %.*

61.8% (21/34) self-identified as female; 29.4% (10/34) as male; and 8.8% (3/34) as non-binary/other.

*Our female enrollments have, in the past 6 years, surpassed male enrollments. In this survey, 2/3 of respondents identified as female and 1/3 as male. We do have to find ways to increase our other under-represented gender enrollments.*

47.1% (16/34) of surveyed students reported their age group as 18-24; followed by 14.7% (5/34) as 31-40; and 11.8% (25/34) as 25-30.

*The 18-40 age groups are consistent with those students who would most likely be considering careers in law enforcement, which requires physical and mental fitness.*

## SKY Instructional Comprehensive Program Review

### 4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

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Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

## KEY FINDINGS

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Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

### 5.A. CHALLENGES AND CONCERNS

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Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

The major challenges that the Program is concerned about are: (1) following the developments of Assembly Bill 458 which will require new peace officer applicants to have a four-year degree from an accredited college or university or, in the alternative, a two-year Modern Policing Degree (MPD) from an accredited community college. This will become effective January 1, 2028. Our Program will need to be in compliance with the design of the MPD degree as dictated by the California Community Colleges Chancellor's Office; (2) the implementation of Credit for Prior Learning (CPL) for Skyline College; (3) transitioning the Program to ZTC and OER (this is a work in progress); and (4) the hiring of a fulltime tenure-track Program faculty to replace the current one who is anticipating retirement upon completion of the Spring 2024 semester. We have received approval for the hiring of the new position, and the process is underway.

## GOAL

Enhance Program Outreach and Equitable Access (8 Steps: 4 COMPLETED; 3 ON-SCHEDULE, 1 DISCONTINUED)

### **Goal and Desired Impact on Students**

Enhance Program Outreach and Equitable Access so students are better able to participate in productive pathways toward their academic, vocational, and personal enrichment goals.

The goal and its implementation steps will have a positive impact on campus climate; open access; diversity and inclusion; student success and equity; and community partnership.

We identified the following implementation step(s) as being instrumental in accomplishing this goal:

### **Year Initiated**

2018 - 2019

### **Implementation Step(s) and Timelines**

Implementation Step #1 - Monitor Developments of California Legislation AB 458 (update of AB 89) Known as the "P.E.A.C.E." Act for Program Compliance

(New implementation step since previous ADMJ Program's CPR Update)

## 1. BACKGROUND:

AB 458 (follow-up to AB 89) – Raises Minimum Age for Peace Officers and Launches Development of a Community College "Modern Policing Degree"

(2022) California Assembly Bill 89, titled the "Peace Officers Education and Age Conditions for Employment (PEACE) Act," was enacted on September 30, 2021, to implement certain police reforms, based on legislative findings derived from research on early-adulthood cognitive development and the effect of education and age on peace officers' work performance. (AB 89 / AB 458 may hereafter be simply referred to as "the bill".)

AB 89 (later AB 458) raised the minimum age of employment for most California state and local peace officers from 18 to 21. (Although, age 21 has generally been the minimum age hiring standard used by agencies prior to the legislation anyway.) The increased minimum age does not apply to anyone already employed as a "peace officer" (as defined by Penal Code Sections 830 and 831) or enrolled in a basic police academy as of December 31, 2021. The bill also does not apply to certain types of specialized peace officers, such as park rangers, security officers, some correctional officers, and federal peace officers.

Follow-up legislation to AB 89 was AB 458 (Jones-Sawyer) which made some additions, adjustments, and clarifications to the initial AB 89 legislation regarding peace officers, particularly with regard to minimum college education requirements for new recruits.

The bill directs the Chancellor of the California Community Colleges (CCCCO), in consultation with the California Commission on Peace Officer Standards and Training (POST) — the state's accrediting and certification agency for peace officers — and other key advisors, to develop a "modern policing degree" program in California community colleges that include curriculum in psychology, communications, history, ethnic studies, law, and other courses determined to develop critical thinking and emotional intelligence. The bill requires the Chancellor to submit a report to the Legislature by June 1, 2023 with recommendations on the adoption of such a program.

The bill directs POST to adopt a new minimum educational requirement for peace officers within two years after the Chancellor's report. The Legislature's intent is to require all new peace officers to have at least a bachelor's degree or other advanced degree from an accredited college or university, or the newly-developed modern policing degree (Penal Code 13511.1) from a community college prior to receiving a basic POST certificate (Penal Code 13510.1) which is needed to be certified as a peace officer in California upon satisfactory completion of the POST Basic (Police Academy) Course requirement and the employing agency's probationary period. This legislation becomes effective on January 1, 2028, extending the previous legislation's effective date of June 1, 2025, by 3.5 years.

(AB 89 added Section 1031.4 to the Government Code and Sections 13510.1 and 13511.1 to the Penal Code.)

## 2. ANALYSIS:

Two important areas of AB 458 legislation that are relevant to our ADMJ Program are: (1) Raising of the minimum age for peace officer from 18 to 21 and (2) Development of a Community College Degree in "Modern Policing." The State Chancellor's Office, the California Commission on Peace Officer Standards and Training (POST), and designated stakeholders are working together to see how this evolving legislation is to be implemented and to be ready for it.

This legislation, along with updates from the State Chancellor's Office and from POST, will undoubtedly impact the ADMJ Programs at both Skyline College and at CSM, our District's only two colleges that offer an ADMJ Program course of study (CSM also hosts the Basic Police Academy presented by South Bay Regional Public Safety Training Center).

### 3. ACTION:

Skyline College and CSM, and their ADMJ Programs, have been closely monitoring the developments and impacts of this legislation on our two colleges' programs, and we have been collaborating on what we might expect our roles to be, how our programs and students will be impacted with regard to equitable access, what we will need to do to ensure our Programs satisfactorily comply with AB 458, and how we might best proceed to adequately prepare as the legislation continues to unfold. The Program has included our College's Articulation Officer, the SS/CA Division Dean, and academic and industry partners in the conversations as well. We are awaiting clarification from the state's Community Colleges Chancellor's Office and from the our District's Chancellor. In the meantime, we remain confident that our ADMJ Program will be ready to participate by the January 1, 2028 launch date.

We have included the monitoring of AB 458 as an implementation step of Goal #1 because we believe that this legislation will have a direct impact on Program outreach, equitable access, and enrollments. It also intersects with our involvement with our College's Credit for Prior Learning (CPL) initiative that we have been working on with CSM, Palomar College (San Diego County), Norco College (Riverside County), and Bakersfield College (Kern County) since the fall of 2022.

AB 89 & AB 458 legislation were adopted as part of a series of steps toward advancing police reform, and which are inextricably linked to CPL, as well as adult learners, C.E., military and veteran students, and similar initiatives that colleges have been partnering on to expand our reach in providing educational pathways.

### 4. STATUS: On-Schedule.

#### Implementation Step #2 - Develop Credit for Prior Learning (CPL) Protocol

(New implementation step since previous ADMJ Program's CPR Update)

### 1. BACKGROUND:

In recent years, colleges have been evaluating the college-level knowledge and skills that prospective students have gained outside of the college classroom and are applying them to earning college credit. This initiative is called "Credit for Prior Learning" (CPL). The California Community Colleges Chancellor's Office (CCCCO) defines CPL as "college credit awarded for validated college-level skills and knowledge gained outside of a college classroom." Applicable knowledge and skills may be achieved through such experiences as military training and various industry training (criminal justice, police profession, etc.).

Credit for Prior Learning (CPL) has emerged as a way that colleges are recognizing and awarding students college credits for the skills and knowledge they bring to the college when they enroll. This initiative will have a positive impact on student access, equity, sustainability, enrollments, success and retention rates, transfer rates, and attainment of associate degrees and program completion certificates. The initiative coincides with our guided pathways efforts, fostering a direct "2+2" pipeline for students to transfer to California's CSUs and other accredited four-year institutions of higher learning, as well as enhancing our veterans assistance and access efforts.

The Academic Senate for California Community Colleges (ASCCC) published an article entitled "Credit for Prior Learning as a Lever for Equity" in November 2020, highlighting that over one-half of Californians with a high school degree or some college experience, but no degree, are people of color who are gaining skills in the workplace. For these Californians, enrolling in community college and earning at least an associate degree is an accelerator for economic mobility. Credit for the training and skills they have built in the workforce or military can save them time and money. Active and veteran military students often have advanced training and skills acquired through their years of service that is verifiable through the American Council of Education (ACE) Military Guide.

(See Title 5 mandate, Section 55050 - Credit for Prior Learning (CPL).

### 2. ANALYSIS:



Our Program recognizes CPL as vital to the mission, vision, and values of Skyline College and instrumental in enhancing student outreach, access, and equity in the ADMJ Program. Tapping into students' prior learning and life experiences not only serves to encourage students to enroll in higher learning programs at the college and university levels but also as a catalyst for pursuing higher academic and vocational goals using their prior learning experiences as a foundational step that brings their aspirations that much closer to achievement and serves to inspire students on paths toward degree completion.

Nationally, most local law enforcement agencies in the U.S. only require a high school diploma to apply (and be selected) for police officers, and the number of college educated police officers is about 30%. California's number is about twice that, with 60% of officers having at least an associate degree. California agencies that have, up to now, required either an associate degree or, alternatively, at least 60 units of college credit will now require police applicants to have attained a four-year college degree or, alternatively, a two-year modern policing college degree.

