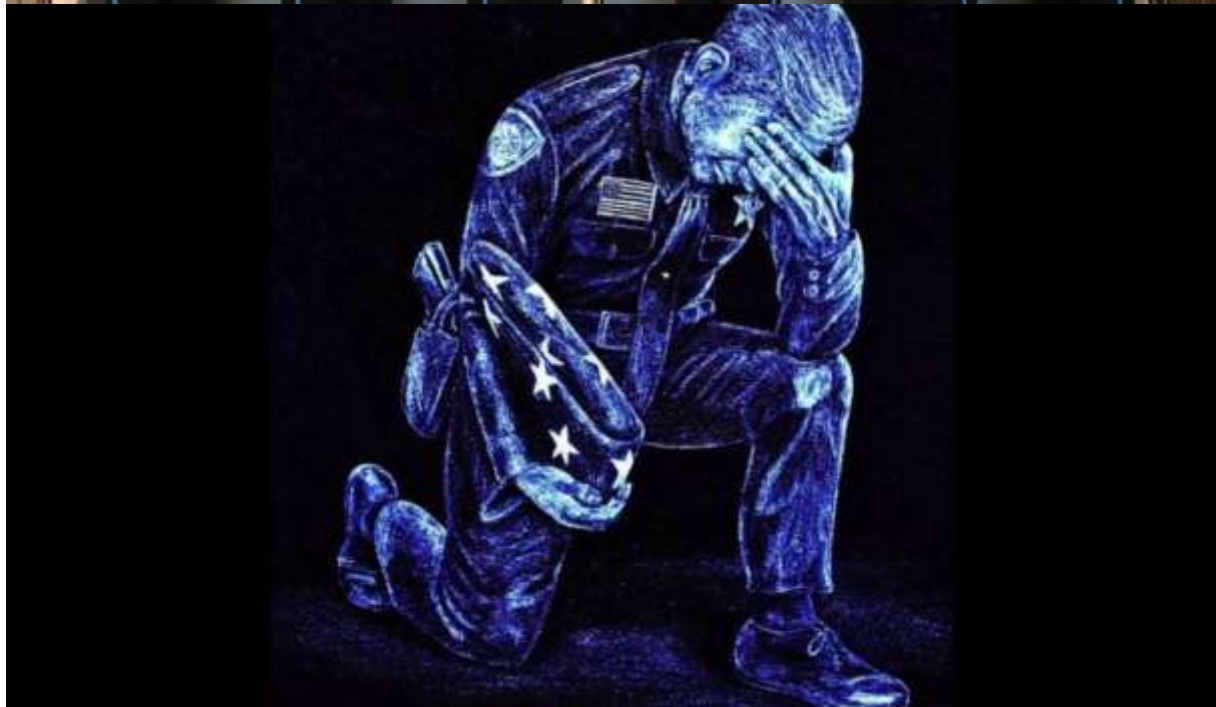




**Administration of Justice  
Program Review**



June 2017

# Modesto Junior College

## Administration of Justice Program Review

### June 2017

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## Program Overview

Program Awards	Include in Review (yes/no)	External Regulations (yes/no)
Administration of Justice, AS	Yes	No
Administration of Justice, AS-T	Yes	No

## Response and follow-up to previous program reviews

On the **Departmental Program Review webpage**, please locate your department and the previous program review. After viewing the commendations and recommendations, please complete the following questions;

Describe how your department has responded to the commendations and recommendations of the previous review.

The Administration of Justice Department received positive feedback from Interim-Dean John Williams in its spring 2013 Program Review. Although a timely program review was completed for spring 2016, management comments were not issued; however, the department continues to refine processes around curriculum development and in the assessment of student learning. Feedback from Interim-Dean John Williams included the following comments, "Greg has done a great job integrating statistics from employment and employing agencies for administration of justice students. This enables the curriculum, course offerings and program direction to move as needed in the community! Administration of Justice department has located numerous adjunct faculty to meet student demand and expand student contact through the AJ Club." Faculty continue to refine curriculum and course learning outcomes. At this time, all curriculum is up-to-date with the college's five-year cycle and all course learning outcomes have been assessed.

In terms of recommendations, Interim-Dean John Williams agreed the department was understaffed and noted the following in his comments, "Full-time faculty are needed (at least two) in the Administration of Justice department. This program's offerings have been cut from 86 sections per year to 60 sections per year! Monies from CTE/Perkins grant should expand to support the students served within the Administration of Justice department; internships, range courses, driving or shooting simulators, and possible police academy." Since the noted comments, the Administration of Justice Department was able to hire one full-time faculty and another full-time faculty returned to the program after an absence. Its course offerings have expanded to 84 sections per year. Additionally, Greg Hausmann and then Dean Cece Hudelson were unsuccessful in their attempt to obtain a police academy. Monies from CTE/Perkins and other funding sources were used to purchase a use-of-force shooting simulator. The Department is currently in the process of installing the simulator in CAT 108. Recently, the Department was awarded approximately \$9,000 to initiate a Law Enforcement Life-Skills course. Lastly, the Department will examine the feasibility of an Accelerated Administration of Justice AS Degree, ADJU CTE Cal Perkins - Job Internships Program, Certificate in Cyber Crime and Security, and an AA/AS degree in Homeland Security.

### **Briefly describe the activities and accomplishments of the department since the last program review.**

The Administration of Justice Department is committed to quality teaching and learning and increasing student performance and success. Over the past year, since the last program review was completed, the department has engaged in the following activities.

**Staffing** – the department is currently staffed with three full- time faculty with academic and industry specialties in the areas of law, emergency management, Peace Officer Standards and Training (POST) Certified, Organizational Leadership, and Organizational Management.

**Assessment** – the department has created a culture of assessment. We are proud of our accomplishments, especially given the number of adjunct faculty that we have teaching in our department. The department has a faculty coordinator who reminds all faculty of the assessment schedule and provides one-on-one training to both our full-time and part-time faculty. It is the belief of the department that our assessment compliance is strong because of the support we provide to our adjunct faculty.

**Student Success** – Faculty continue to work to increase student support and success. Much focus has been placed on increasing retention and success rates. Greg Hausmann and Steve Choi attended and completed the USC Center for Urban Education’s Equity Institute. This training provided faculty with new ideas and innovative techniques to increase overall retention and success rates for minority students. Furthermore, all full-time faculty attended Michael Smedshammer’s Canvas training. By initiating best online practices and incorporating them into our online program, the goal is to increase student retention and success. Bryan Silva attended the “Strengthening Student Success,” “A2MEND,” and “Innovations in Higher Education” Conferences. These conferences were designed to engage and teach higher learning educators and managers for building institutional effectiveness, student learning, affirming academic and professional environment for African American male students, and increasing equitable outcomes. Additionally, the conferences focused on shared responsibility for student success and innovative strategies to reinforce mandates originating from the state Community College Chancellor’s office.

**Student Internships** – Faculty are working on an internship program and will apply for CTE/Perkins and Strong Workforce funds in the coming months. We anticipate a competitive environment and will work with MJC administration to write a viable and complete proposal.

**Faculty Development** – Choi and Hausmann have attended CA Peace Officer Standards and Training (POST) courses at the San Diego Regional Training Center. Additionally, both attended the Online Teaching Conference in June 2017. Choi is still active in law enforcement and as such has attended additional law enforcement training to keep his current certifications valid and active.

**Shared Governance** – The Administration of Justice (AJ) faculty are active in college-wide activities as evidenced by their engagement in the following shared governance councils and committees. Over the past year, AJ faculty have participated on the Class Size Committee, Yosemite Faculty Association (YFA) Representative Council, Employee Selection Committees, and AJ, Behavior, and Social Sciences Division Council. The department is proud of their broad college wide participation.

**Community Outreach Activities** – In addition to the college-wide participation, faculty continue to engage in community outreach as evidenced by their attendance in the

following activities since the spring 2016 program review:  
Grace Davis High School CTE Advisory Board meetings (quarterly)  
Don Pedro High School AJ Advisor  
MJC New Student Days  
MJC African American Leadership Conference  
CTE Open House on MJC West Campus  
San Francisco Police Department Recruitment Seminar  
Modesto Police Department Recruitment Seminar  
MJC Civic Engagement Project  
MJC College Night

**Administration of Justice Advisory Council** – The AJ Department meets with its AJ Advisory Council. A Fall 2017 meeting is currently scheduled. The meeting will cover the following topics: internships, work-study, MJC to agencies pipeline, program evaluation, and needs from the industry. The advisory council is made up of a diverse group of dedicated, local law enforcement professionals that provide insights and recommendations for program improvement.

**Administration of Justice Club** – Faculty continue to mentor and assist students in leading the “Administration of Justice Club.” The club meets twice per month throughout the academic year. In addition to club meetings, several activities have been organized to enhance student service learning opportunities and to provide relevant employment skills. This past year, the club hosted a guest speaker series, completed one fundraising campaign, and a community food drive. The guest speakers were from the Federal Bureau of Investigation, California Highway Patrol, Merced County Sheriff’s Office, and Stanislaus County Sheriff’s Office. Faculty commitment to student learning and success are clearly demonstrated by the foregoing activities that reach far beyond the classrooms.

