

# The Instructional Program Review Narrative Report

## 1. College: Merritt College

**Discipline, Department or Program:** Administration of Justice and Fire Science

**Date:** 2/16/10

**Members of the Instructional Program Review Team:** Margaret Dixon, Gill Cody, Mildred Oliver, Lee White, and Dean Stacy Thompson

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

Please provide a general statement of primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

*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.*

*Many local law enforcement agencies are experiencing hiring freezes do to budget cuts. As a result, law enforcement agencies are looking for candidates who have experience in the field. In response to the hiring freeze, we are building our Security program. We plan to train our students to provide security on and off Merritt campus. Eventually, we would like our trained students to be able to provide this service for other Peralta campuses. Our hands-on job training will give our students an advantage when pursuing careers in law enforcement once hiring freezes are lifted.*

### Fire Science

*In the Spring of 1991, a series of meetings between the Oakland Fire Department training officer and Merritt College staff resulted in the reinstatement of the Merritt College fire science classes. Fire Science courses are taught by instructors who are currently employed as firefighters or are retired firefighters. The Fire Science program does not offer a degree or certificate. Courses taught in Fire Science are for students who are interested in professional growth and/or for students who are interested in learning about a career as a firefighter.*

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## 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, 50% of the 16 course outlines have been updated in the last three years. The remaining 50% will be updated in the spring semester of 2010.*

#### Fire Science

*All Fire Science course outlines need to be updated. The instructional program review team will meet to update most outlines in the Spring of 2010.*

- 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 spring 2010, and Student Learning Outcomes will be added to those outlines as well.*
- 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?  
*In the spring of 2010, we started our efforts to improve our curriculum by adding two courses. We reactivated Adjus 59 – Patrol Procedures, and are offering a one unit Security Guard course--Adjus 248NJ. During the 2010-2011 school year, we plan to collaborate with the Chemistry department and offer an Introduction to Forensic Science course. We plan to add an additional online course to our department as well.*

*All classes that need to be deactivated have been deactivated through CurricUNET.*

#### Fire Science

*We plan to update all active courses and deactivate those courses that have not been taught in over 3 years.*

- 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?  
*The department has met with SLO committee members to complete SLOs for 5 Administration of Justice courses. We plan to complete SLOs and assessments for the following courses during Spring 2010:  
AJ22: Concepts of Criminal Law; AJ24: Legal Aspect; AJ56: Juvenile Law and Procedures; AJ56: Criminal Investigations; AJ63: Intro to Corrections, AJ: 110 Basic Police Academy; AJ248NF: Homeland Security; AJ248NH: Introduction to Terrorism; AJ 57: Report Writing.*

#### Fire Science

*The department has met with SLO committee members to complete SLOs for 2 Fire Science courses. We plan to complete all course SLOs during the Spring 2010.*

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

*Administration of Justice and Fire Science departments meet once a semester, and as needed, to discuss our program and to review courses and outcomes at the program level. We are confident that our outcomes are aligned with institutional outcomes. As we create our student learning outcomes, we also consider which of the 6 institutional outcomes we are meeting.*

- Recommendations and priorities.
  - Our priorities for Administration of Justice and Fire Science include:**
    - Adding an online course to each discipline
    - 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.
    - Fire Science – Reconsider the need for a certificate program
    - Develop fee-based classes

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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?

*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.*

*Our department is equipped with a TV that is DVD and VCR compatible, allowing all faculty access to this technology for their lectures. In addition, lectures are varied by adding PowerPoint presentations to our instruction.*

- 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 the Criminal Justice department at Cal State Eastbay, and the 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?  
*Data on student enrollments are provided on page 2 of the Unit Plan.*

*Our enrollment has increased since 2004. In 2004, we had 174 students. By 2008, enrollment increased by a little over 50%. Over the past year, we have exceeded expectations for enrollment. Most of our sections reached the maximum enrollment caps of 40, so we increased the maximum enrollment. Now our Introduction to Administration of Justice course, the first class in the AJ series, has 50 or more students every semester.*

*On the other hand, the annual FTES data shows a slight decline. The reason for this decrease is because AJ110: Basic Academy, a course in which officers receive college credit while attending the police academy at the Oakland Police Department, is incorporated into our schedule every semester. Budget cuts have forced OPD to not offer a police academy every semester. When there is no academy, there are no students. The class remains on the schedule even when there is not an academy.*

### Fire Science

*There has been a significant decline in enrollment for Fire Science. One reason for this decline is the fact that there is no degree or certificate attached to the program, so the students are not enrolling in the courses.*

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

*Our department strives to meet the needs of the students. Therefore, we offer the same core courses in both the day and evening. With limited instructors, our classes rotate between day and evening every semester. We also offer summer school classes and an online course.*

*During F09 and S10, we exceeded our enrollment caps for all classes. That indicates to our department that our classes are scheduled appropriately are meeting the demands of our students.*

### Fire Science

*All Fire Science courses are taught in the evening. Most students who take these course are continuing their education, and in most cases, work during the day. When a degree or certificate option is offered in the Fire Science program, then it will be relevant to schedule day classes.*

- Recommendations and priorities.
- *Offer more electives - As the only campus with an Administration of Justice program in the Peralta District, the demand is great. We want to make sure that we are offering current courses that prepare our students to a 4-year institution, or enter the work force. In addition, we want our program to stay competitive with the other community colleges around the Bay Area.*

- *Develop Report writing as an online class.*
  - *Hire additional part-time faculty so that we may add more elective options needed for students' degrees and certificates.*
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## 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?

