

CTE Program Review

Program Name: **Administration of Justice**

Program Contact: **Brunicardi, Michael**

Academic Year: **2016-2017**

Status: **Submitted for review**

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1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The Administration of Justice Program (ADMJ) promotes three academic goals: AS-Associate in Science, AS-T (University Transfer Program), and CA - Certificate of Achievement. All of the programs prepare students for careers in and related to the criminal justice system. Additionally, many of the ADMJ students continue their education through a Bachelor's degree in related fields, and some continue in higher education to achieve a Masters and or Jurist Doctorate in Law.

The ADMJ program promotes academic excellence in support of the college mission, diversity, and strategic goals. We promote excellence through eight ADMJ courses: Introduction (AJ100), Principles (AJ102), Concepts (AJ104), Legal Aspects (AJ106), Community Relations (AJ108), Investigations (AJ120), Juvenile (AJ125), and Forensic Science (AJ185).

The ADMJ faculty are active and retired experts (Police Command, Forensic Scientists, and Judicial Officers) in the CJ field who focus on the development of critical thinkers and improving overall student success. The comprehensive curriculum is keeping pace with changing laws, best practices, and the needs of our local community and law enforcement partners.

Students in the ADMJ program bring diversity with multiple perspectives which reflects our local community and clearly represents the entire Bay Area. Part of our curriculum examines complex issues related to racism and prejudice and other current sensitive issues. Our program embraces equity and fairness. The ADMJ team has proud collaboration with UMOJA, Project Change, Puente, Year One Program, SAFEZONE, DSPS, a tutor in the Learning Center, and other on campus student services.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

The SLO assessment results allow us to focus on trends and discuss areas identified as 'in need of improvement'. Some areas of curriculum are updated by new state legislature (laws), recent best practice mandates, and court decisions that adjust procedure in

the criminal justice field.

The ADMJ program established a minimum threshold of 75% student success as our overall goal. Some courses were only taught once per year so there may be a fiscal year to prior fiscal year comparison (e.g., spring 2015 comparison to spring 2016). Otherwise, this report compares the fall 2015 to the spring of 2016 assessment results.

ADMJ 100 (Introduction to the Criminal Justice System) Six specific SLO's.

Fall 2015: 36 students: 90% success rate VS Spring 2016: 32 students: 94% success rate

Exceeded Goal... Success rate increased 4%.

ADMJ 102 (Principles & Procedures of the Criminal Justice System) Four specific SLO's.

Fall 2015: 32 students: 98% success rate VS Spring 2016: 31 students: 99% success rate

Exceeded Goal... Success rate increased 1%.

ADMJ 104 (Concepts of Criminal Law) Five specific SLO's.

Fall 2015: 29 students: 96% success rate VS Spring 2016: 46 students: 96% success rate

Exceeded Goal... Success rate stayed the same.

ADMJ 106 (Legal Aspects of Evidence) Three specific SLO's.

Fall 2015: 26 students: 95% success rate VS Spring 2016: 21 students: 100% success rate

Exceeded Goal... Success rate increased by 5%.

ADMJ 108 (Community Relations and the Justice System) Three specific SLO's.

Spring 2015: 29 students: 100% success rate VS Spring 2016: 35 Students: 100% success rate

Taught only in the Spring semester. Exceeded Goal... Success rate stayed the same.

ADMJ 120 (Criminal Investigation and the Justice System) Four specific SLO's.

Fall 2015 (Combined two classes) 54 students, 98% success VS Spring 2016, 27 students, 100%

success rate... Exceeded Goal... Success rate increased 2%.

ADMJ 125 (Juvenile Procedures) Six specific SLOs.

Fall 2014, 29 students, 96% success rate. VS Fall 2015, 29 students, 98% success rate.

Class only taught during the fall semester. Exceeded Goal... Success rate increased 2%.

ADMJ 185 (Introduction to Forensic Science) Five specific SLOs.

Fall 2014, 23 students, 87% success rate. The 2015 comparison SLO statistics were unavailable.

