

## **College of San Mateo – Administration of Justice Program Review 2022-2023**

Program Name: Administration of Justice (ADMJ)

Program Contact: Adjunct Instructor Larry McDevitt

Academic Year: 2022-2023

Status: Submitted for review Updated on: October 2023

### **INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?**

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

### **1. Description of Program (200-400 words)**

The COVID-19 Pandemic caused a paradigm shift in the SMCCD and directly affected the CSM Administration of Justice (ADMJ) program. A state-wide shelter-in-place requirement in March of 2020 forced us into a distance education (DE) modality. None of our faculty were trained in remote learning and were mandated to complete QOTL/DE training requirements. Canvas and Zoom became our teaching platform. This was the first time the ADMJ program had classes

taught on line. We noted that student registration numbers suffered as a result of this transformation.

The ADMJ program promotes three academic pathways: Certificate of Achievement (CA), Associate of Science (A.S.) and Associate of Science – Transfer (AS-T). These pathways prepare students for careers in, and related to, the criminal justice system (e.g. Law Enforcement, Corrections, the Judiciary and related fields). Many of the ADMJ students continue their education via transfer services to obtain a Bachelor's degree in related fields, and some continue on to achieve Master's degrees and/or Jurist Doctorates in Law.

The ADMJ program currently has no full time faculty member and only 6 adjunct faculty members. The faculty consists of active and retired experts (Police Command, Forensic Scientists, and Judicial Officers) in the criminal justice field. All faculty members focus on the development of critical thinkers and improving overall student success in an antiracist and equity-advancing manner. The comprehensive curriculum keeps pace with changing laws, best practices, and the needs of our local community and law enforcement partners.

The ADMJ faculty embrace Black lives, Indigenous lives, and lives of other Peoples of Color (BIPOC). We concentrate on student support, equitable opportunities, and progressive teaching methods. The ADMJ program strives to improve student success and promote academic excellence by offering our students a high-quality classroom experience. Students are challenged to understand and apply the concepts of our ever-changing society through a variety of evaluation methods. Along with traditional quizzes, examinations, and written papers, students are engaged during class through facilitated discussions and hands-on learning activities.

Students in the ADMJ program bring multiple perspectives with their diversity, which reflects our local community and represents the entire Bay Area. Part of our curriculum examines complex issues related to racism and prejudice, as well as other current and sensitive issues. Our program embraces equity, fairness and embraces a culture that is antiracist. The ADMJ team has proudly collaborated with Umoja, Project Change, Puente, Mana, Year One Promise, Middle College, VROC, DRC, the Learning Center, and other on-campus student services. We are also one of the few programs that offer our 'Introduction to the Criminal Justice system' class (ADMJ 100) in two different local high schools through the CSM Dual Enrollment program.

## **2. Results of Previous Program Review (200-500 words)**

Excellence in the Administration of Justice program: Community collaboration/partnership continued in ZOOM class sessions with guest speakers (Defense Attorney, Active Police Officers, SMCo Probation, SMCo DA Investigators, T-CAT anti-terrorist reaction team). Local internships stopped when the COVID-19 pandemic shelter in place order began (March 2020). Law Enforcement job opportunities continue and are introduced to active CSM ADMJ students.

Instructional Staff Development: During this academic review period we were able to hire four new ADMJ Adjunct faculty (Police Chief, retired Police Chief, SFPD Lieutenant, and a retired Director of the San Mateo County Forensics Lab). Their combined criminal justice experience exceeds 100 years. Two of our current long-

term adjunct faculty are retiring at the end of the fall 2021 semester. Additional instructional staff is needed to cover current ADMJ classes (succession planning continues). At the direction of the Business and Technology Dean, we are reviewing instructional candidates via SMCCCD HR for our academic pathways. Our focus is to develop diversity within our teaching staff that would reflect the diversity within our student community. To date, these efforts have failed. Qualified candidates of underrepresented communities (Black, Indigenous, and other Peoples of Color) have not applied.

Video Library Updates: This objective will be reviewed periodically with the instructional staff.

Faculty Evaluation Rotation: The one full-time ADMJ faculty member who is now retired, had been evaluating the ADMJ and FIRE Technology adjunct instructors throughout this program review period. A rotational cycle of evaluations has been established and we are now in compliance with the District Evaluation Procedure.

