


 Dept - (SSH) Administration of Justice


**2019-20 Annual Program Review Update Submitted By:** James Suits, Department Chair, Administration of Justice, Social Science & Humanities Div. - Feb. 3, 2020

**APRU Complete for:** 2018-19

**Program Mission Statement:** PLO #1: Students will identify the responsibilities of each component of the criminal justice system.

PLO#2: Students will analyze the issues and theories of ethical standards and unethical conduct that are unique to the criminal justice system.

PLO#3: Students will construct a professional report of a crime utilizing report criteria.

The PLOs address and involve students in the college Mission and ICC by engaging them in analyzing and evaluating local, national, and global criminal and social justice issues. Students accomplish these goals through personal introspection and research utilizing critical thinking processes and expression.

**I.A.1 What is the Primary Focus of Your Program?:** Career/Technical

**I.A.2 Choose a Secondary Focus of Your Program?:** Transfer

**I.B.1 Number Certificates of Achievement Awarded:**

**I.B.2 Number Certif of Achievement-Advanced Awarded:** 8

**I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:** 53

**I.B.4 # AA and/or AS Degrees Awarded:** 19

**I.B.5 Trends in # Degrees Awarded:** 1. Instructors discussed the changing dynamics of the criminal justice system that are rapidly requiring advanced degrees, Bachelors and Masters degrees, in a wide range of career paths. Criminal justices agencies are starting to require advanced degrees for promotion to supervision and management positions and the financial advantages of advanced degrees over a working life-time make them beneficial to students.

2. Higher success rate of obtaining advanced degrees prior to acquiring familial and career obligations again is beneficial for course retention and degree completion.

3. AOJ faculty are currently, and will increase in the near future, engaged in expanded outreach opportunities to increase enrollment in the program. The department is involved in an articulation with local high schools to offer ADMJ 1- Introduction to Administration of Justice at the high schools for college credit. Negotiations are also in progress to expand offerings to other schools. Faculty will also be representing the college/program during high school career pathway expositions (already scheduled for Westmont HS in March 2020).

**I.B.6 Strategies to Increase Awards:** The main goal at this moment is to concentrate on the currently enrolled at-risk students. Addressing the retention and success issues, especially for the targeted student groups, will be a major focus to assist students in completion of the degree requirements.

**I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:** 1. Trend in the various law enforcement fields is for expansion of job opportunities. Calif. government labor market information estimates are for a law enforcement state-wide 6.0 % growth from 4,766 in 2020 to 5,053 in 2025 with annual openings of 374.

2. Corrections/Probation Officers will also see a increase of 21.4% (126) and regional increase of 16 openings.

3. Private security state-wide increase of approximately 5% (140) during 2020-2025.

4. AOJ program has enhanced the curriculum content with the addition in Fall Quarter 2018 of a new Certificate of Achievement-Advanced in Cyber Forensics and Investigation (2 awards for 2019-20). And in Fall Qt. 2020 will add a new Certificate of Achievement-Advanced for Community Service Officer (law enforcement); an expanding career opportunity in numerous law enforcement agencies, this certificate has been endorsed by the Administration of Justice Advisory Committee and the South Bay Regional Public Safety Training Academy.

The program is also in the final approval phrase for a new A.A. degree for Law, Public Policy and Society. 6. The development of an Ethics/Critical Thinking/ Leadership course is in progress and an Introduction to Corrections course has had a first draft completed.

8. 7. An additional A.A. degree in Homeland Security is still being considered for future development. The AOJ program is partnered with a state-wide consortium of colleges developing a K-12 through Phd. Homeland Security curriculum; our program would be centering in at the community college level. The A.A. in Homeland Security will offer a career path to those students who desire to have a career outside of traditional policing.

8. The A.A.-T in Administration of Justice degree does not require completion of a police report writing course but the A.A.

5.

Degree has this requirement. The belief is that this has decreased the enrollment in the report class (ADMJ 56). To accommodate for the decrease in enrollment, this course will now either be offered once a year or every other year.

9. College Core Indicator Data show that the program continues to be strong in preparing students for being awarded A.A. degrees and certificates. The A.S.-T degree is even stronger as evidence in the number awarded 53 for 2019-20 from 48 for 2018-19). A clear indication that an increasing number of students are transferring to advanced degree institutions. The strongest data are in the economically disadvantaged category for Indicators 2,3,4,5a, and 5b.

11. The program, based on the data, needs to address negative numbers in Core Indicator 1 (Technical Skill Attainment). It has been recognized for some time by faculty that this area is in need of support. Having only 1 full-time instructor, and half of the part-time instructor also being fully employed in the field, limits the amount of support time that can be provided to students. Faculty do make themselves available within their time schedules to offer course support, career guidance, and counseling for students who are at-risk for persistence and completion.

12. Referring back to Core Indicators 2,3,4, 5a, and 5b, several of the student categories in all these indicators are in the 13.4-21.5% positive range, again mainly in the economically disadvantaged category, which is proof that the program is providing students with academic preparation for CTE and advanced degree opportunities for employment in the field (20.1-21.5%).

13. The program has had an advance state-of-the-art crime lab program and cyber-forensic investigation certificate available for 1 school year; a community service officer certificate that is in the final approval stage. These new enhancements will benefit many of the student demographics coming to the program whose goal is non-traditional criminal justice employment.

**I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::** 1. The AOJ Advisory Board strongly recommends the addition of a stand-alone ethics/critical thinking course. The development of this course has been held up due to a lack of faculty to handle the increased administrative requirement of the college and state.

2. The Board additionally agreed with the expansion of the A.A. degree Law, Public Policy, and Society and Certificate of Achievement-Advanced in Community Service Officer.

**I.D.1 Academic Services & Learning Resources: #Faculty served:**

**I.D.2 Academic Services & Learning Resources: #Students served:**

**I.D.3 Academic Services & Learning Resources: #Staff Served:**

**I.E.1 Full time faculty (FTEF):** 3.3

**I.E.2 #Student Employees:**

**I.E.3 Full Time Load as a %:** \*Full time ratio was 33.3% in 2017-18 and 36.4% in 2018-19 for an increase of 3.1%

**I.E.4 # Staff Employees:**

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**I.E.5 Changes in Employees/Resources:** One new part-time instructor began teaching in Fall Qt. 2018 and a second new part-time instructor began teaching in Winter Qt. 2019. However, 2 part-time instructors have left the program for family reasons during the summer of 2019. A new part-time instructor is scheduled to begin in Spring Qt. and a second in Summer Session 2020. The 2 instructors that left in summer 2020 were both available to teach day classes. Another day instructor had to take a medical leave for Winter and possible Spring Qts. 2020. And a second instructor who taught evening courses will not be available from Spring Qt.2020 to Winter Qt. 2021. This leaves 1 full-time and 1 part-time instructor for day classes and reduced evening instructors. Of the two new instructors starting in Spring Qt. 2020, both will be available for evening classes. This reduction in day instructors is critically restricting the program's success as the majority of students are day students. The program is in a critical need of an additional full-time day instructor to accommodate the required course offerings and help solidify the faculty availability for instruction and program outreach.

**II.A Enrollment Trends:** 1. Enrollment in the AOJ program decreased from 1,280 in 2017-18 to 1,177 in 2018-19 (-23.4%).

2. Sections decreased from 69 in 2017-18 to 64 in for 2018-19. The enrollment decreased but statistics revealed that enrollment decreased dramatically across all community colleges and most universities during this period. A serious complicating factor with decreased enrollment is also the college policy of canceling low-enrolled courses. This year the cancellation date has been adjusted to a date closer to the start of the quarter but is still weeks prior to all other community colleges in the Bay Area. This early cancellation forces students to seek classes at other community colleges and students surveyed state that they stay at the other college to complete their degree due to the inconvenience of travelling between colleges and the availability of classes.

**II.B Overall Success Rate:** 1. Course success rates for the general student population increased from 78% in 2017-18 to 79% in 2018-19. While not a large increase, the 1% increase showed the program was maintaining implemented improvements in quality of courses and faculty efforts to support student success.

2. The targeted groups success rate increased with an average of 3% overall for the 3-year period 2016-17 to 2018-19 for all groups (African-American, Latinx, Filipinx, Native American, and Pacific Islander).

3. The non-success rates, likewise, decreased by an overall of 3% and the withdraw rates decreased by 1%.

4. These rates show that the efforts of the program and the faculty have had positive results in light of the course reductions and early cancellations the college has experienced.

5. College Code Indicator 1 - Technical Skill Attainment - the relevant categories (1,2,4 & 7) are below level (4 to 12%). Faculty is aware of this skill issue and working to remedy this issue. It is faculty opinion that the low preparation level that many students come to college with is a majority causation factor that is difficult to overcome.

6. College Cord Indicators 2-5b all have above negotiated performance levels from 5.1 to 21.5% depending on the category within the Indicator. Indicator \$4 - Employment (in the career field of the degree) categories is 10.4 to 21.5% indicating that the program is preparing students for employment at a successful rate.

**II.C Changes Imposed by Internal/External Regulations:** 1. Multiple faculty have voiced, with great concern, opinions that the college policy of early course cancellations for low enrolled classes has negatively affected overall college enrollment as well as AOJ courses. 2. The college imposed number for student enrollment per class puts lower enrolled courses at risk and even cancelled. This impacts student completion schedules and directs students to other colleges for courses leading to a further reduction of courses. The enrollment cap by college policy several years ago were instituted when enrollment was much higher (25,000) here and state-wide in community colleges. With a state-wide reduction in enrollment, the college now has a yearly average of 18,800 students. College policy should be adjusted to reflect the current reality and the required cap and cancellation number be reduced. If these policies are not adjusted, the total enrollment will continue to decline and have drastic repercussions for the college's viability. The work by faculty to enhance the Administration of Justice program will be in vain.

**III.A Program Success:** While enrollment in the program has declined over the last 3 years, the program success rates have increased by 3% during the same time period (2016-17 to 2018-19) from 74% to 77% for African-American, Latinx, and Filipinx. And from 79% (2016-17) to 82% (2018-29) for Native American, Pacific Islander, and Asian). The steady increase in success rates, again, reflects the efforts to enhance the program and by the efforts of the faculty.

**III.B Enrollment Trends - Equity Lens:** 1. Enrollment for African-American students decreased from 80 (2017-18) to 43 (2018-19). Filipinx decreased from 74 in 2017-18 to 57 in 2018-19). Latinx went from 666 (2017-18) to 611 (2018-19). Pacific Islander decreased from 15 (2017-18) to 12 (2018-219). Asian increased from 218 (2017-18) to 241 (2018-19).

2. The common opinion among faculty is that these decreases reflect the current high employment opportunities in non-criminal justice fields with students being required to seek employment rather than advance their education at this time and students going to colleges that are closer to their homes that have assured courses; a majority of these students had come from areas over 5 miles from De Anza's campus due to the reputation of the school.

**III.C Success, Non-Success and Withdraw Rates:** As reflected in section III.A Program Success above, the Success Rates have increased by 3% in the last 3 years, the Non-Success Rates have decreased by 3% during the same time frame. The Withdraw Rates have remained fairly level within a 1% range.

**III.D Equity Planning and Support:** 1. Instructors each have a strategy with appropriate activities/methods for the specific course they are teaching. Not all of these are the same as the needs differ.

2. Instructors have recognized the low degree of preparedness that a large percentage of students have for college level academic work. This is especially true in English capabilities of reading at a college level and composition of work assignments. Another area is critical thinking and the skill to analyze concepts and ideas.

3. The student groups most affected by remedial support are African-Americans, Latinx, and Pacific Islander; Filipinx to a lesser degree. Asians do fall into the need category if they are foreign exchange students.

4. Since the AOJ Dept. only has 1 full-time instructor, the "point person" for equity is the Dept. Chair. All part-time instructor realize the need for student support in these areas and provide assistance as they can.

5. These remedial areas should not fall completely under the responsibility of the dept. instructors, they are remedial areas that affect the general student population and a resolution is a college-wide concern that should be handled by those depts. that have the experience and expertise to address them more effectively.

6. AOJ instructors do reach out to students they have identified as at-risk however those student do not always respond to support such as office hours, mentoring, and recommendations to seek student support services.

7. Partnering with the counseling office to form academic guidance teams of administration of justice faculty and counselors to have a coordinated program for AOJ students.

8. The effectiveness of the remedial course policy change with the implementation of AB 705 is not clear at this time and remains to be seen.

**III.E Departmental Equity Planning and Progress:** 1. Enhanced support for students mainly in the English skills and critical thinking abilities areas. Also, students do not come to college with the skills to navigate the academic process. A required quarter-long college acclimatization course would help students to comprehend the environment and acquire necessary skills.

2. Professional development opportunities for instructors have been discussed. Half of the part-time instructor also have full-time jobs outside of campus which eliminates availability for development. The one full-time instructor has identified development opportunities however class requirements and administrative project requirements do not fit into most scheduled development offerings.

**III.F Assistance Needed to close Equity Gap:** Yes

**IV. A. SLOAC Summary:** The program acknowledges its lack of SLO assessments and the need to perform those assessments.

**IV.B Assessment Planning:** A majority of the program courses are in need of assessments. The faculty will address this need as best it can in light of the major changes in faculty due to resignations and new hires.

**V.A Budget Trends:** 1. The AOJ program has been the recipient of Perkins Grant /Strong Workforce grant funding for 4 years. Due to this funding, the students have benefited directly by the acquisition of instructional materials and course equipment and supplies for the establishment of a state-of-the-art crime scene investigation laboratory for the Criminal Investigation and Forensic Science courses.

2. The laboratory will be enhanced with additional equipment to be purchases with Perkins Grant/Strong Work Force grant funds in the coming year.

3. Faculty have attended limited professional development seminars to acquire up-dated knowledge related to criminal justice and best practices; however, these have occurred during the summer months due to the lack of instructors to fill-in during classes.

**V.B Funding Impact on Enrollment Trends:** 1. Increased college funding allowed the program to obtain a full-time faculty position in 2015. This position provides students with enhanced opportunity for faculty contact, academic support and career consultation.

An additional full-time instructor would enhance the expansion of the program in academic areas required by the criminal justice agencies in the career field and help guarantee instructor availability when an instructor is absent and would result in class days not being lost.

2. Two part-time vacancies have been filled within the last year , two have left teaching, and 2 others have gone on leave for 2-3 quarters. An additional full-time instructor is needed to stabilize the course offerings and increase student support availability of instructors.

**V.C.1 Faculty Position(s) Needed:** Growth

**V.C.2 Justification for Faculty Position(s):** The Administration of Justice program did not have a full-time position for 25 years and so stagnated with no improvements and corrections of deficiencies, up-dating of courses to meet career field requirements, and availability of instructors. The program Advisory Board had recommended several program improvements that were not implemented. When the first new full-time instructor in over 25 years was approved in 2015 needed improvements were implemented but several are still required to keep the program viable to the college and the career pathway needs. A second full-time position would be needed to adequately offer courses and expand and enhance the program.

**V.D.1 Staff Position(s) Needed:** Growth position

**V.D.2 Justification for Staff Position(s):** This position would be a part-time Instructional Aide for the Crime Lab/Instructor. This aide would assist in setting up class equipment, projects, crime scenes, and other assignments as needed for the class/instructor in order to eliminate time taken away from instruction. This aide would be a person with course knowledge from career experience. The funding for this position would come from either Perkins or Strong Workforce grant funds.

**V.E Equipment Requests:** Equipment resource requests listed on spreadsheet

**V.F Facility Request:** No resource for facilities requested

**V.G Other Needed Resources:** No "other" resources requested

**V.H.1 Staff Development Needs:** The main issue for faculty to take advantage of professional development opportunities is time from class responsibilities time. Most development seminars and conferences occur during the normal instructional week. And again, with the low number of available faculty no one is available to fill in for open class times.

**V.H.2 Staff Development Needs Justification:** The criminal justice system, as a whole, changes at a similar pace as in any other professional field. Development of new technology and improvements in investigation techniques and skills and procedures require that the faculty to be knowledgeable in these advancements. Employment requirements demand that students are aware of the advancements in order to be successful in gaining employment.

**V.I Closing the Loop:** With the Federal funds in Perkins and Strong Workforce, the criminal investigations/forensics science courses will expand capabilities and prepare students for employment in a wider range of jobs in the field. Additional training aids will also enhance the instructional capabilities in all other program courses. Outcome assessments would be heightened retention and success within the program, enlarging enrollment in the program, and increased rates of students obtaining employment within the field.

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**#SLO STATEMENTS Archived from ECMS:** 1