

Merritt College

# 2017-2018 Annual Program Update Template

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## Merritt College Data Profile: Fall 2016 and Spring 2017

\*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

<i>Headcount by Gender</i>	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
<b><i>Headcount by Race/Ethnicity</i></b>				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%
<i>Hispanic / Latino</i>	2064	29%	2195	30%
<i>Pacific Islander</i>	47	1%	42	1%
<i>Two or More</i>	369	5%	384	5%
<i>Unknown / NR</i>	341	5%	381	5%
<i>White</i>	1161	16%	1240	17%
<b><i>Headcount by Age</i></b>				
<i>Under 16</i>	38	1%	100	1%
<i>16-18</i>	808	11%	764	10%
<i>19-24</i>	2430	35%	2552	35%
<i>25-29</i>	1186	17%	1255	17%
<i>30-34</i>	766	11%	775	11%
<i>35-54</i>	1296	18%	1401	19%
<i>55-64</i>	327	5%	315	4%
<i>65 &amp; Above</i>	192	3%	197	3%
<b><i>Total Headcount</i></b>	<b>7043</b>		<b>7359</b>	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
<b>Gender</b>	Retention %	Success %	Retention %	Success %
<i>Female</i>	78%	66%	79%	70%
<i>Male</i>	78%	65%	79%	68%
<i>Unknown/Unreported</i>	83%	72%	82%	75%
<b>Race/Ethnicity</b>	Retention %	Success %	Retention %	Success %
<i>American Indian</i>	83%	77%	74%	60%
<i>Asian</i>	83%	76%	84%	78%
<i>Black / African American</i>	73%	57%	74%	60%
<i>Hispanic / Latino</i>	76%	65%	80%	70%
<i>Pacific Islander</i>	79%	69%	80%	74%
<i>Two or More</i>	77%	65%	78%	66%
<i>Unknown / NR</i>	82%	69%	83%	72%
<i>White</i>	85%	78%	85%	78%
<b>Age Range</b>	Retention %	Success %	Retention %	Success %
<i>Under 16</i>	82%	82%	94%	89%
<i>16-18</i>	78%	65%	82%	74%
<i>19-24</i>	75%	62%	76%	65%
<i>25-29</i>	77%	66%	79%	70%
<i>30-34</i>	82%	71%	81%	71%
<i>35-54</i>	81%	70%	82%	74%
<i>55-64</i>	83%	71%	85%	73%
<i>65 &amp; Above</i>	84%	78%	85%	72%

**Distance  
Education**

<b>Retention and Success by Distance Ed</b>	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %
<i>100% online</i>	70%	62%	74%	59%
<i>Hybrid</i>	69%	53%	74%	61%
<i>Face to Face</i>	80%	69%	81%	72%

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# I. Program Information

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**Purpose:** This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at:  
<http://www.merritt.edu/wp/institutional-research/program-review/>

**Program Name: Administration of Justice**

**Date: October 11, 2017**

**Program Type** (circle or highlight one): **Instructional**      **Non-Instructional**      **Student Services or Special Programs**      **Administrative Unit**

**College Mission Statement:** The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

**Program Mission:**

The mission of the Administration of Justice program is to provide all students with core foundational knowledge of the criminal justice system so that students have equal access to college and universities with criminal justice pathways, as well as have the skills necessary to work various public safety careers.

