

Skyline College

Administration of Justice

Program Review Executive Summary



Short Summary of Findings

Submitted: 03-30-11

The **Administration of Justice Program** consists of one fulltime instructor/coordinator and five part-time faculty. There are 15 courses offered in the AJ Program: six core courses and nine elective courses. Students must complete 27 units in the program to obtain the Administration of Justice Certificate (6 core + 3 elective courses). The program's self-study has revealed that over the 5-year period from 2005/2006 through 2009/2010, the program has experienced a pattern of continued and substantial growth in all areas. The students who enroll in the program are as culturally, ethnically, and gender diverse a population as are represented in the college and in the larger community. Since its previous program review, the AJ Program has added several new courses, added new courses, expanded its evening course offerings, and has endeavored to attract and retain a broader range of students to the exciting and fascinating field of criminal justice. The AJ Program is active in the SLOAC initiative, and has taken a leadership role in its development and implementation.

Three Strengths of the Program

- The AJ Program is a solid vocational and transfer program that culminates with the issuance of an *Administration of Justice Certificate* giving graduates priority for consideration for job opportunities in law enforcement and other vital fields in criminal justice, and helping students achieve their educational transfer goals and personal enrichment goals. The program plays a vital role in our community as it prepares students for future employment by giving them the academic foundation necessary for becoming marketable in the highly competitive field of criminal justice.
- All Administration of Justice Courses are CSU transferrable, providing graduates with the option of pursuing a bachelor degree, and/or seeking employment with a law enforcement or other type of criminal justice agency. The program emphasizes student development in such essential skills as critical thinking, communication, and citizenship. The program's curriculum focuses on an understanding and appreciation of the American criminal justice system and how it is administered in our society. It emphasizes the importance of community service and making a difference.
- The diverse students participating in the Administration of Justice Program guarantee that the program will create significant numbers of dedicated and skilled criminal justice professionals who will return to the larger community and will provide vital services to the community. The AJ program has joined with the College's Office of Cooperative Education to link advanced AJ students with criminal justice internship opportunities in the local area. This addition to the program's curriculum has made a significant impact on students who are interested in finding employment because it affords them the opportunity to gain hands-on experience and develop employment contacts.

Three Suggestions for Improvement

- Expansion of the program's evening course offerings to attract students who are unable to attend during the day.
- Include a well-planned, specially-designed facility for the AJ program as may become available with the renovation of Building One, and to include input from AJ staff on facility and equipment needs, to include a "wet" laboratory.
- Expand the curriculum to include other substantive courses such as: *Leadership, Professionalism and Ethics; Criminal Forensics*; reinstating the *Judicial Process in California* course; and *Selected Topics in ADMJ*.
- Continue efforts to increase enrollment, success, and retention of females and of African-Americans in the program.

Full-Time Faculty Signatures

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Submitted on: 03/30/11

ADMINISTRATION OF JUSTICE PROGRAM

“College . . . Career . . . Citizenship”



Academic Program Review
April 20, 2011



Prepared by: Steven L. Aurilio
Administration of Justice Program

We run a “taught” ship!”

SKYLINE COLLEGE
ADMINISTRATION OF JUSTICE PROGRAM

ACADEMIC PROGRAM REVIEW REPORT
April 20, 2011

PART A: Mission Effectiveness

Overview

1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.

The goals/focus of the AJ Program are contained in its *Program Mission* statement and in its *Program Goals* statement:

AJ PROGRAM MISSION:

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 basis in the area of justice administration, and a commitment to lifelong learning that will enable them to think critically about the problems and issues of crime and justice, both as community citizens and as professional workers in the field of criminal justice.

AJ PROGRAM GOALS:

To provide students with a foundational understanding of the criminal justice system to help them succeed in reaching their educational, vocational, and personal enrichment goals, which include:

- reaching career goals in administration of justice.
- attaining an Associate in Arts (A.A.) degree.
- attaining an Administration of Justice Certificate.
- transferring to a four-year college or university.
- developing awareness and appreciation for the relevance, role, and application of justice in today's society and to develop good citizenship and civic responsibility.

The above-stated program mission and goals are consistent with and contribute to those of the college and the district, both of which emphasize the following shared values:

- Providing open-access student-centered education leading to transfer, career advancement, and personal enrichment.
- Preparing students to be culturally sensitive members of the community.
- Developing students to be critical thinkers and effective communicators.
- Promoting academic excellence and lifelong learning through vocational and certificate programs.
- Developing cooperative and sustained community and industry partnerships.

The AJ Program offers 15 criminal justice courses applicable toward the Associate Degree and/or the Administration of Justice Certificate, and helps students prepare for meeting their transfer, vocational, and personal goals. For the certificate, students must complete 6 core courses and 3 elective courses in the program.

The program prepares students academically for a wide variety of vocations in the criminal justice field, and offers criminal justice internship opportunities, as well as elective credit for general education students interested in law and justice related studies.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

ADMJ Programs: Cross-listed Courses with LEGL Program and SOCI studies:

The AJ Program interacts and coordinates well with paralegal studies because of the nature and comparability of the course content, and their relationship to the justice system. Both programs are certificated, and both require students to become familiar with the law, the legal profession, the court systems, and federal and state judicial process.

The AJ Program interacts and coordinates well with sociology studies because both disciplines are concerned with human behavior and human interaction. While AJ may approach the subject from the police relations perspective of the instructor, sociology may approach it from a much different perspective of the sociology instructor.

ADMJ 104 / LEGL 304 – *Concepts of Criminal Law* ADMJ 106 / LEGL 306 – *Legal Aspects of Evidence*
 ADMJ 108 / SOCI 108 – *Community Relations* ADMJ 120 / LEGL 320 – *Criminal Investigation*
 ADMJ 205 / LEGL 305 – *Judicial Process in California*

ADMJ Program and the Office of Cooperative Education:

The AJ Program interacts and coordinates with the Cooperative Education Program which coordinates students as interns in criminal justice. A goal of the AJ Program is to prepare students for entry into workforce. In 2009, *ADMJ 670 – Criminal Justice Internship* was developed, offered spring and fall semesters, where students earn one unit/semester for every 60 hours worked at a criminal justice agency (4 units maximum.)

Internship experience with local criminal justice agencies gives students exposure to gain hands-on experience, develop contacts that can lead to employment, apply knowledge and skills gained from the classroom, and develop insight into AJ careers that await them.

Administration of Justice and other fields of study:

The AJ Program integrates well with psychology, anthropology, biology, chemistry, computer science, mathematics, physics, and language studies, by the nature of the work. From the study of the “criminal mind” and theories of crime causation to the value of DNA analysis and forensics in solving major crimes (popularity due to TV crime shows), the study of justice administration must become broader and more sophisticated, to meet the needs of a rapidly changing society that demands more collaboration, cooperation, transparency, and understanding of important contemporaneous criminal justice issues.

3. *Explain how this program meets the needs of our diverse community.*

Since the 1960s, there has been a growing movement toward more professionalism, especially in law enforcement. What began with formalizing police training and hiring standards was soon followed by requiring applicants to possess higher educational backgrounds. Agencies realized that if professionalization was to be attained, more was needed than police academy training. More and more, criminal justice employers are seeking applicants from among college criminal justice program graduates, such as ours.

As careers in criminal justice continue to appeal to our growing and diverse communities, many students are finding their interest in criminal justice sparked as they explore the courses offered in our AJ Program. (*Such was the case for the AJ program coordinator's own experience while attending AJ courses at the College of San Mateo in the 1960's.*) Skyline's AJ Program is one of the fastest growing and best attended programs of its kind, and continues to meet and exceed the needs of the community by making students more marketable for employment, and enhancing their chances to succeed and achieve.

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals:*

The AJ Program has made great progress in accomplishing several goals since the program's previous self-study which was in October, 2006, such as:

- ✓ Creation of an Administration of Justice web site to provide students with support and information about the program, such as course schedules, policies, assignments, etc.
- ✓ Development of three new courses for the AJ program:
 - ADMJ 110 – *Police Report Writing* (Core)
 - ADMJ 134 – *Traffic Enforcement and Investigation* (Elective)
 - ADMJ 670 – *Criminal Justice Internship* (Elective)
- ✓ Updating of all of the program's Official Course Outlines and course syllabi, to include adding Student Learning Outcomes (SLOs) for SLOAC assessment. The AJ Program has been very engaged in the SLOAC process for the past few years.

- ✓ Creation of an AJ Program tri-fold color brochure that highlights the program and its courses, and outlines careers in criminal justice and how the program can help students reach their goals. It includes photos and testimonials of program graduates.
- ✓ Organization of the AJ Club, consisting of AJ students (with program coordinator as Advisor), to promote academic success by providing students with opportunities to network and become involved in events and activities that help the College, serve the community, and enhance the image of the AJ Program. The Club has already participated in several community events, such as Second Harvest, and Toys for Tots.