## **The Mission of Modesto Junior College**

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

The mission of the Administration of Justice Department at Modesto Junior College is to educate students in the fields of law enforcement and corrections in order to 1) prepare students to transfer to four-year colleges and universities and successfully complete upper division coursework, 2) allow vocational students to complete a terminal degree(s) in order to prepare them for entry-level job positions in their respective fields, and 3) serve working students in order to enhance and update job skills.

The mission of the Administration of Justice Department closely aligns with the MJC mission, vision, values, and strategic directions. As a department, faculty work hard to ensure that the diverse populations of students are served with traditional transfer degrees and terminal associate degrees to foster job placement. Classes are offered in various modalities, length of terms, and times of day to reach the various populations within our community. The department also collaborates with law enforcement professionals to ensure curricular relevance and to build partnerships. Like the college's value statement, departmental personnel model collegial behavior in terms of professionalism, integrity, and in exemplifying a love for life-long learning.

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# Student Achievement and Completion

## College Goal for Student Achievement

### *Increase Scorecard Completion Rate for Degree and Transfer*

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCC Scorecard by 2022.

## Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the [Success Rate Data Dashboard](#) and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

### **College Wide Summary**

- Success rates range from 64 to 68% for fall/spring and 72% to 75% for summers
- Fill Rates – overall downward trend from 99% to 74%
- Duplicated head count is steady for fall/spring, but more than doubled for summer since 2011-2012.

### **Administration of Justice Summary**

- Success rates range from 64 to 67% for fall/spring and 46% for summer of 2016
- Fill Rates – overall upward trend from 83% to 89%
- Duplicated head count is slightly below for fall/spring, but about 3.19 times larger for summer since 2011-2012.

In terms of equity gaps, the Administration of Justice Department results somewhat mirror the college wide results. The Administration of Justice African Americans, Undecided Ethnic, and White students' success rates are lower than their peers. Success rates based on gender for females also mirror the college wide average. However, success rates for online courses and male students are lower than the college wide average. Furthermore, the rates for face-to-face classes are higher than the college average.

What is your set goal for success? Do your department and individual course rates meet this goal?

The Administration of Justice Department continually communicates and evaluates the overall program which includes setting goals for student success, retention, and degree attainment. Given that the dashboard data is new, it will take some time to build capacity to read and interpret the information. At this time, the department has set a goal of 70% for student success. Currently (2015-2016 data), the college success ranges between 67% and 74%, depending on the term. College wide, the trend indicates that success tends to be a bit lower in fall than spring and that summer success rates outperform both fall and spring. The AJ Administration departmental success rate for the same period range between 64% and 67%, depending on the term. The foregoing success rates include all AJ courses.

If your rates for success are lower than your goals, what are your plans to improve them?

It is important to go through each course and study the success rates and variances on a course by course basis. Secondly, it would be helpful to address key courses and begin to systematically and collaboratively address each course and look at key support measures that can be put in place as well as innovative pedagogical changes that can be tested and piloted. Based on a cursory look at the various classes, some areas readily stand out. For example, in studying the online courses, the Department should focus its attention in the delivery of all of its online courses. An in-depth evaluation needs to be conducted to determine why online AJ students do not successfully complete online classes compared with AJ face-to-face courses.

In addition to the foregoing, and after analyzing the data, additional information would be helpful in order to develop and assess deliberate strategies to increase students' success and completion.

Consider any student equity gaps--the differences across student populations, especially in relation to the highest performing group. How do you plan on addressing issues of equity? In other words, how do you plan on closing the achievement gaps across student populations?

- This is the first time the department has had access to disaggregated data based on ethnicity. Given that only two years of data is available, this is a starting point for the AJ Department in terms of analysis. An overview of the data indicates that the AJ Department's disaggregated success rates somewhat mirrors the college wide rates. The largest ethnicity served by the department is for Hispanic students (n = 769) and White, non-Hispanic students (n = 567). Like the college, Native American students (n = 18) represent a significant equity gap. Among students served in AJ, African American students (n = 53) represent the largest equity gap.
- The AJ Department is committed to access, completion, and excellent education for all students within our service area. Through collaborative efforts, faculty will explore the following possible interventions to increase student success and retention:
  - Explore student support opportunities available through the students services area
  - Leverage the skills and services of Program Specialists to better serve disproportionately impacted students
  - Create opportunities for students to interact with faculty outside of the classroom
  - Evaluate curriculum and course sequencing



- Create proactive communications to students prior to the beginning of each term. Communications will serve as an official welcome letter, provide a brief faculty background, and inform students of required materials and class expectations.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

In reviewing online versus traditional course offerings, success rates are not similar. Although the department has room for continual improvement with regard to student success, faculty members are striving to increase the online student success rate. It is the perspective of faculty to seek continual training in order to enhance their online effectiveness and create community within the online learning environment.

One recommendation for improvement would be to create more opportunities for faculty to collaborate on best teaching practices and to share innovative pedagogical strategies with one another. Further, faculty are concerned that there is not a plan to update portable teaching technology. Online teaching requires student access to faculty seven days per week. Thus, in order to provide a high level of service and responsiveness to online student needs, departmental faculty are in need of updated laptops. Lastly, faculty would like to acknowledge Dr. Michael Smedshammer, MJC Course Design Coordinator, for the quality training and support provided to online instructors.

## Conferred Award Trends

Review the [Program Awards Dashboard](#), using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

This is the first opportunity faculty have to set degree and completion goals. Until the launch of the data dashboard, degree and certificate award data were not readily or consistently available to faculty. The AJ faculty will be meeting to discuss strategic planning and will address specific goals at that time. In the meantime, an aspirational goal of the AJ Department is to align to the college wide goal of increasing degree and certificate attainment by 10 percentage points over the next five years.

Although the 2016-2017 degree numbers are not available yet, based on 2015-2016 academic year, there were a total of 129 degrees issued from the AJ Program. The foregoing represents about 5% of all college wide awards and certificates for that year.

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

Strategies for increasing degree attainment for AJ students include the following:

- Determine if it is possible for the college to automatically issue degrees once students have completed the required coursework for a degree.
- Increase faculty advising opportunities

- Create a "college-wide meet the faculty night"
- Increase support resources for AJ students in the form of increased services such as tutoring and increased lab hours
- Expand the AJ Club
- Implement life skill and career longevity courses and initiate community involvement by bringing said courses to local high schools.

# Course Success

Division  
MBSS

Department  
MADJU

Terms  
Multiple values

Online vs Face to Face  
All

Filter to Course  
All

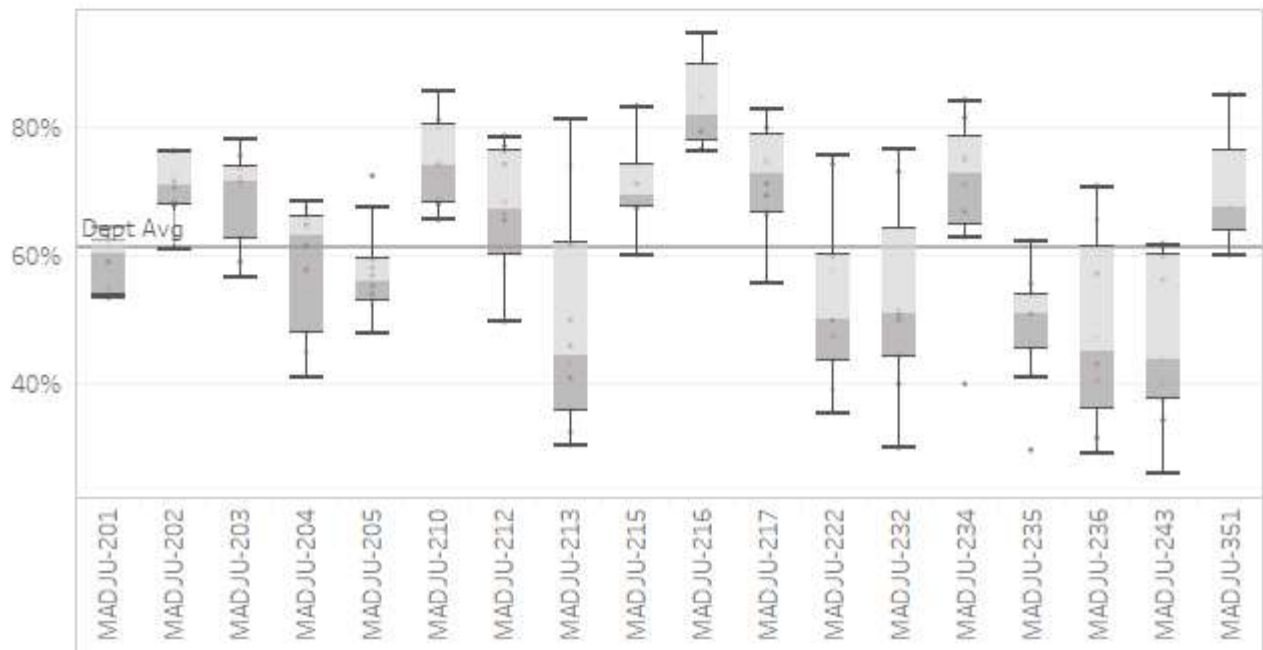
## Course Success - MBSS MADJU



## Course Success and Fill

	Season	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Census	FALL	1,211	1,438	1,371	1,299	1,168
	SPRING	1,300	1,365	1,328	1,185	1,129
Capacity	FALL	1,240	1,600	1,600	1,500	1,400
	SPRING	1,320	1,560	1,680	1,440	1,275
Fill Rate	FALL	98%	90%	86%	87%	83%
	SPRING	98%	88%	79%	82%	89%
Successful	FALL	773	876	757	791	747
	SPRING	839	842	790	763	753
Success Rate	FALL	64%	61%	55%	61%	64%
	SPRING	65%	62%	59%	64%	67%