**Date of Last Comprehensive Program Review: 10/5/2015**

**Date of Comprehensive Program Review Validation: 11/25/15**

## II. Reporting Progress on Attainment of Program Goals

**Purpose:** In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

<p><b>Program Goal</b> *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Assessment</i> Complete assessments of 2 SLO per course.  <i>Complete assessments of program</i></p>	<p>1. PCCD Goal: __A__ 2. Merritt Goal __A__</p>	<p>Completed: _____ (date) Revised/New: <u>10/12/17</u> (date) Ongoing: <u>10/12/17</u> (date)</p>	<p>This goal was partially met. Our department completed 100% of assessments for our classes. We are now focused on assessing the program. This is an ongoing process. As our program evolves we want to make sure that we continue to stay aligned with program and institutional goals. Course offerings and degree requirements will be reviewed to measure this goal.</p>
<p><i>Curriculum (if applicable)</i>  <i>Add DE addendums to Homeland Security courses</i></p>	<p>1. PCCD Goal: __ABC__ 2. Merritt Goal __ABC__</p>	<p>Completed: <u>10/12/17</u> (date) Revised/New: _____ (date) Ongoing: _____ (date)</p>	<p>Spring 2017, all DE addendums were added to all homeland security certificate courses. As a result, ADJUS was able to offer a new online homeland security course fall 2017.</p>

<p><b>Program Goal</b> *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Instruction (if applicable)</i>  <i>Integrate technology into classrooms</i></p>	<p>1. PCCD Goal: ___AC_  2. Merritt Goal ___AC_</p>	<p>Completed: _____ (date)  Revised/New: _____ (date)  Ongoing: <u>10/12/17</u> _____ (date)</p>	<p>Merritt is shifting from Moodle to Canvas. We now would like our instructors to be retrained. Our revised goal is to have 50% of instructors trained in Canvas by the end of Spring 2018 and canvas implemented in classrooms by Fall 2018. We will measure this goal by surveying instructors at the end of Spring 2018.</p>
<p><i>Student Success and Student Equity</i>  <i>Creating 2 year mapping plan of program for students</i></p>	<p>1. PCCD Goal: __A____  2. Merritt Goal __A____</p>	<p>Completed: _____ (date)  Revised/New: _____ (date)  Ongoing: <u>10/12/17</u> _____ (date)</p>	<p>We recognized that our student population is not always clear on certificate and degree course requirements and when classes are available. We would like to create a clear map that students can reference.  Currently, 2 ADJUS instructors are going over our degree structure and identifying which classes to remove and courses to add. Our target is to have a first draft completed by April 2018.</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i>  <i>Attend Professional Development Conferences and develop community partnerships</i></p>	<p>1. PCCD Goal: _DE____  2. Merritt Goal _DE____</p>	<p>Completed: <u>10/12/17</u> _____ (date)  Revised/New: _____ (date)  Ongoing: <u>10/12/17</u> _____ (date)</p>	<p>2 instructors attended a national criminal justice conference March 26-28, 2017 along with 6 students. During that conference the instructors received 4 hours of training in human trafficking and are now developing a way to incorporate their new training into their respective classrooms.  ADJUS has continued its partnership with OPD. We are currently working on reaching out to more security positions. ADJUS will target security companies Spring 2018 and generate a master list.</p>

<p><b>Program Goal</b>            *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b>            (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b>            (indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b>            (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Other Goals</i>   <i>Expand Safety Aide program with new hires, internships, and additional campus specific training.</i></p>	<p>1. PCCD Goal: __DE__             2. Merritt Goal __DE__</p>	<p>Completed: _____            (date)            Revised/New: <u>10/12/17</u>            (date)            Ongoing: _____            (date)</p>	<p>Target: Expand Safety Aide hires by 3-4 students (1-2 per shift) by February 2018 so that more students have access to the job training opportunity and all shifts have full coverage. We will measure this goal by revisiting our number of student hires and seeing if the campus is well manned at all times.</p> <p>We will also target 1 new security firm to explore internship possibilities. Our goal is to host at least one formal meeting in the spring.</p>

# III. Data Trend Analysis

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**Purpose:** In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

**Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. \*If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer: [skessler@peralta.edu](mailto:skessler@peralta.edu).**

## Student Enrollment Demographics:

	Fall 2015	Fall 2016	Fall % Chg	Spring 2016	Spring 2017	Spring % Chg
TOTAL		#	$\%=(F16-F15)/F15$	#	#	$\%=(S17-S16)/S16$
Female	233	184	-%21	222	165	-%26
Male	235	171	-%27	175	154	-%12
Age <20	84	67	-%20	96	56	-%42
Age 20-24	181	138	-%24	165	121	-%27
Age 25-39	174	121	-%30	114	114	%0
Age >=40	40	32	-%20	27	29	%7
African American	144	133	-%8	130	115	-%12
American Indian/Alaskan	2	1	-%.5	2	1	-%.5
Asian	51	22	-%57	36	25	-%31
Hispanic	173	137	-%21	165	113	-%32
Pacific Islander	8	1	-%88	4	2	-%.5
White	53	27	-%49	31	29	-%6
Two or more Races	26	17	-%35	21	19	-%9
Unknown	22	20	-%9	13	16	%23

