

Comprehensive Program Review Report



Program Review - Administration of Justice

Program Summary

2023-2024

Prepared by: Candido Alvarez & Sidney Hammond

What are the strengths of your area?: A primary strength of the Administration of Justice (AJ) department is in the breadth of the experience of its faculty. AJ has maintained faculty across all degree programs with expertise suited for their specific course assignments. The AJ department currently has 2 full-time and 17 adjunct faculty. During the past year AJ faculty have fielded numerous calls and/or responded to emails from individuals expressing an interest in joining our faculty. Although there is not a need currently, it is beneficial to the department to have a viable pool of interested candidates should a vacancy arise.

The addition of Candido Alvarez, retired Visalia Police Department Captain, as a full-time Professor has assured the sustainability of quality instruction in both face-to-face and online sections. Professor Alvarez was a former adjunct Professor with COS and has, seamlessly, transitioned to a full-time faculty. His wealth of knowledge and experience in all substantive areas of law enforcement, along with the added benefit of having management experience greatly increases students' ability to understand the expectations of not just being a successful entry-level candidate, but also gain intimate insight on how to become a successful criminal justice manager.

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. The advisory board held its annual meeting December 15, 2022 (minutes attached).

The department is compliant with the District's directive limiting online sections to no more than 25% of AJ course offerings. Typically, AJ has course offerings in the low to mid- 30s with 7 of the total course offerings being online (approximately 22%).

Student success rates in the AJ program were 70.2%. This figure represents a slight reduction from the two previous academic years and will be discussed in the improvements/opportunities section. In the two previous review cycles, student success rates were 80.3% & 73.6% for 2021 & 2020, respectively.

AJ success rates were consistent across gender with females at 70% & males at 70.2%.

AJ success rates broken down by ethnicity:

- African-American – 78.9%
- Asian – 79.5%
- Hispanic – 73.2%
- Multi-Ethnicity – 76.2%
- Native American – 72.5%
- White – 68.7%

The AJ program had 98.93 FTES for this review year. This figure represents a decline from previous years (181 in 2021 & 218 in 2020). This is a significant reduction from previous years and will be addressed in the improvements section.

AJ increased its efficiency rate to 18.32 from 14.49 in 2021 (26.4% increase), above the division standard of 17.5. This may be due, in part, to the thoughtful restructuring of AJ course section offerings. A conscious attempt was made by the division chair (Catherine Medrano), Dean (Jesse Wilcoxson) and AJ full-time faculty to ensure course offerings were scheduled in a way that

was advantageous to students (i.e., stacking classes back to back to allow students to take multiple AJ courses in a single trip to campus and/or eliminating courses that were critically low-enrolled).

The AJ department also held its annual staff meeting on March 20, 2023 at the Fresno State South Valley Campus. This meeting was attended by all AJ full-time faculty and a number of adjunct faculty (minutes attached).

Many law enforcement and correctional agencies – local police & Sheriff's departments, California Highway Patrol (CHP) & the California Department of Corrections and Rehabilitation (CDCR) - 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. With many of the management positions in criminal justice moving towards requiring a degree as a condition of promotion, COS has an annual average of 109 AJ-T degrees. This ensures that our graduates are in a position to excel in criminal justice.

According to the most recent labor market information on the Employment Development Department's website, there is an estimated annual labor demand of 1,486 and an annual supply of 1,155. This excess demand of 331 jobs validates the work being done at COS and the need for well-educated criminal justice professionals.

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 - \$38.50
- First-Line Supervisors of Correctional Officers - \$54.58
- Police & Sheriff's Patrol Officers - \$42.46
- Detectives & Criminal Investigators - \$46.41
- First-Line Supervisors of Police & Detectives - \$62.98
- Private Detectives & Investigators - \$39.40

COS Hanford hosted a 3-week Law Enforcement Jumpstart academy during June and July. This academy brought in approximately 20 high school students interested in pursuing Administration of Justice, Police Academy and Law Enforcement or Investigative jobs. AJ adjunct professors, Lisa Williams & Laura Lathrop, represented our department as presenters. During this 3-week academy, students were immersed in a number of classroom activities, physical agility training, crime scene investigations tactics, and they also received CPR certification/training. Participants were taken on field trips of the Hanford Police Department, Visalia Police & Probation Departments, Department of Justice Crime Lab, Kings County Sheriff's Office and CHP (Fresno Office) tours.

