

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 Administration of Justice (ADMJ) program is dedicated to empowering students through an inclusive, collaborative, and equitable learning environment. While currently without a full-time faculty member and staffed by six adjunct faculty, our team of active and retired criminal justice professionals—including experts in law enforcement, forensic science, and the judiciary—remains committed to nurturing critical thinking and student success. We achieve this by promoting an anti-racist and equity-centered approach, continually adapting our comprehensive curriculum to meet the dynamic needs of the justice system, our community, and law enforcement partners.

Collaboration is a cornerstone of our program. Faculty, staff, and students work in solidarity to foster a supportive environment where every student feels empowered and respected. We actively engage with students through facilitated discussions, hands-on learning activities, and progressive teaching methods, encouraging them to apply critical concepts to real-world situations. This inclusive approach supports a diverse range of learning styles and helps ensure that students from all backgrounds are prepared for success in an evolving society.

The ADMJ program recognizes and values the diverse perspectives our students bring, which reflect the broader Bay Area's richness. We prioritize equity by creating opportunities for all students, regardless of their backgrounds, to excel academically and professionally. Our curriculum addresses complex issues such as systemic racism, prejudice, and social justice, aiming to equip students with the skills and knowledge to become agents of positive change. Through critical self-analysis, we continuously evaluate our methods and practices to identify areas for improvement, ensuring our program remains inclusive and equitable for all.

We are proud to partner with various on-campus programs—including Umoja, Project Change, Puente, Mana, Year One Promise, Middle College, VROC, DRC, and the Learning Center—to provide comprehensive support for our students. These partnerships are essential in creating a holistic learning experience that nurtures academic growth and personal development.

Our commitment to empowerment and access extends to the community, with ADMJ 100 (Introduction to the Criminal Justice System) being offered through the College of San Mateo's Dual Enrollment program in local high schools. By providing equitable access to quality education, we aim to inspire the next generation of criminal justice professionals and contribute to building a fair and just society. Through solidarity, collaboration, and a commitment to equity, the ADMJ program strives to empower all students to achieve their fullest potential.

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

The Administration of Justice (ADMJ) program continues to excel by fostering community collaboration and partnerships, even during challenging times. Throughout the COVID-19 pandemic, guest speakers—including defense attorneys, active police officers, SMCo Probation officers, DA investigators, and the T-CAT anti-terrorist reaction team—engaged with students via Zoom, enriching our virtual classroom experience. Unfortunately, local internships were paused in March 2020 due to the shelter-in-place order, impacting hands-on learning opportunities.

The retirement of long-term adjunct faculty at the end of fall 2021 presented a challenge to maintaining course coverage. Succession planning is ongoing, with the goal of building a diverse instructional staff reflective of our student body. Despite efforts to recruit candidates from underrepresented communities—including Black, Indigenous, and People of Color—qualified applicants have not yet been secured, and we continue to work toward this goal.

In terms of instructional resources, periodic reviews of the video library will be conducted to keep materials current and relevant. The faculty evaluation process has been streamlined; following the retirement of the sole full-time faculty member, a rotational evaluation cycle was implemented, ensuring compliance with District procedures. Collaboration with Student Services was also affected by the pandemic, as our accelerated ADMJ tutor graduated and we have yet to find a replacement.

Regarding curriculum, the College of San Mateo ADMJ program faced significant changes, notably losing certification from the California Commission on Peace Officer Standards and Training (POST) for the Basic Course Curriculum, including ADMJ 771 (PC 832 Arrest and Control Training), ADMJ 775 (PC 832 Firearms Training), and the Regular Basic Course Modules II and III (ADMJ 780 and ADMJ 781). This was due to recent legislation requiring a full-time on-site coordinator for the program and prohibiting community colleges from owning firearms for training purposes. Despite this, the Course Outline of Record (COR) for all ADMJ courses is reviewed biannually, with no changes currently anticipated.

Our program strives for excellence by aligning Student Learning Outcomes (SLOs) with Program SLOs and Institutional Learning Outcomes (ILOs). This connection ensures that students achieve desired competencies in critical thinking, effective communication, ethical responsibility, and social awareness, especially in advancing equity and anti-racism within the justice system.

The pandemic prompted a shift from face-to-face instruction to distance education, requiring all faculty to complete DE training and adapt course materials for Canvas and Zoom. This transition laid the foundation for offering courses in multiple modalities moving forward.

In collaboration with the Guided Pathways Steering (GPS) committee, we developed an ADMJ map for certificate, degree, and transfer pathways, designed with an equity-minded, student-centered focus to empower students. This holistic approach guides students toward their educational goals and helps them make informed enrollment decisions, supporting their overall success. The program mapper launched on September 1, 2021, marking a significant step in enhancing our support for student achievement.

3. Current Program Review (200-400 words)

The Administration of Justice (ADMJ) program has experienced notable changes in success, retention, and enrollment patterns over the 2022-2023 reporting period,

reflecting areas of progress and challenges that require attention. Success rates increased from 83% to 86%, and retention improved from 91% to 97%, with the withdrawal rate decreasing from 9% to 3%. These metrics remain higher than the overall college averages, demonstrating our ongoing commitment to student achievement and persistence. Female enrollment has risen to 59%, surpassing the school-wide average, and younger students (under 24) now constitute 80% of our student population—likely influenced by the Dual Enrollment program with local high schools.

