

PROGRAM REVIEW UPDATE 2016-2017

Program: Administration of Justice

Division: MSEPS

Date: October 7, 2016

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIZ>)

For the first time in over a decade, the fill rate for AJ has dipped below 100%. This has happened in the Spring and Fall of 2016. I attribute this to a strengthening job market where enrollments are down, but also my inability, due to the continued reduced release time, to market the AJ program

and potentially the negative publicity surrounding law enforcement acts that have been used by some for their political purposes. However, many young people are still interested in criminal justice, but since 2011, when my coordinator release time was cut from .20 to .10 per semester, I have not been able to visit all area high schools to market LPC and the AJ program. No amount of webpages or other means of social media outreach can take the place of high school visits. Unless and until this release time is restored, I do not envision more than one or two high school visits a year. Before this cut, I was able to get to every high school in Livermore, Pleasanton and Dublin at least once a year, and this included all continuation high schools. I even have had previous invites to Tracy high schools and to Sierra High School in Manteca. I no longer have the time to be able to do this.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

I have only partially fulfilled my objectives from 2015. In February, 2016, I was finally able to get all but one of the AJ adjuncts together for a ½ day training session on e-lumen and other areas. However, e-lumen was pulled for updates and so the training was moot. Outline updates have started, but it is slow going with the curricunet process.

With the passage of the Measure A Bond, a Public Safety Training Center has been proposed. However, this is only in the talking stages and no firm plan has been developed. As a matter of course, currently there is an idea to house most of CTE programs in one area of the campus. This is, in my opinion, unworkable. Each area is unique and has its own requirements. The same can be said for AJ and a proposed Modular Basic POST Academy, which would require a training area, that could be shared with Fire Service and the EMT/Paramedic programs.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Since the donation of the police car last year by Pleasanton PD, we have been able to give students a more realistic look at patrol procedures as well as giving them an introduction to critical incident management in the field.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Lack of time to market the program and thereby keep a continuing flow of new students in the AJ pipeline.

E. What are your most important plans (either new or continuing) for next year?

A new ROP Justice Academy is being developed at Dublin High School (but potentially being taught at Vineyard HS in Livermore due to a lack of space). This program would be an expansion of our partnership with Tri-Valley ROP with students receiving credit for several AJ courses. I would like to see if we can be the physical location for this academy, set to start in Fall, 2017. This program is very similar to a youth outreach program I proposed and created over a decade ago for local police agencies to use with their respective school districts, but I did not have the ability to oversee it so it was never instituted.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Currently, a Certificate of Achievement is in progress, and is currently being reviewed by the Bay Area Community College Council for approval. If approved through them and the state chancellor's office, every Alameda County Sheriff's Academy recruit who graduates will receive this certificate.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

I believe the AJ program has always been at the forefront of supporting the college's planning priorities. We are continuing to work to meet the four bullet points above. The Justice Academy and the proposed certificate, I believe would expand the AJ program thereby implementing best practices for ACCJC standards.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2yIz>

SAO: N/A
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):

Discuss your action plan for the future:

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: AJ54 – Investigative Reporting
Course SLO: Identify the correct crime codes and elements of an offense/incident under investigation; Explain the legal requirements of police reports; Organize and write a crime report; Understand and explain the importance of the police report in courtroom testimony;
Describe the quantitative or qualitative results: The students had greater success after they were introduced to a smart phone application that allowed them to look up California Penal Code sections. This in turn allowed them to write more accurate reports based on the scenario using the proper elements of the offenses and after a video on accurate testimony, were able to articulate, correctly the legal requirements an officer must follow when giving testimony.
Discuss any actions taken so far (and results, if known): This application has been incorporated into the first day class introduction and so far, most students have been successful in using it correctly.
Discuss your action plan for the future: To continue to use this application as part of the class.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: AA
Program SLO: Upon completion of the AJ program, the student will be academically prepared for transfer to a four year institution or for a California Peace Officer Standards and Training Commission basic training academy.
Describe the quantitative or qualitative results: Former students who have attended a police academy have stated that they were very well prepared academically for the basic training police academy. Other former students have gone on to receive BA and BS degrees in criminal justice and have related to me that their preparation at LPC made it much easier for them in their BA/BS studies.
Discuss any actions taken so far (and results, if known): This is an on-going process.
Discuss your action plan for the future: To continue to do what we do best.

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate: AA														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
	AJ50	AJ54	AJ60	AJ61	AJ63	AJ68	AJ70	Electives AJ64,66, 71, 74						
1. Upon completion of the AJ program, the student will be academically prepared for transfer to a four year institution or for a California Peace Officer Standards and Training Commission basic training academy.	X	X	X	X	X	X	X	X						
2.														
3.														
4.														
5.														
6.														
Please Note that additional PSLOs are in the process of being written.														

1. Did you make any changes to your existing mapping? (circle one)

Yes

No

XX This degree/certificate did not have previous mapping XX

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?