

AJ 12/17/10

A.J. Advisory and Discipline Meeting
SLO ASSESSMENTS and Course Updates
August 23, 2013

Friday, August 23, 9 am to 12 noon,

General Classroom 410

Agenda:

Welcome and Introductions

SLO'S

1. A copy of the SLO's for each class will be provided at the Friday meeting.
2. Review of the requirements for your class syllabus for Fall 2013:
 - a. Please review the instructions for your class syllabus and the division check list.
 - b. When complete, send your syllabus to both my campus e-mails not later than Sep 3:

Academic Affairs: BehavioralandSocialSciencesChair@wlac.edu

Prof. Stapleton: stapleb@wlac.edu

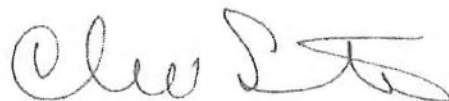
3. Update and Review of course outlines
4. Recommendations
5. Discipline and Division Meeting Dates

For the part-time faculty and advisory committee, once per semester

For the full-time faculty, the Fall 2013 Confirmed meeting dates/times:

| | |
|--------|--|
| Aug 22 | Flex Day, 8:30=12:30, Division Meeting at 1:30, GC 410 |
| Sep 16 | Monday, 2:35, GC 410 |
| Oct 21 | Monday, 2:35, GC 410 |
| Nov 18 | Monday, 2:35, GC 410 |

Adjourned



A.J. Advisory and Discipline Meeting

SLO ASSESSMENTS and Course Updates

August 23, 2013

Minutes

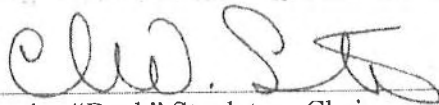
The Administration of Justice Advisory Committee Meeting was called to order at 1 pm, August 23, 2013, Division Conference Room, WLA College, by Prof. Stapleton

Present: Dr. Ray Shackelford, George Yan, and Charles "Buck" Stapleton
Seth Fogel (District Attorney's Office), Nakia Guidry (L.A. County Probation), Tom Gabor (Culver City PD ret), Anne Marie Lunsman (Beverly Hills PD), Steven Katz (LAPD), Stephen Curry (LASD ret), Ray Jatkowski (LAPD), Ron Engen (Captain ret), John Amendola (LAPD POPP)..

Introductions were made by Professor C. Stapleton.

1. Program Alignment was discussed. SLO's for all Administration of Justice, Corrections and Fire Technology classes were distributed and reviewed.
 - a. Recommendations for some changes were made
 - b. Adjustments will be after Fall 2013 assessments
2. Course Syllabus template was distributed and updates discussed.
3. Course outlines were reviewed for the courses offered for Fall
 - a. Recommendations to streamline the course offerings
 - b. TMC requirements were discussed
 - c. CSULA Criminal Justice program reviewed for lower division requirements
 - i. CSULA is impacted
 - ii. Transfer students must maintain 2.75 GPA
 - iii. AJ 101 (WLAC AJ 1) and AJ 126 (WLAC AJ 2) must have B or better
 - d. Recommendation: review courses outlines and recommend new path for graduation
4. Next meeting set for September 9, 2013, WLAC, 1 pm.

Attest,


Charles "Buck" Stapleton, Chair

9/8/13
Date

1. What are learning outcomes?

Learning outcomes are clear, concise statements that describe how students can demonstrate their mastery of course/program goals (Allen, M., 2008). These statements identify the knowledge, skills, or attitudes that students will be able to demonstrate, represent, or produce upon successful completion of the program.

2. Why develop and publish learning outcomes?

Learning outcomes:

- Help students learn more effectively
- Make clear what students should expect from their educational experience
 - Encourage students to be intentional learners who direct and monitor their own learning
- Help faculty design courses, curriculum, and programs
- Make graduates' skills and knowledge clear to employers, accrediting agencies, etc.

