2012-2013 Comprehensive Program Review  
ACADEMIC PROGRAMS-SAN JOSE CITY COLLEGE

PROGRAM: Administration of Justice

ADMINISTRATOR: Alan Johnson, Faculty

PART ONE: PROGRAM DESCRIPTION

1. Program Goals: Please provide a general statement on why the program exists.

Departmental goals:
- To prepare the students for transfer to other educational institutions.
- To prepare the students to be successful in the workforce.

Program mission:
The mission of the Administration of Justice Department is to provide general, lower-division coursework leading to an Associate Degree in preparation for students to transfer to a four-year institution and to prepare our pre-service students to successfully compete for employment within the criminal justice system and be successful in their careers. For students already employed, our mission is to provide the opportunity to enhance their skill level to enable them to maintain competency and gain promotions to positions of greater responsibility. For all students, our mission is to provide them with knowledge to be well-informed citizens in criminal justice matters that will fulfill their educational, employment, and life-long learning goals.

2. Description of the Program Components.  
Program description:
Built around the 15 core units of administration of justice related courses, the San Jose City College Administration of Justice Department offers seven strands of courses to meet the needs of our students:

1. Associate Degree-Transfer for students intending to transfer to a four-year institution.
2. Associate Degree for students intending to enter the workforce.
3. Certification in Judicial Studies for students either working in the court system or who are seeking careers within the court system.
4. In collaboration with the Workforce Institute the department provides courses to the Department of Homeland Security Transportation Security Agency.
5. Skill enhancement for students currently employed in the criminal justice field.
6. Pre-service education for students intending to enter the police/correctional academy prior to achieving an Associates Degree.
7. Courses for studying criminal justice for personal enrichment.
3. Program Student Learning Outcomes (PSLOs).

Administration of Justice Program Learning Outcomes
1. Identify how the U.S. Constitution applies to the actions and conduct of peace officers
2. Reflect critically on developments in criminal justice policy and the relationship of these policies to the wider political and social environment.
3. Demonstrate an ability to effectively communicate both orally and in writing an understanding of critical criminal justice concepts.
4. Develop a plan to achieve a career in his/her desired area of the criminal justice system.
5. Recognize elements, classifications and definitions involving crimes against persons and crimes against property
6. Communicate with a diverse population in a culturally-sensitive manner

4. How do the Program Student Learning Outcomes (PSLOs) align with and support San Jose City College’s mission and Institutional Student Learning Outcomes (ISLOs)?

The Institutional Student Learning Outcomes:

1. Communication
   Students will communicate effectively including reading, writing, speaking and listening.

   **PLO# 3:** Written assignments are incorporated in the curricula of all of the department’s courses. AJ 014 and AJ 010 include a research paper requirement. To fulfill the assignment students are required to avail themselves of the services offered by the Reading & Writing Center. All courses require weekly written homework assignments.

   The nature of the subject matter lends itself to robust class discussion; students are required to participate in these discussions. The department’s 45-student cap and limitations of the assigned classroom, discourages group projects and discussions.

2. Critical and Analytical Thinking
   Students will analyze problems using evidence and sound reasoning to make decisions.

   **PLO# 1:** AJ 010, 011, 013, 014, 015, and 112 exposes students to the teaching of the state and Federal Supreme Courts as the courts interpret the state and federal constitutions; the students then must apply these teachings to real-life decisions made by criminal justice professionals.

   **PLO# 2:** AJ 014 focus on the creation of public policy, how these policies affect the community and how they are implemented by criminal justice agencies.

   **PLO# 4:** This PLO requires students to critically analyze their own strengths, weakness and life situations to
determine (there are many statutory disqualifiers for most criminal justice positions) if they are suitable for a criminal justice career.

**PLO# 5**: A critical and analytical thinking component is included in the curricula of all of the department’s courses.

3. **Global Awareness and Social Justice**
   Students will demonstrate an awareness of social, economic, ecological, historical, and cultural differences and their implications.

   **PLO# 6**: Social justice is stressed in all of the department’s courses. A.J. 103, 10, 13, 14, 111, 128 and 131 specifically address ISLO #3.

4. **Personal Responsibility, Ethics and Civility**
   Students will demonstrate personal and civic responsibility and professional integrity.

   Personal integrity is stressed in all the department’s courses inasmuch as it is a core value of every criminal justice position. A.J. 128 Public Trust and Confidence in the Judicial Branch directly addresses this ISLO.

5. **Technology**
   Students will utilize technology effectively for informational, academic, personal, and professional needs.

   This ISLO is not addressed by the department other than the requirement that research projects be “typed” and the incorporation of Moodle into the majority of the department’s course curricula.

6. **Aesthetics and Creativity**
   Students will develop an appreciation of the arts and engage in the creative process.

   Not addressed by the department.

5. **Enrollment trends for the previous five years.**
The department experienced a steady head count growth though there was a decline in 2011. The reduction is attributed to two factors. First there were reductions of staff among various criminal justice agencies. The California Department of Corrections and Rehabilitation eliminated 472 peace officer positions and 148 parole agents in addition to staff reductions by many of the larger area police departments. This affected the enrollment of pre-service students who may have believed there would be very few jobs available over the next few years. Next, the department has not met the needs of its students who are interested in a career as probation officers or youth counselors. These students may be seeking other colleges to meet their needs.

Although the California Employment Development Department’s Labor Market Information data projects a modest growth of 4.3% for annual openings for police and sheriff’s officers for the period 2006; the department expects the growth in criminal justice jobs to be much more robust because of the following:

1. The state prison realignment shifts the responsibility of treating low threat-level inmates from the state to the counties. The consequences of realignment will be increased local employment opportunities for:
   a. correctional officers, juvenile counselors and deputy sheriffs to supervise and house the increase inmate population.
   b. probation officers as county probation becomes responsible for the supervision of clients formerly supervised by parole agents.
   c. correctional counselors (alcohol and drug) to provide in-custody services.

2. The state of California is modifying its public employee retirement system to reduce benefits; many departments can expect a larger number of officers taking early retirement or transferring to other jobs not affected by the change.

3. As tax revenues improve, agencies that have experienced a reduction in workforce are expected to restore the lost positions and actually experience a net increase in the number of officers employed.

The department expects enrollment to increase over the next few years as criminal justice employment stabilizes with a corresponding need for new and replacement employees.
6. **Student population served/demographics-age, gender, ethnicity, income, previous education, etc.**

The “typical” Administration of Justice student has remained constant since at least 2006. She can be described as a Latino female in her early 20’s intending to have a career as a correctional officer or as adult or juvenile probation/parole agent/officer.

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**Student Enrollment by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
<td>Female</td>
<td>59%</td>
<td>63%</td>
<td>67%</td>
<td>54%</td>
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<td>43%</td>
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<td>110%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
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</table>
Although the statistics indicate a decline in both Latina/o and white students, the department believes this decline is due to a classification error as the decrease is offset by the increase in the percentage of “Other/Unknown.”

As discussed above, the demographic most served by the department can be described as women who are seeking employment in the correctional field. These women may have a different orientation than their male counterparts due to family obligations. Anecdotally we know that many of our female students are single.
mothers head of household. These students are interested in earning sufficient units to qualify for employment as quickly as possible. Unfortunately, the Department feels this demographic has been underserved due to our inability to offer courses that directly address correctional careers. The consequences are that we have lost promising students to other districts where these classes are available. However, our Judicial Studies program does address the needs of those students who are interested in clerical employment within the court systems.

The majority of the department’s students indicate an intention to transfer to a four-year institution. This aspiration is consistent with our understanding of our student population. Employment as either a probation or parole officer requires a four-year degree, as does employment as a federal peace officer. Students intending to enter the police academy typically expect to return to college after graduation to earn a four-year degree for promotional and personal enrichment.
Over the past six years approximately 60% of the students are classified as “part-time.” This population is distributed between those taking day and evening class. The department recognizes that most of the students are employed at least part-time and some full-time; additionally a significant portion of the student population self-reports as single parent head of household. To meet this challenge, the department instituted a two-year course rotation schedule to ensure all core courses are available to both day and evening students. In addition, the department is exploring coordinating its course offerings with our counterpart at EVC.
A review of the student unit load confirms the majority of the department’s students are indeed part-time, balancing education with family and other obligations.
Analysis of five years of data confirms the majority of the students served by the department fall in the 20-24-age range. This again demonstrates the department is serving two distinct populations: those transferring directly from high school and those who are returning students. Many of our students are returning veterans and single head of households who are preparing for entry into the workforce. These returning students are goal oriented and consequently more committed to their education. The department is required to structure its curriculum and course offerings to meet the unique needs of both populations.

