Instructional Program Review Update Template

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Steven Aurilio

Submission Date: 11/24/2021

DIVISION: Social Science and Creative Arts

PROGRAM NAME: Administration of Justice (ADMJ)

1.A.   STATUS OF PRIOR GOAL – Goal # 1

Complete the section of questions for each goal, for instance 1.A. for the first goal, 1.B. for the second, and so on. If there are more than five goals, please contact the Office of Planning, Research, and Institutional Effectiveness (PRIE) to add sections.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #1 - (2019) Regain CSU-GE Area D; IGETC Area 4; Skyline AA/AS (9D3) designation for the ADMJ 100 - Introduction to Criminal Justice course. The designation had been denied at its 2017-18 review submission. We immediately began work to get the course back into compliance by making necessary modifications to the course's Official Course Outline.

Approved at the 11/20/19 meeting of the Curriculum Committee. Designation was accepted and restored, and became effective for the fall 2020 semester.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a)   Roughly how much of the goal has been implemented – 25/50/75%?
    b)   What has been accomplished thus far?
    c)   What has been the impact of resources that were provided? ☐ Not Applicable
    d)   What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

    ADMJ 100 is the "gateway course" of the ADMJ Program. This course aligns with the CSU's C-ID AJ 110 - Introduction to Criminal Justice course. After making the necessary Official Course Outline modifications, our course was resubmitted for sought designation approval, and was accepted.

We had also sought to change the title of our ADMJ 100 course from "Introduction to Administration of Justice" to "Introduction to Criminal Justice" to align our course's title with that of the CSU's similar C-ID AJ 110 course. The new title became effective for the fall 2020 semester.

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)

List *remaining* and/or *new* implementation steps and timelines for ongoing and/or revised goals.

List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

N/A

Instructional Program Review Update Template

1.B. STATUS OF PRIOR GOAL – Goal # 2

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #2 - (2020) Rename the ADMJ 123 - Concepts of Enforcement course to "Police Field Operations" to put the course title in alignment with contemporary academic and professional titles commonly used when referencing the subject matter that is taught in this course.

The course title change was approved at the 03/04/20 meeting of the Curriculum Committee and became effective for the fall 2020 semester.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

The previous title of "Concepts of Enforcement" was somewhat archaic and restrictive, and no longer served to fittingly reflect the depth and breadth of the course's content. "Police Field Operations" is a title that more accurately describes the course's content, is one most used by academics and industry professionals, and is most preferred in relevant textbook titles.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.C.   STATUS OF PRIOR GOAL – Goal # 3

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #3 (2020) Develop 2-year and 3-year course sequencing plans for the ADMJ Program to help students more efficiently navigate and map their academic journey toward their goals for attaining an associate degree, associate for transfer degree, and/or the ADMJ certificate.

 The 2-yr and 3-yr course sequencing charts are available to ADMJ Program students on Canvas.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Development of a clearly-sequenced chart of ADMJ courses, together with other Skyline College courses designed to guide students toward the academic goals of an associate degree, associate for transfer degree, and/or ADMJ certificate of program completion in a 2-year or 3-year period, factors in with and supports our College's commitment to the "Skyline Promise" by streamlining academic choice and progress, integrating with our Guided Pathways / Meta Majors practices.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.D. STATUS OF PRIOR GOAL – Goal # 4

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #4 (2020) Obtain approval for distance education (DE) modality for all of the courses taught in the ADMJ Program so that they would be accessible to students during the COVID-19 pandemic.

Program course outlines were modified to allow DE instruction. Approved at the 09/30/20 and 10/21/20 meetings of the Curriculum Committee, with all courses becoming DE operational starting in the spring and fall semesters of 2021.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

The COVID-19 pandemic presented challenges in being able to quickly adapt to (DE) distance education instruction and learning modalities as the campus was closed to in-person modality. We accomplished the goal of getting all of our Program's courses approved for DE education. The eleven impacted courses were: ADMJ 100, ADMJ 102, ADMJ 104, LEGL 304, ADMJ 106, LEGL 306, ADMJ 108, SOCI 108, ADMJ 120, ADMJ 123, and ADMJ 125. All were approved for DE modality at the 09/30/20 and 10/21/20 meetings of the Curriculum Committee.

