

2018 Administration of Justice Annual Program Plan

ADMJ Administration of Justice

I.A. Program Profile: Purpose

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

Narrative

AJ Program Description

The Administration of Justice (ADMJ) Program is a 27-unit career technical education (CTE), A.A. and AS-T degree, and certificate program that serves a global community of criminal justice learners by providing program students with a solid educational foundation in a variety of major areas of criminal justice studies. The Program's six core and nine elective courses are shown below:

ADMJ CORE COURSES

ADMJ 100 – Introduction to Administration of Justice (3)
ADMJ 102 – Principles and Procedures of Justice (3)
ADMJ 104 – Concepts of Criminal Law (3)
ADMJ 106 – Legal Aspects of Evidence (3)
ADMJ 108 – Community Relations (3)
ADMJ 110 – Police Report Writing (3)

ADMJ ELECTIVE COURSES

ADMJ 120 – Criminal Investigation (3)
ADMJ 123 – Concepts of Enforcement Principles (3)
ADMJ 125 – Juvenile Procedures (3)
ADMJ 128 – Juvenile Crime Prevention Strategies (3) (NYL)
ADMJ 134 – Traffic Enforcement and Investigation (3)
ADMJ 135 – Narcotics and Special Investigations (3) (Banked)
ADMJ 181 – Fresh Lifelines for Youth (3) (NYL)
ADMJ 665 – Selected Topics in Administration of Justice (.5–2)
ADMJ 670 – Criminal Justice Internship (4)

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

ADMJ 108 is cross-listed with SOCI 108. NYL = Not Yet Launched.

All ADMJ courses are transferable to the CSU System.

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

ADMJ 100, 102, 104, 106, 108, 120, and 125 accepted as Transfer Model Curriculum courses for the Associate in Science in ADMJ (AS-T) Degree for Transfer.

AJ Program's Purpose

The Program's purpose is to enhance students' knowledge and skills so that they can achieve their academic, vocational, and personal enrichment goals, and to prepare them to be responsible citizens and workers in the field and to make a positive difference in society. Academic goals include an Associate in Arts (AA) Degree (Administration of Justice major); an Associate in Science in Administration of Justice (AS-T) Degree for Transfer; and the Administration of Justice Program Certificate of Program Completion. Vocational goals include careers in law enforcement, corrections, the courts, and related legal areas in the public and private sectors of community service. Personal enrichment goals help to prepare students to be civic-minded, ethical, and responsible community participants, and to be able to think critically about criminal justice problems and issues. These are at the heart of our College's mission, vision, and values.

AJ Program's Contribution to the Mission of Skyline College

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

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

These tenets underscore the importance of the AJ Program's own core principles for providing students with courses of the highest caliber, taught by a cadre of knowledgeable and experienced instructors, and which emphasize the values of open access and diverse inclusion, critical thinking and problem solving, oral and written communication skills, ethics, community service, and community partnership building. The Program's principles, objectives, strategies, course SLOs, embrace and "map up" to the College's institutional SLOs of *Critical Thinking, Effective Communication, Citizenship, Information Literacy, and Lifelong Wellness.*

Program courses provide students with an array of topics in criminal justice to equip them with a solid educational foundation so that they can reach their goals and realize their dreams. Inasmuch as the field of criminal justice is oftentimes at the forefront of many of society's justice issues and controversies, the Program's

importance to our citizens and community service workers of tomorrow cannot be overstated. Their journey begins right here! The Program teaches students to consider and understand the ever-changing dynamics, policies, and issues surrounding criminal justice, and to then assess, analyze, and apply what they have learned in new and creative ways so that they can contribute to, and ultimately foster, needed change in society. (The author can attest to the ADMJ Program's value, as his own educational and vocational journey began in the ADMJ Program right here in the SMCCCD College District.)

The AJ Program serves as a "bridge" to help connect our students with important community contacts in the criminal justice work force who have hiring authority. This has been a particular focus of our ADMJ 670 – Criminal Justice Internship Course which, in many cases, has (1) resulted in students moving directly into criminal justice occupations, and (2) has helped them to excel in their training academies because of what they have learned in our Program.

Example: As of this writing, two students (one minority male from the ADMJ Program and one female from the LEGL Program) are soon to be hired as Records & Evidence Specialists I with a medium-sized municipal police department here in San Mateo County, pending completion of the background investigation phase of the hiring process. Our Program continually endeavors to prepare students for, and connect them to, career opportunities that pertain to their aspirations.

The AJ Program also contributes to the academic goals of students seeking to attain an Associate (AA) Degree (major in ADMJ) and/or Associate (AS-T) Degree for Transfer to a four-year institution. All of the Program's courses are CSU transferable. Two are also UC transferable. Seven courses are applicable to the AS-T Transfer Degree. (There are two other courses that fit the TMC model that we do not offer in our Program, but which we plan to develop: Introduction to Forensic Science and Introduction to Corrections.) With an educational foundation, AJ students become more marketable and are better able to overcome the intellectual, economic, and cultural challenges that traditionally may have been barriers. Successful completion of the 27-unit ADMJ Program results in the awarding of the ADMJ Program Certificate of Completion.

I.B. Program Planning Team

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

Narrative

The ADMJ / LEGL work group and planning team consists of:

Dr. Tammy Robinson ~ Interim Dean of Social Science/Creative Arts Division (SS/CA)

Steve Aurilio, Professor	ADMJ Program Coordinator	FT Faculty
Kevin Phipps, Professor	ADMJ Program	PT Faculty
Willard Osibin, Office Asst.	ADMJ Program	PT Vol. Aide
Jesse Raskin, Professor	LEGL Program Coordinator	FT Faculty
Peter MacLaren, Professor	LEGL Program/ADMJ Program	PT Faculty
Maria Gaudio, Professor	LEGL Program/ADMJ Program	PT Faculty

The ADMJ Program and the LEGL Program are fortunate to share office space and resources, which is valuable because both programs are connected by nature of their shared disciplines relating to the fields of law and justice. Several of the ADMJ Program's courses are "cross-listed" with LEGL and we share instructors. The two programs function cohesively as a collaborative work group and strategic planning team. The work group participants of both programs regularly meet to engage in on-going and meaningful dialogue relevant to our two programs.

The ADMJ Program members (Aurilio, Phipps, Osibin) meet regularly during the semester to share information relating to the Program, the Division, and the College. The ADMJ and LEGL Program coordinators also meet during the regular semester to engage in dialogue about matters of common interest to our programs. The two program coordinators, and as they are able adjunct faculty, also attend the monthly Social Science/Creative Arts (SS/CA) Division meetings. ADMJ and LEFGL consider it a valuable asset to ensure that information is routinely shared with all members within our work groups.

Examples of Collaboration

Program collaboration example #1: AJ Program's assistance to the LEGL Department during the past year as the LEGL Program prepared for its ABA (American Bar Association) accreditation site visit. This has been a long and arduous task, most of which has been shouldered by the LEGL Program Coordinator and adjunct LEGL faculty. The ADMJ Program was pleased to have been able to help out as requested, and to contribute to the LEGL Program's ABA preparation efforts. In anticipation of a favorable decision by the ABA,

Skyline's LEGL Program will be the only one of its kind in-district to have ABA accreditation.

Program collaboration example #2: Dialogue between both Programs concerning the addition of two new courses, both of which were developed by the LEGL Program Coordinator and were recently added to the ADMJ Program, are ADMJ 128 – Juvenile Crime Prevention Strategies, and ADMJ 181 – Fresh Lifelines for Youth. Both courses augment our traditional ADMJ 125 – Juveniles Procedures course but add deeper sociological perspectives to the topic of juveniles and the justice system. (These two new courses have been approved by the Curriculum Committee but have not yet been launched.)

The ADMJ 181 – Fresh Lifelines for Youth course offers an exciting opportunity for engagement with the community as there already exists a non-profit organization based in San Mateo County called “Fresh Lifelines for Youth” (FLY). FLY is committed to working with youth ages 15-17 who are in the juvenile justice system (JJS), or at-risk of entry into the JJS, and inspires at-risk youth to change the trajectory of their lives, build upon their assets and skills, and ultimately reduce their delinquent behavior. FLY's innovative programs include legal education, leadership training, one-on-one mentoring, and drive toward measurable outcomes. These two courses will provide an in-depth study of these issues, as well as give our ADMJ Program and LEGL Program a direct link to a very important community-based service organization.

Program collaboration example #3: The ADMJ and LEGL Programs collaborate in preparation for their individual Comprehensive Program Reviews (CPRs), which are generally scheduled for presentation in the same year. The two programs' previous CPRs were in 2006, 2011, and most recently in 2017. The same collaboration also occurs for the programs' preparation of their individual annual APPs. This year will be our programs' first opportunity to use SPOL.

Program collaboration example #4: Several of the Program's courses are “cross-listed” as ADMJ and LEGL (i.e. *Criminal Law*, *Legal Aspects of Evidence*, and *Criminal Investigation*). Instructors in both programs teach their own students and also “cross-listed” students in these courses. Fortunately, Program instructors come from “legal” as well as “enforcement” professional backgrounds, in both the public and private sectors. This has been of great benefit to our programs and our students by having a strong bond of collaboration between the two work groups. This provides our students with valuable learning opportunities and opportunities to experience diverse perspectives on the subject matter as taught by instructors of varied backgrounds. This on-going collaboration provide a basis for Program stability, synergy, and forward direction.

Program collaboration example #5: The Program collaborates with the College's Office of Cooperative Education by offering the *ADMJ 670 - Criminal Justice*

Internship course. This course gives students an opportunity to earn four (4) units of elective credit for participating in a paid internship work experience at a criminal justice-related job upon completing at least 300 hours of supervised on-site ADMJ-related work during the semester. With the help of their work site supervisor who monitors their progress, students must develop and work on three job goals during the internship semester, and their site supervisor evaluates their progress and accomplishments both at midterm time and at semester end. Students must also complete an internship course survey afterward discussing their internship experience. The ADMJ Program usually has 5–15 students participating in the Cooperative Education internship course each semester.

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

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

Narrative

In 2017, the ADMJ Program underwent its 6-year Comprehensive Program Review (CPR). The Program has identified several Program objectives (goals) and activities, some of which were carry-overs from earlier program plans but which are still being worked on.