Course Success Rates for Selected Terms - Dots represent sections, box central distribution



# Course Success Rates by Ethnicity, Gender, and Modality

**Divison**  
 MBSS

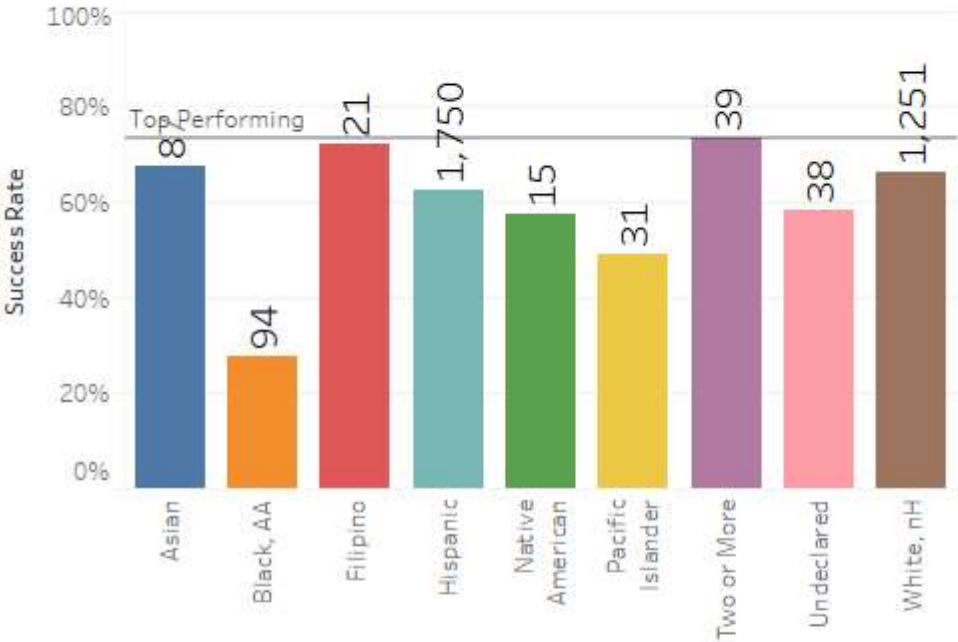
**Department**  
 MADJU

**Academic Year**  
 Multiple values

**Term**  
 All

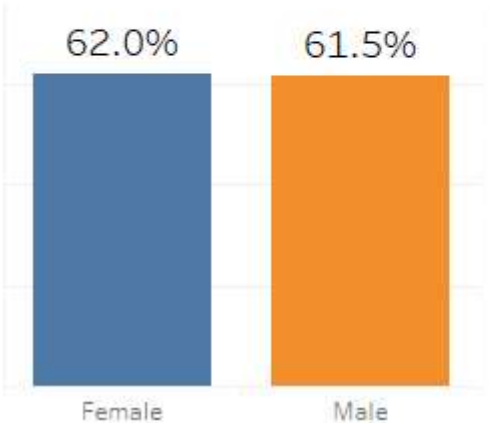
Filter to a division and/or department - individual courses can be unselected to view similar courses together. Select chart elements to filter other charts to same, e.g. Pick Asian success bar to see Asian gender and Asian modality. Select again to clear.

## Ethnicity for 2015-2016 & 2016-2017 MBSS MADJU

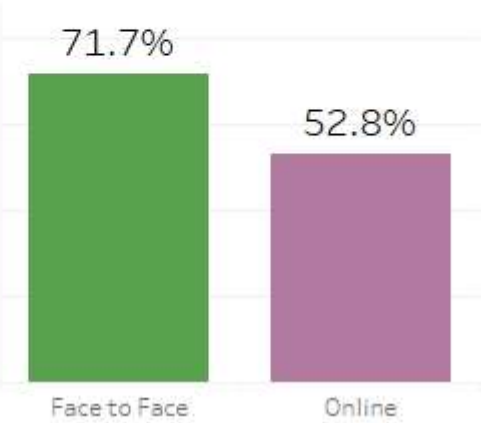


- Course Name**
- MADJU-144
  - MADJU-145
  - MADJU-145A
  - MADJU-145B
  - MADJU-145C
  - MADJU-145D
  - MADJU-201
  - MADJU-202
  - MADJU-203
  - MADJU-204
  - MADJU-205
  - MADJU-210
  - MADJU-212
  - MADJU-213
  - MADJU-215
  - MADJU-216
  - MADJU-217
  - MADJU-222
  - MADJU-232
  - MADJU-234
  - MADJU-235
  - MADJU-236
  - MADJU-243
  - MADJU-349A
  - MADJU-349B
  - MADJU-349C
  - MADJU-349D
  - MADJU-351

### Gender



### Modality



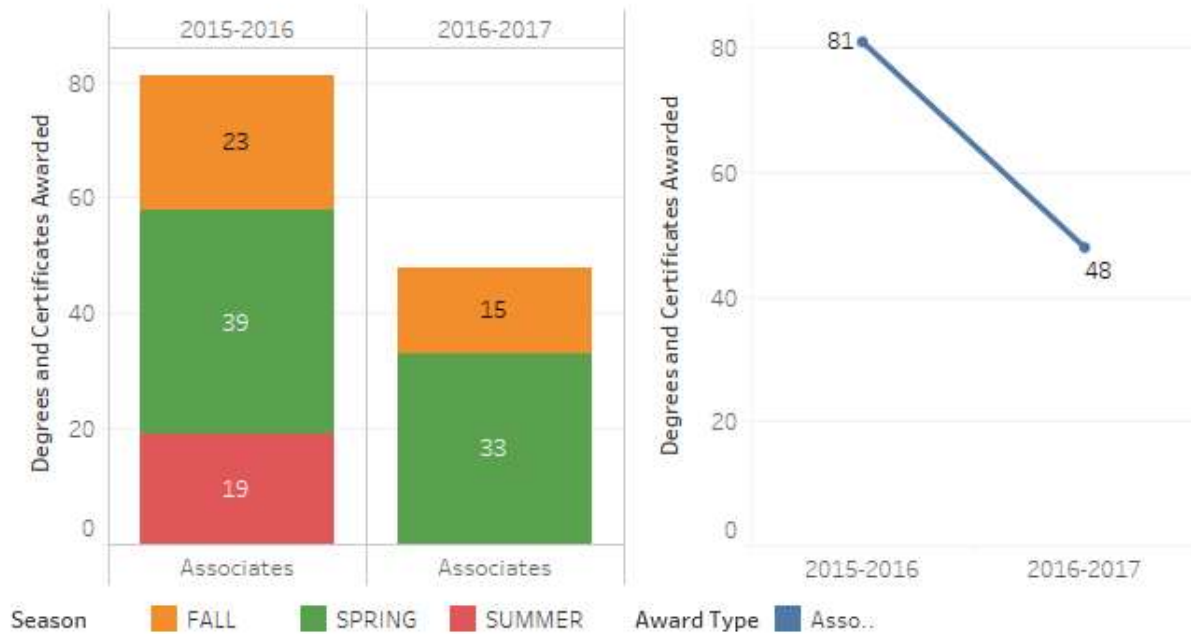
## Degrees Awards and Certificates - Trended

Academic Year: Multiple values | Division ID: MBSS | Department ID: MADJU | Academic Program: Administration of Justice

### Academic Program Awards, 2015-2016 & 2016-2017

Select Dept, Division, or Program, or use dropdown filters to focus charts.

