

# College of San Mateo

## 2018-19 CTE Instructional Program Review

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### Program Name

Please select your program

Administration of Justice

### Division

Please select your division

Business/Technology

### Submission Date

**1a. Provide a brief description of the program and how it supports the college's Mission and Values Statements, its Diversity Statement, CSM's and SMCCCD's Strategic Plans, and the college's Educational Master Plan. You may also discuss any factors that have impacted the program and its enrollment. Include changes in student populations, statewide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, and community needs.**

*If your answer is more than 2000 characters (approximately 300 words), please upload a Word document below (10 MB or less). If you're not sure, please upload your answer. Please upload text only; we cannot ensure that non-text such as images, diagrams, or charts will be retained in the final submission.*

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### Description of Program

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1 Program Description.docx

**2a. Describe the results of your previous Program Review's action plan.**

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### Results of your previous Program Review's action plan

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2a Results.docx

**2b. Program coherence and effectiveness: Explain any curriculum changes since last program review, including SLO alignments.**

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All courses in the Administration of Justice program are reviewed every two years, and updated as needed. The last update cycle was during the Fall 2017 semester to take effect beginning Fall 2018. While course content did not need to be updated, Student Learning Outcomes (SLOs) were refined to more accurately reflect the knowledge and skills that students are expected to exhibit at the end of a course.

Course SLOs were developed to support the program SLOs, which in turn reflect the Institutional Learning Outcomes (ILOs). By creating SLOs that can be connected upwards from the course to the program level, while keeping sight on the institutional goals, the ADMJ program ensures that our students are meeting the desired outcomes set forth by College of San Mateo and the District. Critical thinking, effective communication, problem solving, and social awareness and ethical responsibility are important for well-rounded students working towards careers in the criminal justice system, as well as society overall.

Curriculum for the academic path is tied to the current transfer model curriculum. This allows ADMJ students to obtain an Associate degree with the option to continue to a Bachelor program. The required courses create a strong foundation of knowledge that is supplemented by the elective courses. Overlapping concepts reinforce prior learning, and become a bridge to higher levels of understanding and application.

**2c. Student success and equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.**

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In general, the ADMJ program has a higher success and lower withdraw rate than the college. An increase in the number of female students is on par with the college with a slightly higher success rate. Many of our students fall into the 19 or less, 20-24, and 25-29 age ranges, with the 20-24 year-olds exceeding the college percentage of enrollment. This is likely due to returning veterans.

The majority of our students are Hispanic, and we've seen an increase in students who are first generation college students. (57.2% vs 29.1% and 61.8% vs 45.8% respectively, ADMJ vs. CSM.) We have also seen an increase in students identifying with a disability, who are slightly more successful than the same group for the college as a whole. The percentage of low-income students who register in ADMJ courses, as well as their success rate, is also higher than the college.

Some of the withdraw rates for the ADMJ program are higher than the college. This may be because students tend to drop when they realize this is not the career path for them. We also see lower rates of Asian and Black students. These could be based on cultural preconceptions these groups have of law enforcement. A public service profession is not seen as honorable in many Asian cultures, and there is still a negative view of law enforcement held by Black individuals.

We will continue to support our student population with our curriculum delivery and collaboration with student services programs on campus.

**2d. Provide an update on any long-term plans that are still in progress (if applicable).**

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On-going program goals include the re-introduction of the POST program, as well as the continued identification and recruitment of qualified instructors. Success in these areas will allow the ADMJ program to create a solid curricular foundation for students. Producing well-educated students will benefit the local community as they find their place in the workforce.

**3a. Course and program assessment. Discuss the results of your program assessment. Explain any strategies, research, initiatives, curriculum development or other activities intended to improve student learning and promote educational equity in your discipline, either at the course or program level.**

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The curriculum for ADMJ courses is prescribed, either by the Transfer Model Curriculum or POST. Department staff monitors and incorporates changes as required on a regular basis. The State Chancellor's Office requires CTE programs to review and update their curriculum every two years. POST requires an updated expanded course outline, to at least the third level, twice a year for certified courses. Lesson plans are updated to reflect law changes and current best practices.

Every semester, the ADMJ program assesses each course SLO in every course offered. At a minimum, we are looking for a 75% success rate per SLO. Our courses were at 90% or higher for the 2017-2018 AY. Because the course SLOs support the program SLOs, successful students are prepared to meet the program SLOs.