**1. What changes have occurred in enrollment since 2015-2016 program review?**

The Administration of Justice program averaged 385 students a semester between Fall 2015 – Spring 2017. Spring 2017 had the least amount of students enrolled with 319 students. There seems to be no significant difference between genders as it varies per semester. However, the age group that populates the program ranges between ages 20-39.

Unfortunately, demographics data indicates a negative percentage of change in enrollment in every category except spring semesters with age groups 25-39 and older than 40. Possible reasons for this change are both internal and external. The college has made several difficult cuts to ADJUS classes over the last couple years. When classes are cut and not replaced the following semester we continue to lose potential students as students begin to find their required classes at other local institutions. In addition, economics continues to affect our enrollment. Many students are going through financial difficulties and are forced to take breaks between semesters. Lastly, the climate surrounding law enforcement, and related fields, has been justifiably negative locally and nationally which may discourage students from our program. All stated reasons are possible explanations for enrollment changes.

**Course Sections and Productivity:**

	Fall 2015	Fall 2016	Fall % Chg	Spring 2016	Spring 2017	Spring % Chg
TOTAL	-	-	-	-	-	-
Sections	17	14	-%18	16	14	-%13
Course Enrollment	562	465	-%17	509	404	-%21
Productivity	135.58	108.27	-%20	109.35	66.60	-%39

**1. Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change)

The program has seen a decrease in productivity since the 2015-2016 school year. ADJUS saw a fall change of -20% and spring change of -39%. We will need to increase enrollment so that our productivity can shift positively. We will also review the accuracy of our data by reviewing if the inclusion of the data from our contract education courses impacted our overall productivity numbers.

**Student Success:**

	Fall 2015	Fall 2016	Fall % Chg	Spring 2016	Spring 2017	Spring % Chg
TOTAL	-	-	-	-	-	-
Course Retention Rate	91%	86%	-5%	84%	88%	4%
Course Success Rate	64%	65%	1%	73%	72%	-1%

**1. Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review**

The retention rate for our program was 91% fall 2015, and 84% spring 2016. Both semesters exceeded program goals and were above Merritt’s retention average. The following academic year we did see a decrease during fall 2016 from 91% to 86%. Despite the decrease in retention, overall, our department remained very successful.

The Administration of Justice success rates have little variance when compared to similar semesters. However, the data shows a slightly higher success rate during the spring semesters.

**2. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)**

Review of the data shows that between fall 2015 to fall 2016 there was a 20% decrease in enrollment from our students 20 and under. When looking at the same population, we also see a 42% decrease in enrollment during the spring semesters. This student population includes our recent high school graduates and concurrently enrolled students. This transitional period for our students is critical in providing a positive college experience for our students. Therefore, providing more hands-on support may benefit this population. Merritt’s data shows that our students ages 16-24 have an average success rate of 67%. In order to help this achievement gap we may want to consider providing more basic skills practice for these students. We can embed going to the learning center as part of our assignments, as well as creating learning communities with other departments to provide a more community-oriented atmosphere for our students.

**Student Success in Distance Education/Hybrid classes versus face-to-face classes: (copy/paste the Distance Ed retention and course completion data here.)**

	Fall 2015	Fall 2016	Fall % Chg	Spring 2016	Spring 2017	Spring % Chg
TOTAL	-	-	-	-	-	-
100% DE	%	%	=F16%-F16%	%	%	=S17%-S16%
Hybrid	64%	60%	-4%	59.49%	72.41%	12.92%
100% Face-to-Face	61.59%	62.32%	.73%	77.52%	67.37%	-10.15%

**1. Describe any difference in the Retention and Success of face-to-face and distance education courses.**

When reviewing success rates, online and face-to-face success rates do not show a large difference. Both rates are in the 60% range and have a difference of 2-3%. In spring 2017, our hybrid classes had a 72.4% success rate, which is a 12.9% increase from Spring 2016. We are excited about this increase as it indicates that our online module is providing a successful alternative to our face-to-face courses.

