

# Comprehensive Program Review Report



## Program Review - Administration of Justice

### Program Summary

#### 2020-2021

**Prepared by:** Sidney Hammond

**What are the strengths of your area?:** 1. The Administration of Justice -Law Enforcement, Corrections, and Transfer programs had 877 students who declared Law Enforcement/Corrections or AJ-Transfer as their major.

2. Overall program success across all AJ programs was 79% in 2019, 77% in 2018 and 73% in 2017. Although incremental, there was a slight increase in success rates year-over-year in the past 3 Program Review cycles.

3. Success rates in Face to Face classes were 79% and online was 82 %.

4. Success rates for all ethnicities were all above 70%, with Asian, African-American, Hispanic and White all approaching 80%.

5. Success rates for males remained steady at 76% and while females increased to 82%.

6. The AJ program had 234 FTES in the 2019-2020 school year, an increase of 9.8% over the previous year.

7. The AJ program has continued to maintain a strong relationship with local law enforcement agencies and state & local correctional agencies. COS faculty also meets with its Advisory Board once a year. Alternate meeting measures may need to be sought for the 2020 Advisory Board meeting due to covid-19 restrictions.

8. Many law enforcement and correctional agencies (state & local) are continuing to experience a hiring boom. Many resources are also being spent to recruit qualified applicants in accordance with the CA Realignment Plan.

9. One identified area of improvement that became an area of strength was a significant increase in the success rate in AJ130 (20% in 2018-2019 to 92% in 2019-2020). One possible cause for this increase was that this class was changed from an online modality to face-to-face.

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 labor market data (attached), COS is providing education and training in a criminal justice market that anticipates a labor shortfall of about 207 workers. This is a strength, as there are ample opportunities for students, having met the educational requirements, to find employment in law enforcement, institutional corrections or probation/parole.

**What improvements are needed?:** 1. AJ staff are continuing to look at additional opportunities to address the core class offerings in the Associates Degree for Transfer area. Some class offerings have been moved from Saturday to Friday to increase those section numbers.

2. AJ staff may need to critically assess modalities for student learning outcome assurance in certain class offerings if the covid-19 restrictions persist (specifically in AJ119 where much consideration has been given to adapting a hybrid modality for certain hands-on activities, such as, fingerprinting, blood spatter analysis and impression evidence collection).

**Describe any external opportunities or challenges.:** Opportunities:

1. 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.
2. Tulare County Sheriff's Office opened up its 500 bed south county jail in Porterville creating additional opportunities for entry level correctional deputies and other opportunities for advancement.
3. The California Highway Patrol website also indicates they are accepting applications for state patrol officer opportunities.

Challenges:

1. Despite the many local and state agencies hiring, there continues to be an issue of finding qualified applicants with proficient

writing skills. The challenge of effective academic & professionally appropriate writing should continue to be a point of emphasis across all AJ courses, given that AB705 eliminated the prerequisite of English 1 for some AJ courses. The expectation of effective academic & professionally appropriate writing should be a continued expectation of students that is nurtured by faculty.

2. 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.

**Overall SLO Achievement:** Our 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:** Faculty will work to develop a strategy to capture SLO data in the online environment, as data was incomplete during the 2019-2020 school year due to covid-19.

**Overall PLO Achievement:** The full-time program faculty will schedule in-person or zoom meetings to discuss PLO. Due to covid-19, program learning outcomes were not assessed. Faculty will assess if there should be a standardized tool, to be shared with all faculty (full-time & adjunct) that is used to collect PLO data

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

**Outcome cycle evaluation:** Faculty will assess SLO in both the 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 giving to revising/synthesizing some of the PLO's.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**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

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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:**

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 2.4</b> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

## Action: 2019-2020 Improve Equity and Student Success

After receiving the Disproportionately Impacted Groups (DIG) data we will target the groups that are most at risk of not succeeding. Instructors will encourage those students to meet with them face to face to discuss their progress, give advice and make a plan for success. Instructors will also reach out to those students by email and text to encourage them and to promote esprit-de-corps.

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** 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.

2. Explain the "corrections umbrella" by applying definitions, concepts, and principles to the three branches of the corrections system.

3. Identify and explain foundational criminal justice concepts associated with procedural, substantive, and evidence law.

4. Identify and explain the structure and function of the American criminal justice system – law enforcement, corrections and courts.

**Person(s) Responsible (Name and Position):** Alicia Crumpler, Faculty; Dave Wheeler, Faculty; Sidney Hammond, Faculty

**Rationale (With supporting data):** The current online modality has necessitated that AJ faculty adapt/modify the curriculum accordingly. AJ full-time faculty have had communications with one another and adjunct faculty to discuss the importance of ensuring continued communication with DIGS through emails, Canvas announcements, zoom office hours & telephone contact). Maintaining effective contact with students using the aforementioned strategies allows AJ faculty to continue to address any unique needs of DIGS.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

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## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/14/2020

**Status:** Action Completed

Based on information in Tableau (Success & Withdrawal Rates), the data in the 2019-2020 Success & Withdrawal Rates shows an increase in the area(s) of improvement identified in DIGS. The AJ department succeeded in improving student success relative to DIGS; however, sustained improvement needs to be demonstrated considering all classes have been moved to online for the 2020-2021 school year.

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

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

## Action: 2018-2019 Writing Skills

Improve the writing skills of the Administration of Justice students. (Continued to 2019-2020)

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Alicia Crumpler, Dave Wheeler, Sidney Hammond, full time AJ instructors

**Rationale (With supporting data):** Because of AB 705 students will be taking the Administration of Justice classes without having the basic writing skills needed to be successful in the courses.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## 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 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

## Action: 2018-2019 Productivity Hanford Campus

With a new full-time dedicated instructor on the Hanford campus, we want to increase productivity and FTES. (Continue to monitor 2019-2020)

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**Implementation Timeline:** 2019 - 2020

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**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Sidney Hammond, full time AJ instructor

**Rationale (With supporting data):** FTES and productivity for the AJ program have been historically low on the Hanford campus. By placing a full-time instructor on that campus it is hoped that that will improve.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## *Link Actions to District Objectives*

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 2.4</b> - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level