This course is only taught during the fall semesters. Exceeded Goal...

SUMMARY COURSE SLOs SUCCESS RATES:

Fall 2015: 206 students, 95% success rate. Spring 2016, 214 students, 98% success rate.

Based on this success rate, there are no areas identified as in need of improvement. Additionally, it is safe to say that the ADMJ instructors are on target, the course curriculum is being covered, and our overall goals are being celebrated.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and

course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).



The ADMJ Program SLO's are aligned with the ADMJ Course SLO's. The core of Program SLO's reflect essential qualities and skills necessary to be successful in the various fields related to the criminal justice system. In summary, the core points are as follows:

- The importance of interpersonal and written communication skills
- The value and necessity of ethics, integrity, and professionalism
- The development of the practical application of the law in society
- The identification of the components and goals of the CJS & how they function as a team

The success of the Course SLO's should have a direct correlation with success in the Program SLO's. Several of the graduates from ADMJ program continue to communicate with our teaching team and relate their individual success in the criminal justice fields. In fact, it is common for our teaching team to be employment references for former students. The success of the Program SLOs are also reflected in the high number of award earners in the ADMJ program. Over the last three years, 255 ADMJ students were award earners.

The Program SLO's support the Institutional (GE) SLO's and are reflected in the Course SLO's. The program has specific relations with GE SLO's:

- Effective Communication,
- Problem Solving,
- Critical Thinking,
- Social Awareness, and Ethical Responsibility.

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See [GE SLO Alignment Summary Report](#)  or [All Courses GE SLO Alignment Data](#) .

ADMJ 100 (Introduction to the Criminal Justice System) is the only ADMJ course that satisfies a GE requirement. This course has six SLOs. Five of the six course SLOs support GE1, Effective Communication. The one remaining course SLO supports GE3, Critical Thinking.

Clearly, the success of the course SLOs supports the program SLOs, which should support the GE SLOs. The SLO survey results for ADMJ 100 enjoys a 94% success rate. This exceptional success rate would indicate a grand attainment of the GE SLOs relative to our ADMJ 100 course.

The ADMJ courses are relevant to the current state of affairs in our communities. These courses touch upon changing laws and critical incidents that are changing the procedures in today's Criminal Justice System. Each ADMJ listed course is aligned to at least one GE SLO (PRIE source). We emphasize GE1-Effective Communication, GE3-Critical Thinking, GE4-Social Awareness, and part of GE5-Ethical Responsibility.

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

ADMJ is under the umbrella of the Business and Technology Division at the College of San Mateo. The Program does not include the Police Academy located in Building 35 on our campus. The Police Academy is a separate entity that is run by the South Bay Regional Training Consortium. Therefore, the Police Academy and the South Bay Regional Training Consortium are not reflected in this reporting section. Effective the 15-16 Academic Year ADMJ 145 (Police Academy) became AJPS 107. This change reflects the load difference between 14/15 and 15/16.

The ADMJ program courses are aligned with the Transfer Model Curriculum (TMC) as prescribed in SB1440. We believe this makes it easier for ADMJ students to transfer to various CSU disciplines and will keep our success and retention rates steady.

The 'Student Success' rates have generally increased over the years, 81% in 13/14, 83% in 14/15, and 86% in 15/16. Similarly our 'Retention' rates have also slightly increased, 90% in 13/14, 92% in 14/15 and 93% in 15/16. During the same time frame our 'Withdraw' rate has gone slightly down, 10% in 13/14, 8% in 14/15, and 7% in 15/16. These results reflect the popularity of the ADMJ program and the high rates of success and retention.

The majority of the ADMJ students are Hispanic (@40%), followed by White (@23%), then Asian, Black and Filipino (@5% each). There is no obvious trend of failure or success rates when examined by ethnicity. There are still slightly more males than females, however the separation is only about 5%. The ADMJ program continues to collaborate with Student Support Services and Special Programs.