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

Development of an *Introduction to Forensic Science* course, similar to the one already in place at the College of San Mateo (ADMJ 185). With advances in criminal justice technology and the increasing dependence on forensic science to help detect and solve crimes, and apprehend offenders, it is imperative that a course of this type be added to the AJ Program. Due to its specialization, it will necessarily require a skilled instructor with special knowledge and expertise to teach this specialized course. It would be helpful to have access to lab facilities for this course, although not absolutely necessary. (CSM instructs its course in classroom lecture-style only.) This course is already accepted as a transfer model curriculum (TMC) course to the CSU system (C-ID AJ 150), and has been part of CSM's ADMJ Program for years. It is one of only two TMC courses not yet part of our AJ Program.

Progress/Update:

We have been assessing what instructional, logistical, and facility needs might be needed for such a course. Among them were (1) a specialized and skilled instructor with a background in forensic science, and (2) (hopefully) an appropriately equipped laboratory facility adjacent to the AJ lecture classroom where hands-on practical instruction and demonstrations could be conducted (i.e. blood stain analysis, latent fingerprinting, etc.) that typically cannot be conducted in a lecture classroom. Our current ADMJ 120/LEGL 320 - *Criminal Investigation* course could use a lab component, too.

I contacted a colleague in the ADMJ Program at the College of San Mateo (CSM) to inquire about CSM's *Introduction to Forensic Science* course and I learned that theirs was a non-lab lecture course, taught by a forensics-qualified instructor. In the new Building 1, it is our hope that the AJ program could have a lab room adjacent to the classroom for conducting practical exercises. If so, that would be

great. If not, the courses can still be taught, but without a practical application component.

We have been delaying moving forward with this new course proposal for the following reasons:

(1) Building 1 is scheduled to be demolished in late December 2019 and the two programs will be moving to other buildings on campus for the fall 2018 semester; (2) plans for construction of the new Building 1 are still evolving; (3) the Program needs to consult with the Division Dean for input and approval of this new course; and (4) if approved by the dean, we would need to seek, identify, and import a qualified instructor to teach the course.

If approved, it is suggested that we use the same course name and number, CRN, and an Official Course Outline similar to CSM's, which are already approved for use by SMCCCD, the College of San Mateo (CSM), and the TMC, for consistency.

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

Development of an *Introduction to Corrections* course. Corrections is another field of criminal justice that requires an instructor with special knowledge and expertise in criminal justice and community-based and rehabilitative corrections (diversion, probation, parole, etc.). The current trend of criminal justice corrections is steering away from incarceration and, instead, moving toward finding new and creative ways to address corrections, rehabilitation, and punishment alternatives, by expanding community-based corrections. This course is specifically designed to address these issues. This course is already accepted as a transfer model curriculum (TMC) course to the CSU system (C-ID AJ 200). It, too, is one of only two TMC courses not yet part of our AJ Program.

Progress/Update:

We have been assessing what this course's specialized instructional needs might be (skilled instructor with a professional background in corrections).

We have been delaying moving forward with this new course proposal, too, for the same reasons:

(1) Building 1 is scheduled to be demolished in late December 2019 and the two programs will be moving to other buildings on campus for the fall 2018 semester; (2) plans for construction of the new Building 1 are still evolving; (3) the Program needs to consult with the Division Dean for input and approval of this new

course; and (4) if approved by the dean, we would need to seek, identify, and import a qualified instructor to teach the course.

We may consider moving forward with proposing this new course first in that it would only require a qualified instructor and a lecture classroom. (We will consult with the Division Dean on the proper time to make the proposal.)

If approved, it is suggested that we adopt the course name of Introduction to Corrections and course number (ADMJ 200) for consistency with the name and numbering of the TMC transfer model curriculum identifier (AJ 200).

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

Change the Administration of Justice Associate Degree from an Associate in Arts (AA) Degree to an Associate in Science (AS) Degree. This would coincide with the Program's Associate in Science for Transfer (AS-T) Degree, and with the College of San Mateo's ADMJ Program's AS degrees (ADMJ major), and its Associate in Science for Transfer (AS-T) Degree.)

Administration of Justice has historically been categorized under the sciences, not the arts. It is, essentially, a study in "social science." What is called "Administration of Justice" was once called "Police Science" (similar to "Fire Science") and was so named in the early 1960s, including at the College of San Mateo in the SMCCCD District. (At some point, the degree was transformed from an AS degree to an AA degree.) We will consult with the Division Dean about the appropriateness of this objective.

Progress/Update:

The Program is still pursuing this objective for the reasons stated above. It would be a no-cost change and would benefit consistency.

II.B. Analysis: Program Environment

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

Narrative

External and internal changes can have both promising yet challenging impacts on the Program, logistically and pedagogically. Negative impacts can be reduced by exercising a sufficient degree of anticipation, foresight, and planning. While some changes may not always permit ample time to prepare, for the most part many changes may indeed provide such advantages. Some current and anticipated external and internal changes are identified and discussed below:

External Changes (Outside of the Program)

External Change #1: A significant upcoming Program environment change for the ADMJ and LEGL Programs is their anticipated move in the fall 2018 semester from Building 1 to other buildings on campus as Building 1 is scheduled for demolition at the end of the fall 2018 semester. Completion of the new Building 1 is expected to take over two years.