Student Retention Rate <i>Students who do not withdraw or drop by Gender</i>		
Gender	Baseline Fall 04-07	Fall 08
Female	71%	72%
Male	68%	63%
Not Supplied	86%	15%

*Our department's retention rate is 65% compared to the Merritt's average of 72%. We are less than 10% from meeting the average of the college, so we believe we are on our way to achieving that goal. In F08, our women did meet the average retention rate of 72%.*

*To improve retention, we will continue to discuss the importance of asking for help and completing the course. Our first step to improve retention has always been to encourage the use of the Learning Center. The Learning Center is a valuable resource that is available at Merritt that has support resources.*

*We will continue to talk to the students and encourage them to be vocal about what they need in order to continue their education. One concern vocalized by the students during S09 and F09 was the delay in financial aid. This issue left a lot of our students unable to purchase textbooks well into the semester. As a result, some students fell behind academically, and some stopped coming altogether.*

*In addition, our retention rate for African American males is below the college average. The retention rate for males overall is 63%, and the retention rate for African Americans overall is 67%. Merritt's MAP program is one way for African American males to have a support system. Hopefully, this will increase their retention rate.*

### Fire Science

*Fire Science has a high retention rate of 88% in F08. .*

**Student Retention Rate**  
*Students who do not withdraw or drop*

by Ethnicity		
Ethnicity	Baseline Data only available from 05-07	Fall 08
African American	64%	80% (20)
Asian	59%	100% (7)
Filipino	60%	100% (3)
Hispanic/Latino	75%	100% (5)
Native American	0%	0%
Other	100%	0%
White	71%	100% (5)
Unknown	56%	67% (3)
<b>FISCI Average</b>	66%	88% (43)
<b>College Average: 72%</b>		

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?

*The students need more affordable textbooks, or another option that will allow the students to rent a textbook for the entire semester. The library allows the students to borrow a book for a limited number of weeks. So, in order to combat this issue, our instructions are not changing textbook editions every year. This allows the students to purchase used text at a discounted price. Instructors are also encouraging students to partner with students who have the textbooks. Our instructors are also encouraged to use supplemental materials during the first 2 weeks of class that do not come from the textbook.*

*In addition, instructors try to research more affordable books. If the quality of the material is relevant and aligned with course and institutional goals, then we should consider that text as an alternative. Over the past 2 years, the department has changed the text of 2 classes to a more affordable text. We have found that when textbooks are more affordable students were able to purchase the text early in the semester.*

*Unfortunately, because we do not have a central office, we are unable to have instructional material readily available for our instructors. If we had office space available, we would be able to store all the instructional equipment, as well as have a bookshelf to shelve books and DVDs.*

*Our instructional support needs includes having a classroom that is equipped with multimedia technology that can be used by all instructors. Funding is needed for professional development conferences, so that we may stay current in our field, and in return, keep our students current. Funding is also needed for in-field training (i.e., field trips). Our students need to be able to receive practical experience outside of the classroom.*

- 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?

*Assessment is important for improving our students' learning. At the program level, we assess in a variety of forms including essays, testing, projects, community service, and presentations. Our program gives the students the opportunity to transfer to a university, and/or achieve training for a career in the public safety field. So hands-on scenarios and projects in which the students can apply what was taught, are integral in our program.*

*At the program level we are planning to create common assignments with rubrics between classes with multiple sections. These assignments and rubrics can be shared between colleagues teaching the same course.*

- Recommendations and priorities.
  - *An office space to collaborate and plan learning objectives and assessments, as well as to store instructional materials and equipment. Currently, we do not have space in which our faculty can easily use. We are constantly pushing equipment from different rooms and offices to our classes.*
  - *An alternative system for purchasing textbooks. A system in which students can rent textbooks for an entire semester.*
  - *Funding for professional development*

## **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 Administration of Justice Department has 1 full-time instructor and 4 part-time instructors.*

### **Fire Science**

*Fire Science has 3 part-time instructors.*

- Describe your current utilization of facilities and equipment.

*All classes are held in the A building. The rooms are comfortable for about 40-45 students. However, our program is growing, and the sizes of the rooms are no longer adequate for the 50+ students that enroll. The rooms also do not have storage space. As a result, we are unable to store LCD projectors, digital cameras, and other multimedia equipment needed for instruction in the rooms.*

### **Fire Science**

*The lecture classrooms for Fire Science are adequate for instruction.*

- 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?