Age diversity continues to be consistent, about 80% of our students tend to be between 19-30.

Overall, the ADMJ student success and retention indicators are higher than the college averages.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

This category is not applicable as the ADMJ program does not have a distance education component.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-time FTEF, etc.)

The ADMJ program has one full time professor, the remaining faculty (5) are part time instructors.

The drop in headcount in ADMJ is due to the removal of the Police Academy from the ADMJ program. The Police Academy is, and always has been, a separate entity. Regardless of this change, the ADMJ load remains high at 540 and well above the college load rate. With our LOAD level high, our retention percentage at 93%, and our success rate at 86%, it is clear that our overall efficiency principle is outstanding and well above the college rate.

The ADMJ Course offerings have been modified since the transfer curriculum took effect to ensure a beneficial rotation of courses for both day and evening students. A rise in the load is expected with the addition of the POST Module III and Module II programs. The instructors for the POST training will be through a bank of part time instructors, most of whom are active in the criminal justice system. The renewed POST program is projected to begin in fall 2017 term.

3. Career Technical Education

A. Career Technical Education Data (This information is required by California Ed. Code 78016.)

1. Review the program's available labor market data, as applicable. Here are two relevant links:

- [State Of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information)
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area.

Workforce development and employment opportunities in law enforcement (AJ Occupation Overview, esmiQ2 2016 Data Set) have grown considerably since the downturn in 2007 and 2008. Predictions indicate a 12.6% increase in jobs related to the ADMJ program through 2021. CJS employee salary rates are predicted to be in the 75th percentile and there is an obvious demand for hiring well educated and well trained law enforcement personnel. Most agencies in our region require an AS degree for initial employment, and a BA for advancement within the agency. The marketing for law enforcement positions with the updated educational requirements may have had an impact on the positive student numbers seen in the ADMJ program offered at CSM.

Employment in Government Agencies is easily located in the CalOpps.org web site. This site is a public employment job board owned and operated by public agencies. A review of the current/active site reflects a significant increase in job opportunities. Local public service agencies have rebounded from financial crises and many different jurisdictions are actively recruiting for law enforcement personnel. Additionally, many 'baby boomer' (CJS employees) are retiring which require additional resources. In short, law enforcement job opportunity continues at a steady pace.

Many local law enforcement agencies prefer to hire lateral officers or officers who have already successfully completed the mandated California Peace Officer Standards & Training (POST) Basic Police Academy. To enter a basic course the candidate must pass a written and physical agility exam. Students report that several of the ADMJ classes assist in preparation of the written exam.

CSM's ADMJ program is the only program in the District certified by the California Commission on Peace Officer Standards and Training (POST) to offer PC832 Training and the Regular Basic Course Modules III and II. We are in the process of re-starting our POST Modular Program (projected fall of 2017). Once a student passes our Modular Program they are eligible for employment as a 'Reserve Police Officer' in a law enforcement agency. Reserve Officers (with the completion of Modular I) are eligible for hire as a full time law enforcement officer.

2. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishment and areas of concern.

collegeofsanmateo.edu/institutionalresearch/degcert.asp

As noted above, the trend of agencies in the criminal justice system is to require an AA/AS degree prior to application, as well as a Bachelors degree for promotion. Therefore, the ADMJ staff are encouraging students to complete their Associate Degree here at CSM, and consider specifically the transferable degree to obtain a Bachelors for advancement so they can become more marketable as a potential public service employee. We also encourage our students to meet with their counselors to develop an education plan to ensure degree requirements are met.

The ADMJ award earners for the last three years breakdown as follows:

13/14: 24 AS earners, 35 CA earners, and 36 AS-T earners for a total count of 95

14/15: 18 AS earners, 24 CA earners, and 39 AS-T earners for a total count of 81

15/16: 21 AS earners, 25 CA earners, and 33 AS-T earners for a total count of 79

Total: 63 AS earners, 84 CA earners, and 108 AS-T earners for a total count of 255.