PART B: Student Learning Programs and Services

Overview

1. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The AJ Program hosts an Advisory Committee consisting of local criminal justice professionals who meet to discuss recruitment, hiring standards, and program course development and modification so that our program can better serve their needs by preparing students for employment. This interaction serves as an important link in connecting education to employment opportunities, and enhances our program's credibility and relationship with the agencies who select applicants from the AJ Program.

The AJ Program coordinator attends monthly meetings of the San Mateo County Law Enforcement Training Managers Association (SMCoTMA), a consortium of criminal justice professionals from San Mateo County law enforcement and justice agencies, which provides an opportunity for professional networking on a regular basis to foster relationships that can augment internship and employment opportunities for our students.

Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students.

The AJ Program offers 15 courses (*See Appendix A*) that can lead to the Associate Degree and/or the Criminal Justice Certificate. All AJ Program courses are transferable to the CSU system, and those marked by an asterisk (*) are also transferable to the UC system. We are currently working on getting additional AJ courses transferable to the UC system.

Our AJ courses were developed in 1987 for the California Community Colleges Chancellor's Office, to comply with Title 5 regulations. The program's curriculum was developed through past studies and research, and is the basis for the manual prepared by the California Association of Administration of Justice Educators (CAAJE) which has been a leader in the development of public safety education in California since 1958 and represents the vast majority of the community colleges and universities that host AJ programs as part of their curriculum.

Our AJ courses meet the standards and criteria for courses as prescribed in Title 5 regulations as applied to community colleges and which mandates requirements for curriculum-related issues, including transferability, appropriate number of units, and expected outcomes to include, but not limited to, critical thinking and cultural diversity.

Course titles and outlines were standardized at that time and are consistent today in the San Mateo Community College District and in the California Community College system. Our courses are consistent with comparable courses offered at the College of San Mateo, including course reference numbers, prerequisites, and course content. Our AJ courses also align in content with comparable courses offered at S.F. City College and others.

Our AJ courses coordinate with the courses adopted by the California Commission on Peace Officer Standards and Training (P.O.S.T.) which are taught in basic police academies throughout California, including the one at the College of San Mateo. These measures of consistency and adaptability allow students to enjoy a wider degree of lateral movement that is consistent with professional and educational development. Our AJ graduates often comment that our program has benefited them at the police academy.

SB 1440 – The Student Transfer Achievement Reform Act, or “STAR” (Padilla, 2010)

The AJ Program is seeking to have six courses from its curriculum accepted for the transfer degree as per SB 1440 (Transfer Model Curriculum) which takes effect fall 2011. The bill requires community college districts to grant transfer associate degrees to students in their particular fields of study once they have met degree and transfer requirements for their major. Upon completion of the transfer associate degree, students are eligible for transfer with a junior standing into the CSU system, and given priority consideration when applying to a similar program in the student’s area of study.

2. State how the program has remained current in the discipline(s).

The criminal justice field is constantly changing with regard to laws, practices, and procedures. If our program is to be viable and beneficial, it must remain abreast of current information, events, and practices within the criminal justice discipline. We have been doing this in several ways:

The program is staffed by knowledgeable and experienced instructors who are experts in a wide range of criminal justice fields. They are working or retired from such fields as law enforcement, probation and parole, judgeships, attorneys, and other areas of expertise. All remain current in their fields of expertise by attending professional development seminars and conferences, researching new material, reviewing relevant articles in professional publications, and participating in regular dialogue with colleagues.

The program maintains relationships and open dialogue amongst our own instructors and connections with instructors in the related fields of Paralegal and Business Law to share current events and information of common concern and interest in our respective fields.

The AJ Program coordinator maintains a close working relationship and open dialogue with our counterpart at the College of San Mateo, which not only has an Administration of Justice Program similar to ours, but also hosts our county’s POST basic police academy.

The program participates in advisory committee meetings and county law enforcement training managers' association meetings where we meet with criminal justice professionals to discuss current events and trends, and share information of mutual concern, such as recruitment and hiring. It is an excellent opportunity for networking and to explore the profession, along with its current events, changes, and new opportunities.

The program remains current in the discipline by periodically reviewing our program, its courses, and our pedagogical methods to insure that they are valid, relevant, and current.

3. *If the student population has changed, state how the program is addressing these changes.*

Our student population is constantly undergoing change, and both the College and the AJ Program strive to ensure that we remain responsive to accommodate these changes. A Skyline College study, "*Fresh Look Focus Group Study Executive Summary Report (2005)*" indicated that students "value the interactions and differing perspectives of a diverse learning community." Students highly value diversity, and they appreciate the emphasis that the College and its programs place on addressing the needs of a changing and diverse student population. Some areas of concern include:

GENDER DIVERSITY

The AJ Program continues to support and encourage female participation in the program. Traditionally a male-dominated profession, criminal justice has been more accepting of females in recent decades. Nationally, the gender population is evenly split at about **50%**. In California, females outnumber males by about **51%** to **49%**. Yet, in both cases, females account for only **12.7%** of law enforcement at both the state and federal level. As criminal justice agencies continue to address this disparity, the AJ Program remains mindful of its role and responsibility in attracting more females into criminal justice.

Program and College headcounts showed yearly increases for males and females alike. Males showed higher headcounts, and success and retention rates than females in the program, but females showed higher headcounts, success and retention rates college-wide. The comparative data indicates a greater need to attract and retain females in the program.

ADMINISTRATION OF JUSTICE PROGRAM			
Female Headcount (5-Year Average):		39%	Male Headcount (5-Year Average): 59% (2% unreported)
Female Rates:	Success: 81% - 74% = 72% Avg.	Retention: 87% - 84% = 82%	
Male Rates:	Success: 81% - 85% = 76% Avg.	Retention: 90% - 95% = 87%	

COLLEGE-WIDE			
Female Headcount (5-Year Average):		52%	Male Headcount (5-Year Average): 45% (2% unreported)
Female Rates:	Success: 69% - 69% = 68% Avg.	Retention: 84% - 84% = 83%	
Male Rates:	Success: 64% - 68% = 65% Avg.	Retention: 82% - 84% = 82%	

ETHNIC DIVERSITY

The AJ Program seeks to positively impact disparate ethnic under-representation in criminal justice/law enforcement. Despite the rapid growth of non-white populations, especially among Hispanics, they remain under-represented in criminal justice. Non-whites exceed one-half of the population, but only one-third of law enforcement. The POST Commission *Recruitment & Retention – Best Practices Update (2006)* reports:

<u>% of California Population:</u>		<u>% of California Law Enforcement:</u>	
White	47%	White	66%
Hispanic	32% *	Hispanic	20% *
Asian (Incl. Filipino)	11% *	Asian (Incl. Filipino)	5% *
African American	7%	African-American	7%
Other	3%	Other	2%

* The biggest disparity of population to law enforcement.

While African American representation in law enforcement has increased to align more with their population, we have not achieved similar results for the other major ethnicities.

ADMINISTRATION OF JUSTICE PROGRAM					
	Head Count: (Avg.)	Success Count: (Avg.)	Success Rate: (Avg.)	Retention Count: (Avg.)	Retention Rate: (Avg.)
African Am:	27	14	52%	20	74%
Asian:	177	130	74%	149	84%
Hispanic:	155	114	74%	132	85%
Other:	56	41	73%	47	84%
White:	116	95	82%	104	90%

Asian includes Filipino. Unreported, Native American, and Other counted as a group.

The AJ Program is well attended by Asian, Hispanic, and White students, respectively. Whites had higher success and retention rates than others. *College Success & Retention:*

SKYLINE COLLEGE					
	Head Count: (Avg.)	Success Count: (Avg.)	Success Rate: (Avg.)	Retention Count: (Avg.)	Retention Rate: (Avg.)
African Am:	1,369	696	51%	1,051	77%
Asian:	16,751	11,254	67%	13,732	82%
Hispanic:	7,051	4,347	62%	5,703	81%
Other:	3,975	2,638	66%	3,288	83%
White:	7,458	5,435	73%	6,390	86%

Asian includes Filipino. Unreported, Native American, and Other counted as a group.

Success and retention counts and rates were higher for students in the AJ Program than for those college-wide for all ethnicities. African Americans scored the lowest, both in the program and college-wide. (See two charts above.)

Highlights on Headcount, Success, and Retention Rates:

Gender:

1. Since 2005/06, there have been steady increases for both males and females participating in the program. There was a similar pattern college-wide.
2. Female success rates in the program have fluctuated up and down over the period, but have shown modest increases during the same time in the college-wide rates.
3. Retention rates for females in the program were slightly lower than college-wide, and for males were higher in the program than college-wide.
4. Overall, males tend to have higher success and retention rates in the program, whereas college-wide females tended to do better than males in success and retention.

