

Comprehensive Program Review Report



Program Review - Administration of Justice

Program Summary

2021-2022

Prepared by: AJ Faculty: David Wheeler, Alicia Crumpler & Sidney Hammond

What are the strengths of your area?: 1. The Administration of Justice - Law Enforcement, Corrections, and Transfer - programs had 1,031 students who declared Law Enforcement/Corrections or AJ-Transfer as their major.

2. Overall program success across all AJ programs remained at 79% in 2020 school year, consistent with the 79% in 2019, and an increase from 77% in 2018.

3. The AJ program had 218 FTES in the 2020-2021 school year.

4. Despite having all AJ classes online, we were able to maintain a program success rate consistent with 2019, which was the last period that face to face classes were offered.

5. The AJ program has continued to do well in the area of recruiting quality equity-minded faculty. In 2020 two additional adjunct faculty were brought onboard (Candido Alvarez, law enforcement & Lisa Williams, corrections). Both have demonstrated an understanding of and a commitment to the mission of COS and the AJ department.

6. Success rates for all ethnicities were all above 70% benchmark:

- African-American – 92%
- Asian – 77%
- Filipino – 71%
- Hispanic – 79%
- Multi-Ethnicity – 74%
- Native American – 100%
- White – 83%
- Unknown – 79%

7. Success rates for male & female students remained steady at 76% and 81%, respectively.

8. The AJ program has continued to maintain a strong relationship with local law enforcement agencies and state & local correctional agencies. COS faculty also meet with its Advisory Board once a year. The advisory board did not meet in 2020 but is planning to meet in the fall 2021 or spring 2022.

9. Many law enforcement and correctional agencies (state & local) are continuing to experience staffing issues. Although, there are a number of reasons for this, there remains many opportunities for our students to find gainful employment in this field.

10. Based on our location, there continues to be many job opportunities for students in law enforcement, probation, corrections & parole. These opportunities exist both locally and in the larger metropolitan areas of the bay area and southern California. As explained to the students, many of these available jobs are beginning to require a degree as a condition for promotion/advancement, further demonstrating their need secure a college degree.

11. Based on the available 2020 labor market data (attached), COS is providing education and training in a criminal justice field that is expected to have an annual demand of 1,379, with a supply of 1,185. This data identifies a shortfall (excess demand) of 194 job openings. The figures allow for certain inferences to be made:

- The Criminal Justice field has remained a growth profession in the central valley with an increased need of qualified applicants.
- COS remains uniquely qualified in providing educated and qualified students who are essential to maintaining a sustainable workforce to meet the continued demand.
- With many local & state law enforcement and correctional agencies requiring a post-secondary degree, COS graduates stand poised to

promote to leadership roles (Sergeant, Lieutenant, Captain, etc.) within those organizations.

Available pay data from the labor market report showed the following as per hour median wages:

- Probation Officers & Correctional Treatment Specialists - \$39.15
- Correctional Officers & Jailers - \$39.41
- First-Line Supervisors of Correctional Officers - \$51.06
- Police & Sheriff's Patrol Officers - \$37.16
- Detectives & Criminal Investigators - \$44.75
- First-Line Supervisors of Police & Detectives - \$71.73
- Private Detectives & Investigators - \$42.32

What improvements are needed?: 1. The AJ department will need to hire a full-time permanent tenure-track position due to the retirement of a current full-time faculty member. This full-time permanent position would assume the class workload of the current faculty expected to retire at the end of the 2021-2022 school year. Additionally, the void left by the pending retirement would be challenging to fill with existing adjunct faculty, as many of our current adjuncts work during the morning and afternoons, which is when all of the current sections taught by the current full-time faculty are scheduled. These class sections are historically high, and often overenrolled, and the hiring of another full-time faculty would allow the AJ department to sustain its traditionally high FTES enrollment numbers.

2. Based on the last available data (2019-2020) for face-to-face instruction, approximately, 70% (157 out of 227) of AJ's FTES were on the Visalia campus. It is vital to the success of our students that we continue to have a full time instructor in Visalia. Combined with the labor market data, any reduction in qualified applicants would drastically impact a market that currently has a demand shortfall.

3. Conversely, if this position is not filled, the AJ department risks a significant reduction to its current enrollment numbers. The collateral impact would possibly be that students are not adequately prepared for potential employment/promotional opportunities.

4. AJ full-time faculty engaged in conversations based on the need to increase the number of available instructors in our adjunct pool. This will allow for an increase of identified and vetted adjuncts in the adjunct pool and, presumably, a seamless transition should current course offerings become available due to attrition and/or increased section offerings.