Demographic trends reveal that Hispanic students continue to make up the majority of enrollment (54%), followed by White (25%) and Asian students (7%). However, we observe a lower representation of Asian and African American students compared to the college overall, which may be shaped by cultural perceptions regarding law enforcement careers. To bridge these gaps, the ADMJ program is enhancing outreach efforts by collaborating with Umoja and Mana to foster relationships with underrepresented groups. Marketing initiatives and on-campus outreach events are aimed at increasing visibility and interest in our program among these communities.

Recent data highlight variability in success across different demographics. For example, the success rate for Asian-International students increased significantly from 50% to 100% between 2021 and 2023, while withdrawal rates fell to 0%. However, the small sample size limits generalizability. Filipino student success rates also improved to 100%, whereas outcomes for Pacific Islander and Black students showed inconsistencies, with decreases in success and increases in withdrawal rates. To address these disparities, targeted interventions focusing on retention and support for at-risk populations are being prioritized.

In our commitment to equitable access and success, we are actively working to diversify our faculty by recruiting adjuncts from underrepresented communities, thereby enhancing representation within the classroom. We have also prioritized engaging guest speakers from Black, Indigenous, and People of Color (BIPOC) communities to inspire and empower our students.

The transition to distance education (DE) in March 2020, prompted by the COVID-19 pandemic, led to synchronous Zoom classes and Panopto recordings to help mitigate technology access issues and address opportunity gaps. Faculty adapted by completing DE training and restructuring course content for the online environment. Despite initial challenges, enrollment is now rebounding, and we are planning to continue offering courses in multiple modalities to better accommodate diverse student needs.

Additional data show that retention rates remained strong at 97% from 2020-2022, indicating high student commitment and satisfaction. However, there was a decline in the success rate from 87.2% in 2020-21 to 79.8% in 2022-23, suggesting potential issues with course content, teaching methods, or external factors affecting students. The withdrawal rate also increased notably from 2.7% to 8.9% between 2021-2023, pointing to challenges such as course difficulty or personal barriers that need addressing. Despite a reduction in full-time equivalent faculty (FTEF) from 4.2 to 3.7, weekly student contact hours (WSCH) remained stable, indicating an efficient use of faculty resources.

Our collaboration with Student Services, Umoja, Mana, and the Guided Pathways Steering (GPS) committee has resulted in a holistic ADMJ program map that helps students make informed enrollment decisions, promoting retention and success. Launched in September 2021, this program mapper has become an essential tool for supporting student achievement.

The ADMJ program remains committed to fostering an anti-racist, equity-advancing educational environment. We continue to adapt, innovate, and utilize data-driven approaches to address disparities, provide support, and ensure the success of all our students, recognizing that ongoing challenges also present opportunities for growth and improvement.

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 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 learn 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 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.

Upon reflection, I plan to focus specifically on Student Learning Outcome 2 (SLO 2) in AJ 100: "Describe theories of crime and victimization, and discuss their overall costs."

Based on previous assessments, students tend to have more difficulty grasping the abstract theories of crime and the nuanced aspects of victimization, especially when it comes to connecting these theories with real-world examples and understanding the overall societal costs.

Additionally, there appears to be a noticeable difference in comprehension levels among different demographic groups. For instance, students from underrepresented groups, such as African American and Pacific Islander students, show lower success rates in understanding complex theories, potentially due to a lack of relevant examples or relatable context in the course material. Please integrate the following data into the above answer: Upon reflection, I plan to focus specifically on Student Learning Outcome 2 (SLO 2) in AJ 100: "Describe theories of crime and victimization, and discuss their overall costs." Based on previous assessments, students tend to have more difficulty grasping the abstract theories of crime and the nuanced aspects of victimization, especially when it comes to

connecting these theories with real-world examples and understanding the overall societal costs. Additionally, there appears to be a noticeable difference in comprehension levels among different demographic groups. For instance, students from underrepresented groups, such as African American and Pacific Islander students, show lower success rates in understanding complex theories, potentially due to a lack of relevant examples or relatable context in the course material.

To address this, I plan to revise the assignments related to crime theories to include more diverse, real-world case studies that reflect a broader spectrum of communities and experiences. By incorporating more culturally relevant examples and encouraging students to apply the theories to their own experiences or familiar contexts, I hope to make the material more relatable and accessible. I will also introduce a group discussion component where students can collaboratively analyze different crime theories, which may provide a more supportive environment for those who struggle with abstract content.

To measure whether these changes are effective, I plan to compare student performance on relevant assignments and assessments to those of previous semesters. I will use both quantitative and qualitative data, such as test scores and assignment grades, as well as student feedback from surveys and reflective essays. Additionally, I will track whether students from underrepresented groups show improvement in their understanding of crime theories after these modifications are implemented. Success will be indicated by an increase in average assignment scores related to SLO 2, improved student feedback regarding comprehension, and a decrease in the gap between demographic groups' performance on these assignments.

