

# Comprehensive Program Review Report



## Program Review - Administration of Justice

### Program Summary

#### 2022-2023

**Prepared by:** Alicia Crumpler, Candido Alvarez, Sidney Hammond

**What are the strengths of your area?:** The primary strength of the Administration of Justice (AJ) department is in the breadth of the expertise of its faculty. The AJ department was able to hire a full-time replacement (Candido Alvarez) for a retiring faculty (Dave Wheeler). One additional adjunct faculty was added (John Bianco) to replace one resigning adjunct faculty (Jennifer Shirk). The AJ department remains committed to hiring quality, equity-minded faculty.

The AJ program has continued to maintain a strong relationship with state & local law enforcement and correctional agencies. Members of the various aforementioned criminal justice agencies serve on the AJ Advisory Board. This advisory board meets annually.

Student success rates in the AJ program were 73.5%. Although acceptable, this figure represents a slight reduction from the two previous academic years and will be discussed in the improvements/opportunities section. In the three previous review cycles, student success rates were 79% for 2021 & 2020, respectively and 77% in 2019.

AJ success rates were consistent across gender with females at 73% & males at 73.8%.

AJ success rates were at or above the 70% benchmark:

- African-American – 70%
- Asian – 79%
- Hispanic – 73%
- Multi-Ethnicity – 79%
- Native American – 55.6%
- White – 78.5%

The AJ program had 181 FTES for this review year. While this figure represents a decline from previous years (218 in 2021 & 234 in 2020), 181 FTES ranks third in the Social Sciences division.

In the fall of 2021 classes continued online. In the spring of 2022 many classes were returned to their pre-pandemic in-person & online modality.

The AJ department also held its annual staff meeting on March 14, 2022. This meeting was attended by Social Sciences Dean, AJ full-time and adjunct faculty (minutes attached).

Many law enforcement and correctional agencies (state & local) are continuing to experience significant disparities between job openings and viable candidates. As a result, there remains many opportunities for our students to find gainful employment in the criminal justice field.

According to Centers of Excellence, Economic & Workforce Development (2022), there continues to be a current demand in many federal state & local criminal justice (law enforcement, institutional and community correction) agencies. The table below illustrates a subset of the job titles and job postings:

Occupational Title	Job Postings
Immigration & custom inspectors	131
Police patrol officers	109
Criminal Investigators & Special Agents	36
Sheriffs & Deputy Sheriffs (excluding county correctional officers)	32
First-Line supervisors of police & detectives	31
Intelligence analysts	7
Police detectives	6
First-line supervisors of correctional officers	4
Police identification & records officers	2

Note: The above figures are not a comprehensive list of all criminal justice jobs available in all respective jurisdictions.

“Of the 358 job postings, 219 (61%) listed an post-secondary education level preferred for the positions being filled. Among those, 56% requested a bachelor’s degree” (Centers of Excellence, Economic & Workforce Development, 2022).

COS remains uniquely qualified to continue providing educated and qualified students who are essential to maintaining a sustainable workforce supply to meet the continued demand.

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 - \$35.89
- First-Line Supervisors of Correctional Officers - \$56.13
- Police & Sheriff’s Patrol Officers - \$37.16
- Detectives & Criminal Investigators - \$44.75
- First-Line Supervisors of Police & Detectives - \$56.13
- Private Detectives & Investigators - \$35.89

**What improvements are needed?:** Note: All improvements identified in this section have been addressed as action items for AY2022-2023, with the exception on the concluding paragraph. Corresponding updates to be included in 2023-2024 Program Review

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 (Corrections). This full-time permanent position would assume the course workload of the current faculty expected to retire at the end of the 2022-2023 school year. If not replaced, the void created by the pending retirement of our lone AJ full-time Corrections faculty could negatively impact our current Corrections students.