A consequence of this change may be some negative impact on the Program's enrollment momentum. Faculty and students will need to adjust to their displacement to new classrooms, parking lots, and office space environment. While planning for the Program's needs is continuous, some Program goals may necessarily have to be delayed until we have a clearer picture of the logistical situation as demolition and new construction begins, and as building plans begin to take shape.

Action plan: While we are unsure of the exact impact that the move will have on Program enrollment, our action plan is to keep our students in the "communication loop" so that we can reassure them of the stability of the Program, and to help maintain the Program's momentum. If momentum is lost, it can have a significant impact on enrollment. Our immediate concern and response, then, is to do whatever we can so that this does not happen. Despite the move's temporary inconvenience and readjustment concerns we look forward to the construction of our new Building 1.

External Change #2: Another external change is the College's redesign plans of adding meta-majors and guided pathways to help students more effectively and efficiently identify their educational and vocational interests and goals, more easily navigate their college experience, and ultimately reach their goals by grouping courses and programs into four broad categories. The redesign model is being studied and developed by the MM/GP Redesign Team. (The LEGL

Program Coordinator is one of the co-leads on the MM/GP Redesign Team.) There will be four (4) meta-major categories: (1) Arts, Languages & Communication; (2) Business, Entrepreneurship & Management; (3) Science, Technology & Health; and (4) Society & Education. The ADMJ and LEGL Programs will come under the Society & Education category.

Action plan: The Program is closely monitoring the progress of the comprehensive redesign project to assess where we can be ready to assist our students in making the best use of this new strategy and to ensure that the Program can contribute to the its success. One way we can help is by engaging Program students at the beginning of their initial exposure to the Program and to support the advice and strategies provided by College counselors. Program faculty members are in a pivotal position because they know the courses, their relationships to each other, how the courses connect to careers, and other Program-specific attributes, all of which is valuable information that benefits our students and helps them to use the redesign model in a useful manner.

External Change #3: Current social climate and conversations, locally, regionally, and nationally, concerning criminal justice issues can be expected to have a direct impact on the ADMJ Program, especially on the Program's student enrollment numbers and student characteristics/demographics. These must be anticipated, analyzed, and be part of the Program's planning strategy. While the ADMJ Program has historically maintained high and relatively stable enrollment and load numbers, in recent years the Program (like other programs, and the College as a whole) has experienced some declines. The causes may be attributed to (1) job growth (as job opportunities increase, enrollments tend to decrease), (2) social issues centering on criminal and social justice, (3) waning public sentiment toward law enforcement in disadvantaged communities; (4) demands for more government transparency and accountability, and (5) the increasing role, reliance, and dominance of technology and social media in our society.

Similarly, as the demographics of local and regional society undergoes change, the Program must be prepared to anticipate and accommodate those changes, such as by broadening its outreach to continually welcoming and encouraging a diverse student population. This has long been a central focus of the Program and statistics seem to indicate we have seen success in this critical area.

Action plan: Recognizing and addressing these and related issues will be very important to the vitality of the Program, with regard to enrollments and load, and also student success and retention. Program faculty must continue to monitor the data concerning trends in student population characteristics, and success and retention rates, and be mindful as to what areas need priority of attention and resources, and then to develop and implement plans to effectively deal with deficiencies.

We can address this by having open and on-going in-class dialogue, allowing students to voice their concerns, and to take advantage of opportunities to ignite and nurture student interest so that they could realize the important role and impact they could have by entering the criminal justice field and effecting the needed changes that may be at the center of their social justice concerns.

Internal Changes (Within the Program)

The Program is acclimating a new volunteer AJ Program Aide (Mr. Willard Osibin) who is replacing our previous aide (Ms. Nicole Ruggiero). The aide is a vital volunteer assistant whose duties center on helping out with the Program's SLOAC research and data entry, clerical work, and similar responsibilities. Our Program has only one fulltime faculty member, and having the help of a trustworthy and capable volunteer assistant is helpful. With the departure of the previous Aide last year, some of the Program's SLOAC work fell behind. We are currently working to get caught up.

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

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

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

Narrative

ADMJ Student Learning Outcomes Assessments (for the current and past year)

Spring 2018: ADMJ 102 - Principles and Procedures of Justice
(Incomplete: assessment in-progress)

Spring 2018: ADMJ 670 - Criminal Justice Internship
(Incomplete: assessment in-progress)

Fall 2017: **ADMJ 110 - Police Report Writing**

Fall 2017: **ADMJ 123 - Concepts of Enforcement Principles**

Spring 2017: **ADMJ 104/LEGL 304 - Criminal Law Concepts**

Spring 2017: **ADMJ 106/LEGL 306 - Legal Aspects of Evidence**

The above four courses were assessed three years ago. For cycle closure, this report comments on findings and actions resulting in the current assessment as compared with a course's previous assessment.

Assessment Measures

Each course has three SLOs, and each SLO is measured using a combination of three direct and indirect assessment measures. (ADMJ 670 uses only an exit survey). The assessment measures include:

1. 20-question pre-/post-test: Criterion: 70% of students to score higher on post-test than pre-test.
2. major essay assignment: Criterion: 70% of students to score C+ or higher on the assignment.
3. student course exit survey: Criterion: 70% of students to report a "1" or "2" on Likert rating scale.

