LMC Comprehensive Program Review
Instructional Units

2017-2018

Program/Discipline: Administration of Justice/Social Science

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

Since the spring of 2013, our Administration of Justice program has emphasized the theoretical as opposed to the vocational epistemological approach. We offer more sections of general education Administration of justice curses than in the past.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

Based on information learned during our advisory board meetings we plan to collaborate with our English Department to design a contextual Administration of Justice/English course that will focus on report writing and documentation. Our professional law enforcement academies have informed us that report writing is the number one reason for academy failure and that they would like to see us focus on this skill.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Associate Degree – Administration of Justice for Transfer				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	ADJUS-110 Introduction to Criminal Justice SOCIO-15 Introduction to Sociology	ADJUS-120 Concepts of Criminal Law ADJUS-140 Criminal Investigation ADJUS-222 Juvenile Procedure	ADJUS-122 Criminal Trial Process ADJUS-221 Criminal Evidence	ADJUS-160 Community and the Justice System PSYCH 011 General Psychology
Certificate of Achievement – Administration of Justice				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	ADJUS-110 Introduction to Criminal Justice ADJUS-120 Concepts of Criminal Law SOCIO-15 Introduction to Sociology	ADJUS-160 Community and the Justice System PSYCH 011 General Psychology ADJUS-140 Criminal Investigation	N/A	N/A

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

All of our required courses have been offered over the past two years.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

N/A

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	**Spring 2019**	**Fall 2019**	**Spring 2020**
ADJUS-110	5	5	5	5
ADJUS-120	1	1	1	1
ADJUS-122	1	1	1	1
ADJUS-124	0	1	0	1
ADJUS-140	1	1	1	1
ADJUS-160	2	2	2	2
ADJUS-200	1	1	1	1
ADJUS-220	1	0	1	0
Rationale for any Major Changes				
No Changes planned.				

4. Existing Curriculum Analysis

4.1.   Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring

2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
ADJUS-124	Anthony Vleet Hailey
ADJUS-200	Anthony Vleet Hailey
ADJUS-220	Anthony Vleet Hailey

4.2.   Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	Over the past five years, we have transitioned from an associate of science degree to an associate of science degree for transfer. This subtle change caused us to reassess our program anew and eventually align our courses to those of our local California State University campuses; we have included a behavioral science requirement for a degree in the major.
How have these changes enhanced your program?	We believe that these changes will allow us to prepare more culturally aware and critically thinking criminal justice professionals.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	We will not be creating any new degrees or courses; however, we do plan to constantly improve the current program. One of the ways we plan to do that is by focusing on the interdisciplinary nature of the administration of justice. We plan to collaborate with other departments and programs to enhance our criminal justice required and elective courses. We want to create contextual English courses that would satisfy both graduation requirements as well as focus on criminal justice report writing, natural and physical science courses that also focus on criminal justice forensic science, math courses that, for example, focus on crime scene investigations by utilizing geometry to triangulate

	tire skid marks. We want to emphasize the liberal arts as well as the social science that is the administration of justice.
What significant changes to existing course content would need to be made to support the new degree or certificate?	In order to transform our curriculum into one that is more interdisciplinary would require me to collaborate with my colleagues and synthesize their existing courses into those that emphasize the administration of justice while meeting the objectives of both.

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

The Administration of Justice Programs has a district-wide advisory board. Advisory Board information is maintained at Contra Costa College

7. Assessment Effectiveness:

7.1.   Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1.   If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

We have not assessed ADJUS-124. This course was not taught on a regular basis. It will be assessed Spring 2018

7.1.2.   If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?
   a.   We will keep the course
   b.   Program personnel has been assigned to conduct assessment during spring 2018 semester

7.1.3.   Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful: We rate this at "3" we believe that the assessment definitely had meaning. It caused us to reflect on our course objectives to ensure that they are not just slogans and that we are striving to provide the meaning necessary for students to reach our objectives.

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable: We rate this at "3" we collected data that measured what we wanted to measure, answered our questions about the course and was easy to interpret which will allow us to make the changes we need.