7. Student completion/success data – retention, persistence, GPA, analysis by gender, ethnicity.
The department believes that student grades and transfer rates are indicators of the department’s success. Each year we increased the number of associate degrees awarded and the number of students who go on to successfully achieve employment in criminal justice agencies and the private sector.
The department is committed to the success of each student and each member is aware that each student’s learning style is unique. Each course begins with a conversation about what is expected of both the student and the faculty. Due to the nature of the material, lecture and substantial reading assignments is the mainstay in all classes. Many of our students come into the program unprepared for college-level work. These students may have just transferred from high school or may be returning military veterans.

Each lecture attempts to address both visual and auditory learners. All of the learning objectives are covered.
in lecture and written assignments. When appropriate, audio-visual elements are incorporated into the lecture. Students are provided printed handouts for each lecture.

To ensure students keep current on the reading assignments, written out-of-class assignments are required weekly in addition to weekly quizzes. Students are provided with exhaustive reviews to prepare them for examinations.

The department recognizes that African-American males accounts for the largest group receiving less than passing grades. The department actively recruits members of the Athletic Department into the department. As a group, student-athletes perform very well and account for most of the A’s and B’s awarded. However, some of the young men have difficulties establishing education as a higher priority. The department is working with the coaching staff to assist these student-athletes in achieving academic success. We notice some student-athlete’s attendance and grades tend to suffer when their sport season is over for the year.

**PART TWO: PROGRAM CONTENT**

1. **Course listing including dates of last revision, advisories, co and prerequisites, articulation with four-year colleges.**

   The department’s application for the establishment of a A.S.-T degree has been approved by the State Chancellor.

   Within the last 24 months the department’s entire course curriculum has been updated and submitted for approval to the Instructional Policies/Curriculum Committee.

   There is an issue with articulation of our AJ - 014; Although this course has been approved by the state chancellor’s office as part of the A.S.-T degree requirement, some CSU campuses have declined to accept the course as an elective in the major.

   This is an issue that affects all of the state’s community colleges. The department is exploring alternatives, including rewriting the course curriculum.

2. **Include a list/diagram of courses reflecting course sequencing and how often how courses have been offered.**

   With limited staffing resources, the department attempts to maintain a two –year sequencing schedule to ensure our core courses are available to both day and evening students.

   Non-core courses are offered, as funding is available.
<table>
<thead>
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<tr>
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</table>

Course sequencing for the Judicial Studies program is accomplished at the Dean Level.

3. Course mapping illustrating how course Student Learning Outcomes’ offering align with the Program Student Learning Outcomes?

See attached exhibit incorporated herein.

**PART THREE: PROGRAM IMPROVEMENT/ANALYSIS AND ASSESSMENT**

1. What process is used to review and revise the curriculum? Include information on Advisory committee and workforce data (if applicable).

The department is staffed by one full-time and a number of adjunct faculty members. The full-time faculty member, in consultation with the department’s adjuncts, is responsible for curriculum updates and the proposal of new courses.

The full-time instructor regularly meets with other Administration of Justice instructors for the purposes of discussing SLOs and other program issues. When appropriate, senior instructors from other disciplines are consulted for insight and advice.

The department also works in collaboration with our EVC colleagues to coordinate our course offerings to promote district-wide efficiency and fiscal efficiency.

2. Calendar indicating how Student Learning Outcomes (SLOs) are assessed on a regular basis.

The department is in the process of developing standardized SLO assessment instruments for department-wide use. The department goal is to assess all course SLOs each time the course is offered. We expect to achieve this goal in Spring 2013. The SLOs are reviewed by faculty members and then discussed among the members of the department. We have included our EVC colleagues in our discussions. All the courses in the Administration of Justice Department are District Courses; we are exploring with EVC the feasibility of district-wide SLO assessments instruments. The full-time faculty member has been designated as the SLO Coordinator; faculty members will submit the SLO forms to the coordinator who is responsible for entry into TracDat.
3. How are Student Learning Outcome (SLO) assessments and campus-based research data utilized to improve instruction?

SLO evaluations are used as the basis for the modification of curriculum and educational strategies.