Questions which learning outcomes address include the following:

- What knowledge, skills, abilities, and values should the ideal student graduating from our program demonstrate?
- How will they be able to demonstrate these capabilities?
- How well does our program prepare students for careers, graduate school, professional study, and/or lifelong learning?
- What assessment can we use to demonstrate growth in students' knowledge, skills, abilities, and values as they progress through our program?

Characteristics of learning outcomes:

- Describe what students learn, rather than what faculty will do or "cover"
- Framed in terms of the program and not individual courses
- Observable or measurable, and important
- Alignment:
 - Learning outcomes align with school/college goals and institutional goals
 - Course learning outcomes align with program learning outcomes
 - Map to co-curriculum and educational practices
- Rely on verbs that specify definite, observable behaviors
- Focus on the central abilities of the discipline. Incorporate or adapt professional organizations' outcome statements when they exist.
- Stated such that evidence related to the outcome can be gathered by more than one data-collection method
- Collaboratively authored and collectively accepted
- 3-6 outcomes are ideal

Good outcomes use verbs that describe definite, observable actions

Bloom's taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your outcomes.

Bloom's Taxonomy

| Level | Cognitive Behaviors |
|------------------|--|
| 1. Knowledge | To know specific facts, terms, concepts, principles, or theories |
| 2. Comprehension | To understand, interpret, compare and contrast, explain |
| 3. Application | To apply knowledge to new situations, to solve problems |
| 4. Analysis | To identify the organizational structure of something; to identify parts, relationships, and organizing principles |
| 5. Synthesis | To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme |
| 6. Evaluation | To judge the quality of something based on its adequacy, value, logic, or use |

Verb Power

Concrete verbs such as "define," "identify," or "create" are more helpful for assessment than verbs such as "know," "understand," or passive verbs such as "be exposed to." Some examples of verbs frequently used in outcomes are included in the table below.

| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|-----------|---------------|-------------|---------------|------------|--------------|
| cite | arrange | apply | analyze | arrange | appraise |
| define | classify | change | appraise | assemble | assess |
| describe | convert | compute | break down | categorize | choose |
| identify | describe | construct | calculate | collect | compare |
| indicate | defend | demonstrate | categorize | combine | conclude |
| label | diagram | discover | compare | compile | contrast |
| list | discuss | dramatize | contrast | compose | criticize |
| match | distinguish | employ | criticize | construct | decide |
| memorize | estimate | illustrate | debate | create | discriminate |
| name | explain | interpret | determine | design | estimate |
| outline | extend | investigate | diagram | devise | evaluate |
| recall | generalize | manipulate | differentiate | explain | explain |
| recognize | give examples | modify | discriminate | formulate | grade |
| record | infer | operate | distinguish | generate | judge |
| relate | locate | organize | examine | manage | justify |
| repeat | outline | practice | experiment | modify | interpret |
| reproduce | paraphrase | predict | identify | organize | measure |
| select | predict | prepare | illustrate | perform | rate |

| | | | | | |
|-----------|-----------|-----------|-----------|-------------|-----------|
| state | report | produce | infer | plan | relate |
| underline | restate | schedule | inspect | prepare | revise |
| | review | shop | inventory | produce | score |
| | suggest | sketch | outline | propose | select |
| | summarize | solve | question | rearrange | summarize |
| | translate | translate | relate | reconstruct | support |
| | | use | select | relate | value |
| | | | solve | reorganize | |
| | | | test | revise | |

[From: Gronlund, N. E. (1991). *How to write and use instructional objectives* (4th ed.). New York: Macmillan Publishing Co.]

4. Developing learning outcomes

Before developing program outcomes, it might be helpful to consider these questions, which focus on outcomes in slightly different ways:

- For each of the stated program goals, what are the specific knowledge, skills, or attitudes that would tell you this goal is being achieved?
- What would a skeptic need (evidence, behavior, etc.) in order to see that your students are achieving the major goals you have set out for them?
- In your experience, what evidence tells you when students have met these goals – how do you know when they're "getting" it?