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable: We rate this at "3" all program staff participated in the assessment process, which made the outcome meaning to the entire cadre

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4.   What changes in the assessment process itself would result in more meaningful data to improve student learning?

I see no need to change the current assessment process. It allows us to utilize varied methods to measure the effectiveness of our programs/courses, which is liberating in itself. I believe that the useful information that we have gained from this process will help us shape our program for the future.

7.1.5.   Share an outcome where assessment had a positive impact on student learning and program effectiveness.

One way we assess our programs goal to improve student communications skills both written and oral is by requiring that students complete a term paper as a condition to receiving their degree in the Administration of Justice. We used those papers as a way to measure how well our students

write. We have concluded that we need to offer a course intended to improve our students writing skills. We will collaborate with the English department to develop a contextualized Administration of justice/English course because of the assessment.

7.2.   Program Level Assessment

7.2.1.   In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided**. Describe one important thing you learned from your program level assessment.

7.2.2.   What was the biggest challenge in conducting program level assessment?

The biggest challenge was finding and collecting all of the comparative data needed to effectively assess our program.

7.2.3.   What resource needs, if any, were identified in your program level assessment?

Our program is not in need of physical resources at this time, we are in need of curriculum development/change that reflects our social science world-view of the administration of justice

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low-income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	93.8%	90.9%	92.6%
Success Rate (program/discipline)	70%	68.1%	74.5%

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

African-American students' completion rates show promise; they are higher than those of all students in the program on average. However, we need to be cognizant of the below average low-income student completion rate as well as African-American and low-income student success rates.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low-income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

I am a proponent of a get out there; get your hands on it style of education. This especially effective approach to keep student engaged and our program relevant. Exposure to the administration of justice, in action, through increased field trips or a program of speakers from the field, i.e., judges, district attorneys etc. could excite students to succeed, especially if we can encourage professional women and persons of color to participate.

We should also talk to student organizations representing women and students of color regarding our program and determine what they expect of it. It would be beneficial if we could establish a mentor program with student organizations representing African-American students.

9. Goals

9.1. **Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.**

| Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success? | To address the negative relationship between the Administrative Justice and underserved communities we planned to develop and introduce a 900 course to address the quality of leadership in the administration of justice it was planned to "emphasize the career and social aspect of the industry". We abandoned the idea of a 900 course an opted instead to reconstruct our curriculum to include a requirement for completion social and/or behavioral science as a requisite for a degree in the Administration of Justice.

We planned to develop and offer more online courses. Although we have not developed exclusive on line courses most of our instructors teach hybrid courses; most course material is available on line as well as in class, on campus. |
|---|---|

Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	We planned to tie our certificate of achievement programs with California State licensure programs already in place. For example: once a student completes our certificates in criminal law and criminal investigations, they will also be simultaneously licensed by the state of California to perform those functions. We abandoned this idea as it was thought that it was best to allow the law enforcement academy (associated with our school) address vocational issues and we would focus on theoretical/academic ones.

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.
2. Strengthen community engagement and partnerships.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.
4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.
	5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
	6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Increase success rate for African-American and low income students	Increase equitable student engagement, learning, and success.	ACCESS: increase access through enrollment of students currently underserved in our community. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 2: Complete transformation of curriculum from that of a vocational program to that of a social science	Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.
Goal 3: Expand the program to include adding another full time assistant professor	Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 4: Increased collaboration with local high school through pathway programs	Strengthen community engagement and partnerships.	ACCESS: increase access through enrollment of students currently underserved in our community.
Goal 5: Increased collaboration with local administration of justice organizations to help balance the synthesized multidisciplinary curriculum presented.	Strengthen community engagement and partnerships.	EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other 	
Justification:			

Operating Resource Request			
Department/Unit Goal - Reference #		**Strategic Objective - Reference #**	
Department/Unit Name		**Resource Type**	
		☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other	
General Description			**Est. Expense**
Justification:			

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense

Justification: