

The Instructional Program Review Narrative Report

1. College: MERRITT COLLEGE

Discipline, Department or Program: ADMINISTRATION OF JUSTICE

Date: 10/9/12

Members of the Instructional Program Review Team: Margaret Dixon, Dr. Stacy Thompson.

2. Narrative Description of the Discipline, Department or Program:

The Administration of Justice program serves those who wish to train for a career in a field associated with criminal justice, those who wish to prepare for transfer to a four-year institution, and those who are currently employed in an administration of justice agency and who seek training for career advancement. We offer a degree and/or certificate in Police Science and Corrections.

Recently, the Administration of Justice Department added an Associate in Science in Administration of Justice Transfer degree (AS-T) to its program. The AS-T degree provides a streamline program for students, who are interest in transferring directly into an Administration of Justice Program at a four year California State University,

Many local law enforcement agencies are beginning to lift the hiring freezes that have been in place over the last 3 years. However, the limited amount of open positions is making the selection process more rigorous and competitive. As a result, law enforcement agencies are looking for candidates who have additional education as well as experience in the field. In response, we are building our security program to help give our students more career experience to go along with their education. We plan to train our students to provide security on Merritt's campus as Safety Aides, and other Peralta colleges as well.

Over the next three years, the ADJUS Department is planning to develop a unique Homeland Security Certificate Program that will allow our students to obtain guard cards, as well as additional training in the field. Our hands-on job training will give our students an advantage when pursuing careers in law enforcement once hiring freezes are lifted.

3. Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?

The curriculum is effective, but all course outlines have not been updated within the last 3 years. Currently, 6 of the 21 course outlines have been updated in the last three years. The remaining will be updated by the end of the Fall 2012 semester.

- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

Our department has conducted a curriculum review of course outlines. We are aware that textbook adoptions need to be updated. All textbook updates will be completed by Fall 2012.

- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

The department plans to improve the curriculum by providing permanent course numbers to the following classes: AJ248NF: Homeland Security, 248NF Intro to Terrorism, 248NJ: Security Guard, 248NK: Intelligence and Security Management, and 248NL: Transportation and Border Security.

We have also added a Forensics Investigations course to help enhance our program. The course will provide hands-experience for students interested in the forensics field.

- What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

All courses have SLOs. The program is in the process of providing assessment data for each course.

- Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?

The department is putting every effort in creating a program that is aligned with the institutional outcomes. We are adding classes and degrees to not only develop a program of distinction as outlined in the institutional goals, but to provide our students more opportunities for success. By adding a Homeland Security Certificate, forensic courses, and online classes, we are attempting to develop a program that is aligned directly to the institutional goal of advancing student access, equity, and success.

- Recommendations and priorities.
 - Develop Homeland Security Certificate
 - Add Assessments to all course outcomes
 - Developing 2 Online classes: Report Writing and Principles and Procedures
 - Revamp the Concepts of Criminal Law online class so that it easier for the students to follow. Then, activate the Concepts online class

- Updating all course outlines by adding SLOs and assessments, updating textbooks, and deactivating course that have not been taught in over 3 years.
 - Review the degree and certificate course options to determine if some course should be removed or added
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4. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

The use of the SMART board has greatly enhanced student learning in the classroom. Instructors have had more access to video via the internet, and have been able to be more creative with their presentations.

It is important that our students are involved in the learning process. Our class sessions not only include lectures, but also classroom discussions and activities that are included to support student understanding. One way we involve our students is by using current events as part of classroom discussions. By discussing events that are happening now, and in the Bay Area, the students are able to apply the knowledge that they are learning in class to actual events happening in their communities. This way of instruction has been very effective in the ADJUS program.

- How does the department maintain the integrity and consistency of academic standards within the discipline?

Faculty in the department maintain integrity and consistency by staying informed with legal updates in the field, as well as by attending professional development conferences pertaining to the field.

In addition, the Department Chair stays in contact with local community colleges in the Bay Area to ensure that Merritt's program is aligned with the discipline as a whole.

- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?

The department has been successful with student retention. Every semester, 90% of our classes are at the maximum enrollment. Introduction to Administration of Justice (daytime) is one of our classes in high demand. Enrollment consistently surpasses the enrollment cap and numerous students are waitlisted. Criminal Investigations is another highly demanded class. It not in rotation to be offered every semester, but when it is available its enrollment number is high. During the Fall 2012 semester, we requested that the enrollment for Criminal Investigations raise its maximum enrollment number to 70 students.

- Are courses scheduled in a manner that meets student needs and demand? How do you know?

Courses are scheduled to meet student needs and demand. The Administration of Justice Department has made sure that the core degree courses are offered every semester in the daytime and night time schedules. In addition, some classes are offered on rotational bases and taught at least one semester out of the school year. We also offer courses during the Summer session.