There are 116 community colleges in California. Of the nation's 900,000+ peace officers, California has 80,000 - 100,000 (10%) of the nation's sworn officers. Research by the Police Foundation reveals that, nationwide, about one-third have a four-year college degree and little more than one-half have a two-year degree. 5.4% have a graduate degree. Most officers earn their college degrees after getting hired.

Since the COVID pandemic, colleges are increasingly offering courses in non-traditional formats, such as online (synchronous, asynchronous, hybrid, flex) to better meet the needs and challenges of potential students in the workforce or military and facilitate their earning college degrees and program certificates.

A recent CALSPEAKS statewide poll found that 81% of Californians believe that police officers should have more than a high school diploma, 46% support a two-year degree, and 35% support a four-year degree. A survey from the Police Foundation found that only one-third of California law enforcement agencies would promote an officer to sergeant with solely a high school education, and more than one-half of agencies expect a four-year degree to be promoted to the level of lieutenant.

California is well-positioned with 60% of its peace officers possessing at least an associate degree. One of the reasons for this may be that POST awards its advanced certificates (intermediate, advanced, etc.) which have incremental pay increases attached to them, using a formula that calculates years of service + education levels attained. An officer with higher education can attain these certificates (and pay increases) at an accelerated rate, compared to an officer without advanced education who must work more years to earn similar pay increases. POST advanced certificates are also awarded when officers are promoted to advanced ranks, which often require higher levels of formal education just to apply; however, less than 42% have a bachelor's degree.

Police executives and scholars assert the complexity of 21st century policing demands a college degree. Research reveals that raising educational standards is a policy used throughout the world to improve police performance and legitimacy. Officers with a four-year degree use force less often, use lower levels of force, receive fewer complaints and disciplinary actions, write better investigatory reports than their non-college educated peers, are more problem-solving oriented, enable officers to better relate to the communities they serve, help officers identify best practices, and build better leaders.

Increasing the level of peace officer education is critical as the state continues to take legislative action to improve police legitimacy, professionalism, and accountability – factors crucial for democratic policing, developing trust in our diverse communities, and fostering police-civilian interaction reforms. California could well be the first state in the nation to require recruits to have a four-year college degree, or at least a two-year college degree specifically in modern policing curriculum.

### 3. ACTION:

Since spring of 2022, along with Marianne Beck (Skyline College Articulation Officer), the Program has been working with a team of faculty from Skyline College's ADMJ Program, along with the ADMJ Program and Police Academy at the College of San Mateo, to study and pilot CPL at our two colleges for military service members and veterans, along with students who are or have served in the law enforcement profession and have course-related industrial experience and training. We have been meeting several times a month to discuss CPL and how to best proceed in

developing a protocol for instituting CPL at our colleges that is consistent with accepted protocols instituted at other California colleges that have already begun implementing CPL. We are proud that Skyline College has had a seat at the table serving on the steering committee that has completed a protocol for CPL in California community colleges.

Our CPL steering committee team has been investigating several other California colleges where CPL is already underway, such as Palomar College (San Marcos, Ca.), Norco College (Norco, Ca.), and Bakersfield College (Kern County) as we forge our own pathway forward in implementing CPL.

On November 15, 2022, the ADMJ Program arranged to have Marianne Beck (Skyline College Articulation Officer) attend one of the monthly meetings of the San Mateo County Law Enforcement Training Managers Association (SMCLETMA, or "TMA"), which serves as our Program's professional advisory committee, to introduce CPL to all of San Mateo County's law enforcement agencies. The TMA is attended by the training and recruitment managers of each agency, department chiefs and command staff, and by representatives from the California Commission on Peace Officer Standards and Training (POST). Ms. Beck's slide-show presentation was informative and well-received by the TMA members. We plan to revisit the TMA with updates as CPL progresses.

In October, 2023, after a year of intensive work, our work group (consisting of CPL convening facilitators and ADMJ subject matter experts, including from Skyline and CSM) completed the final 73-page draft of the "Collaborative Discipline Review in Administration of Justice" for the California Mapping Articulated Pathways (MAP) Initiative. This document lays out the foundation for "cross-walking" military and industry training/experience with college courses. Our work group began by "cross-walking" CPL for military students and then for Administration of Justice. The work group will next focus on the "Corrections" industry of the justice system and from there branch out to other industrial fields.

Recently, Skyline's ADMJ Program and the College's Articulation Officer have forged a strong partnership with the director of CSU-East Bay's Criminal Justice Program (Dr. Michelle Rippey), and we are actively working as a team to streamline a "2+2" degree pathway for our students to CSU-EB's Criminal Justice Program. We are at an exciting juncture where we are building a pipeline to the CSUs and are already articulated with CSU-East Bay. We are studying the feasibility of cycling students through a 2+2 program to CSU-EB in cohort groups. The Program is working with our College's Dean of Social Sciences and Creative Arts (Danni Redding Lapuz) as we continue to work on this project.

This opportunity has allowed our College and the Program to begin developing key and promising partnerships with other academic institutions and with industry, both of which are vital to helping our students reach their academic and vocational goals, especially with regard to the ADMJ Program. The ADMJ Program is a TOP Code Career Education field of study.

It is expected that the CPL initiative, our relationship with CSU-EB, and AB 458 will all have a positive impact on our College's and the ADMJ Program's student enrollment rates, success and retention rates, as well as degree and certificate award rates. This is certainly an exciting time for us as we emerge from the pandemic years and forge toward the possibilities that lie ahead. It is crucial that college administrators examine and clear any obstacles that may hinder these processes. Each level of decision-making will have an effect on the success of these efforts and ultimately on the success of our college's students.

Whereas AB 89 & 458 legislation targets NEW hires in the policing profession, CPL targets CURRENT and EXPERIENCED police officers (and other industry) by awarding college credit in recognition of their workforce background (training, experience, etc.). Both are part of the "pipeline" that funnels directly to college degrees, certificates of program completion, transfer to institutions of higher learning, and to prosperous careers resulting in advancements with compatible salary increases.

Credit for Prior Learning (CPL) is consistent with the ADMJ Program's motto: "Explore . . . Discover . . . Achieve . . . Thrive!"

4. STATUS: On-Schedule.

### Implementation Step #3 - Regain CSU-GE Area D; IGETC Area 4; Skyline AA/AS (9D3) Designation for ADMJ 100 Course

(Formerly Objective #7 in 2019-2020 ADMJ Program's CPR Update)

#### 1. BACKGROUND:

The Program's ADMJ 100 - Introduction to Administration of Justice course had been approved for Area D since 1987. The course was grandfathered into the new system back in the 1990s and probably hadn't been considered for review until May 2019 when we learned that the course had been denied CSU-GE Area D approval for the first time in the 2017-18 GE submission cycle and that the denial would become effective on 08/14/19 for the Fall 2019 semester. It isn't uncommon for grandfathered courses to be denied.

A modified version of the course was resubmitted in the 2018-19 cycle but was denied for a second time. We did, however, retain the Area D designation for one more year, giving us a chance to make necessary revisions and resubmit it for approval for a third time.

#### 2. ANALYSIS:

The submission reviewer's analysis of the Area D designation denial said that "the course appeared to be devoted to career-oriented preparation, rather than social scientific concepts, theories, and methods." Area D specifically calls for the course to lead to a broad understanding of social science. If we chose to modify the course for a third submission we would need to submit a course modification to the Curriculum Committee in Fall 2019 and have it approved by November 2019 in time for the Articulation Officer to re-submit it in December 2019.

The course description was acceptable as worded, but the denial centered on the wording of the course's SLO #1 which read: "Summarize and describe the fundamental aspects of justice administration, including familiarity with the history, development, and structure of the criminal justice system, using research methods to explore key aspects of course content."

SLO #1's wording had been determined to be out of compliance with Area D requirements. However, SLOs #2 and #3 were found to be acceptable as is.

#### 3. ACTION:

We immediately began work to get the course back into compliance by making the necessary SLO #1 modification in the course's Official Course Outline (COR). We revised SLO #1 to read: "Summarize strategies for the implementation of the fundamental components of justice administration, incorporating the impacts of the history, development, and structure of the criminal justice system, using research methods to explore key aspects of course content."

This revised version of SLO #1 was found acceptable. The revision was approved by the Curriculum Committee on 11/20/19, and the subsequent submission for approval was granted effective starting Fall 2020.

#### 4. STATUS: Completed.

### Implementation Step #4 - Obtain approval for distance education (D.E.) instruction for all 8 ADMJ Program courses (plus 2 LEGL cross-listed courses)

(Formerly Objective #4 in 2020-2021 ADMJ Program's CPR Update) -- Urgently added in response to the COVID-19 outbreak.

#### 1. BACKGROUND:

The COVID-19 coronavirus outbreak at the start of the Spring 2020 semester presented new challenges in instruction, prompting the need to quickly adapt Program instruction to online-only modality for which we had not been prepared as all of our Program's instruction had been in the in-person modality. The campus closed down on March 12, 2020, midway in the Spring 2020 semester. While the College already had the Infrastructure for online teaching and learning (using Canvas), not all programs or instructors were using -- or even familiar with -- online teaching techniques. We had to transition right away.

Program instructors scrambled to quickly get on board with it in preparation for finishing out the Spring 2020 semester and to also prepare for future semesters, if needed. Neglecting or delaying to adapt our Program to online instruction would have resulted in students being unable to access our courses remotely. In the meantime, we needed D.E. (distance education) addendum approval for all of our courses, which was granted by the Curriculum Committee.