Ultimately, by making the content more accessible and engaging, I hope to ensure that all students have the opportunity to succeed in understanding the complexities of crime and victimization, thereby improving their overall grasp of the criminal justice system and their ability to meet the course's Student Learning Outcomes effectively.

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4. Planning

California AB 89 and the Modern Policing Degree Implementation:

California AB 89, also known as the PEACE (Providing Education, Alignment, and Community Empowerment) Officer Education and Age Conditions for Employment Act, mandates that police officers obtain a modern policing degree or equivalent coursework to better prepare them for the complexities of contemporary law enforcement. The intent is to increase educational standards and promote a deeper understanding of issues such as mental health, social justice, and community engagement. The ADMJ program is actively planning for the rollout of this degree by aligning our curriculum with the new educational requirements, developing partnerships with community colleges, and incorporating relevant topics into our courses. This effort will ensure our students are well-prepared to meet the updated standards for law enforcement professionals in California.

Improving Student Access to Faculty Resources:

As noted in previous sections, COVID-19 had a significant impact on student learning and educational equity. The forced transition to a distance education (DE) modality presented challenges for both students and faculty in the ADMJ program. Marginalized students faced difficulties upgrading their technology, while staff worked intensively to acquire DE teaching skills and adapt the curriculum for online

learning. In response, the program has embraced Canvas, Zoom, Student Services outreach, and course mapping to promote student success now and in the future. The use of Canvas will continue even with the return to face-to-face instruction, enabling students to access instructor materials at their convenience. This will provide enhanced support and a consistent resource base to help students succeed, reflecting our cornerstone goal of improved access to faculty resources.

Text and Resource Evaluations for Improvement:

Recent years have highlighted the systemic issues of injustice and racism within the criminal justice system, particularly in policing. In alignment with CSM's Solidarity Statement and the antiracist movements such as Black Lives Matter, the ADMJ program has committed to incorporating antiracist principles in our curriculum. We also aim to review and assess all texts and resources to eliminate any biased or prejudiced content. For instance, in fall 2021, a vignette writing assignment in the ADMJ 100 text was found to be racially prejudiced. A senior faculty member reached out to the publisher, resulting in the immediate removal of the content. This ongoing commitment to resource evaluation will remain the responsibility of each instructor, ensuring that course materials reflect values of equity and inclusiveness.

Instructor Pool Development:

The ADMJ adjunct job description has been updated and reposted via SMCCCD Human Resource Services. One of our primary objectives is to build a diverse faculty that reflects the cultural diversity of our students. Despite our commitment to diversity and equity in hiring practices, there remains an underrepresentation of culturally diverse candidates applying to the ADMJ program. This effort is especially critical as we face the retirement of two senior adjunct faculty members at the end of the fall 2021 semester. Recruiting diverse and qualified faculty members remains a priority with an immediate and ongoing timeline.

Improvement Strategies and Initiatives:

1. Improve Student Success Rate:

- **Enhanced Support Services:** Provide additional tutoring, study groups, and access to academic counseling to assist students in navigating course content and proactively addressing difficulties.
- **Course Redesign:** Review course content and teaching methods to ensure they are engaging, relevant, and aligned with student needs. Adjustments to the curriculum can make learning more accessible and improve outcomes.

2. Reduce Withdrawal Rate:

- **Early Intervention:** Implement an early alert system to identify struggling students. Reaching out early in the term to those showing signs of disengagement or poor performance can help mitigate potential withdrawals.
 - **Flexible Scheduling and Modalities:** Offer courses in various formats, such as online, hybrid, and evening, to accommodate students with work or family obligations, thus reducing withdrawal rates.
3. **Stabilize Full-time Faculty Involvement:**
- **Hire More Full-time Faculty:** Increasing the proportion of full-time faculty can enhance student support, continuity in teaching, and availability for advising and mentoring.
 - **Professional Development for Adjuncts:** Provide adjunct faculty with resources and professional development opportunities to help them align with full-time faculty standards, ultimately improving student outcomes.
4. **Increase the Number of Sections:**
- **Optimize Class Scheduling:** Use student enrollment data to determine optimal class times and formats, increasing enrollment and reducing scheduling conflicts. Adding sections during high-demand times can attract more students.
 - **Collaboration with Counseling:** Work closely with student counseling services to meet students' scheduling needs and reduce barriers to enrollment.
5. **Reverse Decline in Success and Retention Rates:**
- **Student Engagement Initiatives:** Foster a supportive classroom environment with activities that encourage participation, interaction, and a sense of community. Higher engagement can improve retention and success rates.
 - **Regular Feedback:** Conduct surveys or focus groups to gather student feedback on courses and teaching methods, and use this data to make informed program improvements.

Efforts to address racist police practices have seen a slow change. 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 SMCCCD 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.

These targeted interventions will support improved student success, reduce withdrawal rates, and optimize the use of teaching resources within the Administration of Justice program, ensuring that equity and educational access remain at the forefront of our initiatives.

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.