Assessment results, findings, and actions apply to all three SLOs of a course.

Course: ADMJ 110 - Police Report Writing

SLO #1: Construct effective police reports and diagrams.

SLO #2: Apply improved writing skills for better police reports.

SLO #3: Effectively use police reports for court testimony.

Results and Actions:

Pre/Post Test: Criterion met or exceeded. **Action:** No action necessary.

Major Assign: Criterion met or exceeded. **Action:** No action necessary.

Exit Survey: Criterion met or exceeded. **Action:** No action necessary.

Findings: We are satisfied with student performance for all three SLOs.

Action: None needed.

Comments:

2014-15 assessment: Using the 3-prong assessment methodology, analysis of the results revealed that for all three SLOs:

Pre/post test: Criterion met.

Major assignment: Criterion met.

Exit survey: Criterion met.

Action: None.

2017-18 assessment: Using the 3-prong assessment methodology, analysis of the results revealed that for all three SLOs:

Pre/post test: Criterion met or exceeded.

Major assignment: Criterion met or exceeded.

Exit survey: Criterion met or exceeded.

Action: None.

Course: ADMJ 123 - Concepts of Enforcement Principles

SLO #1: Demonstrate working knowledge of patrol officer's duties.

SLO #2: Describe evolution, function, and purpose of patrol.

SLO #3: Discuss major issues relating to police patrol.

Results and Actions:

Pre/Post Test: Criterion met or exceeded. **Action:** No action necessary.

Major Assign: Criterion was not met. **Action:** (See below)

Exit Survey: Criterion met or exceeded. **Action:** No action necessary.

Findings: Students having difficulty focusing on assignment prompts and/or not using good writing skills as stated in assignment.

Action: We will review assignment instructions and prompts for clarity and review with students to increase grade scores.

Comments:

2014-15 assessment: Using the 3-prong assessment methodology, analysis of the results revealed that for all three SLOs:

Pre/post test: Criterion met.

Major assignment: Criterion met.

Exit survey: Criterion met.

Action: None.

2017-18 assessment: Using the 3-prong assessment methodology, analysis of the results revealed:

Pre/post test: Criterion met or exceeded.

Major assignment: Criterion not met.

Exit survey: Criterion met or exceeded.

Action: This criterion had been met at the previous assessment, but had not been met in the recent assessment. We will review assignment instructions and prompts for clarity and review them with course students to increase grade scores on major assignment.

Course: ADMJ 104 / LEGL 304 - Criminal Law Concepts

- SLO #1:** Explain origin, scope, and purpose of criminal law.
- SLO #2:** Distinguish among criminal laws, and cite and define basic elements.
- SLO #3:** Discuss basic criminal law concepts, such as intent, capacity, parties, etc.

Results and Actions:

- Pre/Post Test:** Criterion met or exceeded. **Action:** No action necessary.
- Major Assign:** Criterion not met. **Action:** (See below)
- Exit Survey:** Criterion met or exceeded. **Action:** No action necessary.
- Findings:** Students having difficulty focusing on assignment prompts and/or not using good writing skills as stated in assignment.
- Action:** We will review assignment instructions and prompts for clarity and review with students to increase grade scores.

Comments:

2012-13 assessment: Using the 3-prong assessment methodology, analysis of the results revealed that the criterion for the pre-post test and for the major assignment had not been met.

The action to be taken was to evaluate the pre/post test questions and revise questions as deemed needed; and for the major essay assignment to consider revising the assignment topic for next time.

2017-18 assessment: Using the 3-prong assessment methodology, analysis of the results revealed the following for all three SLOs:

- a. Pre/Post Test: Criterion met. Revising test questions corrected deficiency from previous assessment.
- b. Major Assignment: Criterion not met. Despite revising essay topic student performance was still deficient. We will review assignment instructions and prompts for clarity and review with students to increase grade scores.

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

SLO #1: Demonstrate knowledge of rules of evidence admissibility.

SLO #2: Compare and contrast legal aspects of criminal evidence.

SLO #3: Analyze criminal cases and articulate legal issues.

Results and Actions:

Pre/Post Test: Criterion met or exceeded. **Action:** No action necessary.

Major Assign: Criterion met or exceeded. **Action:** No action necessary.

Exit Survey: Criterion met or exceeded. **Action:** No action necessary.

Findings: We are satisfied with student performance for all three SLOs.

Action: None needed.

Comments:

2012-13 assessment: Using the 3-prong assessment methodology, analysis of the results revealed that the criterion for the pre/post test had not been met, but the criterion had been met for the major assignment and for the exit survey. The action to be taken was to evaluate the pre/post test questions and revise questions as deemed needed.

2017-18 assessment: Using the 3-prong assessment methodology, analysis of the results revealed the following for all three SLOs:

- a. Pre/Post Test: Criterion met or exceeded. Revising test questions corrected deficiency from previous assessment.
- b. Criterion met or exceeded for major assignment and for exit survey.

Action: None.