- Recommendations and priorities.
 - *Hire additional part-time faculty so that we may add more elective options needed for students' degrees and certificates.*

5. Student Success:

- Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

ADJUS Retention Rate

Semester /Year	Census Enrollment	Retained	Retention Rate
Fall 2009	365	306	84%
Spring 2010	505	398	79%
Fall 2010	360	292	81%
Spring 2011	373	300	80%
Fall 2011	373	334	90%
Spring 2012	344	267	78%

The Administration of Justice Department has had an overall successful retention rate over the past 3 years. After 6 consecutive semesters, the ADJUS Department has maintained an average retention rate of 82%.

The ADJUS department has also been able to maintain a steady amount of students achieving AA Degrees in Corrections and Police science. Over the past two years, about 11 students a year are obtaining degrees and certificates in the program. We would like to double our completion rate and see more students completing degrees and certificates in the program annually. In order to increase our program completion rate ADJUS will review the degree requirements and make sure that the required courses are being offered with enough frequency. Also, the department will review the courses and make sure that they are aligning with the overall goal of the program. If there are classes that need to be added or removed, the

department will take steps to make the necessary changes so that the degree pathway is clear, concise, and achievable.

The Associates in Science in Administration of Justice Transfer (AS-T) is new to the program this year. We project that more students will start taking this path if their goal is to transfer directly to a CSU.

- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

One key need of the students is to develop a stronger foundation of study skills. Many students enter college for the first time with little knowledge of how to read the text and effectively study. Basic study skills courses are taught at Merritt and often recommended to the students new to college. The ADJUS Department would like to hire additional student tutors who can lead study groups to help support students as well.

The economy also plays a major factor in student learning. Students are relying on financial aid to not only pay tuition and books, but to provide enough additional income to pay for transportation to school, and other daily needs. These types of external factors negatively affect student learning, and creates continuous hardships for students when trying to finish their degree. The Administration of Justice Program recommends students to Merritt's counseling services if they are feeling stressed and need someone to talk to.

The students also need more affordable textbooks. AJ instructors have been successful with finding some cheaper book options (i.e., Juvenile Justice and Principles and Procedures texts). The Merritt library allows the students to borrow books for a limited number of weeks. However, the demand to borrow books surpasses the supply. So, the Department would like to purchase additional books to lend to the students. In order to keep text costs down, our instructors are not changing textbook editions every year. This allows the students to purchase used text books at a discounted price.

- Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

At the program level the Administration of Justice Department has created assessments that directly assess student learning of course content, and align with the ADJUS program and Merritt's Institutional Learning Objectives.

We assess in a variety of forms including essays, multiple measures exams, projects, community service, and presentations. Our program gives the students the opportunity to transfer to a university, obtain an AA degree, and/or achieve training for a career in the public safety field. Hands-on scenarios and projects, in which the students can apply what was taught, are integral in our program.

- Recommendations and priorities.

*Complete inputting of 70% of assessment data for classes taught prior to Fall 2012.
Finish the remaining 30% of assessments by Spring 2013.*

6. Human and Physical Resources (including equipment and facilities)

- Describe your current level of staff, including full-time and part-time faculty, classified staff and other categories of employment.

The ADJUS Department has 1 Full-time instructor, and 4 part-time instructors.

- Describe your current utilization of facilities and equipment.

The majority of the ADJUS classes are held in the A building. Seating in the A building allows for only 49 students. During the Fall 2012 semester, many classes surpassed the 49 student maximum. The department had to relocate one of its classes to the P building to accommodate an enrollment of over 60 students.

The classrooms in the A building and P building are all equipped with SMART boards. As a result, our projector needs are built into the classrooms. Unfortunately, the rooms do not have secure storage space and we are unable to store equipment (especially electronics) needed to for vocational training.

- Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

Human Resources

The goal of the department is to hire 1 additional part-time instructor to teach two (2) online classes, and one (1) additional part-time instructor to support day and night classes.

Physical Resources

The locations of our classes are not adequate for the growing number of students enrolling in ADJUS classes. This is especially true for our daytime classes. Every semester, the daytime Introduction to Administration (Adjus 21) class reaches capacity quickly and has a waiting list of 15-20 students. The ADJUS department is looking for a larger space to accommodate the growing number of students.

The ADJUS department is in need of a permanent space to house the program. Ideally, this space would be able to accommodate a Public Safety Center and/or multiple training programs that the department is developing. As a growing program, the ADJUS department is acquiring expensive training equipment to provide top of the line training for our students. However, the process of using the acquired equipment for our students is hindered by the lack of secure space to set up and hold classes.

Another key facility need is an area outdoors that we can utilize for physical training for public safety careers. The Administration of Justice Program plays an important part in developing trained students on campus on who can enter the workforce as a professional and with some valuable experience. This physical training space would contain an obstacle course that is similar to what is used during law enforcement physical training tests for potential new hires. This location would also include a storage shed to store heavy equipment needed for training. This area can also be used by other outside agencies who are partners with our department.

- Recommendations and priorities.
 - *Locate a space on campus that can be designated as an Administration of Justice area*
 - *Locate classrooms that can accommodate more than 50 students for core degree course such as AJ 21.*
 - *Hire 2 additional part-time instructors*
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7. Community Outreach and Articulation

For vocational programs:

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?