Ethnicity:

1. Since 2005/06, there has been an increase in non-white student headcount in the program for all ethnicities. While African-American have made some gains, they still trail behind Asians and Hispanics in headcount. Similar pattern college-wide.
2. Whites have the highest success rates in the AJ Program, followed by and Asians and Hispanics (tied), and Others coming in third. African-Americans have lowest success rates. There is a similar pattern college-wide, except a greater gap exists between Asians over Hispanics. African-Americans have same success rate at both the program level and college-wide.
3. Whites have the highest retention rates in the program, followed by Hispanics, Asians, and Others at close second place, and African-Americans last. College-wide, the pattern is the same as for the program, with African-Americans doing slightly better in retention rates than in the program.

Census Headcount: Number of duplicated headcount at final census.

End of Term Headcount: Number of duplicated headcount at the end of the term.

FTEF: Total number of fulltime equivalent faculty assigned.

FTEs: Total number of fulltime equivalent students enrolled at first census.

WSCH: Weekly student contact hours generated by census enrollments.

Load: The ratio of WSCH to FTEF to measure productivity. **The program benchmark minimum is 525.**

Sections: Total number of sections offered per semester.

Max. Enroll: The enrollment capacity or maximum enrollment as defined in curriculum.

AGE DIVERSITY

A majority of the students enrolled in the AJ Program are ages **18-22 (75%)**, followed by ages **23-28 (20%)**. Together, they account for **95%**. This is consistent with law enforcement entry-level age data which reports that most hirees are between ages **21-29 (73%)**. AJ program enrollment by *age* tends to decrease as student age increases, due to the nature of law enforcement work, and job-related health and fitness standards. In California, while the legal minimum age for hire as a peace officer is 18, most agencies do not hire below age of 21. Similar age ratios are reflected in the statistics college-wide.

Other ways that the program has attempted to meet the needs of our changing and diverse student population is by making our courses more available to a wider range of students. Many prospective students are unable to attend daytime or regular semester courses because of work, family, and life demands. To address this issue, our course offerings include summer and evening courses. This has allowed students who might not have otherwise been able to enroll in our courses to have greater access to the AJ Program.

The program has a diversified faculty, male and female, including a retired female deputy district attorney and a retired female federal law enforcement officer. Not only does this add a unique perspective to the program's instruction, but also serves as role models to reinforce the value and successes of females in the field of criminal justice.

4. Courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list courses and explain.

All of the course outlines and syllabi have been recently reviewed for currency and appropriately updated to meet College, Program, and SLOAC standards. The courses and program meet current CAAJE guidelines, and are consistent with similar courses instructed by the California Commission on Peace Officer Standards & Training (POST.)

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

The Skyline College AJ Program requires no outside certification or external accreditation.

Student Learning Outcomes & Assessment

1. Where on the continuum do you believe your department is on the SLOAC Initiative?

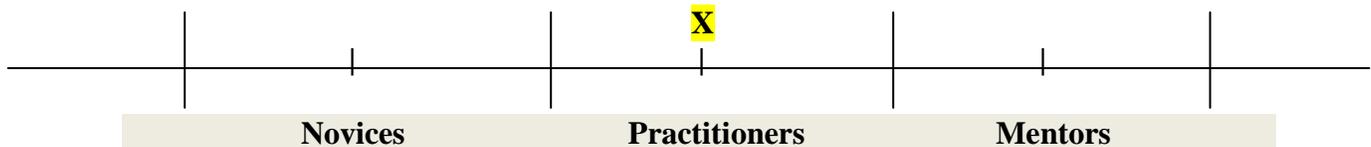
The AJ Program has actively participated in the SLOAC initiative, and the AJ Program coordinator has been a member of the SLOAC Steering Committee since August of 2006.

We believe that the AJ Program is in the *mid-practitioner* range of the SLOAC initiative.

(See continuum below)

Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

(Mark an **X** on the continuum below and briefly comment.)



The AJ Program coordinator is responsible for integrating SLOAC into both the AJ Program and the LEGL Program; for coordinating with faculty of both programs in the SLOAC initiative; and for ensuring that SLOAC data is entered into the TracDat system.

The AJ Program has developed course-level SLOs for all of its 15 courses and program-level PSLOs for the program. Assessment plans and instruments have been created at the course and program levels. ADMJ and LEGL faculty coordinate and regularly meet to discuss and work on SLOAC and TracDat projects for both the AJ and LEGL programs. Faculty and interested student assistants from both programs are involved in the process.

We developed a “6-Year Assessment Cycle Plan” for the AJ and LEGL programs. The AJ Program intends to assess *all* of its courses and the program every six years. All AJ course SLOs, program PSLOs, and instruments have been entered into TracDat.

We began assessing courses that were cross-listed with LEGL and have completed the *assessment/analysis/action* cycle for ADMJ 104/LEGL 304 and ADMJ 106/LEGL 306. The TracDat four-column assessment reports are appended to this self-study report.

2. Highlight any major findings and resulting course or program modifications.

93% of the AJ Program’s courses will be assessed in the SLOAC 6-year cycle (all six core courses and eight of its nine elective courses.) The AJ Program will also be assessed once every three years. The AJ Program assesses and analyzes all three SLOs of a course at the same time, rather than assessing and analyzing individual SLOs separately.

Also, we recently realigned our 6-year course assessment rotation cycle so as to assess the *most-enrolled* courses first, so the two below assessed courses are out of turn in the rotation assessment cycle.

Program SLOAC Methodology:

Each course has three SLOs, and each SLO has three assessment measures (direct and indirect), and include the following methods:

- A.) 20-question pre-test/post-test: 70% to score \geq 10% improvement on post-test.
- B.) Major assignment using 3-point rubric: 70% to score a C+ or higher on essay.
- C.) 10-question exit survey: 70% to report a rating of “1” or “2” on exit survey.

Major findings for all 3 SLOs for ADMJ 106 – Legal Aspects of Evidence (Spring 2010)

- A. *Criterion met.* Inconclusive. No changes to be made until further course data is gained.
- B. *Criterion not met.* Inconclusive. No changes to be made until further course data is gained.
- C. *Criterion met.* Inconclusive. No changes to be made until further course data is gained.

Major findings for all 3 SLOs for ADMJ 104 – Legal Aspects of Evidence (Fall 2010)

- A. *Criterion not met.* Pre-/post-test questions to be reviewed for relationship to course SLOs.
- B. *Criterion met.* Inconclusive. No changes to be made until further course data is gained.
- C. *Criterion met.* Inconclusive. No changes to be made until further course data is gained.

The above two courses are cross-listed with LEGL but are currently taught only by AJ. We included them as LEGL’s course SLOAC submissions along with ours. In reviewing and analyzing the assessment findings it was decided that the resulting data was insufficient to warrant making any modifications to the courses or the program, or to the benchmarks, except for review of the pre-/post test questions for the ADMJ 104 course. Our strategy is to watch for recurring patterns and not rely solely on isolated assessments.

3. What resources are needed to implement the plan?

For ADMJ 104, we will be reviewing our pre/post test questions to ensure they more clearly relate to the course SLOs. No resources are needed to implement the action plan.

PART C: Resources

Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

An important development activity is that program faculty takes advantage of continuous professional training opportunities at the college, such as SLOAC and TracDat workshops, On-Course workshops, flex day training, focus groups, and inter-discipline discussions. We regularly attend monthly division meetings. Our instructors stay current in their fields by participating in education and training updates both on and off campus.

Another important activity development is new course development. We developed three new courses for the AJ Program: *ADMJ 110 – Police Report Writing*, *ADMJ 134 – Traffic Enforcement and Investigation*, and *ADMJ 670 – Criminal Justice Internship*. Two other courses that we are considering adding to the program are the following: *Leadership, Professionalism and Ethics in Criminal Justice*, and *Criminal Forensics*.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

The division dean and the program coordinator recognize the importance of making sure that newly-hired instructors go through an orientation process to help them become comfortable with their new role and assignments. The process ensures that new hires are familiarized with the facility and the resources available to them. The AJ Program coordinator assists the division dean in conducting the new-hire orientations.

The AJ Program coordinator has enlisted the help of two AJ student aides who assist in such roles as helping with SLOAC data tallying and analysis, inputting data into TracDat, and other duties. Student aides are often included to join faculty in SLOAC/TracDat training workshops, meetings to discuss and work on SLOAC, and Flex Day workshops.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

Just as *student* diversity is important to the college and to the teaching process, so is *faculty* diversity important to the students and to the learning process. It is imperative that the teaching staff is not only knowledgeable and skilled, but that it consists of an experienced and diverse pool of instructors who represent a cross section of the criminal justice system in a diversified way. This means drawing from law enforcement, prosecutors, defense attorneys, correctional officers, probation/parole officers, and others.