Over the past few years, the ADMJ Program has been systematically "pruning" its courses down to the discipline's most essential courses, eliminating unnecessary or cumbersome elective courses. (We are currently in the process of deleting SOCI 108 – Community Relations from our cross-listed ADMJ 108 – Community Relations course, as only the ADMJ 108 course is needed.)

We also streamlined the Program's certificate requirement from 27 units to 24 units so that it would coincide with CSM's 24-unit ADMJ Program. This was done to help our students "get in, get through, and get graduated" more quickly. It also has helped us to make good on our Skyline promise to get our students through all of the courses they need.

In the previous year we were also successful in having the ADMJ associate degree changed from an Associate in Arts Degree to an Associate in Science Degree, also to coincide with CSM's ADMJ associate degree.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

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GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.E. STATUS OF PRIOR GOAL – Goal # 5

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #5 (2020) Develop a 4-semester course modality offerings plan that permits students to enroll in any of the ADMJ Program's courses in an in-person or online (Canvas) modality in either the spring or fall semesters of their choosing, allowing a greater degree of flexibility and access.

A four-semester plan was constructed and approved by the Dean of the Social Science/Creative Arts Division. The plan will begin in the spring semester of 2022. The course offerings modality charts are available to ADMJ Program students on Canvas.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?

      b) What has been accomplished thus far?

      c) What has been the impact of resources that were provided? ☐ Not Applicable

      d) What are challenges not already documented? ☐ Not Applicable

- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Perhaps there is some silver lining to the disastrous COVID-19 pandemic in that it has helped to usher in a new dimension in learning and instruction, specifically, distance education (DE). While not a new modality, many more Instructors and students alike have had to quickly acclimate to this dynamic, and we've increasingly become more adept at it (using Canvas).

Distance education (Canvas) has allowed us to provide greater access to students, and provide for the needs and challenges of our students, as well as to provide an alternative to traditional in-person class meetings, much like Zoom video conferencing has transformed how we meet.

With this 4-semester course offerings approach, students can choose either modality in either semester within four consecutive semesters. It complements our 2-year and 3-year course sequencing plans for the ADMJ Program, and promotes student access and an efficient pathway toward their academic goals.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.F.   STATUS OF PRIOR GOAL – Goal # 6

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #6 - (2019) Development of the ADMJ 185 – Introduction to Forensics course as an elective course in the ADMJ Program. This project was discontinued.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☐ Completed ☒ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Pursuit of this course has been discontinued after we learned that the new Building 1 construction was suspended. We have also been pruning down the Program's many previous elective courses. We currently have eight courses making up the 24-unit ADMJ requirements for the certificate.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

Instructional Program Review Update Template

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

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☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.G.   STATUS OF PRIOR GOAL – Goal # 7

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #7 - (2019) Development of the ADMJ 200 – Introduction to Corrections course as an elective course in the ADMJ Program. This project was discontinued.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☐ Completed ☒ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.

- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Pursuit of this course has been discontinued after we learned that the new Building 1 construction was suspended. We have also been pruning down the Program's many previous elective courses. We currently have eight courses making up the 24-unit ADMJ requirements for the certificate.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

Instructional Program Review Update Template

1.H. STATUS OF PRIOR GOAL – Goal # 8

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #8 - (2019) Modify the ADMJ Associate Degree from an Arts Degree (AA) to a Science Degree (AS) as its proper classification, and to align the degree with the AS-T Degree, and with CSM.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Administration of Justice has traditionally and properly been classified as a social science. CSM's ADMJ Program has it as an Associate in Science Degree. This modification also aligns with the ADMJ AS-T degree. This goal was achieved in 2019 after approval by the Curriculum Committee.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

Instructional Program Review Update Template

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.I.   STATUS OF PRIOR GOAL – Goal # 9

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #9 - (2019) Align the ADMJ Program's requirements for the ADMJ Certificate (24 units), the ADMJ Associate in Science Degree (60 units), and the ADMJ AS-T Degree. so that students can more easily progress from one goal to the others as they align and build upon each other, carving a clearer and more efficient pathway for students to achieve several related ADMJ goals.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

This goal serves students by streamlining their progress from one goal to the others as each aligns and builds upon (or includes) the other(s), carving a clearer, faster, and more efficient pathway for students to achieve several ADMJ goals. This goal was achieved in 2019 after approval by the Curriculum Committee.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

Instructional Program Review Update Template

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.J.   STATUS OF PRIOR GOAL – Goal # 10

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #10 - (2019) Reduce the number of units for the ADMJ Certificate from 27 to 24.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable

- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

This goal serves students by streamlining their progress through the ADMJ Program; aligns our Program with CSM's 24-unit program; and rids the Program of non-essential elective courses.