**Other program specific data.** Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

ACADEMIC_YEAR	CAMPUS	AWARDS	SUBJECT	DEG_COUNT
2015-2016	Merritt College	AA	ADJUS	11
2015-2016	Merritt College	AS	ADJUS	16
2015-2016	Merritt College	CA	ADJUS	5
2016-2017	Merritt College	AA	ADJUS	11
2016-2017	Merritt College	AS	ADJUS	28
2016-2017	Merritt College	CP	ADJUS	1
2016-2017	Merritt College	CA	ADJUS	13

Our degree and certificate data supports our goal of providing a clear map of courses for our students. We have begun the process of adding additional courses as degree electives, including more online options for our special populations, and identifying classes to deactivate. The ADJUS program is proud of the increase in degrees over the last two years. By the end of the 2016-17 school year ADJUS had 12 more degrees declared than 2015-2016. Not only do we want our students highly trained when they exit the ADJUS program, a major goal of our program is to have our students to obtain a degree and/or certificate within a reasonable amount of time so that they can either transfer or start a career immediately.

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## IV. Aligning Program Goals, Activities and Planning

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**Purpose:** In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

### *2015-2020 EMP Goals*

#### **Foundations:**

1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

#### **Career Technical Education:**

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

#### **Transfer:**

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
<i>Example: Expand counseling COUN course delivery option to include hybrid and/or online course. (from 15-16 Program Review)</i>	x		x	<i>The Objective of these activities is to provide student with more options and increase enrollment. Offering courses at the high school also strengthens partnerships with the high schools and can build a pipeline from the HS to Merritt to improve HS to college transition and student success.</i>	X	x				
<b>Assessment</b>  <i>Complete assessments of 2 SLO per course.</i>  <i>Complete assessments of program</i>	1 and 2			As educators ,we are constantly reflecting on our teaching practices to better serve the students. Assessments are used to adjust, and improve courses based on data of student needs. Instructors are in order to prepare students for careers and/or transfer.	X	X	X	X		

<p><b>Curriculum (if applicable)</b></p> <p><b>Add DE Addendum to Homeland Security courses</b></p>	2		3 and 4	<p>We recently added a Homeland Security certificate to our program. The certificate was an extension to the classes taught to TSA officers at the Oakland Airport. We noticed that many students were interested in the Homeland Security certificate, but are unable to fit it in their schedule due to their work schedule and/or other class offerings. Offering Homeland Security online will strengthen student success, and certificate completion rates, for our populations.</p>	X	X	X			
<p><b>Instruction (if applicable)</b></p> <p><b>1. 50% of instructors will use the CANVAS shell as part of their class.</b></p> <p><b>2. Integrate technology into classrooms, including technology specific for job training.</b></p>	2 and 3			<p>Having an online component to face-to-face classes will allow students access to the material beyond class time. It provides a space for students to interact and discuss topics, as well as assist the teacher with posting various videos to differentiate instruction.</p> <p>Our program mission involves providing students hands-on activities that will prepare them for careers in the public safety sector. It is imperative that the use of technology happens in all available classes to fulfill this goal.</p>	X	X	X	X		

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
  - a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College’s Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

**2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary**

The <b>Student Equity Plan, SSSP Plan, and Basic Skills Plans</b> outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)	Basic Skills			BS Math Course Completion	BS English Course Completion	BS ESL Course Completion	Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention						
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

**\*S = SSSP, E=EQUITY, B=BASIC SKILLS**

*Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable*

outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

<b><u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u></b>				
<b><u>Problem, Achievement Gap or Observation (data)</u></b>	<b><u>Activity/Intervention</u></b>	<b><u>Target Student Population</u></b>	<b><u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u></b>	<b><u>Relevant College Equity/SSSP/BS Goal</u></b>
<i>Example: Lack of program diversity</i>	<i>Looking at diversity partnering with Oakland unified for pathways</i>	<i>African American and Hispanic/Latinos</i>	<i>Increase headcount/enrollment of these populations</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>
Moderate number of degree and certificate achievement	Reviewing course offerings for degrees and certificates and clarity to students	All Students	Increase degree and certificate completion	SSSP and Equity Plan
<b><u>Lack of Pacific Islanders in program</u></b>	Look at local high schools with a high PI population and offer program courses (concurrent enrollment)	Pacific Islanders	Increase head count which will then lead to increased completion rates.	Equity – Successful course completion
<b><u>Successful Course Completion</u></b>	Hold a department meeting to what is preventing students from completing classes	All	Increase successful course completion rate to 75% or above.	SSSP

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean. **YES**

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

<b><u>Please report on the outcomes from 2016-2017 funding.</u></b>				
<b><u>Plan</u></b>	<b><u>What was funded?</u></b>	<b><u>Was this part of a larger activity or initiative?</u></b>	<b><u>What need did this address?</u></b>	<b><u>What measurable outcome resulted in this funding?</u></b>
<b><u>Student Equity Plan</u></b>				
<b><u>SSSP Plan</u></b>				
<b><u>Basic Skills Plan</u></b>				
<b><u>Strong Workforce</u></b>	1. Dispatch Computer Law 2. AJ to High School Initiative 3. Law Enforcement Pre-Academy Enhancement	1. This is part of a larger activity to develop a dispatch pre-academy 2. No. 3. Yes. This was part of development of the Pre-Academy	1. SSSP goal 2. Equity and program access 3. Equity - Career advancement	1. Students will take dispatch course and apply for jobs 2. High school students will enroll in program concurrently or after graduation. 3. Students will apply and enter police academies

## V. Curriculum and Assessment Status

**Purpose:** In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

## Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

### ***Directions***

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at [lfitch@peralta.edu](mailto:lfitch@peralta.edu).

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

College	Subject Code	Course #	Course Title	Created On	Status	2018-2019	2019-2020
Merritt College	ADJUS	021	Introduction to Administration of Justice	10/29/2009	Active	X	
Merritt College	ADJUS	022	Concepts of Criminal Law	9/19/2007	Active	X	
Merritt College	ADJUS	023	Principles and Procedures of the Justice System	9/19/2007	Active	X	
Merritt College	ADJUS	024	Legal Aspects of Evidence	9/19/2007	Active	X	
Merritt College	ADJUS	025	Community Relations	9/19/2007	Active	X	
Merritt College	ADJUS	026	Introduction to Forensic Investigation	11/12/2010	Active	X	
Merritt College	ADJUS	049	ADJUS049	9/19/2007	Active	X	
Merritt College	ADJUS	051	Juvenile Law and Procedures	9/19/2007	Active	X	

Merritt College	ADJUS	056	Criminal Investigation	9/19/2007	Active	X	
Merritt College	ADJUS	057	Report Writing for Public Safety Personnel	9/19/2007	Active	X	
Merritt College	ADJUS	059	Patrol Procedures	10/31/2009	Active	X	
Merritt College	ADJUS	063	Introduction to Corrections	9/19/2007	Active	X	
Merritt College	ADJUS	070	Introduction to Homeland Security	10/24/2013	Active		X
Merritt College	ADJUS	071	Intelligence Analysis and Security Management	10/24/2013	Active		X
Merritt College	ADJUS	072	Introduction to Terrorism/WMD	10/24/2013	Active		X
Merritt College	ADJUS	110	Basic Course–Police Academy	9/19/2007	Active		X
Merritt College	ADJUS	115	Transportation and Border Security	1/29/2017	Active		X
Merritt College	ADJUS	116	Security Guard	10/24/2013	Active		X
Merritt College	ADJUS	200	Law Enforcement Pre-Academy	2/5/2015	Active		X
Merritt College	ADJUS	248NA	Field Training Officer Course	9/19/2007	Active		X
Merritt College	ADJUS	248NE	Public Safety Dispatcher Basic Training	10/5/2009	Active		X
Merritt College	ADJUS	248NG	Emergency Planning and Security Measures	6/30/2008	Active		X
Merritt College	ADJUS	248NK	Intelligence Analysis and Security Management	11/2/2010	Active		X
Merritt College	ADJUS	284NA	Field Training Officer Course	9/8/2009	Active		X