What improvements are needed?: With the retirement of Alicia Crumpler (Corrections) in May 2023, the AJ department will be operating with one fewer full-time faculty for AY 2023-2024. A replacement position was not authorized by the college. Ms. Crumpler's courseload will be absorbed by existing faculty. AJ faculty will continue to request a replacement position in subsequent years until this position is filled. It is vitally important to the department to have this position, as it is the lone full-time position allocated for Corrections.

When aforementioned position is allocated and filled, current full-time faculty will possibly need to adjust section offerings to ensure that the faculty member has the necessary face-to-face courses and on campus presence.

AJ success rates decreased from 73.5 to 68.8 (6.39% reduction). Full-time faculty will add this to AJ faculty meeting agenda. We can address issues that impact success rates (i.e., failing to drop students who stop attending class and/or completing assignments before the final drop date).

The FTES experienced a precipitous drop from 181 in 2022 to 98 in 2023 (45% decrease in FTES). Full-time faculty will discuss this internally and also discuss with the Dean of Social Sciences to ascertain possible causes for such a significant reduction.

The department is still working to regain its pre-pandemic course enrollment rates in face-to-face classes. In the fall 2022 semester there were a number of classes that were cancelled due to low enrollment. For fall 2023 two courses, AJ114 & AJ115 were low enrolled but ultimately ran with 15 & 13 students, respectively. AJ111 was ultimately cancelled due to only 9 students being enrolled.

Describe any external opportunities or challenges.: There is an opportunity to provide specialized training to students in AJ013

(Community Relations). Sidney Hammond, AJ Professor at the Hanford campus, attended the Spectrum Temperament Development Training in Tulsa, OK in November 2022. This was a training of the trainers weeklong event & Professor Hammond is now a certified trainer of the Spectrum Temperament Develop Model. This training should be mandatory for anyone wishing to pursue criminal justice as a career. It could be used as an instrumental tool to help criminal justice professionals better understand themselves, the people they work with and the communities they serve. Professor Hammond paid for individual training packets, amounting to \$540 including shipping, as each student enrolled in his Spring 2023 Community Relations class needed their own training material. Ideally, this cost of future individual packets for students could be a budgeted expense by the division or the college. This was discussed with Kristin Robinson (Hanford Provost) and Kristin purchased 60 packets to be used in future AJ013 classes.

Through the California Association of Administration of Justice Educators (CAAJE), a number of training opportunities exist for our faculty. AJ faculty have attended 3 Zoom meetings by the CAAJE. These meetings provided feedback on the task force currently working on the Modern Policing Degree, resulting from Assembly Bill 89. The last meeting was held in May 2023 to continue to develop final recommendations in the following areas:

- * Minimum educational requirements for employment as a peace officer
- * Courses within a Modern Policing Degree program
- * Credit for prior learning and experience
- * Financial assistance for students from historically underserved and disadvantaged communities
- * Faculty teaching within a Modern Policing Degree Program
- * Minimum educational requirements for employment as a peace officer
- * Establishment of a degree (AA or AS in Policing), ideally to be completed prior to POST-certified police academy, but no later than the date of appointment as a sworn peace officer

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: AJ full - & part-time faculty were able to capture a significant number of SLO data from all courses taught during a/y 2022-2023. SLO data was recorded & entered into TracDat (titled: 2022-2023 Aggregated SLO Data). The aggregated data yielded student passing percentages ranging from a low of 80% to 100% across all AJ course sections. The AJ department exceeded the established 70% benchmark.

The next SLO cycled is scheduled to occur during the 2025-2026 school year.

Changes Based on SLO Achievement: 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.

Full-time faculty may need to restructure/revise existing SLO at the completion of the CAAJE taskforce currently working on a Modern Policing Degree.

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 2025-2026 school year after the completion and aggregation of data.

Outcome cycle evaluation: Faculty will assess SLO in AY 2025-2026 fall, spring, and summer semesters and include that data in that year's program review.

Action: 2022-2023 Specialized Training for AJ 013 Students

Requested the district purchase Spectrum Temperament Development packets for students enrolled in AJ013 in Hanford (pilot program). It is believed that helping students become acutely aware of their core needs and triggers and those of others they work with or serve, will aid them in being more effective as criminal justice professionals. Professor Hammond purchased materials last year for this training. The Hanford Provost agreed to purchase 60 additional packets for future AJ013 classes. This pilot program was borne out of a keynote speaker, Marla Sanchez', dynamic presentation at COS' Convocation in 2020. Professor Hammond attended a

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training of trainers seminar in Tulsa, OK, November 1-4, 2022.