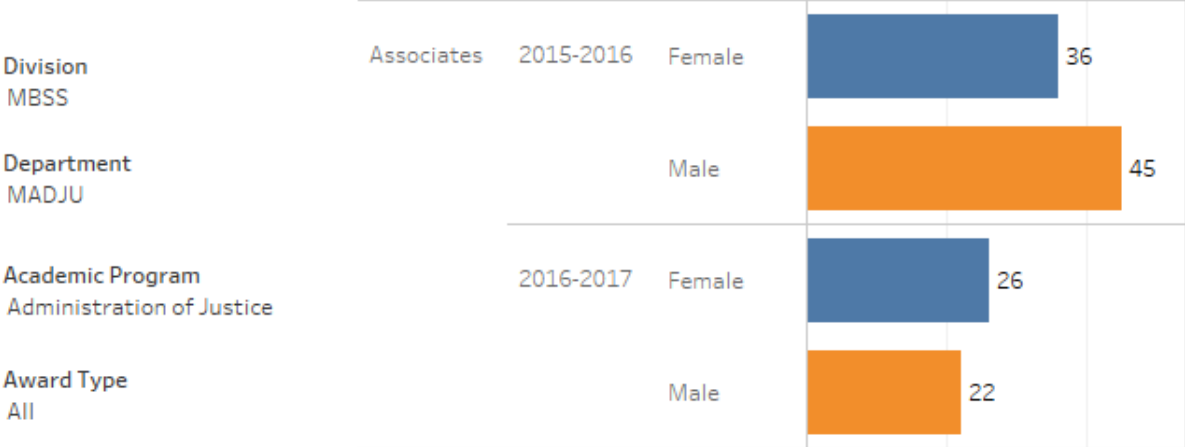
		Associates	Total
MBSS	Total	129	129
	MADJU Total	129	129
	Administration of Justice	129	129



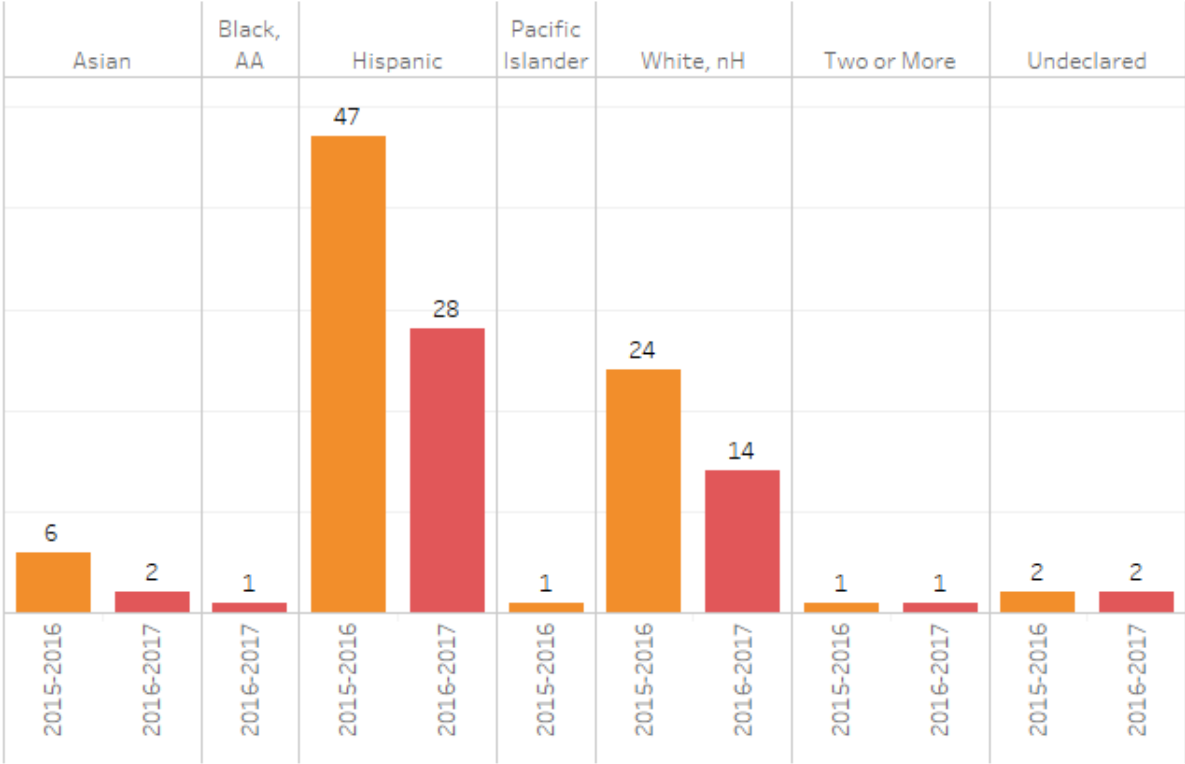
# Degrees Awards and Certificates

Academic Year  
Multiple values

2015-2016 & 2016-2017



## By Ethnicity



Academic Year  
■ 2015-2016  
■ 2016-2017

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# Student Learning Outcomes

## Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

### **Program Learning Outcomes (PLO)**

What is your set goal for PLO success? Do your overall rates meet this goal?

Program outcome data was reviewed in aggregate for the Administration of Justice Program. The overall departmental goal is an achievement rate of at least 80%. Although some program outcomes exceed the 80% goal, many show room for improvement, especially when analyzing the disaggregated data. It will take time to build capacity to fully analyze this data. The AJs Department intends to collaborate and discuss the meaning of the results and to design an action plan to improve student achievement, especially among the lower performing groups.

Over the past year two faculty members have participated in and completed the MJC Student Equity Institute, a semester-long training facilitated by the USC Center for Urban Education. Faculty intend to collaborate and share best practices and evaluate assessment tools, syllabi, and pedagogical strategies. One faculty member attended the "Strengthening Student Success," "A2MEND," and "Innovations in Higher Education" Conferences. These conferences were designed to engage and teach higher learning educators and managers for building institutional effectiveness, student learning, affirming academic and professional environment for African American male students, and increasing equitable outcomes. Additionally, the conferences focused on shared responsibility for student success and innovative strategies to reinforce student success strategies originating from the state Community College Chancellor's office.

[Click to view AJ Program Learning Outcomes](#)

### **General Education Learning Outcomes (GELO)**

If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

In reviewing the General Education Learning Outcomes (GELO), the AJ Program area results are slightly below in comparison with the college wide average. AJ meets general education requirement in the areas B, and E. In the area of Social and Behavioral Science, AJ rates are 78.6%, compared to the college average rate of 80.6%. The AJ Department has five courses that qualify as general education courses; ADJU 201 – Introduction to AJ, ADJU

202 – Principles and Procedures, ADJU 203 – Criminal Law, ADJU 217 – Substance Abuse, ADJU 235 – Introduction to Corrections. Although overall success rates exceeded the college average, the department did observe some equity gaps in their own results.

General observations of the data indicate that Asian students' success rates were higher than the college average and white students were the exactly at the College average. Contrary to the college average, African Americans, Filipino, Hispanic, Native Americans, Pacific Islanders, and Undeclared students underperformed their college wide counterparts. The ethnic group with the greatest disparity were Native Americans at 57.4% and Pacific Islanders at 57.1%. These sample sizes were small.

The AJ Department will continue to refine assessment tools and continue to strive to maintain and increase student success rates. Further, as more data becomes available, faculty will monitor trends to determine if student groups continue to outperform their college peers.

### **Institutional Learning Outcomes (ILO)**

What is your set goal for ILO success? Do your overall rates meet this goal?

Overall, in examining the Institutional Learning Outcomes (ILO), AJ students as a whole, tend to outperform the college wide average. After mapping Course Learning Outcomes to the college outcomes, it should be noted that the AJ curriculum strongly aligns with the desired institutional learning outcomes. Although there is room for improvement, ILO results were favorable and demonstrate consistent, strong performance from AJ students. The AJ Program will continue to review and refine both Course Learning Outcomes and assessment tools to elicit student skills that align with Institutional Learning Outcomes and desired employment skills.

### **Continuous Quality Improvement**

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

Although faculty are pleased with GELO and ILO results exceeding the college wide average, faculty believe there is always room for improvement. In particular, some PLO assessment rates fell below the departmental goal of 80%. Faculty intend to review curriculum and prioritize courses with the lower success rates. In particular, faculty will evaluate, and refine if necessary, the Course Learning Outcomes, review assessment tools, and collaborate with part-time faculty to outline deliberate ways to increase student learning and decrease equity gaps.

Given that two of our full-time faculty have completed the MJC Student Equity Institute this past year, and that eLumen software now provides disaggregated outcomes data, the department is committed to increasing student learning and making strides to address and narrow equity gaps. Given the number of courses and the diversity of the AJ curriculum, faculty believe creating a strategic plan to address student learning in a measured and systematic manner will produce measurable results that can be continually refined. The AJ Program is pleased with the culture of assessment that has been established and shared with our part-time colleagues. The foregoing foundation will prove beneficial in our



planned collaborative efforts to increase student learning, retention and success rates.

### **Equity and Success**

Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

In reviewing learning outcomes for programs, GELOs, and ILOs there are some equity gaps that readily appear in the data. The goal of the department is that all students succeed and to address any disproportionate impact on our student populations. The foregoing data has prompted more questions than answers at this time. For example, this data is new to faculty and the department is still in the process of building capacity to read and interpret the results. The data shows that departmental results, do not always match college-wide results. Further, population sizes are oftentimes very small and the lack of a trend makes analysis difficult.

The department is aware that the availability of disaggregated data is a starting point and as we continue to assess and gather more data, trends will be available. At this time, the department is aware of the differing performance levels and plans to collaborate and brainstorm deliberate methods to reduce the equity gaps. The department would also like to request that the college analyze data in terms of students who are college ready versus not college ready in math, reading, and English to determine if performance gaps are equity related or skill based. Departmental faculty believe this additional information would be helpful in informing pedagogical strategies to increase student learning and success.