Program Type	Program Name	2018-2019	2019-2020	2020-2021
<i>Certificate of Proficiency</i>	<i>Art Foundation</i>	X		
<b>AS-T Degree</b>	Administration Of Justice		X	
<b>Certificate of Achievement</b>	Corrections			X
<b>Certificate of Achievement</b>	Homeland Security			X
<b>Certificate of Achievement</b>	Police Science		X	
<b>AA</b>	Police Science	X		
<b>AA</b>	Corrections	X		

# Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
ADJUS 21	Evaluate the history of the justice system and compare the historical theories to contemporary trends in the criminal justice system.	Acceptable Criteria for Success Achievement: Exceeded More than 70% of students achieved the goal because these issues were emphasized in the lectures and discussions.	Current results illustrate that we are on the right track to improve student performance. However, inviting a guest to the class to address this SLO specifically in more detail would benefit the students.	Fall 2017
ADJUS 22	Have familiarity with laws, codes, & statutes.	Acceptable Criteria for Success Achievement: Met More than 70% of students achieved the goal; however, of those students who did not meet the criteria more time for memorization is needed.	I will spend more time in class preparing students for the 30-point quiz in order to achieve even better results.	Fall 2017
ADJUS 23	Analyze and evaluate current court cases	Acceptable Criteria for Success Achievement: Exceeded More than 70% of students met the criteria. I will go over an example during class time demonstrating the criteria for evaluation of current court case utilizing the rubric.	Students were given an out-of-class assignment, which was administered during the semester. Students are to complete the above during the semester.	Fall 2017
ADJUS 24	Identify & discuss ethical considerations for contemporary law enforcement professional & discuss education & training of law enforcement professional in the American justice system.	Students created presentations that illustrated ethical considerations for contemporary law enforcement. Based on these presentations, the class discussed the education and training of the law enforcement professional in the American justice system. Two questions on the midterm exam asked students to discuss education and training concerns. 70% of students met the criteria for successful presentations. 70% also answered the midterm questions accurately.	The criteria were met on both the presentation and the midterm. Acceptable Criteria for Success Achievement: Met There was more time needed for students to discuss their personal experience and there wasn't enough time to allow for full participation in ongoing dialog. More time will be added for both assignments.	Spring 2017
ADJUS 56	Analyze the various types of investigative techniques that are essential in the criminal investigation.	Students will be graded on a 30-point scale. Five points will be given for systematic approach to the crime scene investigation, 15 points for the overall	97% achieved the desired results, exceeding the criterion of 80%. Acceptable Criteria for Success Achievement: Exceeded. Setting up the crime	Fall 2017