The AJ department would need to revamp the current Corrections course allocation, as the current full-time corrections faculty teaches exclusively online. Revamping the assigned course load for the new faculty would create opportunities for the new faculty to teach in-person classes, as well. Replacing the current full-time faculty would allow the AJ department to sustain its traditionally high FTES enrollment numbers. Conversely, failing to retain this position could create a void of adequately prepared individuals for employment/promotion opportunities in criminal justice.

Current AJ faculty need to address the 6% drop in overall student success rates in the program. While the pandemic and drastic shift to online may account for some of the variance, strategies should be created to normalize student success numbers traditionally met in AJ. Note: this is included as an action item.

The AJ department ranked in the bottom third of the division in program efficiency. The 14.49 efficiency rating was below the target goal of 17.5. The shift to a standardized schedule in Visalia will allow students greater access to all courses. In Hanford, moving courses that were previously offered at night (pre-pandemic) to mornings with existing early afternoon courses, may help address the efficiency concern. Additionally, the Provost & AJ faculty in Hanford have begun looking at hybrid-course offerings, as well. The AJ department seeks to increase efficiency by continually assessing & modifying course day, time & modality offerings.

The AJ department experienced a challenge in finding additional faculty to teach AJ045 (Terrorism & Freedom). There is

currently one staff qualified to teach this course and despite connecting with local community colleges and California State University, Fresno, no viable candidate was identified. AJ faculty may need to work with the lone instructor to train an existing faculty member to teach the class.

Besides our students being casualties of COVID, AJ programs have also suffered statewide. The following are statistics for TOP code 2105.00 from the Chancellor's website (sourced from CAAJE, 2022);

Fall 2018 - 2,263 AJ courses were taught statewide, with a student enrollment of 74,653.

Spring 2022 - 1,952 AJ courses were taught statewide, with a student enrollment of 50,621.

**Describe any external opportunities or challenges.:** There continues to be many external opportunities for students who obtain their Associate's degree to find gainful employment in criminal justice.

AJ faculty continue to provide specialized education for students in the various areas of criminal justice (Law Enforcement, Institutional & Community Corrections, Juvenile Justice, and Criminal & Constitutional law)

**Overall SLO Achievement:** SLO data analysis is scheduled to be conducted in the 2022-2023 school year and will be included in the next year's Program Review.

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.

The SLO achievement data was incomplete for the 2019-2020 school year. All faculty were moved to a distance education format in March 2020. This shift in modality necessitated most faculty becoming familiar with a format that many had no previous experience with, and not being appropriately trained on how to use/adjust the SLO assessment tool in the online format. The SLO data that was captured was recorded and entered into TracDat. Despite a smaller sample size of courses & students than usual, the SLO data yielded success rates consistently above 80%, well above the department allowable of 70%.

**Changes Based on SLO Achievement:** One possible factor leading to the increased number of submitted SLO data was the emphasis 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.

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.

Any program/department changes needed will be addressed at the conclusion of the AY 2022-2023 when all SLO are expected to be assessed.

**Overall PLO Achievement:** All AJ PLO have been mapped and aligned with the SLO. As indicated in the SLO achievement, student performance exceeded the baseline standards in each area.

**Changes Based on PLO Achievement:** Faculty are scheduled to assess PLO again the 2022-2023 school year after the completion and aggregation of data.

**Outcome cycle evaluation:** Faculty will assess SLO in AY 2022-2023 fall & spring semesters and include that data in next year's program review.

## 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 given to revising/synthesizing some of the PLO's (Continued to 2021-2022).

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**Implementation Timeline:** 2020 - 2021, 2021 - 2022

# Program Review - Administration of Justice

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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.

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:** 2022 - 2023

10/15/2022

**Status:** Action Completed

The AJ PLO were mapped and aligned with the program SLO. PLO assessment update is reflected in the 2022-2023 Program Review narrative section.

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

**Update Year:** 2021-2022

09/06/2021

**Status:** Action Completed

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):**

## 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.

# Program Review - Administration of Justice

**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.

## Action: 2022-2023 Continue Student Access & Student Success (Corrections - Visalia Campus)

Hire a full-time, tenured-track faculty replacement (Corrections) for the Visalia Campus. this request is due to the retirement of current full-time faculty (Alicia Crumpler), at the conclusion of AY 2022-2023.