Evidentiary Documents	
	ADMJ 3-Yr Assessment Calendar F2016-S2019.docx
	ADMJ 4-Column Reports 04-17-18.pdf

III.A. Reflection: Considering Key Findings

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

Narrative

Key Findings and/or Conclusions

Reiteration of Key Program Objectives:

1. The Program continues to have in its sights the development of two new ADMJ courses: *Introduction to Forensic Science* and *Introduction to Corrections*. Both courses would be valuable additions to our course line-up. Both should be taught by qualified instructors possessing professional backgrounds and expertise in those two specific fields. Besides a lecture classroom, the forensics course should also have access to a lab where hands-on forensic and investigation activities could take place, such as fingerprinting, bloodstain pattern analysis, mock crime scenes, and mock courtroom trials, etc. can be set up. These recommendations should be considered as the new Building 1 prepares for construction, with the actual course proposals being presented as soon as qualified instructors could be identified and secured.

Action Plan: *To make the proposal for course adoption. To make the proposal for an activities lab/room.*

2. The A.A. Degree in Administration of Justice should be changed to an A.S. Degree in Administration of Justice. The study of Administration of Justice has its roots in "police science", much like firefighting is rooted in "fire science." Administration of Justice is a form of "social science", and as such its study should result in an A.S. (not A.A.) Associate in Science Degree. This would make it consistent with our AS-T Transfer Degree in ADMJ, as well as consistency with the A.S. Degree in ADMJ at our sister college, CSM, which has the same ADMJ Program and courses as ours has.

Action Plan: *To make the proposal for the degree designation change.*

Program Progress/Achievements:

Using data provided by the Office of PRIE, the Program monitors its progress and achievements regarding student enrollment and characteristics, student success & retention (withdrawal) rates, load, among relevant data as part of its

progress and achievement assessment in those areas, and to make changes as necessary. (PRIE data representing the 5-year period of 2012-13 through 2016-17, referenced below.)

The AJ Program continues to be a vital instructional CTE program in the College and enjoys a reputation for high-interest among students. The Program focuses on enhancing its diverse enrollment levels, which have made progress over the years in most areas. It has demonstrated a consistent state of stability and vitality in student enrollment, characteristics, diversity, load, etc. In most cases the Program exceeds these relevant statistics as compared to those of the College as a whole.

Enrollments: (2012-13 through 2016-17)

The College showed a slight but steady decline in enrollments since 2012-13. The Program also showed enrollment decline from 2013-14 to 2014-15, a spike back up in 2015-16, but fell back in 2016-17. Enrollment declines may be attributed to a more stable job market, a growing economy, and increased public confidence, all of which can inversely impact college enrollment numbers. Action Plan: To continue to market the Program in positive ways to increase enrollment.

Gender: (2012-13 through 2016-17)

College:	Males - 44.6%	Females - 52.6%
Program:	Males - 54.4%	Females - 43.9%

The College's gender data has generally been steady with females accounting for 52%-53% and males accounting for 44%-46% of student enrollments. The Program's gender data has generally shown a higher ratio of male to female enrollment as males account for 55%-59% and females account for 39%-43%. Nonetheless, we have seen marked improvement in female Program enrollments in 2016-17 as female enrollment increased to over 46% (+3% to +7%.) Males decreased to 50%. The data reveals a positive trend.

Ethnicity: (2012-13 through 2016-17)

Am. Indian/Alaska Native:	College: 0.1%	Program: 1.0%
Asian:	College: 20.0%	Program: 9.3%
Black:	College: 3.3%	Program: 3.0%
Filipino:	College: 16.3%	Program: 11.6%
Hispanic/Latino:	College: 17.3%	Program: 35.3%
Pacific Islander:	College: 1.3%	Program: 2.4%
White:	College: 21.0%	Program: 18.0%
Multi-race:	College: 18.0%	Program: 18.8%

Comparing student ethnicity between the College and the Program we find that the College's Non-White student population (79.0%) is less than the Program's Non-White student population (82.0%) by -3.0%. In that ADMJ had historically attracted more Whites and males than Non-Whites and females, the efforts to reverse this trend has shown progress over the years. The Program seems to be doing slightly better at attracting a more diverse student enrollment than the College. Program ratios have been steady since the initial drop in White enrollments in 2013-14. Even Program Black enrollments increased in 2016-17 to 3.9% from the previous 4-year period average of just 2.8%. That was a very welcomed sign of progress.

Age: (2012-13 through 2016-17)

For both the College and the Program, the predominant age range is: 18-28. This is not unusual as it is consistent with the age range of the large numbers of students who enter college right from high school, and those planning to prepare for their careers and academic goals right out of high school. The Program tends to attract students in a similar age range due to the medical and rigorous physical demands required of the law enforcement profession.

Action Plan: *To continue efforts toward increasing a diverse student representation in the Program.*

Success Rate: (2012-13 through 2016-17)

College: Female Success Rate -	72.2%
College: Male Success Rate -	70.5%
College: Overall Success Rate -	71.4%

Program: Female Success Rate -	72.9%
Program: Male Success Rate -	81.0%
Program: Overall Success Rate -	77.0%

The College's success rate is about 2.0% higher for female students than male students. Conversely, the Program's success rate is about 8.0% higher for male students than for female students. While the reason can only be surmised, the data may be attributed to Program males gaining an earlier focus and determination on law enforcement or criminal justice as a career. Again, this is only conjecture.