We are fortunate to have instructors that possess excellent credentials, to include doctoral and master degrees, POST police academy training and teaching experience, and many years of experience working and supervising in various positions in criminal justice. Our courses are taught by instructors who have experience as lawyers, district attorneys, police chiefs, captains, lieutenants, sergeants, and detectives. We strive to secure only the highest quality instructors and guest speakers for the AJ program.

In considering faculty new-hire, we are cognizant of the richness and value of cultural diversity. Our instructional staff should be reflective of the cultural and gender diversity of the community and it benefits our program to attract new instructors that fairly represent racial minorities and females. Currently, we are fully staffed with one fulltime instructor and several adjunct instructors, two of whom are females. As openings become available, recruitment and selection will be based with these objectives in mind.

Facilities, Equipment, Materials, and Maintenance

1. Discuss the effectiveness of the facilities, equipment, maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

Most of our program's courses are taught in Building 1, Room 1-1304, down the hall from the AJ Office, Room 1-1309. The classroom is equipped as a "smart room" with an all-in-one audio/visual system with overhead screen projection, VCR/DVD computer/internet capable console and speakers, front and back white dry-erase boards, and a transparency overhead projector. The system permits plugging in laptops for use with PowerPoint, and internet access through the campus Wi-Fi connection. These technological advancements have greatly enhanced teaching and learning effectiveness.

Additionally, the classroom has new desks (including DSPS desks) which are more comfortable than the older desks, and permit easier access and adjustment by students. However, additional electrical plugs accessible to students with laptops would be helpful.

The facilities and equipment have been sufficiently maintained by a responsive and knowledgeable facilities, equipment, and IT maintenance staff. The building is old and in need of repair and upgrades. It is scheduled for renovation as part of the Education and Facilities Master Planning Project (EFMPP), funded by district-wide, voter-approved state and Measure "A" construction bonds for facilities construction, renovation, and upgrades. Building 1 is scheduled to undergo renovation within the next 2-3 years.

The AJ Office has a large library of criminal justice videos and DVD's, which are occasionally replaced with newer ones at instructor expense, and sometimes donated by area police departments. We were recently granted shared access to storage closet 1-1307 near the classroom and the AJ Office, which has greatly helped for storing program materials and supplies, and has helped free up space in the AJ Office.

2. List projected needs.

Short-Term Needs

Classroom 1-1304 needs to have additional window shades to help block the direct sunlight that shines directly on the projection screen. On sunny mornings, it becomes difficult to see the screen. Instructors from other courses have also reported this problem.

Long-Term Needs

The AJ Department could use a criminal justice lab. We currently make use of art room 1-1303 next to lecture classroom 1-1304. In the *Criminal Investigation* course and in the *Criminal Identification* course, there are segments where students participate in hands-on fingerprinting techniques, requiring application of black fingerprint powder to small objects as they learn to lift latent fingerprints. Black fingerprint powder is notorious for getting messy, so the art room has worked out well on those days it's not being used.

The proposed lab could be used for conducting hands-on crime scene investigations, fingerprinting demonstrations, blood spatter demonstrations, “super glue” fingerprint developing, police photography, crime scene searching exercises, and similar instruction. A future *Criminal Forensics* course would require such a lab, as well as a qualified instructor to teach this specialized course. The lab should be near the AJ classroom.

The ADMJ and LEGL programs could use a common storage area with book shelves for a law library. One of our LEGL instructors has graciously offered to allow use of his law library for student use, but we have no place to put the books. The college library has no room for such a large collection of books. The books are an excellent aid to students who are studying law and doing legal research for both programs, and a readily accessible law library would be a valuable resource for students and faculty.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other colleges and business or industry.

The instructors in the AJ program routinely make use of the technological resources made available by the college. Instructors have a wide range of teaching capabilities, including visual aids, PowerPoint, video/DVD, and overhead projection, all of which augment class lectures and discussions. There are also interactive computer programs that permit instantaneous student feedback in the classroom. Instructors also use technology to post syllabi and assignments on web pages, which is accessible to students.

Skyline’s AJ program is, in many ways, equal to programs of similar size concerning the use of technology; although larger programs may enjoy support and use of science labs, courtrooms, weapons facilities, etc. While our AJ program would not need the same type of facilities that, say, CSM has (they have the San Mateo County police academy), it would nonetheless benefit our program to have an adequate form of lab capability.

4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

The AJ Program is very fortunate and proud to have developed a mutually-supportive relationship with the criminal justice industry. One of our primary goals is to help prepare students for careers in criminal justice, and to guide them toward reaching their employment goals. The fostering of these relationships is critical to this endeavor.

The AJ Program coordinator maintains professional networking relationships with various criminal justice and law enforcement agencies in our area. This bond of trust and mutual collaboration has been of tremendous value in placing our students in agencies for criminal justice internships.

We are especially grateful to the San Mateo County Probation Department, the Daly City Police Department, and the San Francisco Police Department for their willingness to hire our students for spring and fall AJ internships. We are also grateful to our Office of Cooperative Education for their partnership with us.

Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

As the popularity and needs of the AJ Program expand, so must the program's resources. Our students are drawn to the program by virtue of their peaked interest in the fascinating field of criminal justice and their desire to fulfill dreams of achieving their educational and career goals. The program must stand ready to help our students achieve their goals.

We should add more courses to the program, such as *Professionalism and Ethics* and *Criminal Forensics*. We should also consider enhance our evening program to make it accessible to those students who, for various reasons, are unable to attend during the day. Expanding our evening courses would open up a wider range of qualified instructors, such as judges and chiefs of police, who work their current positions during the daytime but would become available to teach in the AJ Program in the evenings. Adding a fulltime instructor to the Paralegal Program, which is only staffed by adjunct, would help.

The AJ Program could also use space for a law library, and lab space for AJ activities.

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

Skyline College, College of San Mateo, and San Francisco City College have AJ Programs. Our program partners with these other colleges and we maintain a professional and harmonious relationship with each other. This allows us to share ideas, concerns, information, resources and even instructors, when needed. Within our college, our program takes advantage of opportunities to interact with other disciplines, such as legal, sociology, psychology, anthropology, career counseling, and non-academic services.

PART D: Leadership and Governance

1. What leadership roles do the faculty and staff of your program hold in the College?

Leadership is the “*process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.*” To that end, all of the members of our faculty and staff, from the AJ Program coordinator to the adjunct faculty of the AJ and LEGL programs, has contributed to setting the leadership example in the SLOAC and TracDat initiative, and in other ways as opportunities arise.

Since August, 2006, the AJ Program coordinator has actively participated as a member of the SLOAC Steering Committee, and has rallied and encouraged others to participate in SLOAC and TracDat by sharing information, encouraging training participation, building a cohesive work group, and fostering a collaborative relationship so that the mission and goals of the program and the college could be accomplished. At the heart of this is teamwork, a spirit of cooperation, and a commitment to our students and to the college.

2. How do the faculty and staff in your program participate in the governance processes of the College/District?

Shared governance is faculty and staff, at all levels, having a voice and participating in the planning and decision-making processes, sharing responsibility and accountability, and working together to help shape policy to achieve the common goals and objectives of the college and the district.

The AJ Program faculty and staff, from the division dean down through adjunct faculty in the classrooms, participate in governance by remaining active on various planning and research committees, task forces, advisory boards, and in the SLOAC initiative process.

The AJ Program coordinator is a member of the Academic Senate's "*Education Policy Committee*" the duties of which, as specified in Article III, Section 7 of the By-Laws of the Constitution of the Skyline College Academic Senate, are as follows:

- 1. Considers for recommendation all matters of educational policy including academic standards, probation, disqualification, re-admissions policies, grading procedures, matriculation, student behavior and student grievances; and*
- 2. Considers for recommendation all matters of administrative policy concerning educational policy, including policies of the Office of Instruction and the Office of Student Services.*

The AJ Club, which consists mostly of student membership, is a form of "shared governance" as it functions alongside the college and the district to exercise a voice in helping to promote student academic success as part of its core goals and objectives.

3. How do the faculty and staff in your program exercise initiative/leadership in improving practice and services related to the program?

The AJ Program's faculty and staff exercise initiative/leadership in improving practice and services related to our program by actively ensuring that our program is functioning optimally in effectiveness and efficiency. We are results-oriented, striving to be "movers and shakers", and always mindful of the importance of setting the example by working cohesively together, accomplishing objectives and goals, and participating in college and district activities that give us the opportunities to demonstrate initiative and leadership.