5. To date, all AJ faculty completed the Online Training Certification Program (OTCP) by spring 2020, which is a requirement for all faculty to teach online. While all current staff are proficient in face-to-face teaching, developing/sharing effective online assignments, discussion board and other student engagement/participation strategies would prove beneficial.

Describe any external opportunities or challenges.: Opportunities:

1. During the past 18 months, staff have had many opportunities to increase their capacities and understanding in equity, being culturally competent and appreciating/recognizing the diversity of our students. Many of these opportunities existed through the college; however, some opportunities to increase our understanding were made available through outside agencies. These trainings are ongoing and were conducted via zooms and webinars due to the pandemic.

2. Due to Covid-19 and the change to online modality, AJ faculty may potentially benefit from accessing the training opportunities for online teaching and pedagogy. These trainings will provide additional information on many of the nuanced differences that exist between the traditional, face-to-face format and the online modality.

3. With the change of modality (predominately online) and some instructors choosing to not teach due to personal/family matters, there has been the need to recruit, interview and hire additional adjunct faculty members.

4. With the passing of AB109 (The CA Realignment Plan) Tulare County Sheriff's Office (TCSO) has increased the number of staff needed. TCSO opened its South County facility in 2020, increasing its correctional deputy workforce by roughly 17%. One of the collateral benefits created by this demand is it provides an opportunity for students to enter the criminal justice field (corrections) and after completing the one year probationary period, correctional deputies can apply for patrol with TCSO sponsoring approximately 20 cadets per year to attend the Police Officer Standards & Training (POST) Academy at our Hanford campus. TCSO is currently accepting applications for both entry level correctional and patrol deputy 1 positions.

5. The California Highway Patrol website indicates they are accepting applications for state patrol officer opportunities.

6. Tulare County Probation Department is also currently accepting applications for both, Probation Officer 1 and Juvenile Probation Correctional Officers.

7. The CA Department of Corrections (CDC) is hiring Correctional Officers for placement/transfers to many central valley state correctional facilities.

9 8. As demonstrated above, there exist a number of employment opportunities for qualified applicants at various local & state agencies.

Challenges:

1. The AJ advisory board which, in part, is comprised of management level staff at local and state level law enforcement and correctional agencies, have expressed concerns in finding applicants with adequate/appropriate professional writing skills.

2. Despite the many local and state agencies hiring, there continues to be an issue of finding qualified applicants with proficient writing skills. Establishing and nurturing academically & professionally appropriate writing standards should continue to be a

major point of emphasis across all AJ courses.

3. Because of AB 705, the English prerequisites we established in several AJ classes are no longer mandated. All students will be eligible for English 1 which means many will enter AJ classes without college-level reading and writing skills. Despite this being a challenge, AJ instructors understand the importance of effective writing skills in this field and have been advised to create/establish assignments to address academic rigor relative to writing.

4. Finding an adjunct instructor to teach AJ45- Terrorism and Freedom. We currently have one instructor teaching AJ045. AJ fulltime faculty had conversations (fall 2021) to open the application for adjunct faculty. This is the initial step in identifying outside professionals who have the training/education/expertise & sincere desire to be competent instructors at COS.

Overall SLO Achievement: 1. The SLO data numbers for the 2020-2021 showed improvement from the previous year. Despite remaining in a distance education format, AJ full - & part-time faculty were able to capture a significant number of SLO data in most of its course offerings. The captured SLO data from the 2020-2021 school year was recorded & entered into TracDat (titled: 2020-2021 Aggregated SLO Data). The aggregated data yielded passing percentages ranging from a low of 80% to 100 % across all AJ course sections. With a mean score of 89.4% the AJ division, as a whole, exceeded the 70% established benchmark.

Changes Based on SLO Achievement: 1. AJ staff have been very intentional in creating SLO for each class that align with the course description for each class. Based on the level of student performance, faculty feel the need to make minimal programmatic changes at this time.

2. One possible factor leading to the increased number of submitted SLO data was the emphasis of placed on collection and submission by all faculty, both full- & part-time. While the gains were substantial, AJ department staff will continue to work at sustaining/increasing the high-water mark established in 2020-2021.

3. The AJ department will continue to impress upon all faculty (full & part time) the relevance SLO data has in demonstrating our effectiveness, as well as identifying areas of improvement in classroom instruction strategies.

Overall PLO Achievement: Due to several factors related to the Pandemic, inclusive of, but not limited to modified teaching modalities, attendance, and other concerns, current Administration of Justice Program PLOs were not assessed. It is felt by staff, that perhaps the current PLOs are too convoluted, and in some cases are addressed in those SLOs that are assessed at the course level. Because of this concern, full-time program faculty will schedule in-person or zoom meetings to discuss this concern. These meetings will look closely at current Program Level Outcomes, in an effort to streamline, and develop outcomes that do not replicate those learning outcomes that are currently associated with current course content. No changes were made or anticipated during this assessment cycle, due to the PLOs not being assessed

Changes Based on PLO Achievement: No changes due to PLO not being assessed.