The Program's overall success rates exceed those of the College by almost 6.0%

Action Plan: *To continue to increase student success in the Program.*

Retention Rate: (2012-13 through 2016-17)

College: Female Withdrawal Rate - 14.5%
College: Male Withdrawal Rate - 14.4%
College: Overall Withdrawal Rate - 14.5%

Program: Female Withdrawal Rate - 12.5%
Program: Male Withdrawal Rate - 9.5%
Program: Overall Withdrawal Rate - 11.0%

The College's withdrawal rate is equal for both its female students and male students at 14.5%. The Program's withdrawal rate for females is 12.5%, which is 3.0% higher than the Program's withdrawal rate of 9.5% for males. The Program's overall withdrawal rate of 11.0% is lower than the College's overall withdrawal rate of 14.5%.

The Program's overall withdrawal rates are less (higher retention rate) than those of the College by 3.5%.

Action Plan: *To continue to increase student retention in the Program.*

Load: (2012-13 through 2016-17)

College: Benchmark Load - Unk. Average Load - 550
Program: Benchmark Load - 525 Average Load - 647

The College's load has maintained consistency of around 550 over the 5-year period.

The Program's load, while enjoying a factor of 122 over its benchmark load, has nonetheless been experiencing a consistent decline over the same 5-year period (Loads: 724 - 708 - 635 - 619 - 550). We will need to determine what the reasons might be for this steady load decline. (Program's annual sections: 20.)

Action Plan: *To reverse the gradual but steady decline in Program load.
Perhaps to consider increasing the current load target of 525 to a number closer to the Program's average of 647.*

Program Environment:

The Program will soon be adjusting to its temporary move to other buildings on campus as the current Building 1 is prepared for demolition. This may impact the Program as it works to become acclimated to the changes, beginning in the Spring 2019 semester.

The Program will afterward be moved to a newly constructed Building 1 in 2021. This will impact the Program as it, once again, works to become acclimated to its new environment. We are confident that the Program will continue to adapt to whatever internal and external environment changes that it is faced with.

Action Plan: *To maintain Program vitality and momentum as it deals with these environmental changes.*

Student Learning Outcomes (SLOs):

What we learned from the course assessments conducted during this period is summarized below:

Students tend to do well in grasping taught course material, with class tests averaging "C+" to "B-" for all courses. Students also report quite favorably in their responses in the 5-point Likert scale anonymous course exit survey that assesses their satisfaction with their course experiences.

However, the SLO assessment process reveals that students tend to have difficulty in effectively expressing themselves, especially in written assignments. This is an "across-the-board" finding that occurs in all Program courses and over the semesters. We don't believe that this is a problem confined only to the ADMJ Program, but suspect that it might be one other disciplines are experiencing, as well. Realistically, except for a small percentage of students who tend to do well in their written and oral expression and who use good writing skills and write college-level papers, a significant number of students lack even the most basic of English grammar and writing skills, which can make reading and understanding their papers a challenge.

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

Analysis of this particular area of student performance has often been disappointing. Key areas involve issues concerning student focus (especially on assignment instructions and attention to prompts) and effective communicating (use of college-level English and grammar writing skills, coherence, etc.).

In some cases, assignment instructions aren't followed. Sometimes, in reviewing papers, the construct of the paper is lacking to the point that even understanding what the writer is trying to say becomes undiscernible.

Both academically and vocationally, the ability to express oneself effectively, orally and in writing, is a critical skill that is necessary in both cases, and must be addressed.

Action Plan: *To review the clarity of assignment instructions and prompts. To continue to mark papers with grammatical notations so that students can benefit from the instructor's corrections. To refer students needing assistance in effective communication and English writing skills to appropriate campus resources and services that can assist them.*

Evidentiary Documents
ADMJ College Data 2018.pdf
ADMJ Program Data 2018.pdf

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

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

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

Narrative

ISLO Assessed:	Critical Thinking
Course Assessed:	ADMJ 120/LEGL 320 - Criminal Investigation
Semester and Year:	Spring 2016 Student Participants: 37

In spring 2016, the Program participated in the College's assessment of the **Critical Thinking ISLO** in the ADMJ 120/LEGL 320 - Criminal Investigation course. This course was selected because (1) it is a cross-listed ADMJ and LEGL Programs course, (2) it has a high student enrollment, and (3) the essence of the course involves **critical thinking** skills; and (4) the course SLOs "map up" to the Institution's ISLOS and is well-suited for assessing this particular ISLO.

Applying Inductive and Deductive Reasoning Skills to a Homicide Investigation

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

The students were then to respond to three assignment prompts by writing a three-page paper on how they applied these reasoning skills to investigating the hypothetical homicide case facts. Of the 44 students in the class, 37 completed and submitted this assignment. Assignment artifacts were measured and scored against the Critical Thinking ISLO rubric.

SLOAC ISLO Assessment Committee: Committee divided into six groups with two groups per ISLO, which included ISLO assessments of Lifelong Wellness, Effective Communication, and Critical Thinking.

ISLO Assessment Results:***(Q3) Includes evidence that is appropriate and relevant:***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Overall Totals:

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

Findings/Conclusions Drawn by the Committee (I.E. Committee Minutes dated 10/24/16):

1. In most areas, approximately **30%** "**sometimes**" or "**rarely**" practice those critical thinking strategies.
 - a. *The ADMJ Program's calculations revealed that:*

26.9% of students "consistently" or "usually" practiced those critical thinking strategies.