# Institutional Learning Outcomes

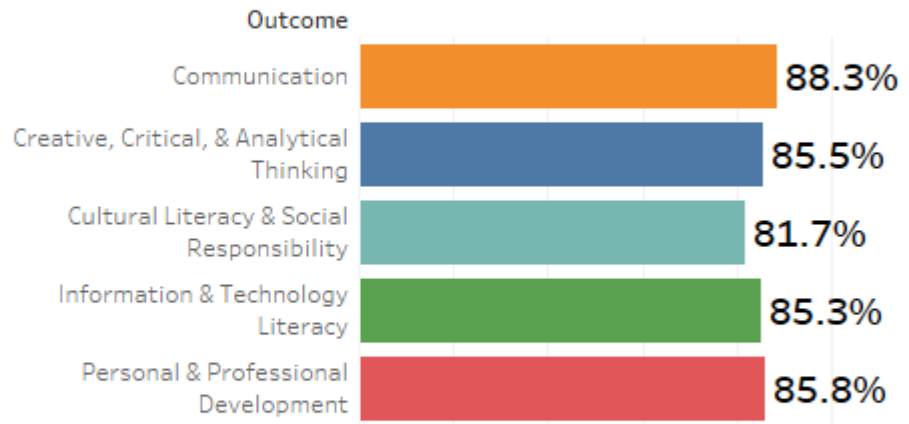
Use drop down boxes to focus on divisions, or departments.  
 Hover over chart elements for details.

## Overall Outcome Results for MBSS, MADJU

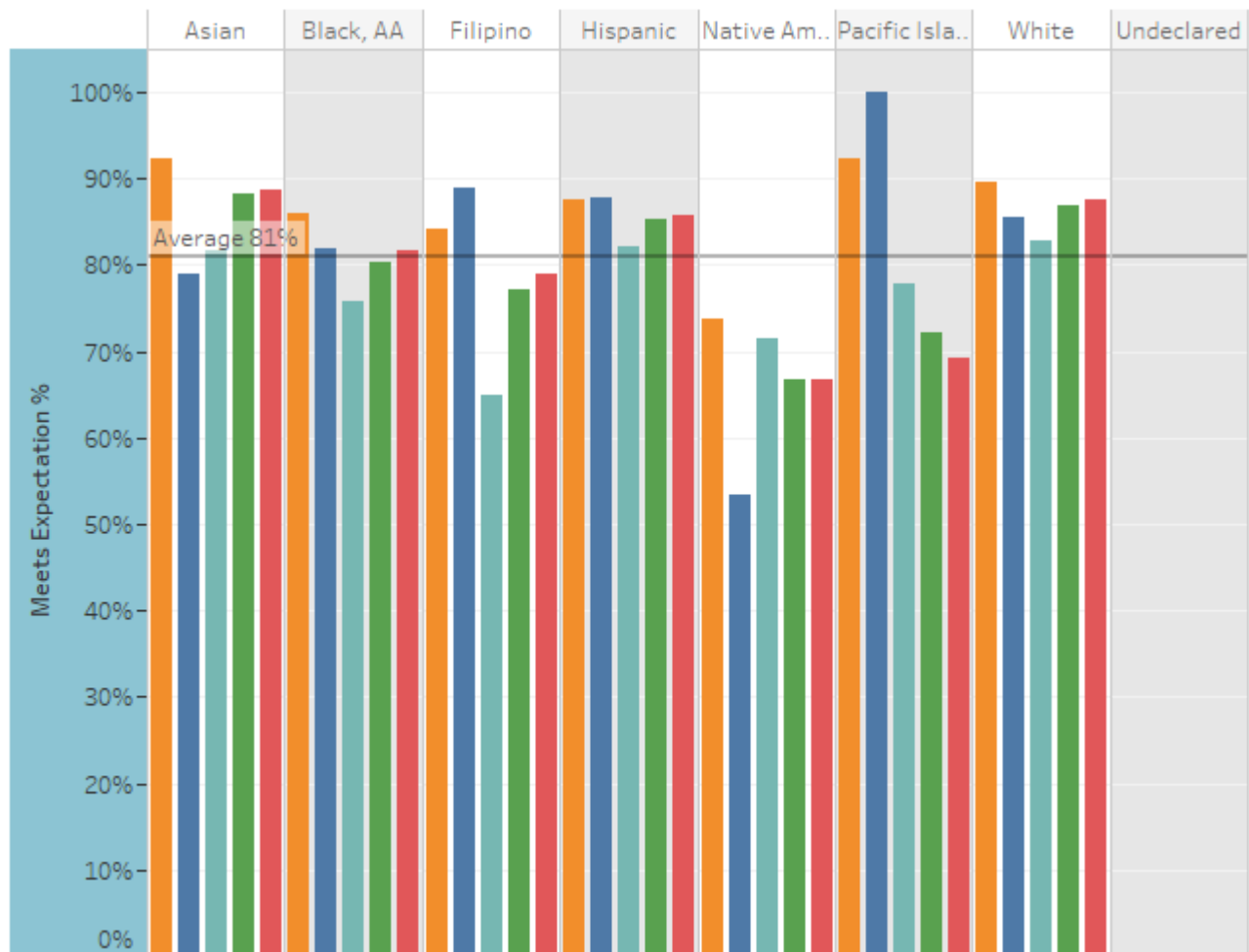
(Select outcome to filter to ethnicity)

1) Division  
MBSS

2) Department  
MADJU



## ILO by Ethnicity, MBSS, MADJU



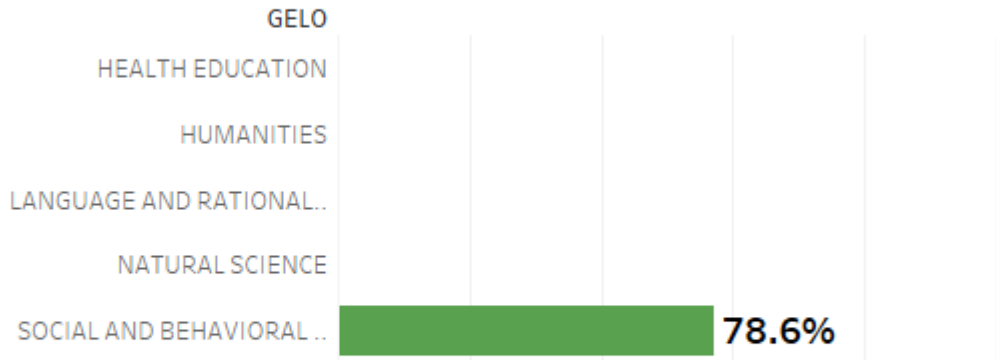
# General Education Learning Outcomes

Use drop down boxes to focus on divisions, or departments.  
Hover over chart elements for details.