Student Services Collaboration: The one ADMJ full-time instructor was a member (at times the chair) of the CSM Disciplinary Committee and various hiring committees. One accelerated ADMJ student worked in the Learning Center as a subject matter tutor. She subsequently graduated and due to the Covid-19 pandemic, we have not been able to find a student replacement.

POST Certified Training Program: CSM cannot meet two new legislative mandates that would enable the program. Subsequent to a meeting with the President and VPI of CSM it was determined that we will no longer pursue this program.

- b) Explain any curriculum or programmatic changes since last program review
  - a. To specific courses, or to any discipline as a whole
  - b. Includes degree, certificate, or course sequences, program delivery or structure, etc.

The College of San Mateo ADMJ program is no longer certified by the California Commission on Peace Officer Standards and Training (POST) to present portions of the Basic Course Curriculum: PC 832 Arrest and Control Training (ADMJ 771), PC 832 Firearms Training (ADMJ 775), and Regular Basic Course – Module III (ADMJ 780) and Regular Basic Course Module II (ADMJ 781). This unfortunate change was a direct result of recent legislation that required a full time on-sight coordinator for the Module program, and prohibited the community colleges from owning firearms and subsequently loaning the firearms to students for mandatory qualifications.

The Course Outline of Record (COR) for all Administration of Justice program courses are reviewed every two years, and updated as needed. The review is occurring during the fall 2023 semester and no updates to the curriculum are expected. It should be noted that the Student Learning Outcomes (SLOs) for the courses in the program were refined in 2018 and now more accurately reflect the knowledge and skills that students are expected to exhibit at the end of each course.

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

The most significant change in the ADMJ program was the transformation from face to face classes to a distance education modality (DE supplements in COR) as a result of the COVID-19 pandemic which occurred in March of 2020 and remained through the Fall 2021 semester. This was the first time in the history of the program that we taught through distance learning (QOTL/DE training was required to all faculty). Course curriculums were adjusted to meet the needs of students in Canvas and Zoom platforms. We currently plan to offer multiple modalities for courses moving forward.

The ADMJ program staff in collaboration with the Guided Pathways Steering (GPS) committee staff created a guided pathway ADMJ map certificate, degree, and transfer plan that is a holistic approach to equity-minded, student-centered experience to empower students to reach their educational goals. The guided pathway map meets the needs of students and provides a set of clear courses taking patterns to promote better enrollment decisions which will prepare students for future success. The program mapper was launched on 9-1-2021.

### **3. Current Program Review (200-400 words)**

The ADMJ program success and retention rates have increased over the last three reporting periods. The success rate went from 83% to 86%. The retention rate went from 91% to 97%. The program withdraw rate has decreased during the same time frame from 9% to 3%. These rates reflect higher success/retention rates and lower withdraw rate than the overall college. The program has also seen an increase in the number of female students (59%) which is above the school wide average. The majority of our students (80%) are in the 'under 24-year-old range' which is 14% higher than the college. This is also an increase over the last three years. The lower

age range of our students could be due to the addition of the Dual Enrollment program now instituted in two of our local high schools.

The majority of our students continue to be Hispanic (54%), with White a far second (25%) and Asian third (7%). The ADMJ program continues to have a high percentage of first-generation students (61%) which is higher than the college percentage. The percentage of low-income students who register in ADMJ courses is about 30%. This percentage, as well as their success rate, is higher than the college.

Our program continues to have a slightly lower rate of Asian and African American students than the college total. This could be based on cultural preconceptions these groups have of law enforcement. A public service profession is not seen as honorable in many Asian cultures, and there is still a negative view of law enforcement held by African American individuals.

We will continue to support our student population with our curriculum delivery and collaboration with student services programs on campus. We will create an instructional culture that is antiracist and equity-advancing that embraces student success and social justice.

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

#### Findings Analysis Resources Plans to Address Opportunity Gaps

1. Hispanic students – 54%

White students – 25%

Asian students – 7%

Solution to increase numbers of Pacific Islander and African American Students include -Marketing

-On Campus outreach, work with Umoja and Mana to develop a relationship and understanding of the ADMJ program with the goal of increasing students from underrepresented groups.