## 2. ANALYSIS:

When the campus closed in response to pandemic in mid-March 2020, Program instruction finished-out the semester by use of email and Zoom to connect with our students. We continued daily student contact, provided course lectures, presented assignments, administered tests, and conducted other essential course activities in that manner. But we still needed to be Canvas trained, transfer our in-person courses into Canvas, and have all of the Program's D.E. transition approved, which we succeeded in doing.

## 3. ACTION:

The Program's only two instructors, Steve Aurilio (fulltime-tenured professor) and Kevin Phipps (part-time adjunct instructor), underwent Canvas Training with Professor Christopher Collins (Distance Education Coordinator) and Dr. Bianca Rowden-Quince (Instructional Designer) over Zoom, presented by the CTTL. The training consisted of a 3-week training course that began on June 7 and concluded on June 28, 2020. (Since the initial QOTL-1 training, the instructors have undergone additional QOTL-2 D.E. Canvas training within the 3-year window required).

After receiving the initial training, we then had to adapt all of our Program's courses into the Canvas platform for the first time. This was a labor of love, doing so for the Program's 10 courses (8+2). We had to start from scratch, beginning by first getting our upcoming Fall 2020 semester courses into Canvas and afterward transferring all of our other courses into Canvas in preparation for future semesters. (The process took well over 18 months to complete, with improvements still being made.)

The first two courses, ADMJ 104 and LEGL 304 received D.E. approval on 02/19/20. ADMJ 100, 102, 106, and 108 (SOCI 108 was deleted on 12/01/21) received D.E. approval on 09/30/20. ADMJ 120, 123, 125, and LEGL 306 (LEGL 320 was deleted on 03/21/20) received D.E. approval on 10/21/20. All of the ADMJ Program's 8 core courses (plus its two cross-listed LEGL courses) have received distance education (D.E.) approval as of the Curriculum Committee's meeting dates of 09/30/20 and 10/21/20.

Post-pandemic, adding the D.E. education component has provided the Program with the mechanism for reaching, attracting, and enrolling more students, in diverse situations, in our College and Program. These include, but are not limited to, current and prior service military veterans, disabled students, public safety/community service students (police, law enforcement, justice system), and students from regions outside of our traditional geographical service area.

## 4. STATUS: Completed.

Implementation Step #5 - Reduce/Eliminate Program's Textbook Costs to Students (Explore adopting ZTC / OER)

(New implementation step since ADMJ Program's previous CPR Update)

## 1. BACKGROUND:

Skyline College recognizes the continued high cost of textbooks as a barrier that impacts student success. Inability to afford textbooks and course materials is an equity issue, and it can be addressed through Zero Textbook Cost (ZTC) and Open Educational Resources (OER) adoption. As part of our College Redesign, the primary goal of Skyline College Textbook Affordability Solutions is to reduce educational costs for students by providing free or low-cost learning materials that are available from day-one of their class and customizable to fit their learning needs. The ADMJ Program will be exploring ZTC & OER.

Most of our Program's course offerings do not require students to have a textbook, leaving that as optional (although suggested) for every student. Every course, both for in-person and online-only course offerings, has a Canvas component. For online-only offerings, Canvas is the primary teaching and learning mechanism. For in-person offerings, it incidentally augments classroom instruction and learning. Both lecture modalities generally contain topic-related photos, video clips, research links, anecdotal stories, and handout materials, etc., to assist students in adequately learning about the week's content. Students are also encouraged to do weekly research to augment learning.

For students who'd like to have a textbook, we provide various cost-saving and no-cost options, such as textbook rentals, textbook sharing, eBooks, library copies, off-campus book vendors, previous editions, different author textbooks on same subject matter, etc. We are, however, considering adopting ZTC & OER alternatives for our Program, which is on our radar.

In the meantime, we have taken some steps to reduce, if not eliminate, the burden of textbooks costs, while ensuring that students are still be provided with the fundamental and important highlights of weekly course content with which they can be successful, despite not having a textbook.

So, can we do better? Yes, we can — and it is our intention to do so — by eventually transitioning the Program into adopting ZTC (Zero Textbook Cost) and OER (Open Educational Resources) for our courses.

## 2. ANALYSIS:

To help reduce the barriers and hardships caused by the high cost of course textbooks, we have made some headway by eliminating textbook requirements for course access and success. Nonetheless, we also recognize that these efforts may not be enough, and that we will need to explore and consider transitioning to the ZTC and OER alternatives to Program textbooks.

## 3. ACTION:

Our plan is to begin seeking support in getting started with identifying quality zero-cost textbooks for all of our Program's courses. This process will most likely begin in the fall of 2025 or may be delayed until the semester after. We will connect with the Skyline College ZTC Team, which is currently housed in the CTTL, to discuss what will be needed for this transition. Criminal justice material has been known to change rapidly, sometimes from day to day. It is the nature of this ever-evolving discipline. We recognize the value of ZTC and OER and are committed to investigating how those options might be implemented in our Program.

4. STATUS: Not requiring course textbooks = Completed. (Transition to ZTC & OER = To Be Explored).

## Implementation Step #6 - Create and Order Updated Program Promotional Marketing Materials

(Formerly Objective #11 in 2019-2020 and Objective #12 in 2020-2021 ADMJ Program's CPR updates)

## 1. BACKGROUND:

Among the important objectives of any College program is the attraction and retention of students, maximizing student enrollments, increasing diversity and inclusivity of our student populations and, of course, having our students succeed. Historically, the Program has typically maintained high and relatively stable enrollment and load numbers, but in recent years — as with some other programs, and the College as a whole — it, too, has experienced

some declines, some attributed to the COVID pandemic, as well as uniquely to Building 1's renovation project which is where our Program's classroom and office are housed.

Colleges and programs are scrambling to recapture enrollments, drawing students back to the classroom and retaining them. This will take persistent and targeted efforts. These efforts aren't new to the Program as, over the years, Program promotion and marketing has always been a continuous focus of ours.

## 2. ANALYSIS:

In analyzing likely causes (in varying degrees) for Program enrollment and retention declines, we cite the following factors:

- \* Emergence of the coronavirus pandemic (COVID-19) in Spring of 2020
- \* Increasing role and reliance on technology in the remote work environment
- \* Preference of remote learning by students unable to attend in-person
- \* Fluctuating job market
- \* Economic instability
- \* Political upheaval
- \* Social issues centering on criminal and social justice
- \* Waning public sentiment toward law enforcement (particularly in COC's)
- \* Issues concerning human diversity
- \* Family, work, housing, and sustenance hardships
- \* Migration and displacement of local populations
- \* Other factors

A focus on Program and College data trends, along with creativity and imagination, will be central to increasing student enrollments and retention, reducing withdrawals, and enhancing student success rates.

## 3. ACTION:

We recognize the listed factors as being important to Program vitality and are mindful of our responsibility to continuously monitor our Program's enrollment statistics. As the demographics of local and regional populations change, so must our outreach.

We are committed to broadening our outreach by welcoming and encouraging a diverse student enrollment population in our Program. We are hopeful that our marketing efforts will enhance our Program's "curb appeal" with students.

Central to our advertising and marketing efforts has been, and continues to be, outreach to populations that typically have been less enrolled in our Program.

The ADMJ Program has used a variety of methods to publicize our Program, instill interest, and attract and retain our students. Some of the marketing strategies we've been using include:

- \* Informing students of how our Program can lead them to their degree, transfer, and career goals.
- \* Promoting Program courses to enrolled students at the beginning and end of every semester.
- \* Inviting our students to share their Program experience with their friends, relatives, and acquaintances.
- \* Inviting visits by professional guest speakers to classes to share their career journeys in criminal justice.
- \* Showing career-related films in our courses that highlight employment possibilities.
- \* Renaming some course titles to enhance clarity, consistency, promotion, and navigation (See Goal #2).
- \* Visiting courses outside of our Program to invite students to explore the ADMJ Program.
- \* Building community connections (such as our academic-professional partnership with the Program's Advisory Committee).
- \* Consulting with instructors outside of our Program to mention our Program in their classes.
- \* Designing inviting "Welcome Pages" (Home Page) on Canvas that seek to pique the interest of students in various ways.



- \* Highlighting our students' notable successes and accomplishments by submitting articles to "Skyline Shines."
- \* Posting Program and career opportunity materials on the bulletin board outside of the ADMJ office and inside the classroom.
- \* Using rack cards, flyers, and tri-fold brochures that showcase the ADMJ Program and highlight student diversity.
- \* Posting our Program on the Skyline College website (some areas will need to be updated, as information has changed).
- \* Fostering partnerships with the College's ASTEP, BAM, Kababayan, Puente, Strategic Partnerships and Workforce Development programs.

On June 26, 2019, we began working with the Marketing, Communications, and Public Relations Department to design and create new updated marketing materials for the ADMJ Program, as the previous tri-folds had become outdated. Our new materials have been updated (especially with more diverse photos) to showcase our Program for a 21st century audience.

In Spring 2020, we received the first batch of these updated materials, and we were very pleased. The new brochures have vibrant color schemes, are printed on good stock, have an inviting and welcoming appeal, and include photos of our diverse student populations engaged in course activities (such as during a mock homicide scene investigation).

The new brochures include photos of our students representing diverse backgrounds, student testimonials, updated course and Program information, updated criminal justice career salary ranges, and much more.

We have showcased the Program at various college events, such as "Meet Your Major" and "Career Pathways." These, and other efforts, have helped us to grow our Program.

On March 26, 2021, we met with the dean of Strategic Partnerships and Workforce Development across the hall from our office in planning the design of an ADMJ Program banner to display at various events, too.