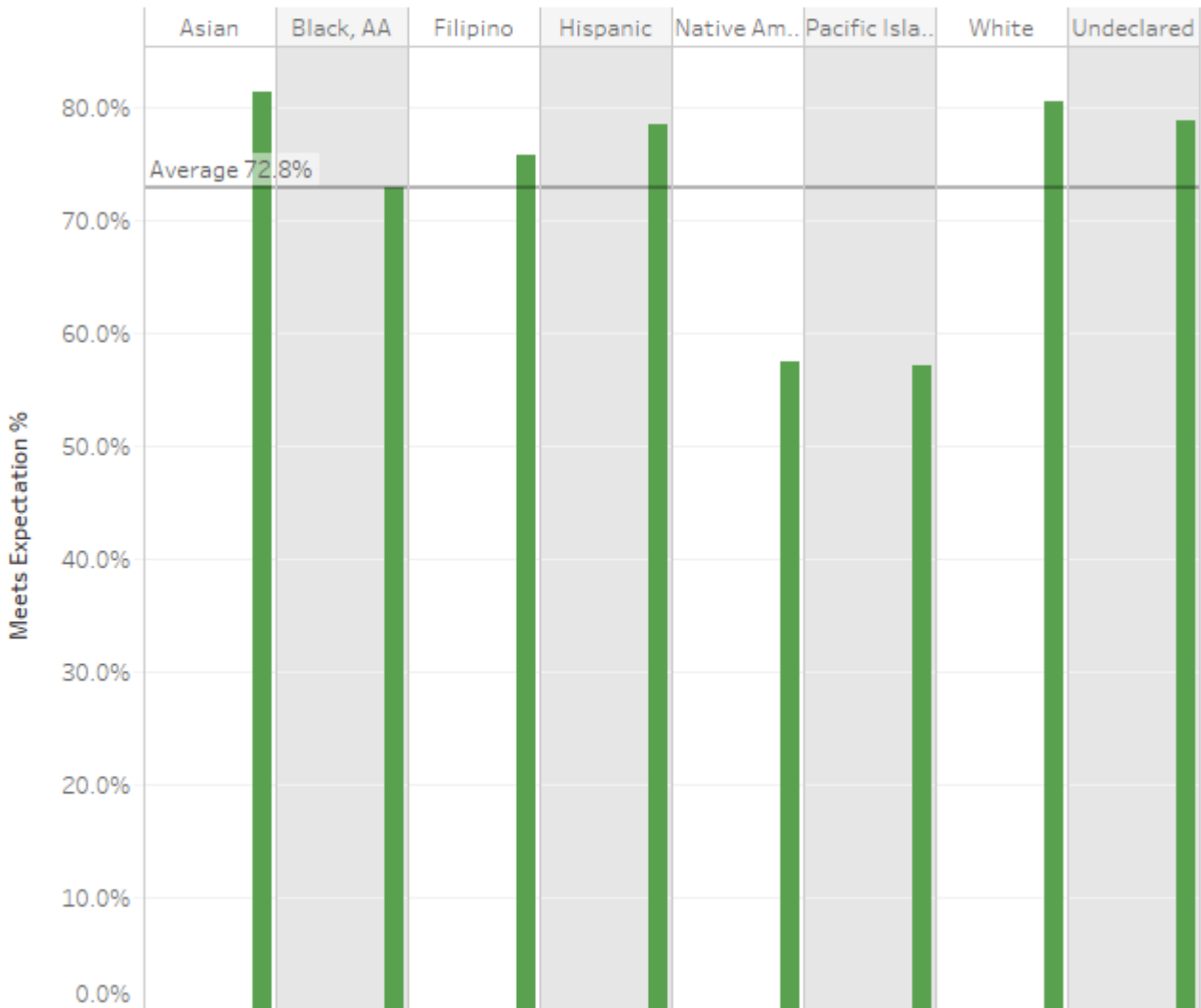
1) Division  
MBSS

2) Department  
MADJU

## Overall Outcome Results for MBSS, MADJU (Select GELO to filter to ethnicity)



## Overall Outcome Results by Ethnicity for MBSS, MADJU



# Program Learning Outcomes

1) Division  
MBSS

2) Department  
MADJU

3) Program ADMINISTRATION OF JUSTICE, AS

## Program Learning Outcomes,

by Ethnicity for MBSS division, MADJU department, ADMINISTRATION OF JUSTICE, AS program

To Collapse to SLO or Program, hover over item and click +/- that will appear

ADMINISTRATION OF JUSTICE, AS	The student will be able to create narrative reports, develop note taking skills, create visual simulations and develop interview techniques.	Asian	87.0%
		Black, AA	74.5%
		Filipino	69.2%
		Hispanic	87.2%
		Native American	65.0%
		Pacific Islander	100.0%
		White	88.0%
	The student will be able to discuss the roots of the American legal system and how it applies to today's criminal justice profession, including ethical dilemmas confronting today's society.	Asian	78.6%
		Black, AA	74.6%
		Filipino	73.1%
		Hispanic	79.3%
		Native American	63.4%
		Pacific Islander	86.7%
		White	82.7%
	The student will be able to select a topic and be able to solve a social / criminal justice issue.	Asian	84.1%
		Black, AA	80.0%
		Filipino	75.0%
		Hispanic	79.7%
		Native American	66.7%
		Pacific Islander	70.8%
		White	84.8%
	The student will describe the value of diversity and its inclusion rather than exclusion into the criminal justice system.	Asian	84.0%
		Black, AA	83.7%
		Filipino	90.9%
		Hispanic	88.0%
		Native American	63.2%
		Pacific Islander	100.0%
		White	87.5%

# Program Learning Outcomes

1) Division  
MBSS

2) Department  
MADJU

3) Program ADMINISTRATION OF JUSTICE, AS-T

## Program Learning Outcomes, by Ethnicity for MBSS division, MADJU department, ADMINISTRATION OF JUSTICE, AS-T program

To Collapse to SLO or Program, hover over item and click +/- that will appear

ADMINISTRATION OF JUSTICE, AS-T	Define the role of policing and recognize importance of building and maintaining favorable community relations.	Asian	77.1%
		Black, AA	76.5%
		Filipino	60.0%
		Hispanic	81.0%
		Native American	72.7%
		Pacific Islander	100.0%
		White	83.5%
	Explain the roles that the three components of the administration of justice system play in society and how these components interact with one another to provide public safety.	Asian	80.4%
		Black, AA	67.3%
		Filipino	77.8%
		Hispanic	81.0%
		Native American	46.4%
		Pacific Islander	50.0%
		White	80.9%
	Identify the legal and societal restrictions placed by society on the administration of justice system in carrying out its role or providing for the public safety of society.	Asian	79.7%
		Black, AA	77.3%
		Filipino	60.9%
		Hispanic	80.7%
		Native American	68.6%
		Pacific Islander	56.8%
		White	84.0%
	Interpret, assess and compare competing types of evidence and data.	Asian	86.3%
		Black, AA	83.3%
		Filipino	67.9%
		Hispanic	81.1%
		Native American	72.7%
		Pacific Islander	92.3%
		White	85.7%

# Curriculum and Course Offerings Analysis

## Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please [view this filtered spreadsheet](#), using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

All curriculum in the AJ Department is compliant and in alignment with the 5-year review cycle. AJ will review departmental curriculum again during fall 2018.

Provide your plans to either inactivate or teach each course not taught in the last two years.

Faculty regularly review departmental courses for relevance. The AJ Program is exploring the feasibility of implementing an internship course. The Program is planning to submit a Strong Workforce grant proposal emphasizing student internships, thus a course will need to be created. The faculty is also exploring the possibility of creating a Cyber Crime & Security Certificate program.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

Based on a review of the AJ curriculum, the 2016-2017 catalog accurately reflects the program.

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

One area of exploration faculty intends to explore is the creation of life skills and career survival course. Additionally, the Department is exploring the feasibility of a Homeland Security degree. The faculty is also exploring the possibility of creating a Cyber Crime & Security Certificate program.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

The AJ faculty gather input for curricular changes from a variety of sources. Faculty gather both labor market and growth data to inform changes. Further, the AJ Department regularly meets with its Advisory Council to gain insights into job trends and desired employee skills. Revisions to curriculum will take place during the regular five-year cycle. A

full curriculum review is currently scheduled for fall 2018.

## Course Time, Location and Modality Analysis

Please follow this link and review the [Course Attributes](#) in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

### **Location/Times/Modality Trend Analysis:**

Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

In reviewing the course offering trend from the 2015-2016 to 2016-2017 academic years, the balance of course offerings have changed. Online course offerings have increased from 42% of the overall fall sections to 57%. Both the day and evening face-to-face offerings have declined. Evening offerings have declined from 17% to 11%, while day offerings have declined from 42% to 31%. Although access to this data is new to the department, faculty noticed enrollments have softened for live evening classes over the past few semesters. 100% fill rates for all fall 2015-2016 courses was 27.8% while 100% fill rates for all fall 2016-2017 courses was 17.1%. Summer online offerings have always had at least an 80% fill rate average.

The foregoing presents an opportunity for the AJ Program as student demand for online classes continues to increase. The Program has a reserve cadre of willing online teachers who are currently waiting for online assignments.

# Course Distribution and Fill Rates

Division: MBSS      Department: MADJU      Season: Multiple values      Academic Year: Multiple values      Component: Core

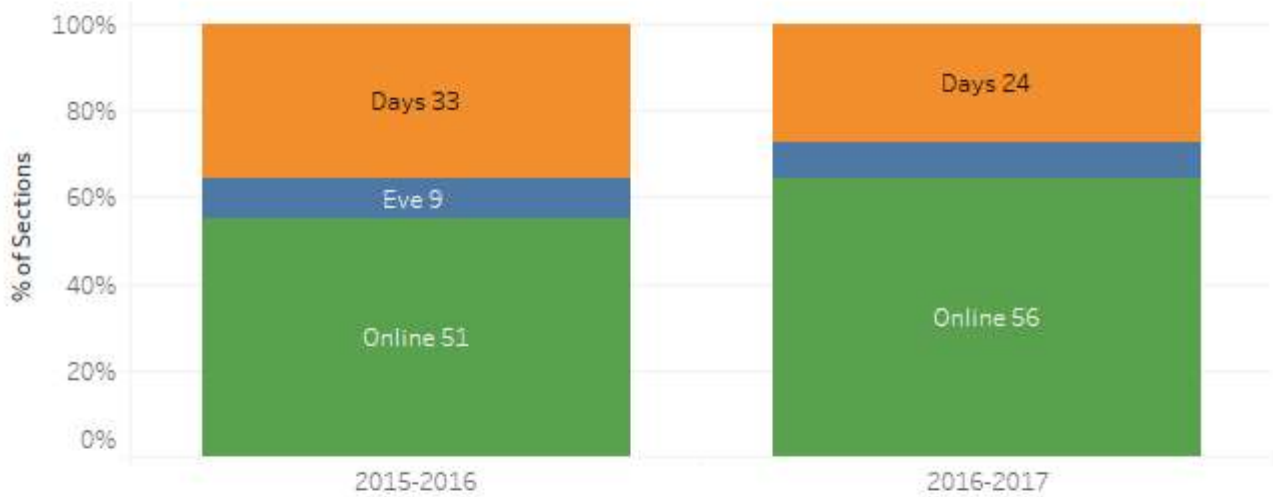
## Section Distribution

Academic Year	Season	Days	Eve	Online
2015-2016	FALL	42%	17%	42%
	SPRING	46%	8%	46%
	SUMMER	5%		95%
2016-2017	FALL	31%	11%	57%
	SPRING	39%	10%	52%
	SUMMER	5%		95%

