

Administration of Justice

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

The AJ program is one of the top 10 largest programs at MJC (1,376/25,170 = 5.4% of the student population) MJC is a HSI and 61.34% of the AJ programs student population is Hispanic The AJ program has a 71% local retention rate which almost matches the regional rate of 73% The AJ program is one of the top ten awarding programs at MJC with 60 AST and 28 AS degrees granted in 2017/2018 - 56% of AJ students have achieved living wage attainment 80% of AJ students are employed one year after leaving the college The AJ student transfer data is strong and demonstrate students continue their education at the university level The median regional annual salary is strong for our students looking for a viable and well-paying career

2. Are there specific aspects of the program that are exemplary or could serve as a model?

The student award trend has increased year over year; 37, 43, 60 for the AST and 23, 23, 28 for the AS (2015/2016 to 2017/2018) The Student Transfer Data increased from 71 to 117 over a five-year-period; a 40% increase (2011/2012 to 2015/2016)

3. What do others see as the program's strengths?

Available jobs and the high pay of police officers compared to the median salary in the Central Valley Employment opportunities We are the top feeder program for CSU Stanislaus

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

Student learning outcome assessments have shown students are meeting the outcome assessments put forth by faculty and reported to the college. Students have learned the skills and competencies taught in the courses by their high employment rate after they leave the college and their continued persistence in education which is shown by their transfer rate. The AJ program relies heavily on the feedback and input from our CTE advisory group. Our last meeting, in April 2019, reaffirmed our curriculum is relevant and up-to-date.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

The methodology used to collect the data does not account for students who are hired by law enforcement. Additionally, the data does not take into account students who are enrolled in Merced Colleges AJ program and enroll at MJC to take our online courses but complete their degree at Merced College.

6. What disproportionate gaps need to be addressed?

Low course success rates for African Americans 28% and Pacific Islanders 48% compared with Asians 68%, Hispanic 62%, other 59%, two or more races 81%, and white 67%.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

Using data to explore the best days and times to offer courses
Using data to explore the best locations to offer course
East vs West campuses
Exploring the idea of scheduling hybrid courses

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

Our partners agreed with our curriculum but need us to teach intangible skills/competencies like grit, perseverance, and gumption. These are needed by our industry in future employees but are hard to teach, cultivate, and hone at the community college level.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

Exploring the possibility of a Homeland Security Degree spearheaded by Dr. Silva
Exploring the possibility of a security/guard card certification spearheaded by Dr. Silva
Exploring the possibility of a Pre-Law Certificate by S.Choi and G. Hausmann
Exploring the possibility of

joining in a Social Justice AST with B. Hutchinson Exploring the possibility of working jointly with other universities and government entities for collaborative courts, mental health courts, and or drug courts Exploring the possibility of revitalizing the ADJU 210 - Communication in Law Enforcement Course

10. What are some industry or disciplinary trends that could enhance the program?

Technological fluency - typing, word processing, etc. Computer related criminal investigation/cyber security courses in partner with the computer science program

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program’s ability to serve students?

Changing resources, technology, employer, or transfer requirements are not affecting the programs ability to serve students. The program strives to work well with local law enforcement hiring agencies and with our sister university, CSU Stanislaus.

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Current industry trends continue to be the background investigation for the law enforcement hiring process and the disqualification of a potential applicant for poor life choices. Poor life choices does not mean criminal convictions but could be immaturity, irresponsibility, indecisiveness etc. This in turn may diminish our student population as students do not know if they are hire-worthy.

13. What other obstacles does the program face?

An obstacle the program faces is the preparation of students for the arduous, grueling, and complicated hiring process for any law enforcement position. The program started offering hiring seminars, led by adjunct instructors Scott Blom and Kathleen Blom, to prepare the students for the written test, oral interview, physical agility course, background investigation, psychological testing, and polygraph examination.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
Increase the number of students who complete the AJ AST and AS degrees	Programs / Services based on Scholarship of Teaching and Learning	Curriculum
Reduce the performance gap of African American and Pacific Islander who enroll	Equity	Student Support

and do not earn a passing grade

Increase the number of students who earn a living wage. Workforce Needs Program Design

Continue to offer up-to-date instruction on common workplace technology Workforce Needs Student Support

Activities

Activities	In Support of Goal #	Outcome or Deliverable
Working with student success specialists, counselors, and the tutoring center to assist students in obtaining the help needed to succeed in school.	Goal #1	Using the Colleague Graduation Report to determine if more students graduated with an AJ AST or AS degree. In 2017/2018, 60 students graduated with an AST and 28 graduated with an AS.
Work in collaboration with the Black Student Union, the Umoja Center, and all Pacific Islander students to engage and support their Academic endeavors in the AJ program.	Goal #2	Use the Chancellors Office Management Information System to determine if course success rates increased for African Americans and Pacific Islanders. Currently, in 2016-2017, the rate was 28% and 48% respectively.
Develop programs to assist students who cannot be hired as law enforcement officers, for various reasons, avenues to earn a living wage.	Goal #3	Using the Launch Board Pipeline to track students and determine if more students have earned a living wage. Currently, it is 56%.
Refurbish our teaching skills and update our knowledge of current laws and procedures in law enforcement through seminars and conferences.	Goal #4	The delivery of updated knowledge our student population.

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Level.	Equity training would assist each AJ instructor in assisting disadvantaged groups. Each instructor should attend a conference geared towards reaching at-risk populations.	2	15000
Prof. Level.	Stipends to help develop the needs courses, programs, and certificates to assist our students who cannot be hired as law enforcement officers. This will assist	3	30000

students finding a job in the administration of justice field and hence a living wage.

Prof. Devel.	Release time to assist us in working with our counterparts so we may provide a better coordinated team effort to assist our students.	1	60000
Equipment	3 Laptops	3	10000
Equipment	Ancillary supplies for ADJU 212 Criminal Investigations for use in hands-on demonstrations	3	5000
Equipment	3. Updated videos to augment lectures	3	3000
Technology	Use of force simulator updated equipment (1 recoil kit, vest return fire package, vibration vest package, 4-year extended warrant with upgrade)	3	26752
Other	1. Annual funding to market/promotional materials	2	2000