		investigation, and 10 points for the evaluation and identification of evidence documented in the crime scene sketch,	scene is difficult so there is no possible make up for individual students. I need to design a virtual crime scene to create a make up opportunity for these students. A forensics office field trip or guest speaker from a specialist in the field will also help achieve successful SLO completion.	
ADJUS 70	Compare & contrast the roles, functions & interdependency between local, federal and international enforcement & military agencies to counter & combat terrorism.	Over 80% of students met the criteria in either the group or individual setting. Team evaluation form was developed to provide a venue for students to express their experience as group members and create a basis for improvement. Acceptable Criteria for Success Achievement: Exceeded	In my analysis of why some individuals did not participate in the groups at the same level as others, I decided to provide additional office hours for students who may need individual support to learn to function well in the group setting. This technique did appear to improve group performance for those students who were initially less comfortable in groups. Since our graduates are expected to demonstrate their proficiency in real-world terrorism investigations with other public safety personnel at all levels, this improvement will be continued. The group evaluation and reflection worked to identify some of the challenges of group decision making for some students, so I will continue to incorporate this technique.	Fall 2017
ADJUS 110	Demonstrate police knowledge and procedures that align with post police officer training standards.	100% of the students met the standard and passed the exam at 80% or above. Acceptable Criteria for Success Achievement: Met The score of 80% is the requirement to become a police officer. Students are highly motivated to achieve that score.	As mentioned, students are highly motivated to pass the exam because it is required by the California Peace Officers Standards and Training.	Fall 2017
ADJUS 200	<b>Dispatch and Community Communication</b> Effectively communicate with clarity to dispatch as well as to diverse groups of citizens in the community.	Students will take a cumulative exam at the end of the semester. Exam will be 25 questions and will consist of T/F and essay questions. Portions of the exam will be based on the students' completion of the practical assignment consisting of community	Two of the students failed the essay portion of the exam. Acceptable Criteria for Success Achievement: Not Met. The two students who failed the essay portion were unable to complete the	Fall 2017

		project (ride along, presentation, essay). Criteria for Success: Criteria for Success: 100.00% of the students must earn 80% or more on the Exam in order to meet this outcome	exam at the end of the semester. Next time we will begin the exam earlier in the semester to allow for make-up session	
AST/ADMIN OF JUSTICE	PLO #4 ADJUS AS-T: Create and contribute to an environment conducive and accepting of in-depth analysis and critique of social policy and social justice issues as it relates to socio-economic status, race, gender, ethnicity, and culture.	Students in INTRO to ADJUS participated on a debate in capital punishment where they were responsible for conducting in-depth analysis and critique of social policy in examining disparities in socio-economic status, race, gender, ethnicity, and culture.		On-going
CORRECTIONS	CORRECTIONS AA: PLO# 3: Critically analyze behaviors and situations for violations of criminal law, criminal procedure, and possible defenses.	Students in ADJUS 63: Students watch videos of various scenarios of situations in the correctional setting. They analyze these scenarios verbally and in writing, making use of their knowledge of criminal law, criminal procedures, and possible defenses.		On-going
POLICE SCIENCE	PLO#4: Recognize career hazards and safety equipment and practices.	ADJUS 63: Students view video of a prison riot and analyze the events for career hazards, effective tactics, inmates' and correctional officers' behavior, and safety practices.		On-going
HOMELAND SECURITY	PLO #4 Demonstrate knowledge of the impact of technology on countering threats to security	Students will select a terrorist organization from the past and analyze different intelligence gathering methods and techniques to determine how effective they are in producing reliable sources of information.		On-going

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

*The meaningful dialogue that takes place in both shaping and assessing course and program level outcomes encompasses strategic planning for the future of Administration of Justice, Policing, Homeland Security, and Corrections in America and abroad. Additionally, conversations include technology, new and additional curriculum to compete globally with other similar programs, expansion of the program with support staff, adjunct faculty, (on-going) guest lectures, facilities, and viable training. Evidence of this dialogue can be found in emails, documents, and meeting minutes from: Advisory Committee Meetings, SLO/PLO Coordinator Meetings, and annual Fall/Spring Program Chair Meetings.*

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

Course	Course Title	Course Status	# SLOS	1	2	3	4	5	6	7	Assessed?	SLO NOTE
ADJUS 021	INTRODUCTION TO ADMINISTRATION OF JUSTIC	Fall 2017 Active	4	16-17	16-17	16-17	16-17	X	X	X	Y	SLO Need to be locked
ADJUS 022	CONCEPTS OF CRIMINAL LAW	Fall 2017 Active	4	16-17	0	0	0	X	X	X	Y	SLO Need to be locked
ADJUS 023	PRINCIPLES AND PROCEDURES OF THE JUSTICE SYSTEM	Fall 2017 Active	3	16-17			X	X	X	X	IP	
ADJUS 024	LEGAL ASPECTS OF EVIDENCE	Fall 2017 Active	4				16-17	X	X	X	IP- F	16-17*, No Action Plan
ADJUS 025	COMMUNITY RELATIONS	Fall 2017 Active	4	16-17				X	X	X	IP	