Outcome cycle evaluation: Faculty will assess PLO in both the fall & spring semesters and include that data in next year's program review.

Action: 2021-2022 ~ Continue Student Access & Success (Visalia Campus)

Hire a full time tenure track faculty replacement for the Visalia Campus. This request is due to the retirement of a current full time faculty.

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Implementation Timeline: 2021 - 2022

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Identify related course/program outcomes: Program Outcomes

*Identify and describe the structure and function of the main components of the criminal justice system: Law Enforcement, Courts, Corrections, Juvenile Justice and Victims.

*Understand and be able to act upon the social responsibility that is entrusted to them to serve and protect the public in an ethical manner.

*Demonstrate critical thinking skills acquired in the social sciences in preparation for transfer to a 4-year college or university.

Person(s) Responsible (Name and Position): David Wheeler, Alicia Crumpler & Sidney Hammond ~ all of whom are full time faculty

Rationale (With supporting data): Based on the most recent available face-to-face data, 70% of the FTES were enrolled in AJ

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classes on the Visalia campus. Since a majority of AJ students attending classes in Visalia, it is important for the department to maintain a consistent full time faculty presence on the Visalia campus.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Faculty - Full time tenure track professor to replace Dave Wheeler, who is retiring. Additionally, Dave Wheeler is the only full time AJ - law enforcement faculty on the Visalia campus. (Active)

Why is this resource required for this action?: Dave Wheeler is the only faculty member currently on the Visalia campus. There are 2 other full time staff in AJ; however one is on a reduced faculty load (Willie Brown) and teaches predominately online due to having relocated out of the central valley and the other carries a full load at the Hanford center.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: 2020-2021 Assessment of Program Learning Outcomes (PLO)

Faculty will identify a strategy to effectively assess the PLO's across all 3 programs (AS - Corrections; AS - Law Enforcement; AS - Transfer). Staff will assess the current PLO design & implement the tools necessary to better capture this information. Also, some consideration may be giving to revising/synthesizing some of the PLO's (Continued to 2021-2022).

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Implementation Timeline: 2020 - 2021, 2021 - 2022

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Identify related course/program outcomes: AS - Transfer

PLO#1 - Identify and describe the structure and function of the main components of the criminal justice system: Law Enforcement, Courts, Corrections, Juvenile Justice and Victims.

PLO#2 - Understand and be able to act upon the social responsibility that is entrusted to them to serve and protect the public in an ethical manner.

PLO #3 - Demonstrate critical thinking skills acquired in the social sciences in preparation for transfer to a 4-year college or university.

AS - Corrections

PLO #1 - Analyze ethical dilemmas encountered in the corrections and law enforcement fields and identify the correct ethical choice.

PLO #2 - Explain the “corrections umbrella” by applying definitions, concepts, and principles to the three branches of the corrections system.

PLO #3 - Exhibit strong and effective writing skills.

PLO #4 - Demonstrate knowledge/ability to listen and engage in verbal communication with a variety of people, taking into consideration cultural customs, beliefs, and lifestyles.

AS - Law Enforcement

PLO#1 - Identify and explain foundational criminal justice concepts associated with procedural, substantive, and evidence law.

PLO #2 - Identify and explain the structure and function of the American criminal justice system – law enforcement, corrections and courts.

PLO #3 - Explain the importance of developing and maintaining proper professional criminal justice standards of ethical behavior.

PLO #4 - Explain the importance of developing and cultivating effective police-community relations with a myriad of different communities inclusive of cultural customs, beliefs and life styles.

Working to effectively assess PLO's also help to achieve certain district objectives

4.1 Increase the use of data for decision-making at the District and department/unit level

4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Person(s) Responsible (Name and Position): David Wheeler (AS - Law Enforcement); Alicia Crumpler (AS - Corrections); Sidney Hammond (AS - Transfer

Rationale (With supporting data): Having an effective strategy for assessing the PLO's (across all 3 programs) will ensure that staff are providing meaningful and relevant course material, thus ensuring greater opportunities for students' prospective job opportunities through strategic program/course design. Well designed PLO also contribute directly to the quality of academic services being offered to our students.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/06/2021

Status: Continue Action Next Year

AJ full time faculty will meet before the end of the 2021 calendar year and synthesize the PLO

Impact on District Objectives/Unit Outcomes (Not Required):

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Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.