4. How is data collected on student completion/success, retention and persistence used to inform instructional practices?

Data from the district office has confirmed the department’s belief that certain groups have a lower completion/success, retention and persistence rate than do other groups. The department has determined that the leading cause of failure is students not completing the out-of-class reading assignments. In Fall 2012 the department instituted a requirement that students complete a written out-of-class assignment based on the weekly reading. An early warning system has been implemented identifying those students requiring intervention. This program will be evaluated during the 2013-2014.

PART FOUR: STRATEGIC PLANNING

1. Date of last Comprehensive Program Review.

Unknown.

2. Describe any changes in the program that have occurred since the last Comprehensive Program Review. (See intervening Annual Program Reviews.)

N/A

3. What are the current strengths of the program? Include faculty and staff training, projects and other achievements.

The department has one full-time instructor who acts as the department coordinator. Preparing students for successful careers in the criminal justice field is the primary goal of the department. The department’s faculty members are particularly well suited to assist the students in achieving this goal. The full-time faculty member has over 35 years experience working in all capacities of local law enforcement as well as five years in an executive management position with a federal law enforcement program. The lead adjunct member in the Court Administration program has over 30 years experience working in the court systems of two major California Counties. The department has a stable pool of five adjunct instructors. A local major police employs two of the adjunct instructors as lieutenants; one adjunct is a sergeant in the same department and one instructor is a dean at the South Bay Regional Public Safety Academy. One of the major strengths of the department is the broad experience of the faculty that provides students with real world application of the concepts they learn in the classroom. Two of the adjunct faculty members are women who have been successful in careers in a male-dominated occupation. The majority of the department’s students are women.
for whom these women faculty members act as role models and mentors.

### 4. What changes to the program do you plan to (would you like to) implement before the next Comprehensive Program Review?

- **a.** Establish a corrections program to provide students with courses to meet their needs to prepare for careers in probation and parole
- **b.** The department needs to assist its students to become proficient writers. We hope to continue our writing intensive curriculum and stress to students the need to take AJ 104 and other English courses as appropriate.
- **c.** Increase our course offering to become competitive with the region’s other community colleges and to ensure our students will not have to take courses at other schools to complete their degree requirements.
- **d.** To meet the needs of our students the department’s course offerings must have adequate funding to offer elective courses. Many of our students will terminate with an Associate Degree and enter the workforce. These students are leaving SJCC to attend other colleges whose Administration of Justice Departments consistently offer these electives. (We lose some to EVC, but mostly to WVC and Gavilian.)

### 5. How will these changes impact student success, instructional techniques, and course offerings?

To achieve its program goals, and support the college mission, the department must add a minimum of three classes to enable department’s curriculum to address the needs of our students.

1. **AJ 115 – Introduction to Forensic Science (pending approval)**
   The course would address the growing need within law enforcement agencies to establish crime scene investigations units and serve as an entry course for those students pursuing a career as criminalists. (One session per academic year)

2. **AJ 116 – Introduction to Corrections (pending approval)**
   As addressed elsewhere, many of the department’s students are seeking careers in the expanding correctional facilities being established at the county level. We currently are not meeting this need. (Two session per academic year)

3. **Introduction to Probation and Parole** (This course is in the process of being developed)
   The course would address students who intend to work as parole or probation officers. (One session per academic year)

### 6. What are the budgetary implications?

In the Spring 2013 the department offered 14 classes; 12 in the traditional Administration of Justice Program and two distance learning courses offered in the judicial studies program. Assuming continuation of current staffing the
Department would require an increase of .4 FTEF to offer these additional courses. This estimate is predicated on the assumption that the department will not have to shift resources to present classes imposed on the department by outside influences.

<table>
<thead>
<tr>
<th>7. Please address projected needs in the following areas and indicate how each will support Program and College Goals. Include information on current status and projected needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAFFING</strong></td>
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<tr>
<td><strong>FACILITIES</strong></td>
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<tr>
<td><strong>EQUIPMENT</strong></td>
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<td><strong>TECHNOLOGY</strong></td>
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**PROGRAM REVIEW SUBMISSION DATE:** 2-16-2013

**PREPARED BY:** Alan A. Johnson

The Program Review Committee validates the review and forwards to the institution’s Integrated Planning Process.

**SIGNATURE:**

**DATE:**