We have received a large ADMJ Program banner and two table cloths for display at events, 1,000 ADMJ Program face masks, 250 ADMJ inscribed pens, and similar marketing materials which we now have on hand, ready for handing out at future promotional events.

Career Education (CE) programs are partially supported through federal and state funds. Our promotional items were funded by the Carl D. Perkins Fund for CE Programs, through a VTEA Grant. Vocational education programs in California community colleges continue to depend heavily on the Carl D. Perkins Vocational Technical Economic Act (VTEA) dollars as their major funding source.

The current VTEA grant, also known as "Perkins IV," was signed into law in 2006. The VTEA grant is administered by the Office of Career Education and Instruction Office. The Carl D. Perkins VTEA IV grant administered by the United States Department of Education and the California Community College Chancellor's Office supports career technical education programs. The focus of the grant is on program improvement, increased coordination with career technical education and the community, stronger academic and technical integration, connections between secondary and postsecondary education, and a focus on business and industry.

Planning for VTEA funded projects is done concurrently with the regular college budget and planning process. Justification for projects is based on the most recent Program Evaluation Process report, recommendations from program advisory committees, and campus-wide planning priorities. All proposed projects are included in area and division unit plans.

The ADMJ Program has been very fortunate to have been awarded these funds to obtain the marketing and promotional items our Program needed.

4. STATUS: Completed.

Implementation Step #7 - Create and Adopt an ADMJ Program Motto

(New implementation step since previous ADMJ Program's CPR Update)

1. BACKGROUND:

We began the 2023 new year with an uplifting new Program "motto."

2. ANALYSIS:

We wanted a motto that embraces and encourages student achievement sparked by interest and persistence, one that describes a student's path from the "starting line" to the "finish line" (and beyond!) of their academic journey. We needed a phrase that was simple, catchy, student-centered, inspiring, and powerful, one that students can connect with and, most importantly, inspires them to envision their own unique journey, their own possibilities, and their own success story.

We came up with . . . "EXPLORE . . . DISCOVER . . . ACHIEVE . . . THRIVE!"

The motto uses four short, simple, powerful words that show progression from entry into the Program (exploring; assessing possibilities; experiencing self-discovery, etc.) through reaching one's goals; and ultimately attaining that place in one's life characterized by the satisfaction of experiencing success and prosperity.

3. ACTION:

For the Spring of 2023, we began using our new Program motto, prominently posting it on all of our Canvas courses and at the top of all course syllabi. We are confident that our new motto will not only inspire our students to achieve their goals but will lead to their lives being enriched with success and prosperity as a result of their academic journey at Skyline College.

4. STATUS: Completed.

Implementation Step #8 - Develop an "Introduction to Forensics" Course and an "Introduction to Corrections" Course

(Formerly Objectives #1 and #2 in 2017-2018, 2018-2019, and 2019-2020 ADMJ Program's CPR Updates)

1. BACKGROUND:

In our 2017-2018 APP, we were considering developing two new 3-unit courses for the Program. The first was to be ADMJ 185 - Introduction to Forensic Science (TMC C-ID AJ 150); and the second was to be ADMJ 200 - Introduction to Corrections (TMC C-ID AJ 200); however, in our 2019-2020 APP we reported that we were discontinuing pursuit of developing both courses as they would not fit in with our new plans for a redesign in several areas of the Program, which included pruning several elective courses which had existed up to that time (and which we have since deleted).

2. ANALYSIS:

These two courses were being considered for development at a time when we were operating under the assumption that a new Building One was to be constructed at Skyline College where the ADMJ Program office and its classroom would be housed and which would have an adjoining classroom-lab configuration in the new building to accommodate the new ADMJ Forensic Science course. We later learned that the plans for a new building were discontinued. Also occurring at that time was the emergence of the COVID-19 virus epidemic (Spring 2020), which had drastically impacted College enrollments. Our priorities had suddenly changed as a result. We were also in the process of a major Program redesign effort to prune unneeded courses from the Program. It made little sense to add new courses while trying to eliminate an abundance of elective courses.

3. ACTION:

We decided to abandon developing the two prospective courses. Both would require special-knowledge instructors, and the Forensics course would need a laboratory for proper instruction. Adoption of these new courses would also not fit in with our Program redesign which included reducing Program units from 27 to 24 (consistent with CSM) and eliminating an abundance of little-used or defunct elective courses (which we have since done).

4. STATUS: Discontinued.

**Mapping**

- SKY College Values: (X - Selected)

- Campus Climate: X
- Community Partnership: X
- Open Access: X
- Student Success and Equity: X

**STATUS**

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**Goal Status Date**

01/01/2023

**Academic Year Updated**

2023 - 2024

**Goal Status**

On Schedule

**Goal Status Narrative**

Enhance Program outreach and equitable access so students are better able to participate in productive pathways toward their academic, vocational, and personal enrichment goals.

(8 Steps: 2 ON-SCHEDULE/IN-PROGRESS; 5 COMPLETED; 1 DISCONTINUED)

Implementation Step - Monitor developments of California AB 89 P.E.A.C.E. Act legislation for Program compliance.

Accomplished: The ADMJ Program is aware of AB 89 legislation and is waiting to see how we will need to respond to it so that our Program is in compliance with its mandates, as interpreted by the State Chancellor's Office, the California Commission on POST, and our College.

Impact on Students: The impact of the legislation on students has not been fully determined as AB 89's implementation is still developing.

Impact on Resources: The impact of the legislation on resources has not been fully determined as AB 89's implementation is still developing.

Status: ON SCHEDULE/IN-PROGRESS

Implementation Step - Develop Credit for Prior Learning (CPL) Plan:

Accomplished: The ADMJ Program is currently collaborating with representatives from Skyline College (Articulation Officer), and CSM (ADMJ Program and Police Academy) toward developing a policy for implementing CPL for our students military veteran and industrial students to help streamline their paths to an AA, AS-T, and/or Program certificate by applying college units to previous learning and training experiences.

Impact on Students: CPL will assist our in-service and military veterans, and industrial professionals, toward a path to earn their college degrees and/or Program certificate.

Impact on Resources: The impact of CPL on resources has not been fully determined as its implementation is still being studied, but it is believed that there will be none.

Status: ON SCHEDULE/IN-PROGRESS

Implementation Step - Regain CSU-GE Area D; IGETC Area 4; Skyline AA/AS (9D3) designation for ADMJ 100 course.

Accomplished: The ADMJ 100 course's SLO#1 was satisfactorily reworded for compliance and regained CSU-GE designation effective Fall 2020.

Impact on Students: Course once again satisfies the lower division/general education breadth requirement for both the CSU and UC systems.

Impact on Resources: None

Status: COMPLETED

Implementation Step - Obtain approval for distance education (D.E.) instruction for all ADMJ Program courses.

Accomplished: Program successfully obtained distance education (D.E.) approval for all of its courses by Fall 2020.

Impact on Students: Student access has been enhanced as D.E. access allows students to complete courses remotely.

Impact on Resources: None

Status: COMPLETED

Implementation Step - Eliminate Course Textbook Requirement.

Accomplished: Program eliminated requirement for students to have course textbooks (but continues to recommend it).

Impact on Students: Students who elect to obtain textbooks may do so. Students who choose not to obtain textbooks may do so without penalty. Sufficient information for course success is provided by Program instructors in class (in-person courses) and in Canvas weekly modules (in-person and online courses). Students are provided with low/no cost textbook alternatives.

Impact on Resources: None

Status: COMPLETED

Implementation Step - Create and order new promotional marketing materials.

Accomplished: The Program designed, created, and ordered new promotional marketing materials to attract students.

Impact on Students: Program outreach and student attraction are enhanced by use of Program promotional materials.

Impact on Resources: Funding for all promotional materials were provided by the Carl D. Perkins VTEA Fund for CTE.

Status: COMPLETED

Implementation Step - New ADMJ Program motto.

Accomplished: A new motto was created for the Program that succinctly expresses our desire to inspire our students to explore our Program, discover the possibilities that match their goals, achieve those goals, and to ultimately reap the rewards and benefits of having accomplished their goals through hard work and persistence.

"EXPLORE . . . DISCOVER . . .

ACHIEVE . . . THRIVE!"

Impact on Students: Hopefully, the Program's motto will connect with and attract students to the Program.

Impact on Resources: None

Status: COMPLETED

Implementation Step - Develop two new 3-unit courses: "Introduction to Forensics" and "Introduction to Corrections".

Accomplished: Development of the above-named two Program elective courses was ultimately deemed unnecessary.

Impact on Students: None. Students are able to complete the 24-unit Program without these two additional courses.

Impact on Resources: None

Status: DISCONTINUED

## GOAL

Facilitate Program Navigation and Completion (8 Steps: 8 COMPLETED)

### Goal and Desired Impact on Students

Facilitate Program Navigation and Completion so students can effectively and efficiently plan and participate in productive pathways toward their desired academic, vocational, and personal enrichment goals.

The goal and its implementation steps will have a positive impact on open access; diversity and inclusion; student success and equity; and academic excellence.

We identified the following implementation step(s) as being instrumental in accomplishing this goal.

### Year Initiated

2020 - 2021

### Implementation Step(s) and Timelines



## Implementation Step #1 - Rename the Program's ADMJ 100 and ADMJ 123 courses

(Formerly Objectives #8 and #9 in 2019-2020; and Objectives #2 and #11 in 2020-2021 ADMJ Program's CPR Updates)

### 1. BACKGROUND:

(ADMJ 100) Community colleges typically title their introductory criminal justice course "Introduction to Administration of Justice," while universities typically title theirs "Introduction to Criminal Justice."