*At this time, additional Adjunct faculty would benefit the Adjus program. For the next three years, we would like to hire a minimum of 2 part-time instructors for in-class instruction and online instruction.*

*The Administration of Justice program is the largest growing program in the Legal Administration Department. As a result, Adjus is now faced with inadequate room accommodations for both day and night classes. We need a larger classroom. Currently, rooms, especially A128, are not conducive to providing efficient instruction. Ventilation is poor in A128 as well. We would like our classrooms to have suitable desks for at least 50 students, and to be equipped with Smart Board technology, and mounted televisions.*

*We would like to design an area outdoors that we can utilize for physical training for public safety careers, as well as to reenact practical scenarios related to the field (i.e., crime scenes.) The Administration of Justice Program is planning to increase our roll in campus security by collaborating with the Merritt Safety Aid program. Therefore, we need a location where our students can train for this campus security position. 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.*

*Our staffing and facility needs are important because we need to be able to put our students in a position to be highly qualified when applying for careers in the public safety field.*

### **Fire Science**

*At this time, Fire Science does not need additional instructors. As a vocational program, Fire needs a storage area, preferably on the soccer field, to hold First Responders simulation equipment (i.e., hoses, extinguishers, ladders), needed for training.*

- Recommendations and priorities.
  - *A classroom that can accommodate at least 50 students during one class session*
  - *A secure storage closet or cabinet to house a TV, TV Cart, a Smart Cart, and technical equipment used for vocational training – This is very important because the Adjus department is planning to incorporate a Dispatcher’s program and Security Guard program at Merritt. Therefore, expensive equipment such as walkie-talkies, police scanners, will need to be securely locked away.*
  - *A location outside that we can use as a training area for the developing security program, and law enforcement preparation courses.*
  - *Office space that is large enough to accommodate Adjus and Fire*

## **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. Currently, Fire Science does not have an advisory board.*

*The Adjus department is adequately preparing students for careers in the field. All Administration of Justice instructors currently work in the field, or are retired from the field. Therefore, our staff not only brings academic knowledge to the students, but practical knowledge and experiences that students can apply. It is important to our department to develop a personal investment in our students' success. The students appreciate this because we often receive emails and visits from former students informing us that our classes prepared them for a job or interview.*

*The department has a close partnership with local agencies such as the Oakland Police Department, Alameda County Probation department, CASA, East Bay Parks and Rangers, the Oakland Black Firefighter's Association, and many nonprofit organizations. Over the past 4 years, we have students interning in all above mentioned agencies. Currently, we have 5 interns at Alameda County Probations, 1 East Bay Parks and Rangers cadet, 4 Police Cadets at OPD, 3 who are testing to be OPD cadets, and students who are 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?

*Our students have obtained a foundation of career skills and technical skills as evident by those who are being employed in the field. Although we have limited resources, we have been able to produce qualified students to enter the workforce.*

Student Course Completion Rate (SCCR) Students who receive grades A, B, C or Credit by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	49%	54% (151)
Asian	49%	52% (21)
Filipino	29%	86% (7)
Hispanic/Latino	43%	58% (80)
Native American	69%	50% (2)
Other	43%	0% (1)
White	38%	47\$ (47)

Unknown	61%	33% (27)
<b>ADJUS Average</b>	47%	53% (336)
<b>College Average: 60%</b>		

<b>Student Course Completion Rate (SCCR)</b> <i>Students who receive grades A, B, C or Credit</i> <b>by Gender</b>		
Gender	Baseline Fall 04-07	Fall 08
Female	52%	58% (172)
Male	41%	50% (151)
Not Supplied	57%	15% (13)

*After reviewing the history of SCCR, our department is heading in the right direction. Female students are 2% away from the college average, and most ethnicities have made a tremendous leap toward reaching the college average. For example, Hispanic students have increased their completion rate by 15%, and Filipino students by 57%.*

- 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.*

#### **Public Safety Careers - Salaries**

- *Police Officer – \$70,000 annually*
- *Probation Intern – 2,435.33 month*
- *Police Cadets - \$13.81 hourly*

*Unfortunately, the economy has even affected the law enforcement field. Many agencies are experiencing hiring freezes. Therefore, our employment rate has decreased within the last year. Now, we are encouraging our students toward private security in an effort to gain valuable experience.*

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?

*It is important that our program incorporate a digital component to our classes. Most agencies are moving toward relying on technology. For future viability, we need to incorporate more hands-on technology into our classes even more than we already are. Currently, police departments use digital scanners and police reports and are completed on a laptop. Profiles of citizens who have had contact with the police can be accessed in the police car on a laptop as well. So, our program needs to be able to incorporate new developments into courses such as Patrol Procedures and Report Writing.*

***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?

***Many of our students transfer to CSUEB and San Francisco State because of their strong CJ program. A large number of students are seeking a career as a Probation officer, which requires a bachelor's degree. We must make sure that we are offering transferable course that meets the needs of those students.***

***Students are receiving a solid foundation in our lower division courses, which are preparing them for upper division course work at 4 year institutions. The Department chair communicates with the counselors of local universities, as well as with the Department Chair of the Criminal Justice Program at CSUEB, in an effort to make sure we are preparing our students for the next level.***

***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.

- Recommendations and priorities.
  - Collect quantitative data about employment rates compared to completion rates.