

Administration of Justice

Summary of Program Review:

A. Major Findings

1. Strengths:

- x Access to highly educated and experienced faculty to deliver instruction in the program.
- x Strong demand by the workforce for the program.
- x Strong relationship with the local workforce through an active advisory committee and support for student internships.

needed by the criminal justice workforce. These program include the Law Enforcement Community Policing Certificate, Law Enforcement Mental Health and Addiction Certificate, Law Enforcement Crime Scene Investigations Certificate, and Law Enforcement Juvenile Certificate.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

This fall we began offering ADM120 Introduction to the Administration of Justice at New Technology High School as part of a new CCAP agreement. Although this class has been offered at this school, after school hours, for more than a decade, this is the first time the class has been made available to students during the regular school day. The goal is to 5.3 ()JTJ -0.001 ce

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

Program Reflection:

COVID pandemic, and realization that the suspension of Criminal Justice Training Centers not include
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- ADMJ121 (36.2%)
 - ADMJ130 (35.3%)
 - ADMJ125 (34.8%)
 - ADMJ120 (26.8%)
 - ADMJ122 (26.2%)
 - ADMJ190 (22.2%)

not been calculated at the institutional level.) The program fill rate decreased across the three-year period. The rate across the three years was 57.4%. Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2021-2022 and 2022-2023, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity).

Productivity within the Administration of Justice Program decreased from 14.8 to 10.6 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 12.2 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full student across the academic year.)

Program Reflection:

The Department of Criminal Justice Education and Training include

Over the past three years, the difference between retention and successful course completion at the program level (27.3%) was significantly higher than the difference at the institutional level (17.3%). This figure represents the proportion of passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Administration of Justice courses claimed a difference (between retention and successful course completion) that exceeded the 17.3% difference found at the institutional level:

- ADMJ190 (36.4%)
- ADMJ120 (35.4%)
- ADMJ191 (26.7%)
- ADMJ291 (25.0%)
- ADMJ122 (24.5%)
- ADMJ124 (24.4%)
- ADMJ123(19.2%) ADMJ

RPIE Analysis

Scene Investigations Certificate were approved last year and became available this fall. The other three certificate programs became available for the first time last year.

We updated our program web page, created a new program brochure, and created a new flyer specifically about these new certificate program. The program coordinator met with the Counseling Division to educate counselors about the new certificates.

This fall, the program coordinator sent a welcome email to every student enrolled in every administration of justice class with detailed information about the degrees and certificate programs available. The email included links and an explanation for how to apply for a degree or certificate. We intend this to be a regular practice at the start of every fall and spring semester in an effort to market the new programs and increase the number of awards.

The 91-1 Dispatcher Certificate Program is being considered for discontinuance as part of the discontinuance process for the Criminal Justice Training Center. The core course required for this certificate is one certified by the California Commission on Peace Officer Standards and Training (POST) and has historically been presented by the Criminal Justice Training Center, not the Department of Criminal Justice Education and Training. This course was recently updated by POST and expanded by 40 hours. Our department is not able to sustain offering this course due to a lack of dispatchers who are qualified to teach it. We will archive the 91-1 Dispatcher Certificate Program if the Criminal Justice Training Center is discontinued.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates



II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
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Law Enforcement Community Policing: COA	FA22	Yes			X
Law Enforcement Crime Scene /v Å • Ÿ P Ÿ } v W K	FA23	Yes			X

Law Enforcement Juvenile
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III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
13	10	12	77%	92%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
911 Dispatcher: CoA	2	2	2	100%	100%
Law Enforcement Administration of Justice: CoA	6	1	1	17%	17%
Law Enforcement Community Policing: COA					
Law Enforcement Juvenile Justice: COA					
Law Enforcement: Mental Health and Addiction: COA	6	3	4	50%	67%
Administration of Justice: AS					
Administration of Justice: AST	6	3	3	50%	50%

Program Reflection:

In 2021, we completed a complete review and update of all administration of justice courses. This review included making course content updates to comply with a variety of laws passed related to law enforcement reform. We completely overhauled the course level outcomes and program level outcomes so they reflect the updated content as well as current needs of transfer institutions and the criminal justice workforce.

Most notably, we aligned program level outcomes with course level outcomes by using one common set of 6 outcomes. In other words, the course outcomes match program outcomes as they relate to the content of any given course. The goal was to make alignment between courses and the program more clear and to facilitate a more accurate assessment of program level outcomes across the program. Our goal is to focus on

B. Summary of Learning Outcomes Assessment Findings and Actions

In 2022, the program coordinator started creating a common assessment that faculty could decide to use to assess the outcome selected for the year. This not only makes it easier for faculty, but provides a common method of assessment that can be used across multiple classes. The data collected from multiple sections and classes can then be measured using a common set of metrics for a program level assessment.

Overall, our students are performing well across the program level outcomes. We have not identified anything specifically related to the curriculum or methods of instruction that warrants change. Faculty continue to discuss the assessment results and we agree that the weakest area of student performance is writing. One faculty member teaching the ADM20 Introduction to Administration of Justice course at a high school moved away from weekly essay questions to multiple choice quizzes. Writing is still required in the class in the form of a term paper and short essay questions on the term and final exam, but student success in the classes increased. The faculty member believes the quizzes more accurately helped students prepare for the high stakes mid-term and final exam. The quizzes measure knowledge without consideration of weak writing skills.

V. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- XX Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- A.1
- A.4
- B.1
- B.2
- C.1
- C.2

Complete Columns A-D of the 3YearProgramPlanningTemplate (Excel file accompanying this report) to outline the three year plan for the program. For the fall 2023 program review cycle, the program plan will span 2024 through 2026.

ADMINISTRATION OF JUSTICE FALL 2023

Completed by Supervising Administrator:

Jerry Dunlap

Date:

11.3.23

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

x

PROGRAM: Administration of Justice Department of Criminal Justice Education and Training
 PLANNING YEARS: 2024-2025 through 2026-2027

Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Identify the Program/Service undergoing review.	Describe each unit-level initiative (as briefly as possible).	Use the drop-down menu to identify the academic year each initiative will be implemented.	If the unit-level initiative is implemented, what is the expected result/outcome? How will you know it has been successful? Describe what you expect to happen. Examples: increased performance at the program level, a deliverable, improvement in the student experience	Briefly identify the specific resources that are needed to implement each initiative. Examples: 5 tablets, 25 laptops, a laptop cart	Use the drop-down menu to identify the type of resource described in Column E. If more than one resource is needed, describe those resources and identify the resource type within the rows immediately following each initiative.
Administration of Justice	Establish the Department of Criminal Justice Education and Training the front face of the college for the law enforcement workforce.	2024-2025	Designate room 1006 or 1010 for use as the administration of justice classroom and lab to provide space for recruiting activities and a presence for the law enforcement workforce here on campus.	Room 1006 or 1010.	
Administration of Justice	Expand CCAP offerings of classes local high schools.	2024-2025	Other		Facilities
Administration of Justice	Market degree and certificate programs to prospective students.	2024-2025	Increased enrollment in the program.	\$7500 for development of video and printed marketing materials, placement of advertising online.	Other
Administration of Justice					