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Implementation Timeline: 2023 - 2024

Leave Blank:

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Sidney Hammond

Rationale (With supporting data): This training was piloted in spring 2023 and was immensely successful as an introductory component in AJ013. Having been in this field for many years and understanding the importance of temperament as a necessary tool for successful criminal justice professionals, this should be widely accepted and utilized throughout the division and district on some level.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

08/01/2023

Status: Continue Action Next Year

60 training packets were purchased by Kristin Robinson in July 2023.

Updates will be provided here on the evaluation summary to be completed by students on the trainings effectiveness.

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

Action: 2022-2023 FTES Reduction

AJ experienced a 45% drop in FTES during AY 2022-2023 (181 to 98). With no clear indication/justification for such a significant drop, AJ faculty will discuss this issue with the Dean of Social Sciences to address potential remedies.

Leave Blank:

Implementation Timeline: 2023 - 2024

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Sidney Hammond & Candido Alvarez

Rationale (With supporting data):

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 2.4 - 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.

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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 4.2 - 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 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, 2023 - 2024

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): 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:

Update on Action

Updates

Update Year: 2022 - 2023

06/27/2023

Status: Continue Action Next Year

A full-time, tenured-track replacement faculty position (Alicia Crumpler's retirement) was not approved for AY 2023-2024. We will include a request for this position for AY 2024-2025

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

Resources Description

Personnel - Faculty - Replacement position for AJ Corrections Professor (Active)

Why is this resource required for this action?: It is necessary to have a full-time faculty member for the local Corrections degree for campus presence and to provide assistance/guidance to students majoring in this degree.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 155000

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

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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 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 3.1 - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.
District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year
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 Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
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 operational effectiveness from 2021-2025.

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

Faculty will meet in spring 2023 to address 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, 2023 - 2024

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Identify related course/program outcomes: District Objectives: 2021-2025

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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 operational effectiveness from 2021-2025.

Person(s) Responsible (Name and Position): 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:

Update on Action	
<i>Updates</i>	
Update Year: 2022 - 2023	06/27/2023
Status: Continue Action Next Year	
No potential AJ45 faculty have been identified yet. This item will be continued to AY 2023-2024.	
Impact on District Objectives/Unit Outcomes (Not Required): This may impact the district objective if we are unable to find a suitable replacement in the event Lee Drummond decides to retire.	

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 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

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District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

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 Student Access & Student Success (All AJ Programs)

Address the reduction in student success rates that dipped (7%) during AY 2021-2022 (79.6% to 73.5%).

Address the continued reduction in student success rates that continued to dip (6%) in 2022-2023 (73.5% to 68.8%).

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Implementation Timeline: 2022 - 2023, 2023 - 2024

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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): Candido Alvarez; Sidney Hammond

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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:

Update on Action	
<p><i>Updates</i></p> <p>Update Year: 2022 - 2023</p> <p>Status: Continue Action Next Year</p> <p>Student success rates declined in 2022-2023 to 68.8%. This matter will be added to the AJ faculty meeting agenda in AY 2023-2024, in hope of devising a strategy to address the decline.</p> <p>Impact on District Objectives/Unit Outcomes (Not Required):</p>	08/01/2023

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	
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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	

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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.

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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; 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:

Update on Action

Updates

Update Year: 2022 - 2023

06/27/2023

Status: Action Discontinued

It was unnecessary to make any adjustments to the AJ Corrections Course Offering Schedule/Modality as a replacement position due to Alicia Crumpler's retirement was not granted. Current adjunct were able to absorb the 2-3 vacant AJ Corrections courses. Note: this action may be reinstated when AJ is awarded a replacement position for Corrections.

Impact on District Objectives/Unit Outcomes (Not Required): Failing to have an identified Corrections full-time staff in AJ may negatively impact our ability to comply with District Objectives.

Link Actions to District Objectives

District Objectives: 2018-2021

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 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025

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

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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.

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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 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:

Update on Action

Updates

Update Year: 2022 - 2023

08/01/2023

Status: Action Completed

AJ increased its efficiency from 14.49 to 18.32. This represents an increase of 26.4% and is above the division standard of 17.5

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

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

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District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by

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10 percentage points) and transfer-level math (by 5 percentage points) within their first year

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

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District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

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.