In the process, previously classified *elective* courses of ADMJ 120, ADMJ 123, and ADMJ 125 were reclassified as *core* ADMJ Program courses. This goal was achieved in 2019 after approval by the Curriculum Committee.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

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RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.K. STATUS OF PRIOR GOAL – Goal # 11

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #11 - (2019) Rename the ADMJ 100 course from Introduction to Administration of Justice to Introduction to Criminal Justice.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

This modification brings the ADMJ 100 course title into alignment with the CSU Transfer Model Curriculum C-ID title of their Introduction to Criminal Justice course (C-ID AJ 110). This goal was achieved in 2019 after approval by the Curriculum Committee.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

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☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.L.   STATUS OF PRIOR GOAL – Goal # 12

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #12 - (2019) Create and order new promotional marketing materials for the ADMJ Program.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

This project resulted in the creation of a large banner, two table cloths, 250 pens, and 1,000 face masks, all bearing the inscription of the Skyline College Administration of Justice Program. We had also obtained updated rack cards, flyers, and tri-fold brochures for the ADMJ program, which were funded by the Carl Perkins Fund for CTE Programs.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

1.M.   STATUS OF PRIOR GOAL – Goal # 13

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #13 - (2021) Create a new SLO calendar that conforms to our new CPR and PRU timelines.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☒ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
  a) Roughly how much of the goal has been implemented – 25/50/75%?
  b) What has been accomplished thus far?
  c) What has been the impact of resources that were provided? ☐ Not Applicable

d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

This project seeks to revisit our Program's SLOAC Assessment Calendar and update it so that it aligns with the College's new CPR and PRU timelines, as well as to coincide course SLO assessments with ISLO assessments so that they can be done at the same time.

IMPLEMENTATION STEP(S) AND TIMELINE

N/A

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY _NEW_ GOAL(S)

☐ Social Justice

☐ Campus Climate

☐ Open Access

☐ Student Success and Equity

☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR _ONGOING_, _REVISED_, & _NEW_ GOALS
(_Recommended length: not to exceed 150 words for each goal_)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

No resources are being requested.

2. COURSE SLO RESULTS

Upload the relevant *Improve* (formerly *TracDat*) SLO reports with the last three years of course SLO results. If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.).

3. INSTITUTIONAL SLO RESULTS

When possible, concurrently assess course SLOs and ISLOs.

Report on the last three years of ISLO results which you'll receive from PRIE. Indicate if the results met the benchmark or were inconclusive. Additional commentary is optional.

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
CITIZENSHIP			
CRITICAL THINKING (C/T)	Spring 2016	ADMJ 120 Criminal Investigation	Apply ISLO C/T skills to hypothetical "homicide investigation". Results: 30% had *"sometimes"* or *"rarely"* practiced those C/T strategies. *"Consistently"* or *"Usually"*: Not Met.
	Spring 2019	ADMJ 120 Criminal Investigation	Apply ISLO C/T skills to hypothetical "homicide investigation". Results: Benchmark Was Met. (This was an improvement over the previous ISLO assessment for ADMJ 120 (2016).
	Spring 2019	ADMJ 100 Introduction to Criminal Justice	Apply ISLO C/T skills to hypothetical "use of force" scenario. Results: Benchmark Was Met.
EFFECTIVE COMMUNICATION			
INFORMATION LITERACTY			
LIFELONG WELLNESS			

Drawing from 2 and 3, what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Which course results led to action(s) that were planned or taken, if any? What efforts, if any, have been made to enhance student learning in those courses (e.g., curricular and pedagogical changes to the course; course sequencing, including complementary general education courses; adoption of OER/ZTC texts; assessment design; collaborations with other areas of campus, etc.)? (*Recommended length: not to exceed 250 words*).