**3b. General Education / Institutional assessment. Discuss participation in any General Education, Core Competencies, institutional or interdisciplinary assessment activities.**

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As mentioned above, the ADMJ department staff strives to ensure the course and program SLOs will tie into the College of San Mateo ILOs. As an example, ADMJ 100 – Introduction to the Criminal Justice System is not only a foundational course for the ADMJ program, but can also be used as a General Education course for Career Exploration. Because of this, it was important to map the course SLOs to as many college ILOs as possible. A minimum of two course SLOs can be mapped to each of the ILOs.

In Spring 2018, all of the course SLOs were mapped to program SLOs and the CSM's ILOs, as requested by the College Assessment Committee.

**4a. 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.**

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**Labor Market Demand**

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[4a Labor Market Data.docx](#)

**4b. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.**

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There has been an increase in students obtaining the A.S.-T degree in Administration of Justice over the past three academic years. The number of awarded A.S. and Certificate of Achievement (CA) seems to fluctuate with no discernable pattern. We will continue to encourage students to complete the degree with a goal of attending a university for a Bachelor's degree.

2017-18: 48 A.S.-T earners, 24 A.S. earners, and 19 CA earners for a total count of 91

2016-17: 43 A.S.-T earners, 15 A.S. earners, and 22 CA earners for a total count of 80

2015-16: 30 A.S.-T earners, 21 A.S. earners, and 26 CA earners for a total count of 77

Total: 121 A.S.-T earners, 60 A.S. earners, and 67 CA earners for a total count of 248

**4c. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.**

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The San Mateo County Law Enforcement Training Managers Association (TMA) is the ADMJ program advisory committee. The TMA is comprised of the Training Managers from the law enforcement agencies in San Mateo County, as well as representatives from the Chiefs and Sheriffs Association, County Commanders, County Communication Managers, District Attorney's Office, POST, and South Bay Regional Training Consortium. 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 and the previous month's minutes are sent to all members prior to the meetings. The last meeting was Tuesday, October 16, 2018.

**5a. Provide a brief description, including actions, measurable outcomes, and timelines**

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**Instructor Pool Development**

Update the current job description and re-post to create a pool of qualified instructors for the ADMJ degree program, including a criminalist to replace the current Introduction to Forensic Science (ADMJ 185) instructor who will be resigning at the end of Fall 2018. (June 2019)

**Faculty Evaluation Rotation Program**

Work with the Division Office to create an instructor evaluation rotation pattern, which will take into account new instructors and instructors who only teach one semester per academic year. (June 2019)

**Student Services Outreach Collaboration**

Continued collaboration with the various learning communities (Umoja, Puente, Project Change, etc.) to support current and future ADMJ students. Develop partnerships with Mana to address our low numbers from the Polynesian and

Melanesian groups. Assist Fresh Lifelines for Youth (FLY) with the development of mentors and other programs to support student success. (On-going)

**ADMJ Video Library**

Partner with the CSM Library to identify and locate digital resources for use in the ADMJ courses. Ensure these resources can be used in the classroom, and in the library as needed for students to review. (December 2019)

**POST Program**

Identify qualified instructors for the POST program, with emphasis on instructors certified to teach in specialized areas (i.e., Arrest and Control, Firearms, Vehicle Operations, Discrimination and Cultural Diversity). The current job description will be updated to focus on these specialized areas and re-posted. Current instructional staff within these specialties will be asked to refer candidates to the HR link. (June 2019)

**5b. What will your program do to increase student success and promote student equity in the next two years? What kind of professional development and institutional support will be engaged and enacted to meet these goals?**

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The development of new partnerships with Mana, FLY, and the Library will allow the ADMJ department to reach out to additional underserved communities and support student success.

Collaboration with the Counseling Center, especially the two counselors identified to support CTE programs, will help us to educate the counseling staff on the available career options and pathways.

Many of the ADMJ students have gone on to work within our region (e.g., police officers for various agencies, correctional officers, community service officers, public defender program assistant investigators, group supervisors at juvenile hall, interns at SMCO Probation, interns at SMCO Coroner's Office, explorer program cadets for various law enforcement agencies).

The ADMJ program is committed to community collaboration through our active partnership with local CJS professionals. This will allow us to stay current in California State statutes, best practices, and mandated procedures.

**5c. Describe other professional development activities and institutional support and collaborations that would most effectively ensure that the program achieve its goals and plans.**

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ADMJ staff will continue to participate in the Strong Workforce Regional Joint Venture (RJV) Law Enforcement group. This participation encourages networking with other ADMJ programs.