(ADMJ 123) This course, historically called "Patrol Procedures" (including at CSM back in the 1960s), familiarizes students with the basic activities and strategies of the largest unit of any police department, the Patrol Division, and how uniformed patrol officers operate on a daily basis. Our course is the only one of its kind in the District. At some point, it was renamed "Concepts of Enforcement Principles." As this course is not only about the "enforcement" aspect of policing, we saw the need to rename it to "Police Field Operations," to reflect the broader range of the course's actual content.

### 2. ANALYSIS:

(ADMJ 100) "Introduction to Administration of Justice" for a course title can cause uncertainty as to exactly what the course purports to instruct. While community colleges tend to use that title for their introductory course, the CSU/UC systems prefer the title "Introduction to Criminal Justice" for their courses, which is more precise. To minimize ambiguity, align our course with the CSU/UC systems, and facilitate transfer, we decided that our course title should match that of the CSU/UC systems. It would also align with the CSU's Transfer Model Curriculum (TMC) C-ID name for their AJ 110 course and the UC's CRJ 101 course, both of which use the title "Introduction to Criminal Justice." This change facilitates Program access and smoother CSU/UC transfer.

(ADMJ 123) "Concepts of Enforcement Principles" for this course's title is awkward and misleading. It seems to emphasize the "enforcement" aspect of policing while neglecting to reflect the depth and breadth of the entirety of the course's content. "Enforcement" is but a single aspect of policing and not the only focus of modern-day police patrol operations, which include protection of the public, maintaining peace and order, and providing service.

"Police Field Operations" better describes the course's modern-day content, is one most used by academics and industry professionals alike, and appears most in textbook titles. Research of ten other California community colleges reveals their use of the title "Police Field Operations." Renaming the course to "Police Field Operations" aligns it with current references and perspectives and gives it a more appealing course name.

### 3. ACTION:

(ADMJ 100) With the concurrence of the Division Dean and Program instructors, we decided to rename the ADMJ 100 course to "Introduction to Criminal Justice." The renaming was approved by the Curriculum Committee on November 20, 2019 and became effective Fall 2020.

(ADMJ 123) With the concurrence of the Division Dean and Program instructors, we decided to rename the ADMJ 123 course to "Police Field Operations." The renaming was approved by the Curriculum Committee on March 4, 2020 and became effective Fall 2020.

### 4. STATUS: Completed.

## Implementation Step #2 - Delete Unnecessary Courses from the Program

(Formerly Objective #5 in 2019-2020 ADMJ Program's CPR Update)

### 1. BACKGROUND:

The Program was initially 24 units: 6 core + 2 elective courses, three units each. Over the years, to give students a wider range of choices, more elective courses were added. We discovered that the over-abundance of elective courses seemed to burden rather than enhance our Program. Some of the courses proved unpopular (ADMJ 110 - Report Writing), were under-enrolled (ADMJ 134 - Traffic Enforcement & Investigation), duplicative (ADMJ 670 Coop. Ed.), or never offered at all (ADMJ 128 - Juvenile Crime Prevention Strategies and [cross-listed] SOCI 108 - Community Relations.) It also increased our Program from 24 units to 27 units, resulting in ours becoming misaligned with CSM's which has a straight 8 core course (no electives) 24-unit ADMJ Program.

Further, the "Course Sunset Time Frame" rule requires that active courses, to remain in the active status, must be offered at least every 2 years. Courses that have not been offered that frequently must be inactivated. Thus, having a host of elective courses that are not regularly offered becomes problematic.

Most recently, we are in the process of deleting the last unused course from the Program, ADMJ 665 - Selected Topics in Administration of Justice, a course that has not been used in over 20 years. This "banked" course has been pre-approved for deletion by the Program Coordinator and SS/CA Division Dean, and will be finalized at the Curriculum Committee's March 20, 2024 meeting.

## 2. ANALYSIS:

The abundance of courses made the Program unwieldy and cumbersome. We weren't able to regularly offer all of our elective courses due to lack of instructors (and classroom space), and it was difficult to anticipate which elective courses we should offer and in which semesters. It made course planning difficult to manage, and Program navigation difficult for our students.

Additionally, our previous ambitions to develop an "Introduction to Forensic Science" course and an "Introduction to Corrections" course would also not be a good idea in light of our Program clean-up effort, so those course development plans were scrapped as well. We decided to delete non-essential Program courses.

## 3. ACTION:

We set out to clean the Program up, eliminate unnecessary courses, and scale down to eight core courses (no electives) to get back on track with CSM's (and our previous) 24-unit ADMJ Program, which we have accomplished.

With the concurrence of the SS/CA Division Dean and the Program's instructors, the following 10 non-essential courses have been deleted from the Program:

ADMJ 180 - Criminal Identification (Deleted 01/31/18) - (Was developed by an adjunct instructor who is no longer with us. Content added to existing ADMJ 120 - Criminal Investigation.)

ADMJ 205 - Judicial Process in California (Deleted 01/31/18) - (Was developed by an adjunct instructor no longer with us. Content added to existing ADMJ 102 - Principles & Procedures.)

ADMJ 110 - Police Report Writing (Deleted 04/17/19) - (Useful to the Program. Content added to existing ADMJ 120 - Criminal Investigation and ADMJ 123 - Police Field Operations.)

ADMJ 670 - Criminal Justice Internship (Deleted 04/17/19) - (Duplicative of the Coop 670 - Cooperative Education offered by the College.)

LEGL 320 - Criminal Investigation (Deleted 10/21/20) - (Cross-listed course. Unneeded and deleted by the LEGL Program.)

SOCI 108 - Community Relations (Deleted 12/01/21) - (Cross-listed course. Never instructed by the SOCI Dep't, so deleted.)

ADMJ 134 - Traffic Enforcement and Investigation (Deleted 02/16/22) - (Unneeded as a semester length course. Content added to existing ADMJ 120 and ADMJ 123 courses.)

ADMJ 135 - Narcotics and Special Investigations (Deleted 02/16/22) - (Unneeded as a semester length course. Content added to existing ADMJ 120 and ADMJ 123 courses.)

ADMJ 128 - Juvenile Crime Prevention Strategies (Deleted 09/20/23) - (Course was never instructed by the ADMJ Dep't, so deleted.)

ADMJ 665 - Selected Topics in Administration of Justice (On schedule for deletion approval by the Curriculum Committee at its March 20, 2024 meeting.)

This implementation step serves our students by retaining only the most essential courses in the Program, purging the Program of cumbersome and unproductive courses (10 courses in all), and streamlining the Program to help promote Program navigation and streamline student achievement.

4. STATUS: Completed.

Implementation Step #3 - Reduce Number of Program Completion Units from 27 to 24

(Formerly Objective #10 in 2020-2021, Objective #4 in 2019-2020; and Objective #3 in 2018-2019 ADMJ Program's CPR Updates)

1. BACKGROUND:

In Fall 2005, we developed the ADMJ 110 - Police Report Writing course, the only course of its kind in the District, at the request of the Program's Advisory Committee, and so it was added as the ninth course to the Program. This increased our Program's completion requirement from 24 to 27 units (8 courses to 9 courses).

2. ANALYSIS:

The new semester-length Police Report Writing course was largely unpopular with students, and thus experienced lower enrollments, and negatively impacting student achievement. Not only did it burden our students with yet another course to complete but delayed their ability to complete the Program and earn the Program Certificate. It also misaligned our Program's 27 units with CSM's 24 units, making CSM's Program more attractive than ours. We decided to reduce our Program's completion units from 27 to 24.

3. ACTION:

The ADMJ 110 - Police Report Writing core course was deleted in Fall 2019, and we moved the ADMJ 123 course from an elective to a core Program course. This brought us back to our original 24-unit Program. The essential content of report writing was injected into our existing ADMJ 120 - Criminal Investigation course and ADMJ 123 - Police Field Operations course.

All of our Program's courses now align with CSM's 24-unit Program, the only difference being that ours has the ADMJ 123 - Police Field Operations course as the eighth core course, while CSM has its ADMJ 185 - Introduction to Forensic Science course as its eighth course.

4. STATUS: Completed.

Implementation Step #4 - Modify Program's Associate in Arts (AA) Degree to Associate in Science (AS) Degree

(Formerly Objective #3 in 2019-2020; and Objective #8 in 2020-2021 ADMJ Program's CPR Updates)

1. BACKGROUND:

The ADMJ Program has led to an Associate in Arts (AA) Degree at Skyline College. As it is the study of the social sciences rather than the arts, it should correctly lead to the Associate in Science (AS) Degree, which would bring it into alignment with the Program's existing Associate in Science Transfer Degree (AS-T).

2. ANALYSIS:

Both ADMJ Programs within the District must be aligned, especially as they relate to degree and certificate attainment. CSM's ADMJ Program has always led to an Associate in Science (AS) Degree, but ours inexplicably has led to the Associate in Arts (AA) Degree. The AA Degree is also inconsistent with our Program's (and CSM's)

Associate in Science for Transfer (AS-T) Degree.

### 3. ACTION:

In 2019, we petitioned the Curriculum Committee to modify the Program to change the ADMJ associate degree from an AA degree to an AS degree, to bring it into alignment with our own AS-T Degree, the degrees of CSM, and the discipline's focus of instruction. The proposal for this modification was approved by the Curriculum Committee at its April 15, 2020 meeting.