#2 Course SLO Results

Scheduled assessments of ADMJ 104 / LEGL 304, ADMJ 106 / LEGL 306, and ADMJ 123 were not completed due COVID-19 pandemic. But previous years' assessments of ADMJ 100, 102, 108, 120, and 125 revealed the following data (three SLOs per course, three assessment methods each:

ADMJ 102 - Principles and Procedures of Justice - for SLOs #1, #2, and #3:

2017-18: Criterion of 70% to score higher on post-test over pre-test was met. This was an improvement over 2013-14 assessment where criterion not met. Criterion of 70% to score C+ or higher on major assignment not met. This was a setback from 2009-10 assessment where criterion was met. Criterion of 70% to report a "1" or "2" rating on course exit survey was met.

ADMJ 108 / SOCI 108 - Community Relations - for SLOs #1, #2, and #3:

2017-18: Criterion of 70% to score higher on post-test over pre-test not met. Only 52% scored higher. This was a setback from 2013-14 assessment where criterion was met. Criterion of 70% to score C+ or higher on major assignment was met. 90% scored a C+ or higher. This was higher than in 2013-14. Criterion of 70% to report a "1" or "2" rating on course exit survey was met. 86% reported a "1" or "2".

ADMJ 120 - Criminal Investigation - for SLOs #1, #2, and #3:

2019-20: Criterion of 70% to score higher on post-test over pre-test was met. In 2015-16 the criterion was not met. After revising the test questions, 2018-19 re-assessment found criterion was met after changes made. Criterion of 70% to score C+ or higher on major assignment was met. 87% scored C+ or higher. Criterion of 70% to report a "1" or "2" rating on course exit survey was met.

#3 ISLO Assessment Results

The ADMJ Program participated in ISLO assessment of the critical thinking (C/T) ISLO in both the spring of 2016 (ADMJ 120) and the spring of 2019 (ADMJ 100 and ADMJ 120). Both years are provided herein in order to show comparison results of the ISLO assessments.

Instructional Program Review Update Template

Spring 2016 Critical Thinking (C/T) ISLO Assessment

ADMJ 120 – Criminal Investigation was assessed for the critical thinking ISLO. Of the 44 students in the class, 37 students participated. This course was selected because (1) it has a high student enrollment; (2) the essence of the course involves critical thinking skills (to solve crimes); and the course maps-up well to the institution's ISLOs and is well-suited for assessing the C/T ISLO.

The writing assignment asked the students to assume the role of a homicide investigator and to respond to three prompts surrounding a hypothetical outdoor homicide scene with multiple victims. Assignment artifacts were measured and scored against the critical thinking ISLO rubric. A major portion of the course assignment involved using "inductive" and "deductive" reasoning.

Scale: Rarely; Sometimes; Usually; Consistently.

Results: In most areas, 30% of students *"Sometimes"* or *"Rarely"* demonstrated practicing the critical thinking skills that were selected to be measured in the ISLO rubric. While 26.9% *"Consistently"* or *"Usually"* practiced those skills, 34.6% *"Usually"* or *"Sometimes"* practiced them. 24.8% *"Sometimes"* or *"Rarely"* practiced the skills.

Analysis: Students seemed to be struggling with "bias" in their use of C/T skills. They also seemed to have difficulty with "analysis" in two areas: (1) theory and application, and (2) inconsistencies examined.

Nonetheless, it was hard for us to draw any conclusions from (2) since the sample size was small. It's also unclear how much faculty reinforce this skill, a form of meta-analysis. We determined that no definitive conclusions could be drawn from the data, and that energy might be better spent in helping faculty within their respective departments to discuss departmental results, and make use of instruction and classroom activities that help students to master these competencies.

The above 2016 ISLO C/T assessment is included for comparison with the 2019 ISLO assessment.

Spring 2019 Critical Thinking (C/T) ISLO Assessment

For this year's ADMJ C/T ISLO assessment, the following three C/T rubric criteria were used:

(1) Accurately interprets evidence - *Only for the two sections of ADMJ 100 (55 students) = n/55.*

(2) Considers opposing views – *For ADMJ 100 (55 students) + ADMJ 120 (33 students) = n/88.*

(3) Conclusions well-supported - *For ADMJ 100 (55 students) + ADMJ 120 (33 students) = n/88.*

Scale: *No/Limited Proficiency; Some Proficiency; Proficiency; High Proficiency;* or *Not Answered.*

ADMJ 120 – Criminal Investigation was assessed for the critical thinking ISLO. Of the 42 students in the class, 33 students participated. This course was selected because (1) it has a high student enrollment; (2) the essence of the course involves critical thinking skills (to solve crimes); and the course maps-up well to the institution's ISLOs and is well-suited for assessing this particular ISLO. This course was used to assess the C/T ISLO in 2016 *(see above)* where benchmark was not met.