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**Implementation Timeline:** 2022 - 2023

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**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Alicia Crumpler (FT - Corrections), Candido Alvarez (FT Law Enforcement - Visalia), Sidney Hammond (FT Law Enforcement - Hanford)

**Rationale (With supporting data):** As mentioned in the Program Review narrative, 56% of the current available positions in criminal justice require a Bachelor's degree. There is a need to maintain this full-time faculty (Corrections) position, to ensure that we continue providing knowledgeable guidance to students pursuing employment in Corrections. The replacement position is essential to continuing district-wide, student-facing efforts.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Link Actions to District Objectives

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 3.2** - 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.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and

# Program Review - Administration of Justice

operational effectiveness from 2021-2025.

## Action: 2022-2023 Program Efficiency

In 2021-2022 AJ had a program efficiency rating of 14.49. The target program goal is 17.5. AJ will increase the overall program efficiency in AY 2022-2023 to 16.0.

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**Implementation Timeline:** 2022 - 2023

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**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Alicia Crumpler (FT - Corrections), Candido Alvarez (FT Law Enforcement - Visalia), Sidney Hammond (FT Law Enforcement - Hanford)

**Rationale (With supporting data):** To improve program efficiency, AJ has conducted a review of course offerings to modify courses that were low-enrolled. Many of the low enrolled courses have been evening courses or those classes conducted at the Tulare campus. It is anticipated that the schedule moves and increased availability of those courses at the Visalia or Hanford campus, will help increase the overall program efficiency.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### *Link Actions to District Objectives*

District Objectives: 2021-2025

**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 3.2** - 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.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2022-2023 Staff Development for AJ045 (Terrorism & Freedom)

Faculty will meet in spring 2023 to address the the need of identifying & developing at least, one additional faculty to teach AJ45 (Terrorism & Freedom) by AY 2023-2024.

Having an additional will allow the course to return to its traditional face-to-face modality.

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**Implementation Timeline:** 2022 - 2023

# Program Review - Administration of Justice

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Identify related course/program outcomes: 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.

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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.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

**Person(s) Responsible (Name and Position):** Alicia Crumpler (FT - Corrections), Candido Alvarez (FT Law Enforcement - Visalia), Sidney Hammond (FT Law Enforcement - Hanford)

**Rationale (With supporting data):** Training/Developing a faculty who is able to teach AJ45 is necessary for continued student access.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.4</b> - 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.
<b>District Objective 3.2</b> - 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.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous



# Program Review - Administration of Justice

improvement across all District units and constituents from 2021-2025.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2022-2023 Student Access & Student Success (All AJ Programs)

Address the reduction in student success rates that dipped 6% during AY 2021-2022.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

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**Identify related course/program outcomes:** 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 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

**Person(s) Responsible (Name and Position):** Alicia Crumpler; Candido Alvarez; Sidney Hammond

**Rationale (With supporting data):** With the shift in course offerings to the pre-pandemic modality (more courses offered in-person), staff will have greater access to students. It is expected that greater access to students should assist the department in achieving previous program success rates closer to the 80% established in previous years.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Link Actions to District Objectives

District Objectives: 2021-2025

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# Program Review - Administration of Justice

**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.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2022-2023 - Corrections Course Offering Schedule/Modality Modification

Move a minimum of 2 Corrections online courses to in person. Greater access of faculty to students and new hire to get experience in classroom.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

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**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Alicia Crumpler; Candido Alvarez; Sidney Hammond

**Rationale (With supporting data):** This modality change will allow the Corrections faculty member to have a greater on campus presence, with greater access to students thus, positively impacting student success rates, overall program efficiency and student professional preparedness in criminal justice.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Link Actions to District Objectives

District Objectives: 2021-2025

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