Learning outcome statements may be broken down into 3 main components:

1. A *verb* that identifies the performance to be demonstrated
2. A *learning statement* that specifies what learning will be demonstrated in the performance
3. A broad statement of the *criterion* or standard for acceptable performance

For example:

| Verb (performance) | Learning Statement (the learning) | Criterion (the conditions of the performance demonstration) |
|--------------------|-----------------------------------|---|
| produces | documents | using a word processing software |
| analyzes | global and environmental factors | in terms of their effects on people |

Tips: Effective program outcomes are widely accepted and supported by faculty members. Developing appropriate and useful outcomes is an iterative process; it's not unusual to revisit and

refine outcome statements. In most cases, it is only when you try to develop ways of assessing program outcomes that the need for refining them more precisely becomes apparent.

5. Examples of Learning Outcomes

Natural Sciences Program

- Students can apply scientific methodology to research proposals.
- Students can evaluate the validity and limitations of theories and scientific claims in experimental results.
- Students can assess the relevance and application of science in everyday life.

Psychology Program

- Graduates can write research papers in APA (American Psychological Association) style.
- Graduates can analyze experimental results and draw reasonable conclusions from them.
- Graduates can recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, behaviorist, humanistic, and cognitive approaches to psychology.

History Program

- Students can list major events in American history.
- Students can describe major events and trends in American history.
- Students can apply their knowledge of American history to examine contemporary American issues.

6. Good practices

- Publicize learning outcomes in the catalog, on web, on syllabi, annual report, brochures, etc.
- Use learning outcomes to guide course and curriculum planning so students experience a cohesive curriculum
- Use learning outcomes to shape assessment efforts and faculty/staff conversations surrounding student learning
- Collaboratively develop learning outcomes; discuss and collectively accept learning outcomes

Source: University of Hawai'i at Mānoa –
<http://manoa.hawaii.edu/assessment/howto/outcomes.htm>

CURRICULAR MAP
 Correctional Science Program (ADM JUS)
 (Program Rubric scale and description)

| Introduced | Developed | Practiced | Mastered |
|------------|-----------|-----------|----------|
| 1 | 2-3 | 3-4 | 5 |

Form 5

LATIC CORE SLO: A: Critical Thinking B: Create C: Technical Competency D: Communication E: Cultural Interface
 ADM JUS DEPT. CORE SLO: 1: Locating Information 2: Reading for Information 3: Report Writing 4: Working Safely with Applicable Tools & Equipment

| CERTIFICATE COURSES Correctional Science AS & CA Mission Statement: Provide our students and community with high quality technical and professional instruction in the police/science fields; that continually evolves to meet the needs of our educational, governmental, community and business partners. | COURSE LIST | | | | | | | | | | | | | | | |
|--|---------------------------------|-------------------------------------|------------------------------------|--------------------------------|------------------------------|--------------------------------|------------------------------------|------------------------------------|--------------------------|------------------------------------|-----------|-------------------------------|------------------------------------|-------------------------|-----------------------------|----|
| | Careers in the Criminal Justice | Introduction to California Criminal | Report Writing for Peace Officers: | Ethics in the Criminal Justice | Abnormal Psychology Psych 14 | Legal Aspects of Evidence AJ 3 | Introduction to Corrections: AJ 75 | Finger Print Classification: AJ 62 | Introduction to Forensic | Probation Officer Training: A.J503 | Electives | Law and Minority Groups AJ 73 | Selected Topics in Corrections: AJ | First Aid CPR Health 47 | Stress Management Health 41 | |
| LEARNING OUTCOMES | LATIC Core SLO | Dept. 97 (to CDM) | Core SLO | Program Learning Outcomes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1. Write clear and accurate reports. | | | | | | | | | | | | 3 | 3 | | | |
| 2. Work independently and interdependently to accomplish shared professional outcomes. | | 1 | | | 1 | 2 | | 3 | | 2 | | | | 4 | 4 | |
| 3. Use critical observation skills. | | | | | 1 | 2 | | 3 | 2 | 5 | 3 | | | | | |
| 4. Communicate with a diverse population in a culturally sensitive manner. | | 1 | 1 | | | 2 | 3 | | 1 | | 5 | 4 | | | | |

CSULA Program Impaction

(effective Fall Quarter 2012 for continuing matriculated students
and effective Fall Quarter 2013 for new applicants to the University)

Program impaction means that the number of applications from fully eligible students to a designated major far exceeds the number of spaces available in that major. However, students can still be admitted to the major if they meet the supplementary admission criteria. The supplemental admission criteria for the designated majors follow below.