The AJ Program has been working on establishing a good working relationship with the LEGL Program, and we have made great progress. The faculty members of both programs have been engaging on a regular basis, exchanging ideas, and working together to identify and solve problems. We meet often, share information, and allow open input into what we can do to make our programs better. We also have a good working relationship with our counterparts within our district, and with other colleges in the area. The building of strong work groups, inter- and intra-departmentally, is very much an important aspect of exercising initiative/leadership at both the college and district levels.

PART E: Action Plan

1. Describe the program's plan for addressing areas of improvement.

Planning is essential to successfully managing a program, and in exercising leadership, and must be done with input at all levels. Identifying program areas that are in need of improvement must take into account short-term and the long-term considerations. If one of our goals is to prepare students for work in criminal justice, and/or to further education at four year institutions, then we must chart out a pathway toward those goals. The AJ Program monitors data, such as population, employment, and college enrollment trends, to identify what, if any, improvements need to be addressed, and then plan for response.

According to the California Commission on Peace Officer Standards and Training (POST), California is growing at a rate of nearly 600,000 people per year, and has been for at least the past 5-10 years. The added population will require additional public safety personnel.

California is the most diverse state in the country, and becoming increasingly diverse each year, with 32% of the population being Hispanic, 11% Asian, and 7% African American. We will need to plan for these increases by preparing students from these populations for work in criminal justice. Our AJ instructors should ideally reflect these populations.

Generation X'ers (1964-1982), as a group, number approximately 30 million, smaller than Baby Boomers. The Millennial Generation (1982-2000) is approaching their 30's. As we climb out of the current economic recession (which forecasters predict things will get better), we must plan ahead for these groups to become employed. It is projected that there will be 10 million more jobs nationally than there are qualified workers to fill them. The result will be an increasingly intense competition for qualified workers. We must stand ready and able to guide students interested in criminal justice to these future careers.

According to a 2005 report entitled, *Where the Jobs Are*, law enforcement related positions are the highest priority for federal hiring. Currently, there are more than 8,600 California officers age 50 years or older. Another 9,400 will turn 50 within the next five years. Even as we begin to slowly climb out of the recession crisis, the time will come when law enforcement positions will be among those jobs available, and will need filling.

The value of a college education is vital to filling law enforcement positions. POST studies report that "affiliated" (agency sponsored) police recruits were more likely to have higher levels of post-secondary education, with women having a higher level of college education (50% = B.A. and 32% = A.A.) than men (36% = B.A. and 25% A.A.) The chart below shows that agencies prefer to hire (and sponsor) educated job applicants.

	Affiliated (Sponsored)	Unaffiliated (Un-sponsored)
High School / GED	9%	14%
Some College (-60 units)	28%	48%
A.A. Degree (or 60 units)	26%	35%
B.A. Degree	35%	11%
Post Graduate Degree	2%	2%

The ages at which people first decided they were interested in a law enforcement career: The 19-29 age range is the peak in both categories. This means that the College and the AJ Program are in synch with the same age population for having the greatest impact on students who are deciding upon and forming their career plans.

	Affiliated (Sponsored)	Unaffiliated (Un-sponsored)
11 or younger (Elementary)	17%	20%
12-13 (Junior High School)	9%	8%
14-18 (High School)	24%	29%
19-29	41%	37%
30-39	9%	5%
40-49	- 1%	- 1%
50 or older	- 1%	- 1%

The reasons that persons interested in law enforcement careers are giving for why they are choosing to enter this line of work:

	Agency Affiliated	Not Agency Affiliated
Desire to Serve	57%	58%
Adventure/Excitement	49%	51%
Stable Employment	41%	42%
Non-routine Work	39%	38%
Retirement Plan	37%	39%
Salary & Benefits	27%	29%
Independence	24%	27%
Status Associated with the Job	24%	27%
Shift Work	11%	12%

Both agency-affiliated and agency-unaffiliated survey respondents seem to agree on reasons for entering law enforcement as a career. Two reasons stood out as the most compelling of the choices: *a. Desire to Serve and b. Adventure/Excitement.* Of all the reasons given, these two are ones that the AJ Program can have the greatest impact.

- a. Instilling in our students the fundamental notion that choosing a career in law enforcement/criminal justice is choosing a career of *duty and public service*, and goes beyond promoting self-interests to sacrificing for others. It means giving back to the community, being a role model, and making a difference.
- b. Instilling in our students the fundamental realities of choosing a career in law enforcement/criminal justice, that it is not always adventurous and exciting but can often be routine and monotonous. This is where expectation and reality meet.

The Action Plan: Our program’s action plan is to use all of our available resources, including SLOAC, to identify areas that can best benefit from making improvements, such as in enrollment/success/retention for under-represented students, and adjusting our methods and practices in ways that will most likely best guide and develop our students.

Courses offered in the Administration of Justice Program applicable to the Associate Degree and/or to the Administration of Justice Certificate. Students must complete all six core courses (18 units) PLUS three courses from the listed elective courses (9 units).

CORE:

ADMJ 100 Introduction to Administration of Justice *
 ADMJ 102 Principles and Procedures of Justice
 ADMJ 104 Concepts of Criminal Law (also LEGL 304)
 ADMJ 106 Legal Aspects of Evidence (also LEGL 306)
 ADMJ 108 Community Relations (also SOCI 308) *
 ADMJ 110 Police Report Writing

ELECTIVES:

ADMJ 120 Criminal Investigation (also LEGL 320)
 ADMJ 123 Concepts of Enforcement Principles
 ADMJ 125 Juvenile Procedures
 ADMJ 134 Traffic Enforcement and Investigation
 ADMJ 135 Narcotics and Special Investigations
 ADMJ 180 Criminal Identification
 ADMJ 205 Judicial Process in California (also LEGL 305)
 ADMJ 665 Selected Topics in Administration of Justice
 ADMJ 670 Criminal Justice Internship (Cooperative Ed.)

SB 1440 - Transfer Model Curriculum (TMC) Courses

*Courses required for the transfer associate degree (Transfer Model Curriculum.)
 Students must complete the 18 units of AJ courses shown below for transfer to UC.*

CORE:

C-ID DESIGNATION

ADMJ 100	Introduction to Administration of Justice *	CJ 110
ADMJ 104	Concepts of Criminal Law (Also LEGL 304)	CJ 120

ELECTIVES:

ADMJ 102	Principles and Procedures of Justice	CJ122
ADMJ 106	Legal Aspects of Evidence (Also LEGL 306)	CJ 124
ADMJ 108	Community Relations (also SOCI 108)	CJ 160
ADMJ 120	Criminal Investigation (also LEGL 320)	CJ 140

Skyline College Program Review
Data Reporting Sheet
Worksheet for Enrollment, Performance and WSCH/FTE
Administration of Justice Program

Weekly Student Contact Hours – WSCH

Report the 3 previous **fall** semesters with the most recent on the right.

Year:	2007	2008	2009	=	Avg.
WSCH	771	823	884	=	826

Comments on program enrollment and expected trends:

WSCH data for the fall semesters of 2007 through 2009 have shown major and steady increases, as shown in the chart above. This can be attributed to many factors, some of which include effective efforts to increase enrollment and accessibility by actively promoting the program, to include: a new color tri-fold brochure; adding of attractive courses, i.e. *Criminal Justice Internship*; having more and diverse guest speakers from various agencies to provide students with relevant information and serve as role models; and by word-of-mouth by students who have experienced our program and let others know about it. The AJ Program has become one of the college’s most popular programs.

Other factors that explain enrollment increase are that while other institutions are scaling back on student admissions and course offerings, our program is growing and opening access to students who may have been turned away from other colleges. We have added more sections of essential courses (i.e. *ADMJ 100 – Introduction to ADMJ* and *ADMJ 110 – Police Report Writing*), to attract more students at off-peak times of the school day.

All indications point in a direction that AJ Program enrollment will continue to increase. Program productivity data also reflects that more non-white populations and more females are being attracted to the program, which is a goal that we have set for ourselves.

FTEF and WSCH/FTEF (Load)

Report the 3 previous **fall** semesters with the most recent on the right.

NOTE: AJ PROGRAM LOAD BENCHMARK IS: **525** (based on “typical” class enrollment of 35 students)

Year:	2007	2008	2009	=	Avg.
FTEF	1.10	1.10	1.20	=	1.13
WSCH/FTEF	701	748	737	=	729

Comments on the comparison of this program to College trends:

The fall faculty load has generally remained steady over the three year period, with a slight increase in 2009. In fact, the spring semesters show increases over and above that. The program's WSCH/FTEF (Load) average of **729** for the 3-year (fall semesters) period exceeds that of the college WSCH/FTEF (Load) average of **595** for the same period.