ADJUS 026	INTRODUCTION TO FORENSIC INVESTIGATION		4	015-16	0	0	0	X	X	X	Y	SLO Need to be locked
ADJUS 51	JUVENILE LAW AND PROCEDURES	Fall 2017 Active	3				X	X	X	X	IP	
ADJUS 056	CRIMINAL INVESTIGATION	Fall 17 Active	3	14-15	0	0	0	X	X	X	y	
ADJUS 057	REPORT WRITING FOR PUBLIC SAFETY PERSONNEL		4	14-15	0	0	0	X	X	X	y	
ADJUS 070	INTRO TO HOMELAND SECURITY	Fall 2017 Active	4	16-17	0	0	0					
ADJUS 063	INTRODUCTION TO CORRECTIONS		4	16-17	0	0	0	X	X	X		
ADJUS 071	INTELLIGENCE ANALYSIS AND SECURITY MANAGEMENT		5	0	0	0	0		X	X	N	
ADJUS 110	BASIC COURSE-POLICE ACADEMY	Fall 2017 Active	1	16-17	x	x	x	x	X	X		only 1 outcome
ADJUS 116	SECURITY GUARD	Fall 2017 Active	2	16-17	0	x	x	X	X	X	Y	
ADJUS 200	LAW ENFORCEMENT PRE-ACADEMY	Fall 2017 Active	4	0	0	0	16-17	X	X	X		

# VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

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**Purpose:** In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

## **For CTE:**

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

It has been recommended that we create a MOU between OPD and Merritt's ADJUS department to make our Law Enforcement Pre-Academy make an embedded part of OPD's academy. To start, both entities have agreed to keep EVOC (defensive driving) and physical training as mandatory elements of the course.

2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?  
No.
3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.  
No.

## **For Counseling:**

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?
2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

## **For Library Services:**

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions – Describe – (optional)			

Total circulation Transactions			
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**For Student Services and/or Administrative Units:**

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?
  
2. Briefly describe any changes that have impacted the work of your unit.

## VII. New Resource Needs Not Covered by Current Budget

**Purpose:** In this section, programs will document new and repeat resource requests not covered by current budget, and document the support of the request with data or evidence.

**Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Administrative Assistant	\$30,000	YES	<i>Partnerships – Including processing and organizing documents such as ICCs and vendor forms, etc.</i>	Our program is successful because our partnerships with local agencies and professionals (pg. 22). Therefore, admin assistance is vital to our program.	Continue to maintain a positive business relationship with community partners so that students benefit from community resources.

\*New faculty and staff requests must be listed here.

**Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

6-passenger golf cart	\$7,500 +tax	NO	<i>Expand Safety Aide program with new hires, internships, and additional campus specific training.</i>	As we expand our program we noticed that the escorting element is expanding. With a limited staff, being able to escort more students, especially in the evening, will greatly support our program and the college campus.	Continue to maintain a positive relationship with the campus community all while fostering qualities of integrity and responsibility
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**Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Update the interior of ADJUS Center in A Building	\$5000	NO	<i>Develop community partnerships</i>	Our Administration of Justice center is used to house the ADJUS program. The building has transitioned from the old Merritt library. When AJ received the building, several shelves and boards were removed from the wall leaving unpleasant holes and chipped paint in the rooms. Repairs and new paint or wallpaper is needed to provide a more professional work atmosphere.	Provide a professional meeting space that will allow the department to hold conference meetings, professional meet and greet, as well as job interviews.

**Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Attend a national criminal justice conference	\$3000	YES	<i>Attend professional development conferences and develop community partnerships</i>	Professional development provides our students with topic-specific information that can be transferred to students (pg. 7).	The instructors will be able to receive new and updated information that will inform their teaching practices, and provide our students with relevant topic-specific information that will aid in student success.

## Signatures

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*Discipline, Department or Program Chair*

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Dean*

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date