Criminal Justice

The number of applicants who can be admitted to the major is limited by space availability. Admission of students for available space will be based on a rank ordering of cumulative GPA. Incoming freshman students wishing to major in Criminal Justice will be admitted as undeclared majors with an interest in Criminal Justice. Freshman students who have been admitted to the University as undeclared majors and continuing lower division transfer students are eligible to apply to the Criminal Justice major once they meet all of the following criteria:

- Have a minimum cumulative college GPA of 2.75;
- Have completed at least 45 quarter units of completed coursework; and
- Have completed CRIM 101 and CRIM 126 (or the equivalent content courses taken at other educational institutions) with grades of 'B-' or better. Students will have a single opportunity to take and achieve a grade of "B-" in each of these courses.

Upper division transfer and continuing upper division students will be eligible to apply to the Criminal Justice major provided they meet the following criteria:

- Have a minimum cumulative college (transferable) GPA of 2.75;
- Have completed at least 90 quarter (60 semester) units of college (transferable) coursework; and
- Have completed CRIM 101 and 126 (or the equivalent content courses taken at other educational institutions) with grades of "B-" or better.

Students will have a single opportunity to take and achieve a grade of "B-" in each of these courses.

Applications for the undergraduate program are accepted through university admissions.

Admission Requirements/Criteria is subject to change.

If you would like to speak with someone regarding the undergraduate program, please call the School's Office (323-343-4610).

ADMISSION REQUIREMENTS

First time freshmen and transfer students seeking admission to the major must first be admitted to the University as a **Pre-Criminal Justice Major**. Pre-majors must then directly apply to the School of Criminal Justice and Criminalistics to be accepted as a major once they have met admission requirements.

Criteria for admission to the major:

1. Minimum cumulative GPA of 2.75
2. A grade of B- or better in CRIM 101 and 126 (or the equivalent)
3. A grade of B- or better CRIM 301

Students who completed **CRIM 101 and 126 prior to Fall 2010** and did not receive a B- or better in either course will be allowed a single opportunity to repeat the course. On the second attempt, students must receive at least a B- to be eligible for admission to the major. No further attempts will be considered in determining student eligibility.

Students who completed **CRIM 101 and 126 during or after Fall 2010** have only that single opportunity to take and achieve a grade of B- or better. If a grade of B- or better is not achieved on a student's first attempt, the student will not be eligible for admission to the major.

Students have a single opportunity to take and achieve a grade of B- or better in **CRIM 301**. This course can only be taken in our department. If a grade of B- or better is not achieved on a student's first attempt, the student will not be eligible for admission to the major.

Returning Criminal Justice Majors who are required to reapply for admission to the University will be readmitted as a Pre-Criminal Justice Major and considered subject to meeting the admission criteria as described above. Returning Majors may request to be readmitted to the University as a Criminal Justice Major; such requests must be made directly to the School or Undergraduate Program Director. Decisions to allow students readmission as Criminal Justice Majors will be based upon progress in the program and academic performance.

MAJOR REQUIREMENTS

A total of **180 units** is required for the Bachelor of Science degree in Criminal Justice. Students may transfer a maximum of **105 units** for credit towards the degree and must complete a minimum of **88 units** for the major. For details about General Education and other requirements constituting units outside the major, see Undergraduate Studies: General Information on the University website at <http://ecatalog.calstatela.edu/content.php?catoid=4&navoid=130> or a Schedule of Classes.

All students must complete a required core of **24 units** in lower division courses. The total upper division requirement includes (1) a required core of **32 units** in upper division courses and (2) **32 units** in selected and directed elective courses.