The department has an Advisory committee for the Adjus program that comprises of 4 members. The committee meets once a semester or as needed. OPD Captain Paul Figueroa is also a member of this committee. He plays an important role in keeping the partnership between Merritt and OPD.

The Adjus department has made tremendous steps toward preparing students for careers in the public safety field. With the use of vocational funds, the Adjus department has been able to purchase different equipment and technology that law enforcement agencies are currently using.

In addition, all Administration of Justice Instructors currently work in the field, or are retired from the field. Our staff not only brings academic knowledge to the students, but practical knowledge and experiences that students can apply to their career. It is important to our department to develop a personal investment in our students' success.

With the success of the Campus Safety Aide Program at Merritt, the Administration of Justice Department has formed a new partnership with American Guard Security Company. American Guard provides weekend security service for Merritt College, Alameda College, and Laney College. American Guard has agreed to hire Merritt Safety Aides with security

guard cards to be a part of their company and receive work experience. Currently, we have 8 Merritt students hired with American Guard and patrolling our Peralta campuses.

The department has a close partnership with local agencies such as the Oakland Police Department, Alameda County Probation department, BART, East Bay Parks and Rangers, the Oakland Black Firefighter's Association, and many nonprofit organizations. Over the past 7 years, we have students interning and applying for positions at all of the mentioned agencies. Students are also applying at law enforcement agencies throughout the Bay Area.

- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

The students completing the program are leaving with a foundation of technical and career skills as evident by those employed in the public safety field. In addition to classroom content, students are being exposed to a multitude of on-the-job training opportunities which will further aid them in their future career endeavors.

- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

Keeping data on the relationship between completion rates and employment rates is a tasked that the advisory committee has made one of their priorities. Currently, we do not have any quantitative data. We can assume that those students who are employed, or have applied for employment, also have a successful completion rate. According to the data, women are completing the program 3 times the amount of a male.

			2011-2012					2010-2011					2009-2010				
			AWARDS				AWARDS Total	AWARDS				AWARDS Total	AWARDS				AWARDS Total
SUBJECT	DESCR	GENDER	AA	AS	CA	CP		AA	AS	CA	CP		AA	AS	CA	CP	
ADJUS	ADJUS Police Science	FEMALE	5		2		7	8		5		13	8		11		19
ADJUS	ADJUS Police Science	MALE	1				1	1		1		2	2		2		4
ADJUS	ADJUS Corrections	FEMALE	5		2		7	5		3		8	8		9		17
ADJUS	ADJUS Corrections	MALE						1		1		2	3		2		5

Public Safety Careers –National and Local Salaries

- *Police Officer – \$70,000 annually (Oakland);*
- *Probation Intern – 2,435.33 month (Oakland)*
- *Highway Patrol - \$46,000 annually; \$52, 300 (Oakland)*
- *Police Cadets - \$13.81 hourly*

- What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

Due to budget cuts, many law enforcements agencies are limiting the amount of frequency in which they are hiring. As a result, the Adjus program is shifting its focus to the private security sector. Security positions are more readily available for hire. Many security positions are entry level positions which allow our students to be hired immediately, and provide them with the opportunity to gain work experience while waiting for other law enforcement positions to open.

To help provide our students with a solid base of knowledge and training, the ADJUS Department is developing a Homeland Security Certificate. Students wishing to obtain a Homeland Security certificate will take courses such as Homeland Security, Intelligence and Security Management, Report Writing, and Security Guard Card (with Powers of Arrest). This certificate is being developed in order to make our students more prepared when applying for security positions.

For transfer programs:

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?

The ADJUS Department was able to create a California Transfer degree that allows an additional pathway for students who wish to transfer to a 4 year CSU in a similar program.

The program is adequately preparing students for upper division course work. According to the data, the Adjus department has 77.5 % success rate amongst its students. Our goal is to increase our success rate to 80% by Fall 2013.

Success_Rate_by_College_by_course for program review

Date run: 9/12/2012

Only credit courses (CB(04) is in C or D).

Total Graded = any grade, including W

Success = A, B, C, or Pass

Success Rate = Success / Total Graded

**Campus Merritt
College**

2009 Fall

Subject	Catalog Nbr	TOTAL GRADED	SUCCESS	SUCCESS RATE
ADJUS Total		346	268	77.50%
ADJUS	21	79	57	72.20%
ADJUS	22	42	26	61.90%
ADJUS	23	38	27	71.10%
ADJUS	25	41	33	80.50%

ADJUS	51	60	41	68.30%
ADJUS	56	46	45	97.80%
ADJUS	63	40	39	97.50%

For all instructional programs:

- Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.

Our goal is to "Grow Our Own." Our program would like to train our students, so that when hiring freezes are lifted, students are ready to enter the workforce.

To ensure that the curriculum responds to the needs of the students, we have acquired a security curriculum from Critical Information Network, CiNet, which will allow us to advance our training and "grow our own" as we train our students for the private security sector.

- Recommendations and priorities.

Develop the Homeland Security Certificate

Develop modular Security classes for advance training