Asian student enrollment up 61%

First generation Low income up -30%

Specifically target and recruiting adjuncts from under represented and marginalized communities. More guest speakers from BIPOC communities Specific targeting of qualified instructors for the ADMJ program

(b) Modes of Delivery equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

· Changes since last Program Review: What has changed, in terms of gaps, since last program review?

· Analysis of gaps: What factors do you feel contribute to these gaps?

· Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:

o interventions implemented

o any successes in closing gaps

o ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

The COVID-19 Pandemic caused a paradigm shift in the SMCCD and specifically our program. A state-wide shelter-in-place requirement effective March of 2020 forced us into a distance education (DE) modality. This was the first time any of the CSM ADMJ courses were taught in a DE modality. ADMJ student registration numbers suffered as a result of this transformation, but are currently rebounding.

Synchronous Zoom classes were adopted by each instructor, including our Introduction to Forensics class which includes a lab component. Interactive case scenario-based training methods had to be adjusted to include students who were asynchronous due to outside conflicts.

None of our faculty were trained in remote learning and were mandated to complete QOTL/DE training requirements as well as in-house Zoom training. On line versions of lecture-based classes had to be crafted. In the interest to eliminate the challenges of students with limited

access to the internet (opportunity gaps), most of the ADMJ classes were videotaped. Students therefore had the ability to view classes in their Canvas Shells via Panopto Video.

Technology support and grading flexibility became paramount for attending students. ADMJ course syllabi were enhanced to include avenues of support for students in need. Faculty to student modes of communication became vital, especially with our mission of equity and student success. Canvas chat, school e-mail, and even faculty cell phone numbers became important to continue the interactive communication between students and faculty.

(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

- SLO/SAO

- o What did the assessment focus on?

- o Was it was a discipline-specific or interdisciplinary (for instruction only)?

- o Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?

- Assessment results

- o What was the activity or intervention?

- o What were the outcomes?

- Program improvements implemented

- o What did you learned from it?

- o What changed?

As noted in prior categories, Covid-19 had a direct effect on student learning and educational equity. Distance Education was forced upon the ADMJ program with faculty that had no DE experience. Zoom and Canvas DE modalities were utilized which did not

embrace students who did not have access to computers and the internet. Our overall class registration numbers suffered.

The curriculum for ADMJ courses is prescribed by the Transfer Model Curriculum. The State Chancellor's Office requires CTE programs to review and update their curriculum every two years. Lesson plans are updated to reflect legislative changes and current best practices (procedures).

Injustice and racism within the Criminal Justice System (especially policing) became more apparent over the last several years. Efforts to address racist police practices have repeatedly failed. Black Lives Matter movements, including Indigenous lives and the lives of other Peoples of Color (BIPOC), emerged and are advocating for change. These antiracist and equity-advancing movements have been incorporated in the ADMJ curriculum.

Every semester, the ADMJ program assesses each course SLO. At a minimum, we are looking for a 75% success rate per SLO. Over the last three FY's our average success rate was at 85%. Because the course SLOs support the program SLOs, successful students are prepared to meet the program SLOs.

As stated in 2b, as of September of 2021 the ADMJ program has a guided pathway map to help students determine a clear course taking pattern that will promote better enrollment decisions. The Program Mapper is easily accessed through the Academic & Career Communities webpage.

(d) Challenges and Opportunities: Describe any other particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

Consequences of the pandemic (delta variant included), poor air quality from the California fires, mandatory shelter in place orders, cases of social injustice and the increase in racial violence has created challenges (anxiety) in us all. The ADMJ program embraces the CSM 'Solidarity Statement'. We in the ADMJ program believe that we are stronger together and can help create a campus culture that is antiracist and equity-advancing. Despite the complexities of the moment there are also clear opportunities that have surfaced that we as a program plan to continue well into our future.

An immediate challenge to the ADMJ students (in fact all CSM students) was to obtain technology that would allow remote learning, access to consistent wireless connections, and the ability to navigate through the DE modality. As noted in prior sections, all ADMJ faculty were required to complete mandatory DE modality training and transfer face to face outline material into a Canvas and Zoom curriculum.