The writing assignment asked the students to assume the role of a homicide investigator and to respond to three prompts surrounding a hypothetical outdoor homicide scene with multiple victims. Assignment artifacts were measured and scored against the critical thinking ISLO rubric. A major portion of the course assignment involved using "inductive" and "deductive" reasoning.

We focused on two consistent benchmarks of competency: **Proficiency** and **High Proficiency**.

Results: *(2) and (3) were identical*:

ADMJ 120 (33 students) – *(2) Considers opposing views:*

High Proficiency	**45.5%**
Proficiency	**36.4%**
Some Proficiency	6.1%
No/Limited Proficiency	12.0%

ADMJ 120 (33 students) – *(3) Conclusions well-supported:*

High Proficiency	**45.5%**
Proficiency	**36.4%**
Some Proficiency	6.1%
No/Limited Proficiency	12.0%

ADMJ 120 students did not participate in the assessment of criteria (1) as it was not applicable. Almost **82%** of ADMJ 120 students practiced *Proficiency/High Proficiency* for criteria (2) and (3). This was a considerable improvement over the 2016 C/T ISLO assessment where only **49%** did so.

Analysis: ADMJ 120 students did much better during this C/T ISLO assessment than they had back in the 2016 assessment. Since then, more emphasis has been placed on critical thinking during instruction of this course. (Cross-listed *LEGL 320* of this course has been deleted from the college).

We adjusted this year's ISLO assessment in that we used less C/T criteria, eliminating some of those we had used in 2016 that we have since considered not to be that relevant to ADMJ 120.

We also changed the rating scale from *"Rarely", "Sometimes", "Usually", "Consistently"* to *"No/Limited Proficiency", "Some Proficiency", "Proficiency",* and *"High Proficiency"*.

Comparison of ADMJ 120 Students with ADMJ 100 Students for Criteria (2)

ADMJ 120 students (n/33) did comparatively better for **criteria (2)** at **82%** than when integrated with ADMJ 100 students (n/55) where the *Proficiency/High Proficiency* of the ADMJ students in both courses dropped to **44%**.

Results:

ADMJ 120 + ADMJ 100 – *(2) Considers opposing views:*

High Proficiency	**19.0%**
Proficiency	**25.0%**
Some Proficiency	18.0%
No/Limited Proficiency	38.0%

Analysis: The ADMJ 120 course, taught by one instructor, will continue to emphasize critical thinking in its instruction as it seems to have made an improvement. ADMJ 100 will need to have greater emphasis placed on this aspect of critical thinking by the instructors who teach the course.

Comparison of ADMJ 120 + ADMJ 100 Students with Overall College Students for Criteria (2)

ADMJ 120 and 100 students (n/88) did comparatively worse for **criteria (2)** at **44%** than did overall college students (n/250) where **62%** showed *Proficiency/High Proficiency*.

Results:

Overall College Students – *(2) Considers opposing views:*

High Proficiency	**34.0%**

Proficiency	**28.0%**
Some Proficiency	18.0%
No/Limited Proficiency	20.0%

Analysis: The ADMJ 120 course, taught by one instructor, will continue to emphasize critical thinking in its instruction as it seems to have made an improvement. ADMJ 100 will need to have greater emphasis placed on this aspect of critical thinking by the instructors who teach the course.

Comparison of ADMJ 120 Students with ADMJ 100 Students for Criteria (3)

ADMJ 120 students (n/33) did comparatively better for **criteria (3)** at **82%** than when integrated with ADMJ 100 students (n/55) where the *Proficiency/High Proficiency* of the ADMJ students in both courses dropped to **62%**. *But ADMJ 100 students did better in criteria (3) than in criteria (2).*

Results:

ADMJ 120 + ADMJ 100 – *(3) Conclusions well-supported:*

High Proficiency	**20.0%**
Proficiency	**42.0%**
Some Proficiency	27.0%
No/Limited Proficiency	10.0%

Analysis: The ADMJ 120 course, taught by one instructor, will continue to emphasize critical thinking in its instruction as it seems to have made an improvement. ADMJ 100 will need to have greater emphasis placed on this aspect of critical thinking by the instructors who teach the course.