Retention and Success Rate

Report data on program retention and success rate with the most recent on the right.
(Fall and spring semesters reported)

ADMINISTRATION OF JUSTICE PROGRAM					
Year:	2007/08	2008/09	2009/10	=	Avg.
Retention	81%	85%	90%	=	85%
Success	72%	73%	80%	=	75%

Comments on the comparison of this program to College trends:

Across the board, the AJ Program's retention and success rates are very encouraging, and show incremental increases over the 3-year fall-spring semester period. The program is building momentum in attraction and popularity, and in its retention and success rates.

The AJ Program's retention and success rates exceed those of the College for the same 3-year period, as shown in the chart below:

COLLEGE-WIDE					
Year:	2007/08	2008/09	2009/10	=	Avg.
Retention	81%	83%	84%	=	83%
Success	65%	67%	68%	=	67%

College services, through concerted efforts by program and campus services, are used to provide multiple avenues for student success. While there is always room for improvement, it is because of the dedicated and concerted efforts of all of our program's faculty and staff that our program is successful and that, most importantly, our students are successful and are choosing to remain in, and complete, the program.

To serve our diverse population, AJ faculty selects textbooks and course materials that include, focus on, and analyze cross-cultural perspectives and both local and national issues with regard to criminal justice. We review our methods to ensure that our students are challenged to do their best, yet are able to succeed if they put their minds to it.

LOAD: 1 student = 15 load.

Program benchmark load: **525** (35 students). Program average load: **729** (49 students)
College average load: **595** (40 students)

Program Review Course Outline & Prerequisite Checklist

Discipline: Administration of Justice

Semester: Spring 2011

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
ADMJ 100	Introduction to Administration of Justice	02/11		X	X	Recommended: Eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 102	Principles and Procedures of Justice	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 104/ LEGL 304	Concepts of Criminal Law	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100 or LEGL240, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Yes	03/10
ADMJ 106/ LEGL 306	Legal Aspects of Evidence	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100 or LEGL 240, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Yes	03/10
ADMJ 108/ SOC 108	Community Relations	02/11		X		Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100 or SOC 100, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 110	Police Report Writing	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 120/ LEGL 320	Criminal Investigation	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100 or LEGL 240, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 123	Concepts of Enforcement Principles	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
ADMJ 125	Juvenile Procedures	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 134	Traffic Enforcement and Investigation	10/10	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 135	Narcotics and Special Investigations	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 180	Criminal Investigation	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 205/ LEGL 305	Judicial Process in California	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100 or LEGL 240, or equivalent, and eligibility for ENGL 836.	X	Yes	Yes	Pending	Pending
ADMJ 665	Selected Topics in Administration of Justice	02/11	X			Recommended: Satisfactory completion (grade of C or better) of, or concurrent enrollment in, ADMJ 100, or equivalent.	X	Yes	No	Pending	Pending
ADMJ 670	Criminal Justice Internship	04/10	X			Prerequisites: Completion of ADMJ 100 with a C or better <u>and</u> completion of six units of any of the following ADMJ core courses with a C or better: ADMJ 102, 104, 106, 108 or 110. (Three of the six units may be met by concurrent enrollment.) Recommended: Eligibility for ENGL 836, or equivalent.	X	Yes	Yes	Pending	Pending

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

Steven L. Aurilio

Date Submitted: 03/30/2011

Division Dean: _____

(Additional faculty signature lines may be added to this form as needed.)



MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK, 33-34*)

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

Skyline College Institutional Outcomes

**Key: (C) central to a course, (S) supported by a course,
(blank) does not apply**

		ADMJ 100 – Intro. to Administ. of Justice	ADMJ 102 – Principles & Procedures of Justice	ADMJ 104 – Concepts of Criminal Law	ADMJ 106 – Legal Aspects of Evidence	ADMJ 108 – Community Relations	ADMJ 110 – Police Report Writing		
Critical Thinking:	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	C	C	C	C	C	C		
	Analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques.	C	C	C	C	C	S		
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	C	C	C	C	C	C		
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	C	C	C	C	C	C		
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	C	C	C	C	C	C		
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.	C	C	C	C	S	C		

Information and Computer Technology Literacy:	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	C	C	C	C	C	C		
Lifelong Wellness:	Demonstrate an understanding of physical fitness and its role in lifelong wellness.	C	S	S	S	C	S		
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.	C	S	S	S	C	C		

ADMINISTRATION OF JUSTICE PROGRAM

PROGRAM LEVEL LEARNING OUTCOMES



Aligning ADMJ Courses with Program Level SLOs and Over-arching Institutional Level SLOs

PROGRAM LEVEL LEARNING OUTCOMES <i>Upon completion of the ADMJ program, student will be able to:</i>	<i>ISLO #1</i> CRITICAL THINKING	<i>ISLO #2</i> EFFECTIVE COMMUNICATION	<i>ISLO #3</i> CITIZENSHIP	<i>ISLO #4</i> INFORMATION LITERACY	<i>ISLO #5</i> COMPUTER LITERACY	<i>ISLO #6</i> LIFELONG WELLNESS
Identify and describe the structure and functions of the main components of the Criminal Justice System.						
Summarize and interpret the main theories in criminal justice that offer explanations of why people commit crime.						
Distinguish how the major criminal justice institutions respond to crime and victims.						
Critically consider, analyze, and research special issues in criminal justice and their effects on society.						
Apply criminal justice theories, principles, principles, and concepts to address real life problems and situations.						
Exhibit strong and effective written and oral communication skills.						
Identify career and educational options in criminal justice, and formulate action plans toward achieving goals.						
Recognize the importance of, and practice, ethical behavior in a professional criminal justice work setting.						
Bring back into the community & apply learned skills, abilities, and knowledge for betterment of all and to further justice.						

From the ADMJ courses listed below, incorporate them into the matrix boxes above. As many courses as deemed relevant may be listed in each box.

- | | | |
|---|---|----------------------------------|
| 100 – Introduction to Administration of Justice | 110 – Police Report Writing | 135 – Narcotics Investigation |
| 102 – Principles and Procedures of Justice | 120 – Criminal Investigation | 180 – Criminal Identification |
| 104 – Concepts of Criminal Law | 123 – Concepts of Enforcement | 205 – Judicial Process in Calif. |
| 106 – Legal Aspects of Evidence | 125 – Juvenile Procedures | 670 – Coop. Ed. (AJ Internship) |
| 108 – Community Relations | 134 – Traffic Enforcement & Investigation | |

ADMINISTRATION OF JUSTICE PROGRAM

SLO 6-Year Assessment Cycle Plan (Fall 2005 - Spring 2011)



ADMJ Courses To Be Assessed	Course Offering Semester	Assessment Cycle Semester & Year	Analysis Cycle Semester & Year	Action Cycle Semester & Year
ADMJ 100 <i>Introduction to ADMJ</i>	Fall Semester	Fall 2005	Spring 2006	Fall 2006
ADMJ 102 <i>Principles & Procedures</i>	Spring Semester	Spring 2006	Fall 2006	Spring 2007
ADMJ 110 <i>Police Report Writing</i>	Fall Semester	Fall 2006	Spring 2007	Fall 2007
ADMJ 104/LEGL 304 <i>Concepts of Criminal Law</i>	Spring Semester	Spring 2007	Fall 2007	Spring 2008
ADMJ 123 <i>Concepts of Enforcement</i>	Fall Semester	Fall 2007	Spring 2008	Fall 2008
ADMJ 120/LEGL 320 <i>Criminal Investigation</i>	Spring Semester	Spring 2008	Fall 2008	Spring 2009
ADMJ 135 <i>Narcotics Investigations</i>	Fall Semester	Fall 2008	Spring 2009	Fall 2009
ADMJ 125 <i>Juvenile Procedures</i>	Spring Semester	Spring 2009	Fall 2009	Spring 2010
ADMJ 108 <i>Community Relations</i>	Fall Semester	Fall 2009	Spring 2010	Fall 2010
ADMJ 106/306 <i>Legal Aspects of Evidence</i>	Spring Semester	Spring 2010	Fall 2010	Spring 2011
ADMJ 670 <i>Criminal Justice Internship</i>	Spring Semester	Spring 2010	Fall 2010	Spring 2011
ADMJ 134 <i>Traffic Enforcement & Invest.</i>	Fall Semester	Fall 2010	Spring 2011	Fall 2011
ADMJ 205/LEGL 305 <i>Judicial Process in Calif.</i>	Fall Semester	Fall 2010	Spring 2011	Fall 2011
ADMJ 180 <i>Criminal Identification</i>	Spring Semester	Spring 2011	Fall 2011	Spring 2012

The ADMJ Program has six core and eight elective courses. Each course has three SLOs and each SLO is assessed by three assessment measures, direct & indirect. One to two courses will be assessed each semester during the 6-year cycle between Program Reviews. The data will be analyzed in the semester following the course offering, and adjustments made for the following year's course offering. All three SLOs of a course will be assessed at the same time during the assessment process. The ADMJ Program's last scheduled review was October of 2005. The next review is in October of 2011. In the cycle, all 14 courses will have been assessed and the results and actions reported at the next Program Review. Following Program Review, the 6-year SLOAC assessment cycle will begin again. An assessment report for each course assessed will be generated and submitted by the end of that course's Analysis Cycle Semester. The ADMJ Program itself will be assessed once every year. Courses shown as being cross-listed between the ADMJ Program and the LEGL Program will cycle through the SLOAC 6-year cycle simultaneously, and their assessment reports submitted together.