From this data, we see a downward trend on CA earners, however fairly consistent trends in AS and AS-T earners. It would appear that the ADMJ students are following our direction to concentrate on AS or AS-T degrees so as they are minimally qualified (and more marketable) to apply for law enforcement jobs.

3. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

The San Mateo County Law Enforcement Training Managers Association (SMCoLETMA, hereafter referred to as the TMA) is the ADMJ program advisory committee. The TMA represents top executives in all areas of the criminal justice system in San Mateo County. They provide updates for quality training, with an emphasis on current best training and educational practices. The TMA falls under the authority of the San Mateo County Police Chiefs and Sheriff Association.

The TMA hosts meetings on the third Tuesday of each month. Agendas are developed and sent to all members prior to the meetings. The last meeting was Tuesday, October 18, 2016. The meetings follow the established agenda and routinely reviews the following: President's report, Treasurer's report, Chiefs' liaison report, County Commanders' report, **CSM liaison report**, South Bay Regional Public Safety Training Center report, San Mateo Basic Police Academy report, San Mateo County Communications Managers Association report, POST Update report by Regional Representative, and various committee reports. Minutes from the TMA meetings are crafted and electronically sent to all involved parties well in advance of the next monthly meeting.

4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

The ADMJ curriculum is constantly adjusted when mandated through California State Legislative changes. For example, State Proposition 47 (November 2014) reduced specific felony's to misdemeanors, created a new 'shoplifting' statute, and allowed sentence reductions for certain criminal offenders. ADMJ course curriculum had to immediately incorporate the new law to stay current. This election year will be no different with several State and Federal propositions and Initiatives that, if they pass, will require similar adjustments.

As noted in Q3, CSM is a certified POST Modular Training Program presenter. The ADMJ Program Services Coordinator (Michelle Schneider) is an active member of various committees facilitated by POST and populated by trainers throughout the state to update and improve the training of peace officers in California. Ms. Schneider's participation not only gives CSM advanced warning of changes coming to the POST courses, but introduces CSM to the state wide law enforcement training community and allows for beneficial networking.

The CSM ADMJ POST Modular program, in conjunction with the SMCCD Human Resources, is actively hiring instructors who are state certified to teach in the upcoming POST Modular program. The identification and hiring of instructors has been challenging. To date, we have about 22 instructors prepared for the program. Program logistics and equipment are the immediate focus. The ADMJ

faculty and staff are working with SMCCD HR to build a 'pool' of adjunct instructors to help facilitate our classes. This process has also been challenging. ADMJ staff members and the Business and Technology Dean have had an open and active ADMJ hiring committee for the last four years, with no real end in sight.

5. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Our last PR submission identified two ADMJ plans which are still in progress. They are as follows:

Plan 1

a. Excellence in ADMJ program: On going objective goal

The ADMJ program is committed to community collaboration through our active partnership with local CJS professionals. This allows us to stay current in California State statutes, practices and mandated procedures. Many of the ADMJ students have gone on to work within our region (interns at SMCO Probation, interns at SMCO Coroner's Office, Police Officers for various agencies)

b. Instructor pool development: On going objective goal

San Mateo Assistant County Manager (Mike Callagy) had to give up his ADMJ night class at CSM due to a new responsibility in the County Managers Office. We were fortunate to hire Burlingame Police Lieutenant Johy Kiely as a replacement. We currently have 10 candidates for our ADMJ degree pool who are under review by the program hiring committee. Additionally, we will continue to outreach ADMJ POST qualified instructors.

c. ADMJ Video Library: On going objective goal

This semester we were able to add several seasons of 'Forensic File' programs to assist in the reinforcement of current trends in law enforcement forensic science. We need to identify and purchase additional current video training in our ever changing field relative to the criminal justice system.

d. Faculty Evaluation Rotation: On going objective goal

The one ADMJ FTES professor in the program successfully completed his tenure evaluation. This has allowed him to be an evaluator on three different tenure evaluation committees within the Division, as well as an evaluator of our adjunct faculty. Our own program instructors are on an evaluation rotation plan that is on-going.

e. Student Services outreach collaboration: On going objective goal

The one ADMJ FTES is a mentor in UMOJA and an active participant in Project Change. Many students in the ADMJ program are also active members in PUENTE, utilize our new tutor program in the Learning Center, and other student centered service programs.