All students must see the School's academic advisor before beginning the program. Students must also receive approval from the Undergraduate Program Director before making any changes in the major program.

CRIM 301 is a prerequisite to all upper division courses and cannot be waived for Criminal Justice Majors. For more information, see page 11.

Students must earn a grade of "C" or higher in all courses used to meet major curriculum requirements. Students who receive **two failing grades** within the upper or lower division core will be required to change their major (for more information about this policy, see page 13).

Students are strongly encouraged to monitor their academic progress. A **program sheet** showing the requirements for the Bachelor Science degree in Criminal Justice which students can use to track their progress is available in **Appendix A**.

Lower Division Required Core Courses (24 units)

- CRIM 101 Introduction to Administration of Justice (4)
- CRIM 126 Concepts of Criminal Law (4)
- CRIM 201 Correctional Systems (4)
- CRIM 202 Police and Society (4)
- CRIM 203 Judicial Organization (4)
- CRIM 208 Introduction to Forensic Science for Criminal Justice Majors (4)

Upper Division Required Core Courses (32 units)

- CRIM 301 Written Communication in Criminal Justice (4)
- CRIM 303 Theories and Perspectives in Criminal Justice (4)
- CRIM 309 Juvenile Justice (4)
- CRIM 310 Ethics and Professional Responsibility (4)
- CRIM 330 Criminal Justice Research (4)
- CRIM 428 Contemporary Criminal Procedures (4)
- CRIM 483 Statistics in Criminal Justice (4)
- CRIM 492 Advanced Criminal Justice Theory and Practice (4)

A.J. & Fire Advisory and Discipline Committee Meeting

November 7, 2013, 1pm to 3:30 pm

The meeting was held in the General Classroom Building, Room 110 and called to order by Professor Stapleton at 1 pm.

The meeting started following a Law Enforcement Job Fair held on campus outside the General Classroom Building, November 7, from 8 am to 1 pm.

Members present: Chairman Buck Stapleton, Cory Williams (AJ), George Yan (Corrections) Ray Shackelford (Fire), and representatives from the following agencies, names and contact information attached:

California Highway patrol, County of Los Angeles Fire Department, County of Los Angeles Probation Department, County of Riverside Probation Department, Culver City Police Department, Department of the Army Recruiting Office, Hermosa Beach Police Department, Inglewood Police Department, Los Angeles Airport Police, Los Angeles Police Department, U.S. Department of Justice DEA, U.S. Customs and Border Protection, U.S. Marine Corps Recruiting Office, U.S, navy Recruiting Office.

Absent: County of Los Angeles Sheriff's Department

Subject: Degree alignment and pathways for employment

Background: Government agencies have stated that they are having a difficult time with recruiting quality individuals and would like to increase their recruiting efforts on colleges and universities. In this regard, it was discussed what type of classes are being offered and in what ways do these classes better prepare students for careers in civil service:

1. Preparing for a career in civil service and what life changes are necessary
2. Completion of the initial application
3. Preparing for the background investigation
4. Preparing for the written exams
5. Preparing for the physical agility exams

Proposal #1: West L.A. College, in conjunction with Trade Tech and Pierce, will invite representatives from the law enforcement and fire community to recruit and do testing on campus.

Proposal #2: The college proposed the creation of new 18-unit Certificates of Achievement for all three public safety programs, Law Enforcement, Corrections and Emergency Services.

Discussion: All three areas of public safety are finding that students are having a very difficult time in obtaining employment in the area of AJ, Fire and Correction. First there are very few job openings available and secondly, because of the economic downturn more and more Public safety personnel are not retiring due to the uncertainty of the economic situation. This has resulted in fewer of our Students here at West In obtaining employment in one of these three highly competitive career fields. Both proposals passed.