34.6% of students "usually" or "sometimes" practice those critical thinking strategies.

24.8% of students "sometimes" or "rarely" practice those critical thinking strategies.

- b. **Most** students "**usually**" or "**sometimes**" practice those critical thinking strategies.
 - c. 36% of students "**usually**" practice those critical thinking strategies.
- 2. Students seem to struggle a lot with "bias."
 - 3. Students also seem to struggle with "analysis" in two categories in particular: "theory and application" and "inconsistencies examined." But it is hard to draw any conclusions from the latter once since the sample size was so small. It's also not clear how much faculty reinforce this skill, a form of meta-analysis.
 - 4. No definitive conclusions can be drawn from these data trends. Energy may be better spent helping faculty within departments to discuss departmental results, and instruction/classroom activities that help students to master and demonstrate those competencies.

Evidentiary Documents
ADMJ CT ISLO Spring 2016.pdf

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

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

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

Narrative

Strategy for Program Enhancement

The planning strategy as determined by the Program's last Comprehensive Program Review (CPR 2017) will be **continuation** of the following Program enhancement planning strategies:

1. Develop an *Introduction to Forensic Science* course.
2. Develop an *Introduction to Corrections* course.
3. Change the two-year degree in ADMJ from an Associate in Arts (A.A.) Degree to an Associate in Science (A.S.) Degree.

The planning strategy as determined by the Program's last Comprehensive Program Review (CPR 2017) will be **modification** of the following Program enhancement planning strategies:

1. Deletion of the fourth suggestion listed in "Suggestions for Improvement" found in the 2017 CPR's Executive Summary that proposed combining the Administration of Justice and Paralegal Studies programs under a single department to be called Law & Justice" or "Justice Studies."
2. After consideration, and consultation with the previous Division Dean for input, it was determined that the proposal might have some negative aspects to it that would not be beneficial to the two programs if they were to be unified.
3. Instead, the two departments will be housed under the meta-major heading of "Society & Education" as we implement the guided pathways structure.

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

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

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

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

Narrative

Associated Objectives	
	<u>584-Change the ADMJ Associate in Arts Degree to an ADMJ Associate in Science Degree</u>
	<u>583-Develop new "Introduction to Corrections" course for ADMJ</u>
	<u>582-Develop new "Introduction to Forensic Science" course for ADMJ</u>

Objectives of Administration of Justice Department

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2418ADMJ00	Administration of Justice	Aurilio, Steven

Objective Status: New/In Progress

582	Develop new "Introduction to Forensic Science" course for ADMJ 1. Develop a new course entitled "Introduction to Forensic Science" for the ADMJ Program. This course is a specialized course with specific needs: a. a qualified instructor with a professional background in the field of forensic science (necessary). b. this new course qualifies as a Transfer Model Curriculum (TMC) AJ course. c. this would be an elective ADMJ course. d. it would be instructed by once a year. e. it would be instructed by one adjunct faculty member. f. Cost factor: One adjunct faculty member teaching a 3 unit elective course once per year. 2. a "lab" or hands-on activities room that will accomodate effective instruction of this course, such as will allow space for exercises in fingerprinting, bloodstain pattern analysis, etc. Such a space would also benefit other ADMJ classes, such as our "Criminal Investigation" course to set up mock "crime scenes", and other ADMJ courses that could use such space for practical exercises and role-playing activities. 3. While it is possible to have such a course without a "lab" or "activity" area, its instructional effectiveness would be diminished. Nonetheless, it can be instructed in a lecture-only classroom (as is the case at CSM.) a. A lecture classroom is necessary, however a room where practical applications, demonstration, and role playing is also essential to properly instruct this (and other) ADMJ courses. b. Such a space should be considered in the construction of the new Building 1. The space should be adjacent to the lecture classroom for ease of student, faculty, and equipment movement and set-up. c. Cost factor: As determined by construction needs.
583	Develop new "Introduction to Corrections" course for ADMJ 1. Develop a new course entitled "Introduction to Corrections" for the ADMJ Program. This course is a specialized course with specific needs: a. a qualified instructor with a professional background in the field of corrections (necessary). b. this new course qualifies as a Transfer Model Curriculum (TMC) AJ course. c. this would be an elective ADMJ course. d. it would be instructed by once a year. e. it would be instructed by one adjunct faculty member. f. Cost factor: One adjunct faculty member teaching a 3 unit elective course once per year.
584	Change the ADMJ Associate in Arts Degree to an ADMJ Associate in Science Degree Change the current 2-year degree for the ADMJ major from an Associate in Arts (AA) Degree to an Associate in Science (AS) Degree. a. This change would coincide with the ADMJ Program's Associate in Science (AS-T) Transfer Degree, as well as with the College of San Mateo's AS Degree in their similar Administration of Justice Program. b. The field of Administration of Justice is based in "police science", which is a social science. Historically, in the SMCCCD District (beginning at CSM in the 1960s), the 2-year degree with an ADMJ major resulted in the awarding of an Associate in Science (AS) Degree, rather than an Associate in Arts (AA) Degree. c. This would be a relatively "no-cost" action item.