ADMINISTRATION OF JUSTICE PROGRAM

SLO 6-Year Assessment Cycle Plan (Fall 2011 - Spring 2017)



ADMJ Courses To Be Assessed	Course Offering Semester	Assessment Cycle Semester & Year	Analysis Cycle Semester & Year	Action Cycle Semester & Year
ADMJ 100 <i>Introduction to ADMJ</i>	Fall Semester	Fall 2011	Spring 2012	Fall 2012
ADMJ 102 <i>Principles & Procedures</i>	Spring Semester	Spring 2012	Fall 2012	Spring 2013
ADMJ 110 <i>Police Report Writing</i>	Fall Semester	Fall 2012	Spring 2013	Fall 2013
ADMJ 104/LEGL 304 <i>Concepts of Criminal Law</i>	Spring Semester	Spring 2013	Fall 2013	Spring 2014
ADMJ 123 <i>Concepts of Enforcement</i>	Fall Semester	Fall 2013	Spring 2014	Fall 2014
ADMJ 120/LEGL 320 <i>Criminal Investigation</i>	Spring Semester	Spring 2014	Fall 2014	Spring 2015
ADMJ 135 <i>Narcotics Investigations</i>	Fall Semester	Fall 2014	Spring 2015	Fall 2015
ADMJ 125 <i>Juvenile Procedures</i>	Spring Semester	Spring 2015	Fall 2015	Spring 2016
ADMJ 108 <i>Community Relations</i>	Fall Semester	Fall 2015	Spring 2016	Fall 2016
ADMJ 106/306 <i>Legal Aspects of Evidence</i>	Spring Semester	Spring 2016	Fall 2016	Spring 2017
ADMJ 670 <i>Criminal Justice Internship</i>	Spring Semester	Spring 2016	Fall 2016	Spring 2017
ADMJ 134 <i>Traffic Enforcement & Invest.</i>	Fall Semester	Fall 2016	Spring 2017	Fall 2017
ADMJ 205/LEGL 305 <i>Judicial Process in Calif.</i>	Fall Semester	Fall 2016	Spring 2017	Fall 2017
ADMJ 180 <i>Criminal Identification</i>	Spring Semester	Spring 2017	Fall 2017	Spring 2018

The ADMJ Program has six core and eight elective courses. Each course has three SLOs and each SLO is assessed by three assessment measures, direct & indirect. One to two courses will be assessed each semester during the 6-year cycle between Program Reviews. The data will be analyzed in the semester following the course offering, and adjustments made for the following year's course offering. All three SLOs of a course will be assessed at the same time during the assessment process. The ADMJ Program's last scheduled review was October of 2011. The next review is in October of 2017. In the cycle, all 14 courses will have been assessed and the results and actions reported at the next Program Review. Following Program Review, the 6-year SLOAC assessment cycle will begin again. An assessment report for each course assessed will be generated and submitted by the end of that course's Analysis Cycle Semester. The ADMJ Program itself will be assessed once every year. Courses shown as being cross-listed between the ADMJ Program and the LEGL Program will cycle through the SLOAC 6-year cycle simultaneously, and their assessment reports submitted together.

Unit Course Assessment Report - Four Column

San Mateo CCCD

SKY Program - Administration of Justice

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
SKY Dept - Administration of Justice - SKY ADMJ 106 - Legal Aspects of Evidence - SLO #1: Demonstrate knowledge of rules of evidence admissibility. - Demonstrate a basic knowledge of the statutory, constitutional, and judicial rules which govern the admissibility of evidence in a criminal prosecution, with particular emphasis on the legal aspects of California and federal rules of evidence. Start Date: 01/01/2009 End Date: 12/31/2009 Course Outcome Status: Active	Assessment Method: 20-Question T-F pre-test and post-test using Scantron machine. Assessment Method Category: Pre and post testing Success Criterion: 70% of students to score 10% higher on post-test.	03/15/2010 - Analysis: The criterion of 70% of students to score 10% or greater improvement on post test than pre-test was met. Result Type: Criterion met Reporting Cycle: 2009 - 2010 Related Documents: ADMJ 106	03/15/2010 - Inconclusive - no changes to be made until further class data is gained.
	Assessment Method: Major essay assignment using 3-point analytic essay rubric. Assessment Method Category: Essay Success Criterion: 70% of students to score a C+ or better on essay.	03/15/2010 - Analysis: The criterion of 70% of students to achieve a C+ or higher was not met. Result Type: Criterion not met Reporting Cycle: 2009 - 2010 Related Documents: Essay Rubric	03/15/2010 - Inconclusive - no changes to be made until further class data is gained.
	Assessment Method: 10-Question self-reflective exit survey using 5-point Likert scale. Assessment Method Category: Survey Success Criterion: 70% of students to report "1" or "2" rating on survey.	03/15/2010 - Analysis: The criterion of 70% of students to report a "1" or "2" rating was met. Result Type: Criterion met Reporting Cycle: 2009 - 2010 Related Documents: Exit Survey	03/15/2010 - Inconclusive - no changes to be made until further class data is gained.
SKY Dept - Administration of Justice - SKY ADMJ 106 - Legal Aspects of Evidence - SLO #2: Compare and contrast legal issues of criminal evidence. : - Compare and contrast important legal issues concerning the legal aspects of criminal evidence, such as direct and circumstantial, best and secondary evidence, types of testimony,	Assessment Method: 20-Question T-F pre-test and post-test using Scantron machine. Assessment Method Category: Pre and post testing Success Criterion: 70% of students to score 10% higher on post-test.	03/15/2010 - Analysis: The criterion of 70% of students to score 10% or greater improvement on post test than pre-test was met. Result Type: Criterion met Reporting Cycle: 2009 - 2010 Related Documents:	03/15/2010 - Inconclusive - no changes to be made until further class data is gained.

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>types of physical evidence, and varying degrees of standards of proof.</p> <p>Start Date: 01/01/2009</p> <p>End Date: 12/31/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Major essay assignment using 3-point analytic essay rubric.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students to score a C+ or better on essay.</p> <hr/> <p>Assessment Method: 10-Question self-reflective exit survey using 5-point Likert scale.</p> <p>Assessment Method Category: Survey</p> <p>Success Criterion: 70% of students to report "1" or "2" rating on survey.</p>	<p>ADMJ 106</p> <hr/> <p>03/15/2010 - Analysis: The criterion of 70% of students to achieve a C+ or higher was not met.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2009 - 2010</p> <p>Related Documents: Essay Rubric</p> <hr/> <p>03/15/2010 - Analysis: The criterion of 70% of students to report a "1" or "2" rating was met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <p>Related Documents: Exit Survey</p>	<p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p> <hr/> <p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p>
<p>SKY Dept - Administration of Justice - SKY ADMJ 106 - Legal Aspects of Evidence - SLO #3: Analyze criminal cases and articulate the legal issues involved. - Analyze and assess criminal cases and circumstances, and from the facts appropriately articulate the legal evidentiary issues involved, from the perspectives of both the prosecution and the defense.</p> <p>Start Date: 01/01/2009</p> <p>End Date: 12/31/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: 20-Question T-F pre-test and post-test using Scantron machine.</p> <p>Assessment Method Category: Pre and post testing</p> <p>Success Criterion: 70% of students to score 10% higher on post-test.</p> <hr/> <p>Assessment Method: Major essay assignment using 3-point analytic essay rubric.</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70% of students to score a C+ or better on essay.</p> <hr/> <p>Assessment Method: 10-Question self-reflective exit survey using</p>	<p>03/15/2010 - Analysis: The criterion of 70% of students to score 10% or greater improvement on post test than pre-test was met.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <p>Related Documents: ADMJ 106</p> <hr/> <p>03/15/2010 - Analysis: The criterion of 70% of students to achieve a C+ or higher was not met.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2009 - 2010</p> <p>Related Documents: Essay Rubric</p> <hr/> <p>03/15/2010 - Analysis: The criterion of 70% of students to report a "1" or "2" rating was met.</p>	<p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p> <hr/> <p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p>

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	5-point Likert scale. Assessment Method Category: Survey Success Criterion: 70% of students to report "1" or "2" rating on survey.	Result Type: Criterion met Reporting Cycle: 2009 - 2010 Related Documents: Exit Survey	03/15/2010 - Inconclusive - no changes to be made until further class data is gained. <hr/>