Therefore, with the support of the division chair, all the AJ, Corrections and Fire instructors are proposing the development of three new skill certificates (18 course units) designed to be used to assist in the employment of our students in other closely related public and/or public security, safety and corrections. Some of these proposed courses will be researched and pulled from the achieves in order to put together courses that have been approved, taught and have approved Student Learning Outcomes. It is proposed the use of Perkins VTEA funds to support the research efforts to develop these new certificates:

Proposed skills certificates

#1 Protective services certificate

AJ 1 Introduction to Administration of Justice
 AJ-2 –Concepts of Criminal law
 Ftek 203 Fire equipment & Systems
 Ftek 205 Fire behavior and combustion
 Ftek 216- Personal safety for first responders
 AJ 60/321 –Penal Code 832 Laws of Arrest
 P.E. Class (1 unit)

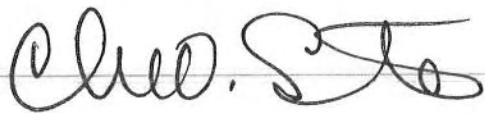
#2 Community based policing AJ/Corrections

AJ 1 Introduction to Administration of Justice
 AJ 4-Procedures of Justice System
 AJ 160 Police organization and administration
 AJ 75 Introduction to corrections
 AJ 67 Community Relations
 AJ 60/321 Penal Code 832 Laws of Arrest
 P.E. Class (1 unit)

3- Community security

AJ 1 Introduction to Administration of Justice
 AJ 297 Security management (new course)
 AJ 300 Private investigation (new course)
 FT 206 Hazardous materials (handling, controlling reporting) (3 units)
 AJ 151 Civil Processes (new course)
 AJ 60/321 Penal Code 832 Laws of Arrest
 P.E. Class (1 unit)

Meeting ended at 1530 hours, Next meeting of the public safety committee for Fall 2014.

 11/7/13

C. Stapleton, Chair

FIRE TEK VTEA ADVISORY COMMITTEE MEETING
October 7, 2013
1:00 pm – 2:30 pm
Meeting held at the Frank Hutchins Fire training center

Committee Members:

Buck Stapleton, WLAC, Dr. Ray Shackelford, WLAC, Dr. Tom O'Neil, Dean of Extended Ed, CSULA, Terry DeJournett, Battalion Chief, LA City Chris Rose, Battalion Chief Steve Hissong, Captain Antoine McKnight, Los Angeles City Fire Department. Chief Dan Coffman (ret) L. A. County fire.

Minutes from the Meeting:

A. Discussion of job availability of Emergency Services. Recommended that WLAC reinstate the 18 unit Fire Technology Certificate and additional classes online.

1. L. A. City fire fighters as a group cannot attend on campus classes due to their job. It is recommended that a WLAC provide on-line training and educational classes which will be presented in the City's fire stations. WLAC uses ETUDEGS-NG as a platform. Dr. Shackelford stated that training can be provided.
2. Fire Technology is the title of the program, which operates under the Administration of Justice Department as an elective program.
3. In correspondence with the Chancellor's Office, WLAC has added the new required Occupational Safety class. It as well as the other 5 state wide required course are available on -line. West also offers 4 electives courses that are also approved..
4. "Buck" mentioned the "POP" police program and asked if an effort could be made for outreach into the area high schools since Fire Fighters can be hired at age 18. In addition, programs such as life guard and first aid training are available.

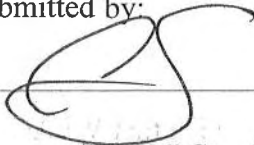
B. Dr, Shackelford further explained the Fire Technology program at West as both **an academic and a vocational program**. It is academic in that it is part of the transfer program to California State University Los Angeles for both a BA and an MA Degree.

C. CERT training. Dr. Shackelford requested that L.A. city fire provide Community Emergency Response Training for the WLAC faculty and staff as part of staff training/. Chief Rose said that they will work with L.A. County to provide the training.

1. Funding will be initially provided by Los Angeles County Fire. WLAC will purchase the equipment package for all participants.
2. Training will consist of 4 days.
3. L.A. County Fire will issue Certificates of Completion.

Next meeting to be determined,

Submitted by:



Charles "Buck" Stapleton, Professor-chair
Behavioral Social Sciences division
Fire Advisory file