Faculty adjusted to a new grading system that acknowledged the impact of COVID-19 on students. Faculty also recognized the need to video record lectures via Panopto Video as a backup for students who may have lost wireless connections during synchronous zoom meetings.

One of the biggest challenges in the ADMJ program is to develop a faculty that represents the cultural diversity within our program. We work closely with SMCCD HR Services to outreach qualified individuals who bring passion, training and experience into our program. Diversity and racial equity hiring practices and policies are embraced within the district hiring practices but there is an underrepresentation of culturally diverse qualified candidates who apply. We have yet to identify a solution to this issue.

Opportunity and service to the ADMJ students has surfaced during these challenging times. The Canvas platform allows faculty the ability to deliver material to students quicker and easier. For example, I no longer need to e-mail my power point summary notes to students as a resource guide. Students can now access and download all of my power point slides, resource guides, video's, assignments and other information at their leisure. Additionally, the Canvas assignment review process (Speed Grader) improves teacher to student interactions (feedback) on assignments submitted for review. Several of our faculty plan on continuing the use of Canvas when we return to face to face instruction.

#### **4. Planning**

Improving student access to faculty resources: As noted in most prior categories, Covid-19 had a direct effect on student learning and educational equity. Distance Education modality was forced upon the ADMJ program students and faculty. Marginalized students scrambled to update their technology capabilities while staff frantically learned DE modality teaching skills and updated curriculum into distance learning presentations. Our program has subsequently embraced Canvas, Zoom, Student Services outreach programs, Mapping, and avenues that will continue to promote student success in the future. Canvas options and mapping will support better student access of ADMJ material and directions. Improved resources for students that promote success will continue to be a corner-stone goal. For example, maintaining a Canvas account for classes when we return to face to face instruction will enable students to access all instructor material.

Text and Resource Evaluations for Improvement (See also 3a): Injustice and racism within the Criminal Justice System (especially policing) became more apparent over

the last several years. Efforts to address racist police practices have repeatedly failed. Black Lives Matter movements, including Indigenous lives and the lives of other Peoples of Color (BIPOC) as noted in CSM's Solidarity Statement is our cornerstone against racism. As noted in 3a, antiracist movements are being incorporated in the ADMJ curriculum. Additionally, we have set a goal to review all texts and resources used in the ADMJ program to ensure the removal of racist material. An example of this surfaced just prior to the fall 2021 semester. It was discovered that a vignette writing assignment in the text for ADMJ 100 (Introduction Course) was prejudice toward a certain minority group and quite simply racist. A senior ADMJ faculty member contacted the publisher of the text and brought the books assignment to their attention. A senior product manager for the publisher agreed with our assessment and immediately froze stock of the text book to remove the noted content. This will be an ongoing goal and the responsibility of each instructor.

Instructor Pool Development, see 3D: The ADMJ Adjunct job description was updated and reposted via SMCCD Human Resource Services. One of our primary goals is to develop a faculty that represents the cultural diversity within the program. Diversity and racial equity hiring practices and policies are embraced within the district hiring practices but there is an underrepresentation of culturally diverse qualified candidates who apply to the ADMJ program. This is especially timely as two of our senior adjunct faculty members are retiring after the fall of 2021 semester and we are currently targeting new hires. This goal has an immediate and continuing timeline.

### **Faculty Evaluation Rotation Program**

ADMJ adjunct evaluations are currently up-to-date as the evaluation cycle fell behind during the pandemic.

staff to ensure an up to date instructor evaluation pattern. We will meet district evaluation requirements by the end of this two-year program review.

### **Student Services Outreach Collaboration**

The ADMJ program will continue to collaborate with the various learning communities (Umoja, Puente, Project Change, etc.) to support current and future ADMJ students. We plan on developing partnerships with Mana to address our low numbers from the Polynesian and Melanesian groups. This is an on-going goal.

## **ADMJ Video Library**

Partner with the CSM Library to identify and locate digital resources for use in the ADMJ courses. Ensure these resources can be used in the classroom and in the CSM library. This was a 2019 FY goal that was not met due to the COVID-19 shelter in place orders.

## **5. CE Only**

A) Public Safety (Law Enforcement, Corrections, Probation, Courts, and associated areas) continued mandatory certified training during the COVID-19 pandemic. In fact, the face to face

Peace Officer Standards & Training (POST) Basic Course on the CSM campus was one of the few exceptions to on-campus course training.