Unit Course Assessment Report - Four Column

San Mateo CCCD

SKY Program - Administration of Justice

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>SKY Dept - Administration of Justice - SKY ADMJ 104 - Concepts of Criminal Law - SLO #1: Explain origin, scope, and purpose of the criminal law. - Explain the origin, development, scope, sources, and purpose of criminal law, its application at the state and federal levels of government, its relationship to constitutional provisions, and its difference from non-criminal civil/tort law.</p> <p>Start Date: 01/01/2008 End Date: 12/31/2008 Course Outcome Status: Active</p>	<p>Assessment Method: 20-Question T-F pre-test and post-test using Scantron machine. Assessment Method Category: Pre and post testing Success Criterion: 70% of students to score 10% higher on post-test.</p>	<p>03/15/2010 - Analysis: The criterion of 70% of students to score 10% or greater improvement on post test than pre-test was not met. Result Type: Criterion not met Reporting Cycle: 2009 - 2010 Related Documents: ADMJ 104</p>	<p>03/15/2010 - Pre-test/Post-test questions to be reviewed to ensure that they more clearly relate to course SLOs.</p> <hr/> <p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p>
	<p>Assessment Method: Major essay assignment using 3-point analytic essay rubric. Assessment Method Category: Essay Success Criterion: 70% of students to score a C+ or better on essay.</p>	<p>03/15/2010 - Analysis: The criterion of 70% of students to achieve a C+ or higher was met. Result Type: Criterion met Reporting Cycle: 2009 - 2010 Related Documents: Essay Rubric</p>	<p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p> <hr/>
	<p>Assessment Method: 10-Question self-reflective exit survey using 5-point Likert scale. Assessment Method Category: Survey Success Criterion: 70% of students to report "1" or "2" rating on survey.</p>	<p>03/15/2010 - Analysis: The criterion of 70% of students to report a "1" or "2" rating was met. Result Type: Criterion met Reporting Cycle: 2009 - 2010 Related Documents: Exit Survey</p>	<p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p> <hr/>
<p>SKY Dept - Administration of Justice - SKY ADMJ 104 - Concepts of Criminal Law - SLO #2: Distinguish among criminal laws; cite basic elements. - Distinguish among various laws governing criminal conduct, including crimes against persons, property,</p>	<p>Assessment Method: 20-Question T-F pre-test and post-test using Scantron machine. Assessment Method Category: Pre and post testing Success Criterion:</p>	<p>03/15/2010 - Analysis: The criterion of 70% of students to score 10% or greater improvement on post test than pre-test was not met. Result Type: Criterion not met Reporting Cycle:</p>	<p>03/15/2010 - Pre-test/Post-test questions to be reviewed to ensure that they more clearly relate to course SLOs.</p>

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>public peace and order, and morals; and cite and define their classifications, basic elements, corpus delicti, and penalties.</p> <p>Start Date: 01/01/2008 End Date: 12/31/2008 Course Outcome Status: Active</p>	<p>70% of students to score 10% higher on post-test.</p>	<p>2009 - 2010 Related Documents: ADMJ 104</p>	<p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p>
	<p>Assessment Method: Major essay assignment using 3-point analytic essay rubric. Assessment Method Category: Essay Success Criterion: 70% of students to score a C+ or better on essay.</p>	<p>03/15/2010 - Analysis: The criterion of 70% of students to achieve a C+ or higher was met. Result Type: Criterion met Reporting Cycle: 2009 - 2010 Related Documents: Essay Rubric</p>	<p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p>
	<p>Assessment Method: 10-Question self-reflective exit survey using 5-point Likert scale. Assessment Method Category: Survey Success Criterion: 70% of students to report "1" or "2" rating on survey.</p>	<p>03/15/2010 - Analysis: The criterion of 70% of students to report a "1" or "2" rating was met. Result Type: Criterion met Reporting Cycle: 2009 - 2010 Related Documents: Exit Survey</p>	<p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p>
<p>SKY Dept - Administration of Justice - SKY ADMJ 104 - Concepts of Criminal Law - SLO #3: Discuss basic criminal law concepts such as intent, etc. - Discuss basic criminal law concepts, such as general and specific intent, capacity to commit crime, defenses to criminal responsibility (such as excusable and justifiable), and the parties to crime (such as principals, accessories, and accomplices).</p> <p>Start Date: 01/01/2008 End Date: 12/31/2008 Course Outcome Status:</p>	<p>Assessment Method: 20-Question T-F pre-test and post-test using Scantron machine. Assessment Method Category: Pre and post testing Success Criterion: 70% of students to score 10% higher on post-test.</p>	<p>03/15/2010 - Analysis: The criterion of 70% of students to score 10% or greater improvement on post test than pre-test was not met. Result Type: Criterion not met Reporting Cycle: 2009 - 2010 Related Documents: ADMJ 104</p>	<p>03/15/2010 - Pre-test/Post-test questions to be reviewed to ensure that they more clearly relate to course SLOs.</p> <p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p>
	<p>Assessment Method: Major essay assignment using 3-point analytic essay rubric. Assessment Method Category:</p>	<p>03/15/2010 - Analysis: The criterion of 70% of students to achieve a C+ or higher was met. Result Type: Criterion met</p>	<p>03/15/2010 - Inconclusive - no changes to be made until further class data is gained.</p>

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Active	Essay Success Criterion: 70% of students to score a C+ or better on essay.	Reporting Cycle: 2009 - 2010 Related Documents: Essay Rubric	
	Assessment Method: 10-Question self-reflective exit survey using 5-point Likert scale. Assessment Method Category: Survey Success Criterion: 70% of students to score "1" or "2" rating on survey.	03/15/2010 - Analysis: The criterion of 70% of students to report a "1" or "2" rating was met. Result Type: Criterion met Reporting Cycle: 2009 - 2010 Related Documents: Exit Survey	03/15/2010 - Inconclusive - no changes to be made until further class data is gained.

Program Review - Resource Needs Summary Table

Program: Administration of Justice Program

	Needs	Notes
Personnel	<ol style="list-style-type: none">1. Hire adjunct faculty with expertise for special AJ courses.2. Hire a fulltime member for the Paralegal Program.3.4.	<p>Expertise in such fields as forensic psychology, criminalist, etc.</p> <p>Paralegal needs to have its own fulltime instructor/coordinator.</p>
Equipment	<ol style="list-style-type: none">1. "Wet" lab for activities (fingerprinting, crime scene, etc.)2. Program-related DVDs and videos.3.4.	<p>Large area to set up crime scenes, blood spatter demonstrations.</p> <p>Our film collection, for the most part, is somewhat outdated.</p>
Facilities	<ol style="list-style-type: none">1. Larger office space for AJ Department, near classroom.2. Adequate storage for AJ equipment, supplies, media.3. Bookshelves for a law library, and space for books.4.	<p>The ceiling plaster in office occasionally flakes off onto the floor.</p> <p>It's getting a bit crowded in 1-1309.</p> <p>Instructor has offered to loan law library to ADMJ/LEGL Dept's.</p>

Skyline College
Administration of Justice Program
Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 40 to 60 hours.

1. Was the time frame for completion of Program Review adequate? If not, explain.

Time frame for completion of this Program Review was adequate, however, it is nearly impossible to capsulize all of the information required for a meaningful and comprehensive study of a major disciplinary program in the requested 10 pages.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

The instrument was fairly clear and understandable, but some improvements could be made. It took a while to figure out which forms were the “data reporting sheets” since they have a different title on the actual forms.

3. Were the questions relevant? If not, please explain and offer suggestions.

The questions were relevant to the study.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

There have been some improvements to the process since the previous one, such as with SLOAC, which is helpful to the process.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

The data received from administration was very helpful and complete.

6. Please offer any comments that could improve and/or streamline Program Review.

It's a tedious process, but will be helpful to make improvements to the program. Good tool.

Skyline College
Administration of Justice Program
Program Review Completion Check off Sheet

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

		Checked if Completed
1.	Executive Summary	X
2.	Program Review Self-Study	X
3.	Data Report Sheets: Worksheet for Enrollment, Performance, and WSCH/FTE	X
4.	Course Outline, Prerequisite and Student Learning Outcomes Checklist	X
5.	Mapping Instructional or Course Level SLOs with Institutional SLOs	X
6.	Needs Summary Form	X
7.	Evaluation of the Program Review Process (Appendix D)	X
8.	Response Sheet (Appendix C)	X

SKYLINE COLLEGE

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Discipline: ADMINISTRATION OF JUSTICE PROGRAM

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

College President

Comments:

Signature

Separate boxes for each

College Vice Presidents

Comments:

Signature

Curriculum Committee

Comments:

Signature

Original to remain with self-study
Copies to Planning/Budget Committee & Program Review preparer