### 4. STATUS: Completed.

## Implementation Step #5 - Develop 2-year and 3-year Course Sequence Plans

(Formerly Objective #10 in 2019-2020; and Objective #3 in 2020-2021 ADMJ Program's CPR Updates)

### 1. BACKGROUND:

The ADMJ Program is an associate degree, transfer degree, certificate, and vocational/career education (CE) program listed in the Taxonomy of Programs [TOP] code: TOP 21 - Public and Protective Services; 2105.00 - Administration of Justice.

The Program recognizes the value of effective and efficient program, course, and goal navigation. With the launching of meta-majors and guided pathways at Skyline College, the ADMJ Program sought to get on board by creating 2-year and 3-year course sequence plans to help students better navigate the Program and to assist them toward their academic, vocational, and personal enrichment goals.

In 2017, the California Community Colleges Chancellor's Office launched California Community Colleges Guided Pathways. This student-centered reform movement aims to foster institutional transformation that results in dramatically improved student outcomes and increased equity.

Skyline College has four meta-major groups (plus an Explorer group). Each meta-major has its own counselors and peer mentors. The Administration of Justice Program is in the Society & Education meta-major (sub-group: Law).

### 2. ANALYSIS:

We recognized that students attempting to navigate an academic program without clear guidelines toward goals is like aimlessly navigating a rudderless ship through uncharted waters without a voyage plan. The Program noted that students were often taking more courses than needed (for various reasons), and some lacked clear guidance on where they were going or how or when they would get "there."

We recognized that developing and adopting 2-year and 3-year course sequence plans for the Program as a step in the right direction to help students navigate the Program toward their goals.

### 3. ACTION:

On August 15, 2019, we met with Carla Grandy, co-lead of the Meta Majors & Guided Pathways Design Team (DTCL), to discuss course sequencing for the ADMJ Program. We received some excellent advice on how to begin, so we started work on the project right away.

On March 8, 2020, we designed 2-year and 3-year course sequence path charts for students in the Program that described suggested course pathways for achieving the associate degree, transfer degree, and certificate.

### 4. STATUS: Completed.

## Implementation Step #6 - Develop 4-semester Course Modality Plan

(Formerly Objective #5 in 2020-2021 ADMJ Program's CPR Update) -- Urgently added in response to the COVID-19 outbreak

### 1. BACKGROUND:

The COVID-19 pandemic presented new challenges for the Program, for the College, and for our students. While the pandemic unfolds in uncertain ways, we are committed to remaining resilient and to adapt our course offerings in the modalities that will best accommodate our students, in-person and remotely.

### 2. ANALYSIS:

When the COVID-19 pandemic emerged, we began adapting our courses into online modality (using Canvas). We realized that online teaching allowed us a means for reaching students that may not be able to otherwise attend in-person courses. Adapting to an alternate instructional method proved beneficial for the Program. We are able to reach a broader segment of the student population by remote instruction.

We saw the need for having a plan that offers all of our Program's courses in two modalities throughout four consecutive semesters. The modality plan would complement and mesh with our sequence plans and would offer consistency in our course offerings over two years.

In Fall 2020, we designed an "ADMJ Course Offerings by Modality" chart which allows students to plan ahead within a 2-year cycle (four consecutive semesters) as to which ADMJ courses will be offered, in which modalities (in-person or online-only), and in which semesters. This allows us to continue attracting students to the Program and gives them a choice of semester-available courses and modalities within four consecutive semesters over a two-year cycle. This plan coincides with the guided pathways strategy, helping students navigate their journey.

To accommodate our students, it is now possible for them to complete all eight of the Program's courses -- in any modality -- in any semester -- within a contiguous 2-year cycle. This flexibility allows students who may not otherwise be able to attend in-person courses to complete the Program entirely remotely, if needed. This is especially helpful for those students who have off-campus commitments (i.e., work, family, etc.) Our online-only modality has, thus far, proven quite popular with our students.

### 3. ACTION:

We piloted the plan Spring 2021, and after receiving approval from the interim Division Dean, began officially implementing it starting Fall 2021. We have been using the plan ever since, and it has been well-received by our students.

### 4. STATUS: Completed.

## Implementation Step #7 - Align the ADMJ Associate Degree, AS-T Degree, and Certificate of Achievement paths

(Formerly Objective #6 in 2019-2020; and Objective #9 in 2020-2021 ADMJ Program's CPR Updates)

### 1. BACKGROUND:

We saw the benefit for aligning all three of the Program's primary academic goals (associate degree, transfer degree, and certificate) so that, by traversing a single pathway, students can reach more than one goal along their path, building upon previously reached goals, and achieving other goals by completing additional (GE, graduation, or Program) requirements.

### 2. ANALYSIS:

This strategy brings the three most essential goals of the Program into seamless alignment by streamlining a student's path to multiple goals in a logical and efficient sequence, from various starting points, permitting progression that addresses duplication, wasted time, and excess units.

### 3. ACTION:

On April 15, 2019, our Program coordinated with the College's Articulation Officer (Marianne Beck) to work on our course sequence plans to ensure that the three goals would be in alignment. We completed this implementation step in 2019.

### 4. STATUS: Completed.

## Implementation Step #8 - Update ADMJ Program Web Page on the College's Website

### 1. BACKGROUND:

One of the ways for facilitating Program navigation and completion is by ensuring that the information on the Program's website is current. We are in the process of making sure that it has been updated.

### 2. ANALYSIS:

The Program has been reviewing its web page on the Skyline College website. The web page must have current and reliable information if it is to be useful to students in helping them navigate and complete the Program.

### 3. ACTION:

On 03/13/24, the Program met with Articulation Officer Marianne Beck to discuss transfer pathway and Credit for Prior Learning (CPL). It was decided that adding a transfer pathway tab to the Program's web page would be useful to students. Helping with this will be Aria Frangosh, Web Programmer Analyst. We also noticed that the web page needed to have two old courses (ADMJ 128 and ADMJ 665) removed from its list of courses. On 03/14/24, we contacted Aria Frangosh to arrange to have the updates made to the web page (completion is pending).

### 4. STATUS: Completed

#### Mapping

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Open Access: X
- Student Success and Equity: X

#### STATUS

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##### Goal Status Date

01/21/2023

##### Academic Year Updated

2023 - 2024

##### Goal Status

Completed

##### Goal Status Narrative



Facilitate Program navigation so students can effectively and efficiently plan and participate in productive pathways toward their desired academic, vocational, and personal enrichment goals.

(7 Steps: 7 COMPLETED.)

Implementation Step - :

Accomplished:

Impact on Students:

Impact on Resources: N/A

Status: COMPLETED

Implementation Step - :

Accomplished:

Impact on Students:

Impact on Resources: N/A

Status: COMPLETED

Implementation Step - :

Accomplished:

Impact on Students:

Impact on Resources: N/A

Status: COMPLETED

Implementation Step - :

Accomplished:

Impact on Students:

Impact on Resources: N/A

Status: COMPLETED

Implementation Step - Develop 2-year and 3-year course sequencing plans.

Accomplished: The Program developed 2-year and 3-year course sequencing plans to facilitate Program and student goal navigation. (The Program is currently collaborating with the College in developing an updated and more comprehensive plan called "Program Mapper.")

Impact on Students: Course sequencing plans coincide with guided pathway strategies to assist students in better charting their goal paths.

Impact on Resources: None

Status: COMPLETED

Implementation Step - Develop a 4-semester ADMJ course offering modality plan.

Accomplished: The Program developed a contiguous 4-semester course offering modality plan allowing students to enroll in courses in either online or in-person modalities. The plan, piloted in Spring 2021, has been well-received, and promotes Program consistency and flexibility.

Impact on Students: A contiguous 4-semester course modality plan coincides with guided pathway strategies, facilitates course access and navigation by providing students modality options with the flexibility of selecting all Program courses in either online or in-person formats.

Impact on Resources: None

Status: COMPLETED

Implementation Step - Align the ADMJ Associate Degree, AS-T Degree, and Certificate of Achievement paths.

Accomplished: The Program aligned its three major academic goals: (1) Associate Degree, (2) Associate for Transfer Degree, and (3) Certificate of Achievement, so that a student's single goal path can more easily lead to more than one goal. One goal builds upon another, such as after achieving the associate transfer degree completing additional GE and graduation requirements for the regular associate degree.

Impact on Students: With the pathways to the three goals more closely aligned, it facilitates a student's journey, making reaching more than one academic goal along a consistent path more efficiently navigable.

Impact on Resources: None

Status: COMPLETED

## GOAL

Increase Downward-Trending Hispanic/Latinx and Filipinx Student Enrollments by 2% (1 Step: 1 ON-SCHEDULE)

### Goal and Desired Impact on Students

Increase Downward-Trending Hispanic/Latinx and Filipinx Student Enrollments by 2%.

The goal and its implementation steps will have a positive impact on open access; diversity and inclusion; and student success and equity.

We identified the following implementation steps as being instrumental in accomplishing this goal.

### Year Initiated

2023 - 2024

### Implementation Step(s) and Timelines

## Implementation Step #1 - Increase Downward-Trending Hispanic/Latinx and Filipinx ADMJ Program Student Enrollments by 2%

(New implementation step since previous ADMJ Program's CPR Update)

Hispanic/Latinx Enrollments:			Fa/17	Sp/18	Fa/18	Sp/19	Fa/19	Sp/20	Fa/20	Sp/21	Fa/21	Sp/22
Fa/22	Sp/23	Total	Average									
Enrollments:			98	122	103	106	98	76	104	85	54	71
75	110	1,099	92									
Filipinx Enrollments:			Fa/17	Sp/18	Fa/18	Sp/19	Fa/19	Sp/20	Fa/20	Sp/21	Fa/21	Sp/22
Fa/22	Sp/23											
Enrollments:			28	28	32	37	27	24	31	25	8	19
20	19	298	25									

### 1. BACKGROUND:

We targeted our Hispanic/Latinx students and Filipinx students for Program enrollment improvement, seeking an increase of 2%, after noticing downward trends in both populations which seemed to have begun in spring 2020 (see chart above). We believe that the onset of the Covid pandemic may have been a precipitating factor in the trending decline and instability of enrollments.