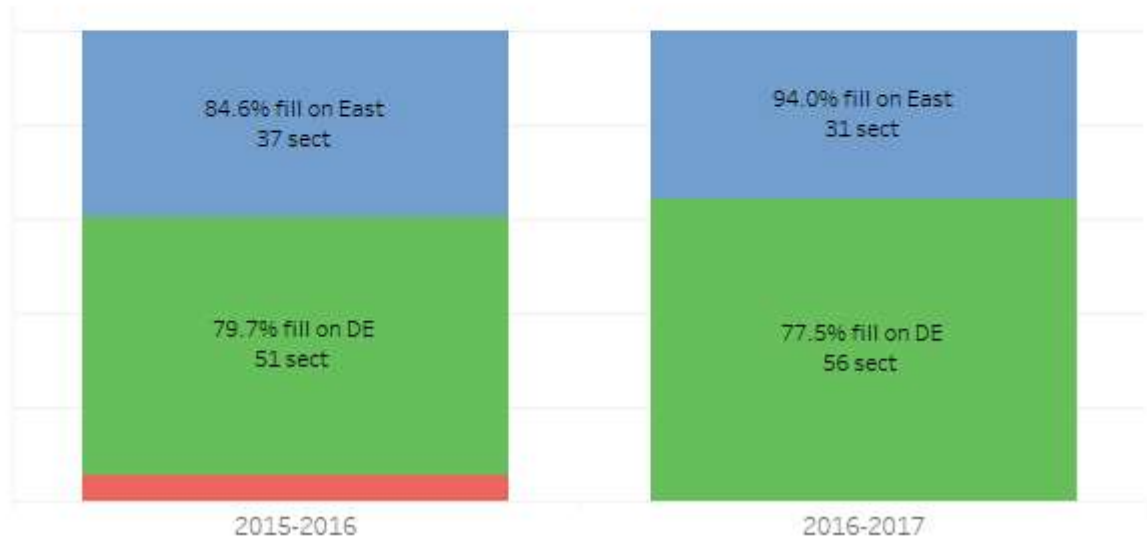
## Fill Rate Distribution

Academic Year	Season	<80%	80-89%	90-99%	>100%
2015-2016	FALL	33.3%	22.2%	16.7%	27.8%
	SPRING	43.2%	13.5%	18.9%	24.3%
	SUMMER	60.0%	20.0%	20.0%	
2016-2017	FALL	42.9%	20.0%	20.0%	17.1%
	SPRING	35.5%	19.4%	12.9%	32.3%
	SUMMER	42.9%	23.8%	28.6%	4.8%

## Sections Offered by Time of Day



## Sections by Location (Dual listed multiple)





# Program Analysis

## Program Personnel

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

Faculty Name	Full-Time or Part-Time (adjunct)	Hire Date (optional)
<b>Gregory Hausmann</b>	Full Time	
<b>Bryan Silva</b>	Full Time	
<b>Stephen Choi</b>	Full Time	
Allen Luty	Part Time	
Chou Her	Part Time	
Gene Balentine	Part Time	
Art deDewk	Part Time	
Greg Chaffey	Part Time	
Scott Blom	Part Time	
Kathleen Blom	Part Time	
Leland Elliott	Part Time	
Christopher Fuzie	Part Time	
Dale Hoagland	Part Time	
Erin Branch	Part Time	
Jolene Gonzalez	Part Time	
Jeffrey Hislop	Part Time	
Simon Sarkis	Part Time	
Tricia Bubnis	Part Time	
Thomas Trinidad	Part Time	

The foregoing staffing is from the Department Faculty and Sections Dashboard generated on September 11, 2017. It should be noted that the AJ Department has one full time faculty member who is within retirement age.

## Faculty Assignments

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

Term (Year Term, e.g. 2016)	# Sections Offered / Term	# Taught by FT Faculty	# Taught by Other Faculty	Program Fill Rate %
Fall 2015	36	15	22	87%
Spring 2016	37	20	19	84%
Summer 2016	20	0	20	75%
Fall 2016	35	21	14	83%
Spring 2017	31	23	8	89%

Faculty assignments by term are noted above; data was derived from the "Department Faculty and Sections Dashboard" on September 11, 2017.

## Departmental Productivity Measurements

If not pre-filled, please complete for **two years** the following table of indicators, as listed on top of the [Productivity Dashboard](#). A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.

Term (e.g. 2016 Fall)	FTEF	FTES	FTES/FTEF	WSCH/FTEF
Fall 2015	7.82	129.41	16.55	496.46
2016 Spring	8.22	118.06	14.36	430.83
2016 Summer	4.00	56.08	14.02	420.59
2016 Fall	7.0	119.66	17.09	512.85

2016 Spring	6.34	112.46	17.74	532.15
2017 Summer	4.20	61.41	14.62	438.65

Based on the data summarized in the Program Productivity Report, section and student numbers at census have remained consistent overall for the past two academic years. In reviewing the data, it is noted that there is room for improvement in terms of productivity measures. It would be helpful for faculty to discuss course offering and sequences to ensure student access and to increase productivity. The AJ Program is a highly effective and efficient program producing quality numbers for the College. It should be noted it is one of the most productive programs at MJC.

## Productivity Measures

Academic Year  
Multiple values

Season  
All

Division  
MBSS

Subject  
MADJU

■ FALL

■ SPRING

■ SUMMER

### FTES



### FTES/FTEF



### Department Productivity MBSS division, MADJU department

	Ftef	Ftes	FTES / FTEF	WSCH / FTEF*
2015MFA	7.82	129.41	16.55	496.46
2016MSP	8.22	118.05	14.36	430.83
2016MSU	4.00	56.08	14.02	420.59
2016MFA	7.00	119.66	17.09	512.85
2017MSP	6.34	112.46	17.74	532.15
2017MSU	4.20	61.41	14.62	438.65

## Department Faculty and Sections Taught

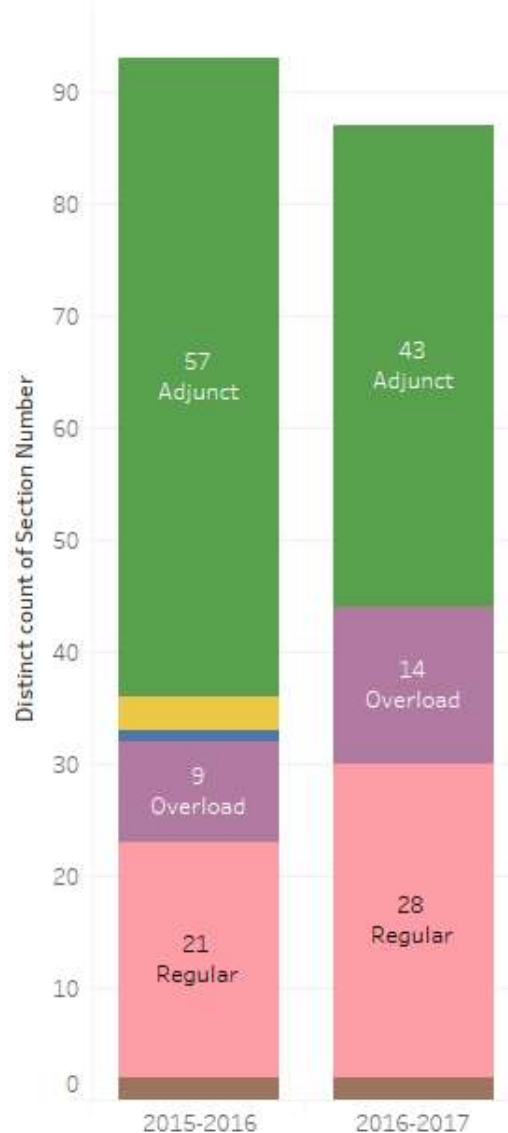
### Faculty Assignments

Division	MBSS	Full Time		Part Time	# Sec		Fill Rate
Department	MADJU	2015MFA	15	22	2015MFA	36	87%
		2016MSP	20	19	2016MSP	37	84%
Years	Multiple valu...	2016MSU		20	2016MSU	20	75%
		2016MFA	21	14	2016MFA	35	83%
Terms	Multiple valu...	2017MSP	23	8	2017MSP	31	89%

### Faculty Teaching in Department

Instructor	Full Time	Part Time
Choi, Stephen P	●	●
Hausmann, Gregory A	●	●
Luty, Allen R		●
Silva, Bryan F	●	●
Balentine, Gene H		●
Blom, Kathleen S		●
Blom, Scott P		●
Branch, Eryn J		●
Bubnis, Trisha L		●
Chaffey, Gregory N		●
deWerk, Art G		●
Elliott, Leland A		●
Fuzie, Christopher M		●
Gonzales, Jolene P		●
Her, Chou		●
Hislop, Jeffrey R		●
Hoagland, Dale E		●
Sarkis, Simon Z		●
Trinidad, Thomas E		●

### # Sections by Position Type



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## Long Term Planning and Resource Needs

### Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the [Program Review Instructions](#) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

#### **Departmental Overview - Internal Scan**

The AJ Program has been proactive in addressing the local, state, and national trends in education moving from a teaching paradigm to a learning paradigm. The department has created a culture of assessment and is compliant in all CLO, PLO, GELO, and ILO assessments. Although there is always room for improvement, assessment results are strong. The foregoing can be attributed to the tireless work of our departmental assessment coordinator, faculty collaboration on CLO refinement, assessment design, and the full compliance and support of our many adjunct faculty.