More opportunities are expected in local and special police departments than in federal and State law enforcement agencies. Because of attractive salaries and benefit packages, there is a larger supply of qualified applicants. Applicants who have a college education should have the best opportunities.

In California, the number of Police and Sheriff Patrol Officers is expected to grow slower than average growth rate for all occupations. Jobs for Police and Sheriff Patrol Officers are expected to increase by 3.7 percent, or 2,700 jobs between 2018 and 2028. The median wage in 2021 for Police and Sheriff Patrol Officers in California is \$115,263 annually, or \$55.41 hourly. Benefit packages for Police and Sheriff's Patrol Officers are very good. (Source EDD/LMID).

The minimum requirement to become a police officer in the State of California is to successfully complete a POST (Peace Officer Standards & Training) Basic Course (Police Academy). CSM students who attend the Academy report that the ADMJ program is a solid foundation to be successful in the Academy.

Employment in Government Agencies is easily located in the CalOpps.org web site. This site is a public employment job board owned and operated by public agencies. A review of the current/active site reflects a significant increase in job opportunities. Most agencies in our region require an Associate degree for initial employment, and a Bachelor's degree for advancement within the agency.

Correctional Officers who work for Department of Corrections and Rehabilitation typically earn higher wages than those working in federal, city, and county institutions. The median wage in 2021 for Correctional Officers and Jailers in California is \$86,010 annually, or \$41.35 hourly. Most job openings for Correctional Officers will occur due to the need to replace those who retire or leave the occupation for other reasons. In California, the number of Correctional Officers and Jailers is expected to decline between 2018 and 2028 by 8.7%

Probation Officers and Treatment Specialists are gaining in employment opportunities. There is a projection of a 3% increase in opportunities. Most employers in these areas are looking for candidates with a bachelor's degree.

In California, the number of Lawyers is expected to grow at an average rate compared with the total for all occupations. Jobs for Lawyers are expected to increase by 8.1 percent, or 8,600 jobs between 2018 and 2028.

According to PERKINS IV Core Indicators of Performance by Vocational TOP Code, the ADMJ program is exceeding the five core area skills of Attainment, Competence, Persistence, Employment and Non-traditional employment (Indicators for three-year average 2020-2021/2019-2020/2018-2019 Fiscal Year Planning).

B) There was a slight increase in students obtaining the ADMJ A.S. and A.S.t degrees since the beginning of this review cycle. ADMJ Certificates issued stayed consistent. Subsequent to the COVID-19 pandemic mandatory distance education modality transformation, the number of

degrees fell almost in half and no Certificates were issued in the last FY. Returning to a face to face teaching modality should restore our pattern of degree's issued. We will continue to encourage students to complete the degree option with a goal of attending a university for a Bachelor's degree. Data for this category is as follows:

2020-21: A.S.-T earners 25, A.S. earners 15, and CA earners 6. Total Count 46.

2021-22: A.S.-T earners 23, A.S. earners 9, and CA earners 6. Total Count 38.

2022-23: A.S.-T earners 16, A.S. earners 6, and zero CA earners. Total Count 22.

Totals: A.S.-T earners 64, A.S. earners 30, and CA earners 12. Total Count is 106.

C) and D): Advisory Committee: The San Mateo County Law Enforcement Training Managers Association (TMA) is the ADMJ program advisory committee. The TMA is comprised of the Training Managers from the law enforcement agencies in San Mateo

County, as well as representatives from the Chiefs and Sheriffs Association, County Commanders, County Communication Managers, District Attorney's Office, POST, and South Bay Regional Training Consortium. The TMA provide direction for quality training, with an emphasis on current best training practices, legislative updates and innovative educational practices. The CSM ADMJ program is a non-voting member of the TMA. The TMA falls under the authority of the San Mateo County Police Chiefs and Sheriff Association. The TMA hosts meetings on the third Tuesday of each month. Agendas and the previous month's minutes are sent to all members prior to the meetings.

E) The ADMJ Program Services Coordinator reviewed the TOP and SAM codes and found all courses to be appropriately aligned. The SOC and CIP codes were not made available.