### 2. ANALYSIS:

Our Hispanic/Latinx Program enrollments have usually been high, accounting for 46.8% of our students, followed by White students (17.8%), and Filipinx students (10.7%).

Fa/17 to fa/19, Hispanic/Latinx Program enrollments averaged 105 students. Sp/20 to fa/22, Hispanic/Latinx enrollments averaged 78 students, a 25.7% drop. There was a single uptick in fa/20 to 104 students, but dropped to an average of 71 students in the next four semesters. In sp/23, enrollments spiked back up to 110, which is higher than pre-Covid enrollments (105). In sp/23, Hispanic/Latinx enrollments jumped up from 75 students to 110 students. This was very encouraging.

Fa/17 to fa/19, Filipinx Program enrollments averaged 30 students. Sp/20 to fa/22, Filipinx enrollments averaged 21 students, a 30% drop. There was a single uptick in fa/20 to 31 students, but dropped to an average of 18 students in the next five semesters, where their enrollments have stabilized but are still below pre-Covid enrollments (30). In sp/23, Filipinx enrollments seemed stabilized at 19 students, which was the current three year average. We will need to monitor and work on this.

### 3. ACTION:

Our goal is to improve by 2% (or at least stabilize) Program enrollments for our Hispanic/Latinx and Filipinx populations. We feel these two enrollment groups hold the best promise for making improvement strides in enrollments. We continually promote our Program and courses at every opportunity, and are beginning to see signs of improvement (or stabilization) as students begin to feel more comfortable returning to the College (F2F and online). We will continue to monitor the rates and trends for both groups, and their status will be marked as "On-Schedule" as we assess.

### 4. STATUS: On-Schedule.

#### Mapping

- SKY College Values: (X - Selected)

- Open Access: X
- Student Success and Equity: X

## STATUS

### Goal Status Date

02/11/2023

### Academic Year Updated

2023 - 2024

### Goal Status

On Schedule

### Goal Status Narrative

Increase Low-Enrolled Student Populations (Asian and Black).

1 Step: 1 New ON SCHEDULE (In-progress).

Implementation Step - Increase Asian and Black enrollments in the Program:

In-Progress: The Program is focusing on certain student populations that have been identified as having low Program enrollments: Black student enrollments and Asian student enrollments. Black enrollments have been a pervasive challenge over the years, for the Program and the College, at 2.5% and 3.5%, respectively. But Program Asian enrollments (8.6%) are significantly lower than College Asian enrollments (20.8%). We are targeting these two populations for increasing their enrollments through increased advertising and marketing strategies, and working with College resources involving these student groups.

Impact on Students: The impact of our continuing efforts to increase student enrollments in these identified populations remains to be determined.

Impact on Resources: N/A

Status: ON SCHEDULE (In-progress)

## GOAL

Increase Student Success and Retention Rates by 2% (4 Steps: 2 COMPLETED, 2 ON-SCHEDULE)

### Goal and Desired Impact on Students

Increase Student Success and Retention Rates by 2%.

The goal and its implementation steps will have a positive impact on student success and equity; diversity and inclusion; and academic excellence.

We identified the following implementation steps as being instrumental in accomplishing this goal.

### Year Initiated

2023 - 2024

### Implementation Step(s) and Timelines

## Implementation Step #1 - Improve Online Modality for Program Instructors

(New implementation step since previous ADMJ Program's CPR Update)

Face-to-Face:		Total	Average	Fa/18	Sp/19	Fa/19	Sp/20	Fa/20	Sp/21	Fa/21	Sp/22
Fa/22	Sp/23										
Success:				72%	80%	79%	66%	67%	*	90%	71%
85%	70%	1,093	76%								
Retention:				86%	90%	91%	80%	100%	*	90%	86%
90%	77%	1,093	88%								
Online (Asynch.):				Fa/18	Sp/19	Fa/19	Sp/20	Fa/20	Sp/21	Fa/21	Sp/22
Fa/22	Sp/23										
Success:				*	*	*	*	*	76%	77%	67%
65%	70%	819	71%								
Retention:				*	*	*	*	*	100%	89%	85%
84%	79%	819	88%								

### BACKGROUND:

We recognize that one of the ways to increase student success and retention rates is to improve our online (Canvas) modality instructional capabilities. Our goal is to do so by 2%.

Prior to the start of the Covid pandemic in sp/20, the Program's two instructors had only been teaching courses in F2F modality. Neither had received training or were qualified for online instruction. Our Program's courses had not yet been adapted to the Canvas online teaching platform. All this changed in spring 2020 when we had to adapt to alternative instruction methods due to the Covid pandemic and the College campus closed.

### ANALYSIS:

In the face of uncertainty, the pandemic prompted us to expand our teaching capabilities to meet the present challenges so that we could continue to serve our students, who themselves were also struggling to adapt to the pandemic, both in school and at home. We would need to adapt to online teaching and learning as the campus was closed during the sp/20 semester, and we were all unsure what the following semesters would be like, and for how long. The Program's instructors decided to begin preparing and taking action for any eventuality to keep things going.

Program F2F success rates prior to sp/21 averaged 73%, and after sp/21 averaged 79%, a +6% increase, for a total F2F success average of 76%. The Program had no online data prior to sp/21. Program online success rates after sp/21 averaged 71%. Total F2F and online success rate averaged 74%.

Program F2F retention rates prior to sp/21 averaged 89%, and after sp/21 averaged 86%, a -3% decrease, for a total F2F retention average of 88%. The Program had no online data prior to sp/21. Program online retention rates after sp/21 averaged 87%. Total F2F and online retention rate averaged 88%.

F2F students had a +5% higher success rate than online students (76% to 71%). F2F and online students had the same retention rate (88%).

Our goal is to increase our success rates by 2%, and stabilize or increase our retention rates by 2%.

#### ACTION:

For the immediate crisis in sp/20, while the campus was closed, we hurriedly adapted Program instruction to a form of online modality through the use of Zoom conferencing and email communications with our students, which worked out relatively well given the circumstances. The Program's success rate pre-Covid averaged 76.4%, but dropped (-10.2%) to 66.2% in sp/20. The Program's retention rate pre-Covid averaged 89.2%, but dropped (-9.3%) to 79.9% in sp/20. We were grateful that the impacts were limited to about -10% declines for that semester.

In the summer of 2020, the Program's instructors underwent initial online Canvas training (QOTL-1) provided by the CTTL to develop and adapt online courses for the Program in time for the fa/20 semester. This took an enormous amount of time and work to get our ten courses (8 ADMJ + 2 cross-listed LEGL) entered into the empty Canvas shells corresponding to our F2F courses for the upcoming semesters. No ADMJ courses were taught during summer session, 2020. By fa/20, we were ready to go and piloted our first Canvas courses for the fall 2020 semester.

The Program's full-time faculty member (Steve Aurilio) received five weeks of update Canvas training (QOTL-2) in summer of 2023. The Program's adjunct faculty member is scheduled to complete QOTL-2 update training in summer of 2024.

Online Canvas modality has now become a regular part of our Program's instruction ever since, not just for online-only course offerings but also as a companion feature to our traditional F2F course offerings as an aid to student learning and content retention, with its weekly module chapter lectures, handout materials, discussion boards, online references, and other items that augment F2F instruction. All of our testing, quizzes, and assignments now use the Canvas platform, including for our F2F courses.

Over the years, we have continued to add, adjust, and polish our Canvas course materials, and we continue to do so. Our task is to increase our online enrollment success levels to par with F2F. The Program's instructors are keeping up with professional development and training opportunities offered by the College that will assist us in improving our remote teaching capabilities, which in turn should result in increased student success and retention rates by 2%. We are hopeful that Program success and retention rates will increase as more students start to return to Program courses once again in both modalities, as the COVID pandemic has become less concerning than it had been at its onset, and as the instructors enhance their online teaching capabilities.

STATUS: ON-SCHEDULE

#### Implementation Step #2 - Enhance Program Promotion by Advertising and Marketing Strategies

	Enrollments	Success Rate	Retention Rate
2018-19	464	76.7%	88.4%
2019-20	374	73.3%	85.8%
2020-21	406	71.2%	100.0%
2021-22	368	64.4%	81.5%
2022-23	396	71.1%	82.1%
Average:	402	71.0%	87.6%

## BACKGROUND:

We recognize that one of the ways to increase student success and retention rates is to enhance Program promotion by advertising and marketing strategies.

The Covid pandemic, although in recent semesters is slowly subsiding as we are better able to manage the circumstances, we are still left with the dilemma of trying to regain the student enrollments that were lost when the pandemic struck. This has been a challenge for the Program, and for the College. The process of regaining lost enrollments has been slow, but is showing signs of progress. One of the ways to accomplish this is by enhancing Program promotion by advertising and marketing strategies. Once accomplished, then increase success and retention rates.