Comparison of ADMJ 120 + ADMJ 100 Students with Overall College Students for Criteria (3)

ADMJ 120 and 100 students (n/88) did slightly worse for **criteria (3)** at **62%** than did overall college students (n/862) where **68%** showed *Proficiency/High Proficiency*.

Results:

Overall College Students – *(3) Conclusions well-supported:*

High Proficiency	**31.0%**

Proficiency	**37.0%**
Some Proficiency	21.0%
No/Limited Proficiency	11.0%

Analysis: The ADMJ 120 course, taught by one instructor, will continue to emphasize critical thinking in its instruction as it seems to have made an improvement. ADMJ 100 will need to have greater emphasis placed on this aspect of critical thinking by the instructors who teach the course.

ADMJ 100 – Introduction to Criminal Justice was assessed for the critical thinking ISLO. Two sections taught by two different instructors of the course, for a total of 55 students participating. This course assessed all three C/T ISLO criteria (*1, 2, and 3*).

This course was selected because (1) it has a high student enrollment; (2) the course involves critical thinking skills related to introductory criminal justice issues (i.e., "use of force"); and the course maps-up well to the institution's ISLOs and is well-suited for assessing the C/T ISLO.

Results:

ADMJ 100 (55 students) – *(1) Accurately interprets evidence:*

High Proficiency	**5.0%**
Proficiency	**44.0%**
Some Proficiency	33.0%
No/Limited Proficiency	18.0%

49% of ADMJ 100 students were *Proficient/Highly Proficient* in "accurately interpreting evidence." The benchmark that most students would meet the *Proficient/Highly Proficient* target was not met, amounting to just shy of 50% of the participating students achieving that level of competence.

Comparison of ADMJ 100 Students with Overall College Students for Criteria (1)

49% of ADMJ 100 students were *Proficient/Highly Proficient* in "accurately interpreting evidence", while **68%** of college students were *Proficient/Highly Proficient* in "accurately interpreting evidence". [ADMJ 120 did not participate in the criteria (1) assessment.]

Instructional Program Review Update Template

Results:

Overall College (547 students) – *(1) Accurately interprets evidence:*

High Proficiency	**33.0%**
Proficiency	**35.0%**
Some Proficiency	22.0%
No/Limited Proficiency	10.0%

Analysis: ADMJ 100 will need to have greater emphasis placed on this aspect of critical thinking by the instructors who teach the course.

Comparison of ADMJ 100 + ADMJ 120 Students with Overall College Students for Criteria (2)

(See data shown above)

Comparison of ADMJ 100 + ADMJ 120 Students with Overall College Students for Criteria (3)

(See data shown above)

Final Analysis: While the ADMJ 120 – Criminal Investigation course is meeting or exceeding the benchmarks of *Proficiency/Highly Proficient* for the assessed C/T ISLO criteria, it appears that the ADMJ 100 courses instructed by several instructors needs to improve students' competency levels.

The ADMJ 100 course is the gateway introductory course into the ADMJ Program, with its enrollments most often consisting of students new to the Program, and it is usually one of the first exposures they have to the Program, too.

Nonetheless, a greater emphasis will need to be placed on critical thinking (C/T) in the course. The ADMJ Program instructors will be discussing this need and follow up on making improvements.

Instructional Program Review Update Template

4. CURRICULUM

Please check the boxes to indicate that the following tasks have been completed:

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

☐ Updated *Improve* with new or changed SLOs, and requested from PRIE the addition of new courses in order to input SLOs

    ☒ Not Applicable

☐ Updated new or changed PSLOs on the program website after they are published in the College Catalog

    ☐ Not Applicable

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

    ☒ Not Applicable

5. ADDITIONAL INFORMATION

☒ Not Applicable

Please note anything else that has not been captured above that is relevant to program accomplishments, challenges, and resource needs. Explain and document your response as needed.

The ADMJ Program has been ambitious in its vision for making Program improvements and to streamline pathways for students in such critical areas as student access, and ease of charting courses toward the ADMJ Certificate, Associate in Science Degree, and/or Associate in Science for Transfer Degree.

APPROVAL AND SIGNATURE

This document has been reviewed and approved by: Click or tap here to enter text. on Click or tap to enter a date..