Plan 2

POST MODULAR TRAINING PROGRAM

CSM is a POST Certified Non-Academy, Modular Format presenter. The POST Certified MODULE III AND II COURSES have been dark at CSM since fall of 2010. In addition to identifying instructors, we are coordinating the logistics of the specialized training, identifying training tools and specialized equipment necessary, and ensuring POST regulations are met in order to re-start the program. The projected initial costs associated with restarting the program will be high. The costs to continue the program should relax once established.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

Generally, the ADMJ program will continue to expand the curricular and pedagogical identity of the program which will enable us to continue to enjoy our current success. Additionally, we will continue our CJS professional collaborations to promote recent technologies in smart policing, and current best practices reflected in the criminal justice system through the Nationally accepted Community Policing Model.

The ADMJ specific future program plans and actions will carry over from the previous PR goals.

Plan 1

a. Excellence in ADMJ program: On going objective goal

Continue collaboration with the SMCO TMA, POST representatives, and other local professionals.

b. Instructor pool development: On going objective goal

Continue our efforts to develop a pool of ADMJ degree instructors and POST qualified Modular instructors before the end of the current calendar year.

c. ADMJ Video Library: On going objective goal

Continue to add to our professional video library. Some of our progressive instructors are developing their own on-line visual aids for our adult learners...however, we are in need of updated video training.

d. Faculty Evaluation Rotation: On going objective goal

Identify faculty in need of evaluations and complete same.

e. Student Services outreach collaboration: On going objective goal

Continue to embrace areas relative to student services that can help our student succeed.

Plan 2

POST MODULAR TRAINING PROGRAM

Specifically, to have this program up and running in the fall 2017 semester.

6. Program Maintenance

A. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction](#) website for [course submission](#)

instructions. Contact your division's **COI representatives** if you have questions about submission deadlines. **Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
ADMJ 100	Michael Brunicardi	No later than 12/2017
ADMJ 102	Michael Brunicardi	No later than 12/2017
ADMJ 104	Michael Brunicardi	No later than 12/2017
ADMJ 106	Michael Brunicardi	No later than 12/2017
ADMJ 108	Michael Brunicardi	No later than 12/2017
ADMJ 120	Michael Brunicardi	No later than 12/2017
ADMJ 125	Michael Brunicardi	No later than 12/2017
ADMJ 185	Michael Brunicardi	No later than 12/2017
ADMJ 771	Michael Brunicardi	No later than 12/2017
ADMJ 775	Michael Brunicardi	No later than 12/2017
ADMJ 780	Michael Brunicardi	No later than 12/2017
ADMJ 781	Michael Brunicardi	No later than 12/2017

All of the above ADMJ courses were updated in 2015, and they will again be updated as noted in 2017.

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Michael Brunicardi	June 2017

The ADMJ Web page is updated annually in the month of June. It was last updated in June of 2016 and will again be updated as noted in June of 2017.

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Michael Brunicardi	End of every semester

7. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

The ADMJ program continues to be successful and in line with the overall goals of the college and the district.

The needs in the ADMJ program review that should be brought to the attention of IPC are as follows:

- POST Modular Critical Needs to reignite the Program:
 - We have to identify and hire qualified POST certified instructors.
 - We have to secure logistics, equipment, and material that will allow our program to meet the minimum state required POST standards. The initial start up cost will be high. The costs to produce the program each semester has yet to be determined.
- There is a critical need to identify and hire qualified local CJS professionals (pool) who will continue our success in the ADMJ degree and certificate programs.
- There is a need to improve ADMJ classroom storage, organization, technology (video) resources, and specific equipment.