## ANALYSIS:

Among the important objectives of any College program is the attraction, success, and retention of students, and maximizing enrollments. The Program has historically maintained high and relatively stable enrollment and load numbers, but in recent years – as with some other programs, and the College as a whole – it has experienced some declines, some attributed to the COVID pandemic, as well as uniquely to Building 1's renovation project which is where our Program's classroom and office are housed.

(Refer to the Program's annual course enrollments, success, and retention rates above.) Between 2018-19 and 2022-23, student success rates dropped from 76.7% to 71.1%, a -5.6% decline. During the same period, student retention rates also dropped from 88.4% to 82.1%, a -6.3% decline. These are two areas that we will focus on for improvement in the coming semesters.

The Program is focused on recapturing enrollments, drawing students back to the classroom, retaining them, and preparing them to succeed. This will take persistent and targeted efforts. These efforts aren't new to the Program as, over the years, Program promotion and marketing have always been a focus of ours.

## ACTION:

We recognize the listed factors as being important to Program vitality and are mindful of our responsibility to continuously monitor our Program's enrollment statistics. As the demographics of local and regional populations change, so must our outreach. We will increase our advertising and marketing efforts to attract and retain more students in the Program, especially those that are low-enrolled and those showing declining enrollments.

We are committed to broadening our outreach by welcoming and encouraging a diverse student enrollment population in our Program. We are hopeful that our marketing efforts will enhance our Program's "curb appeal" with students.

Central to our advertising and marketing efforts has been, and continues to be, outreach to populations that typically have been less enrolled in our Program.

The ADMJ Program has used a variety of methods to publicize our Program, instill interest, and attract and retain our students. Some of the marketing strategies we've been using include:

- \* Informing students of how our Program can lead them to their degree, transfer, and career goals.
- \* Promoting Program courses to enrolled students at the beginning and end of every semester.
- \* Inviting our students to share their Program experience with their friends, relatives, and acquaintances.
- \* Inviting visits by professional guest speakers to classes to share their career journeys in criminal justice.
- \* Showing career-related films in our courses that highlight employment possibilities.
- \* Renaming some course titles to enhance clarity, consistency, promotion, and navigation (See Goal #2).
- \* Visiting courses outside of our Program to invite students to explore the ADMJ Program.
- \* Building community connections (such as our academic-professional partnership with the Program's Advisory Committee).
- \* Consulting with instructors outside of our Program to mention our Program in their classes.



- \* Designing inviting "Welcome Pages" (Home Page) on Canvas that seek to pique the interest of students in various ways.
- \* Highlighting our students' notable successes and accomplishments by submitting articles to "Skyline Shines."
- \* Posting Program and career opportunity materials on the bulletin board outside of the ADMJ office and inside the classroom.
- \* Using rack cards, flyers, and tri-fold brochures that showcase the ADMJ Program and highlight student diversity.
- \* Posting our Program on the Skyline College website (some areas will need to be updated, as information has changed).
- \* Fostering partnerships with the College's ASTEP, BAM, Kababayan, Puente, Strategic Partnerships and Workforce Development programs.

On June 26, 2019, we began working with the Marketing, Communications, and Public Relations Department to design and create new updated marketing materials for the ADMJ Program, as the previous tri-folds had become outdated. Our new materials have been updated (especially with more diverse photos) to showcase our Program for a 21st century audience.

In Spring 2020, we received the first batch of these updated materials, and we were very pleased. The new brochures have vibrant color schemes, are printed on good stock, have an inviting and welcoming appeal, and include photos of our diverse student populations engaged in course activities (such as during a mock homicide scene investigation).

The new brochures include photos of our students representing diverse backgrounds, student testimonials, updated course and Program information, updated criminal justice career salary ranges, and much more.

We have showcased the Program at various college events, such as "Meet Your Major" and "Career Pathways." These, and other efforts, have helped us to grow our Program.

On March 26, 2021, we met with the dean of Strategic Partnerships and Workforce Development across the hall from our office in planning the design of an ADMJ Program banner to display at various events, too.

We have received a large ADMJ Program banner and two table cloths for display at events, 1,000 ADMJ Program face masks, 250 ADMJ inscribed pens, and similar marketing materials which we now have on hand, ready for handing out at future promotional events.

Career Education (CE) programs are partially supported through federal and state funds. Our promotional items were funded by the Carl D. Perkins Fund for CE Programs, through a VTEA Grant. Vocational education programs in California community colleges continue to depend heavily on the Carl D. Perkins Vocational Technical Economic Act (VTEA) dollars as their major funding source.

The current VTEA grant, also known as "Perkins IV," was signed into law in 2006. The VTEA grant is administered by the Office of Career Education and Instruction Office. The Carl D. Perkins VTEA IV grant administered by the United States Department of Education and the California Community College Chancellor's Office supports career technical education programs. The focus of the grant is on program improvement, increased coordination with career technical education and the community, stronger academic and technical integration, connections between secondary and postsecondary education, and a focus on business and industry.

Planning for VTEA funded projects is done concurrently with the regular college budget and planning process. Justification for projects is based on the most recent Program Evaluation Process report, recommendations from program advisory committees, and campus-wide planning priorities. All proposed projects are included in area and division unit plans.

The ADMJ Program has been very fortunate to have been awarded these funds to obtain the marketing and promotional items our Program needed.

While these efforts have been helpful in accomplishing previous goals, we are intent on continuing to employ similar strategies, and consider new ones, as we address our enrollment deficiencies, so that we are in a better position to

positively impact our Program's success and retention rates, and sustainably maintain them.

STATUS: ON-SCHEDULE

### Implementation Step #3 - Equity Grading: Elimination of Zero Points Grading

(New implementation step since previous ADMJ Program's CPR Update)

#### 1. BACKGROUND:

We recognize that one of the ways to increase student success and retention rates is by enhancing grading fairness and equity, which we have contributed to by eliminating zero points grading.

Zero points grading is any method for grading students' work where there is a greater point ratio differentiation between the "F" and "D" grades than for the ratio differentiations for the grades above the "D" and which results in having an unequitable, disproportionate, and penalizing impact on students' overall points or grades.

#### 2. ANALYSIS:

After learning about the unequitable grading system known as "zero points grading" in one of the College's flex day workshops, it made complete sense. The Program decided to not use this system of grading as it gave undue emphasis on the "F" grade (zero points) over the other grades, especially in a 100-point grading system (100, 90, 80, 70, 60, and zero). The method, however, would work more equitably if used in a simple 4, 3, 2, 1, 0 grade system.

#### 3. ACTION:

Program instructors use either a "100 points" grading system or a "50 points" grading system. The Program has eliminated the rock-bottom absolute "zero points" grade for "F" work which is unfair and penalizing to students.

In the "100 points" grading system, we have limited the lowest points of any "F" grade to either 59 points ("F") at best, or 50 points ("F") at worst. Student work that has been completed and submitted, but deemed unsatisfactory (below a "D"), is graded at rock-bottom 59 points. Student work that has not been completed and submitted is graded at rock-bottom 50 points. This allows a student's poor grade not to have a disproportionate and negative impact on the student's other grades. Instructors are free to use any points-letters grading system they choose as long as the ratios above and below each grade are equal, that is, the ratio between the "F" and "D" grades should be comparable to the individual grade ratios for grades/points for A, B, C, and D.

This change will have a positive impact on increasing enrollments, and also student success and retention rates as students become aware of the fairness of instructors' grading systems

#### 4. STATUS: Completed.

### Implementation Step #4 - Create a 3-Year SLOAC Assessment Cycle Calendar that coincides with ISLO Assessment Cycle (Fall 2022 - Spring 2025)

(Formerly Objective #13 in 2020-2021 ADMJ Program's CPR Update)

#### 1. BACKGROUND:

We recognize that one of the ways to increase student success and retention rates is by assessing the effectiveness of our Program, its courses, and how they contribute to the College's ISLO assessments and effectiveness.

Every three years, the ADMJ Program updates its SLOAC Assessment Cycle Calendar. Within a 7-year CPR cycle all of the Program's eight courses (+ two cross-listed LEGL courses) and the Program itself are assessed for effectiveness. This year we made improvements to our SLOAC Assessment Calendar, aligning it with the College's ISLO assessment calendar.

## 2. ANALYSIS:

The College assesses one of its five ISLOs every year in rotating order. We decided to align, as closely as possible, our course SLO Assessment Cycle with the College's ISLO Assessment Cycle on a single Calendar by adding an ISLO column to our Program's SLO Calendar. This allows the Program to better coordinate ISLO assessment with its PSLO and course SLO assessments.

### ISLO ASSESSMENT CALENDAR (SCHEDULE):

2022-2023 - Effective Communication  
2023-2024 - Information Literacy  
2024-2025 - Community Engagement  
2025-2026 - Critical and Creative Thinking  
2026-2027 - Lifelong Wellness

## 3. ACTION:

We added a column on our calendar that lists the College's five ISLOs (above), arranged according to the years they are to be assessed, and aligning each ISLO with coinciding ADMJ courses. The new 3-year calendar has been submitted to the PRIE Office and to the Chair of the Institutional Effectiveness Committee.

## 4. STATUS: Completed.

### Mapping

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Student Success and Equity: X

### STATUS

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#### Goal Status Date

02/11/2023

#### Academic Year Updated

2023 - 2024

#### Goal Status

On Schedule

#### Goal Status Narrative

Impact on Students: The impact of our continuing efforts to increase student enrollments in these identified populations remains to be determined.

Impact on Resources: N/A

Status: 1 Step: 1 New ON SCHEDULE (In-progress).

Implementation Step - :

Accomplished:

Impact on Students:

Impact on Resources: N/A

Status: COMPLETED