The college has made great strides in the availability of relevant, accessible data. The ability to disaggregate assessment data has provided rich information that our department has worked to review and understand. Oftentimes, because the data is new, more questions arise than answers, but the department is committed to increase its capacity to analyze data and create deliberate, measurable pedagogical changes to increase student learning, retention, and success. The department is further addressing their role in increasing student access as well.

#### **External Scan**

In addressing future trends, faculty are confident that student demand will continue to grow over the next three to five years. Not only is AJ one of the top majors in the country, graduates are employable and job growth is predicted in the coming years. In addition to industry growth projections, retiring baby boomers will also drive demand. Faculty are currently working to identify underserved populations of students and are looking for ways to better serve populations within our community.

Interest in AJ continues with student demand in the area along with expected growth in the job market. The AJ Program will continue to work hard to meet student demand. The foregoing continues to be challenging as students are more diverse in terms of their college readiness, adult development, and economic stability. Further, college students are now able to shop for their classes from multiple colleges, even during the same academic semester.

One area of concern faculty has noted is public institutions have never really had to contend with direct competition, let alone competition from other public colleges. This

paradigm shift will require the AJ Program, and college alike, to reevaluate how to recruit, serve, and educate our students. Given the foregoing, faculty is in the infant stages of developing some non-traditional pathways to better serve working adults. Some discussions have already taken place to create partnerships with both public and private four-year institutions to better serve the working adult population. The department is also looking forward to participating in college wide dialog about the creation of pathways for our students.

### Program Challenges

The increase in non-teaching duties must also be addressed. Over the years, non-teaching duties at the college have increased significantly in order to meet accreditation standards and reporting. It is critical faculty be creative and efficient with their time. Although important tasks, the opportunity cost is great in terms of the time that could be spent improving teaching techniques, mentoring new and part-time faculty, and providing increased student access to faculty through advising and mentoring opportunities.

In addition to enhancing the quality of the AJ Program, faculty will continue to work closely with students through advising and enhanced service learning opportunities. The AJ Club has provided students access to real-world work-related experiences to enhance their resumes.

Lastly, another challenge that the AJ Department faces is to better serve the diverse population of students entering college. Although the college data dashboards are helpful and access to data trends are useful, the department needs additional information about our students in order to design deliberate interventions to help them persist and succeed. Most AJ classes do not require any requisite skills. Providing disaggregated data based on college readiness would be helpful. Further, it would be helpful to collect data on why students are dropping courses.

### Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective
<b>1</b>	4 Desktop Computers	Equipment (Computers)	\$9,000	Four computers are being requested to replace outdated and failing hardware currently located in the faculty offices. Lack of reliable computers is not only inefficient for faculty, but the cost-benefit should be considered in terms of the cost to maintain hardware that in many cases is over 10 years old.
<b>2</b>	3 Laptop Computers	Equipment (Computers)	\$9,000	Laptops will be utilized to demonstrate in the classroom and will allow faculty computing access during off hours for student contact, support, and online teaching.
<b>3</b>	Professional	Training	\$9,000	For faculty to maintain currency and

	Development			relevancy within the law enforcement discipline. Furthermore, the training will be used to better sharpen our skills which in turn will help us to better serve students.
<b>4</b>	Ancillary Equipment	Lab Equipment	\$5,000	Additional equipment to help support ADJU 212 – Criminal Investigations. This money would be used to buy casting dental stones, evidence collection equipment etc.
<b>5</b>	Marketing	Program Brochures / Polo Shirts	\$2,000	Updated program brochures are needed to market the program to local high schools. Polo shirts are needed with program and college logo to recruit future students into the AJ program.
<b>6</b>	Ancillary Equipment	Overhead projector	\$2,800	Install an overhead projector in CAT Classroom 101 to assist with student success during class lectures using PowerPoint, Prezzi, etc.

## Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?

(<https://www.mjc.edu/governance/rac/documents/ielmallocationssummary20142015.pdf>)

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

Resource Allocated	PR Year	Evaluation / Measured Effectiveness
Shooting Simulator	2013	The AJ Program is in the process of mounting the simulator in CAT 108. The simulator has been used in our courses, to train outside law enforcement agencies, and at MJC's Civic Engagement Project. It is too early to determine the effectiveness of the simulator without first mounting it in CAT 108.



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## Career Technical Education Questions

The following series of question focus on Career and Technical Education, and can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). You will need to create an account before accessing the [Launchboard](#).

How many students did you serve in the last two academic years?

(See Program Snapshot Reports > Where are students taking courses in the region > student)

Given the Cal-Pass website results, the following information was available:

- 2015-2016 Total AJ students served was 2,296 students
- 2014- 2015 - Total AJ students served was 2,384

From 2014-15 to 2015-16 student enrollments decreased within the program from 2,384 to 2,296. We believe the forgoing is the result of our students entering the work force and the negative press associated with a career in law enforcement.

What kinds of students are you serving?

(See Program Snapshot Reports > Where are students taking courses in the region > Check Categories)

Based on the data, 63% of students taking classes from the AJ Program at MJC are male; 36% female and 2% deemed as other. Based on ethnicity, the department serves 55% Hispanic, 28% white, 5% Asian, and 5% African American students.

In terms of age, 56% of the student population served by the AJ Program are 24 years old or younger. The AJ Program is in the process of strategically planning ways to provide increased access to younger adults. Based on the data provided, the underserved groups appear to be first generation adults.

What percentage of your students are persisting? Consider within the program and within the college.

(See Program Snapshot Reports > Are students progressing the pathway? > Term-to-Term Retention and Persistence)

Within the region, term-to-term retention rates is 92%. For the AJ Program, the term-to-term retention rates is 34%. Term-to-term retention rates are lower at MJC than the region. This information is new to the AJ Program and further analysis and data collection is necessary in order to determine why students are not completing. The AJ Program is planning to work with the MJC Office of Institutional Effectiveness to understand if there are shortcomings in the date collected by the College.

In reviewing the college wide rates, including all programs, MJC's term-to-term retention is 40%. The foregoing rate is higher than the departmental rate. The department plans to review success rates within the program.

Are students getting and keeping jobs?

(See Program Snapshot Reports > Are students getting jobs?)

Keeping job data was not available on the Cal-Pass site.

What percentage of students are attaining a living wage?

(See Program Snapshot Reports > Are Students Making Reasonable Wages? > Living Wages button)

Living wage data was not available on the Cal-Pass site.

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Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

Generally, the AJ Program has not been directly involved in student recruitment, other than being a point of contact for student initiated inquiry. Recently, the department is taking a more proactive approach to marketing its program.

The AJ program faculty ordered banner stand for display during various recruitment functions. Additionally, an AJ faculty member has been recommended to serve on the recently formed college marketing committee.

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

Yes

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

No

What factors serve as barriers to recruiting active faculty to your program(s)?

None

Review Process Feedback

Please share any recommendations for improvements in the Program Review process, analysis, and questions. Your comments will become part of the permanent review record.

None

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## Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The AJ Program consists of diverse curriculum encompassing 19 courses and 2 degrees. Degrees in Administration of Justice Associate of Science (AS) and Administration of Justice for Transfer (AS-T) are available at MJC. The AJ Program is currently staffed with three full-time faculty who possess specialties in the areas of law, emergency services, organizational leadership, Peace Officers Standards and Training, and Organization and Management.

The mission of the AJ Program closely aligns with the MJC mission, vision, and strategic directions. Faculty work hard to ensure that the diverse populations of students are served with traditional transfer degree and terminal associate degree to foster job placement. In addition to the foregoing, faculty work collaboratively to provide service learning opportunities to students through AJ Club activities, advising, additional support services for high-demand courses, and in the future possibly internships. The department was recently awarded a Perkins grant and plans to implement student internships and industry partnerships.

The goal of our department is to provide excellent educational service to our diverse student population. Our students vary greatly in their cultural makeup, level of adult development, academic skills, and educational goals. The release of the college Data Dashboard has provided faculty with access to data which has been helpful in structuring deliberate interventions to increase student learning. The department has created a culture of assessment and is pleased to report that all scheduled courses have been assessed and all part-time faculty fully participate in the process. One goal for the coming academic year is to build capacity within the department to understand and analyze the data that is now available in order to closely measure and track student progress.

Through the assessment process and in using the Data Dashboard, faculty have requested additional information in order to better serve students and to refine success and retention efforts. Faculty see value in further disaggregating data based on college readiness. Further, faculty see value in creating an additional measure of "student success" to capture data based on students who continue to attend and participate, but do not pass. This additional data will allow faculty to refine their approach to both student retention and success.

In addressing external trends, faculty are confident that student demand will continue to increase over the next three to five years. AJ is a top major in the country and graduates are employable, with predicted job growth in the coming years. An area noted by faculty in their analysis is the need to increase access to underserved populations. Further, opportunities exist with partnerships with both public and private transfer institutions to more fully serve our working students.

The AJ Program faculty remain committed to excellence in teaching and learning and will continue to work to better serve the ever-changing needs of today's community college

student. Faculty look forward to college wide discussions surrounding educational pathways. Many of our students are first generation college students and faculty see benefit in a systemic review at how students navigate the often complex systems of the college.