Comprehensive Program Review

A. Department Information
Mission
Please enter your department's mission statement here.

The Administration of Justice program's mission is to prepare future criminal justice professionals with the academic foundation they will need to be successful and achieve their goal of entering their desired level of the criminal justice profession or advancing to a higher level of education prior to entering the profession. The program stresses the need to be inclusive to attract and prepare students from the diverse communities that the college serves for academic success. The program's courses provide the theory and practical expertise that will be required in the areas of enforcement, investigation, ethical conduct, critical thinking skills, community relationship partnerships, and promoting skills for understanding and communication with all diverse social and multicultural individuals and community groups.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

The Administration of Justice mission statement promotes the mission, values and goals of De Anza College in attracting a diverse student population that reflects the composition of the community that the college serves and to prepare that diverse student population with the expertise and foundational skills to serve the needs of the community in a professional, ethical, with integrity and in a socially responsible manner.

Program Goals
Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Enrollment growth	Outreach and promotion of the AOJ program	Faculty partnering with resources outside of the program	Guidance counselor for retention and success and marketing options	Data on student diversity and academic retention and success	Data indicating an increase in awarding of degrees and certificates	Data indicating an increase in course completion and degrees awarded
Crime Lab	Dedicated facility for a criminal investigation lab	Faculty and college and district administrative offices.	Faculty and college and district administrative offices.	Equity enhancement, response to student needs, faculty engagement	Progress in development of plans and policies combined with college / district approval	Degree of progress in the proposal going forward

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

Not a change but a continuation of the cancellation of lower enrolled courses that historical data shows likely would have gained the numbers in the first week of the quarter if given the chance. The result of cancellations has been that students seek classes outside of the program or at another college and do not return later. Or, students who need certain classes to fulfill their degree or certificate requirements are not allowed to graduate within their guided pathway program and are forced to stay additional quarters negatively impacting their educational goal because they have been provisionally accepted to a 4-year university on condition of graduation on time (spring quarter). It is known that enrollment is down state-wide in all community colleges and that is reflected in AOJ program also which is why the program is forced to promote itself without college marketing assistance. The cancellations also affects the faculty since they feel they are not needed by the college and will seek employment elsewhere. This has resulted in the loss of highly trained and experienced faculty that would have brought a wide range of advanced academic knowledge resulting in the degrading of the knowledge and preparation that would have been available to the students.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Social Sciences and Humanities - Administration of Justice-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	617	711	867	653	620	0.5%
Enrollment	1,177	1,307	1,689	1,254	1,043	-11.4%
Sections	64	76	89	84	69	7.8%
WSCH	1,568	1,736	2,252	1,672	1,391	-11.3%
FTES (end of term)	106	117	152	113	93	-12.3%
FTEF (end of term)	3.3	3.6	4.4	4.0	3.3	0.0%
Productivity (WSCH/FTEF)	475	486	512	416	421	-11.3%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐ the data trend shows an increase in Enrollment

☑ the data trend shows a decrease in Enrollment

☐ the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Enrollment in the Admin. of Justice program has declined by -11.4% between 2018-2019 (1,177) and 2022-2023 (1,043). The trend was increasing until 2020-2021 (1,689) and then began a decline to present. The COVID shutdown and slow recovery has resulted in students leaving higher education for family and work responsibilities across the community college system. Many students have had to continue to work more than before and therefore are less engaged in post high school education. The negative incidents of unprofessional, unethical, and criminal conduct by a slight minority of officers has resulted in the field being less attractive even though the demand is higher than ever and salary/benefits have increased greatly. Looking at the data from law enforcement agency marketing efforts and AOJ Advisory Board member information, all agencies are actively searching for qualified employees. The attractiveness of the profession, and likewise college enrollment, will take time to recover but enhanced efforts must be made in outreach to the community, specifically to the diverse, multicultural groups, to counter the negative image and reputation of the profession that currently prevails.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

1) The industry trends per Lightcast Analyst Occupational Outlook is positive for 2021-2023. In reviewing growth for the main job positions, the data reveals police officer/sheriff up 6%, corrections up 2%, probation/parole up 4%, communications (dispatchers) up 5% and forensic science technicians up 8%. During the AOJ Advisory Board meeting on 10/26/23, the Board members stated that all criminal justice agencies in the San Francisco-San Jose Bay Area are understaffed, some dramatically, and are actively recruiting qualified applicants.; this bodes well for students with advanced education (community college and higher) success.

2) The Advisory Board (meeting on 10/26/23) reviewed the degree, certificate, and course listing for the program. They voiced a concern that the program does not have a dedicated communications course because they felt that is a serious issues with recent applicants. Other areas of interest were a course in wellness for officers that have experienced trauma and stressful situations over time, need for a specific course on court organization, processes and testifying during trials, and other areas of training that are more academy oriented. Program courses do have content related to the concerns voiced but are only a component of a broader course outline. The Board approved of the 2 new courses (AJ 4 – Intro. to Corrections and AJ 7 – Ethics and Leadership) that have been approved and will be in the program in Fall Qt. 2024.

A possible new course to be developed on 'Forensic Psychology and the Law' was presented to the Board at the meeting and the Board approved of that course as it relates directly with the crisis and mental health incidents faced by officers on a daily basis in several areas. The discussion of this course also expanded to include mental and emotional wellness of professionals also.

D. Course Success

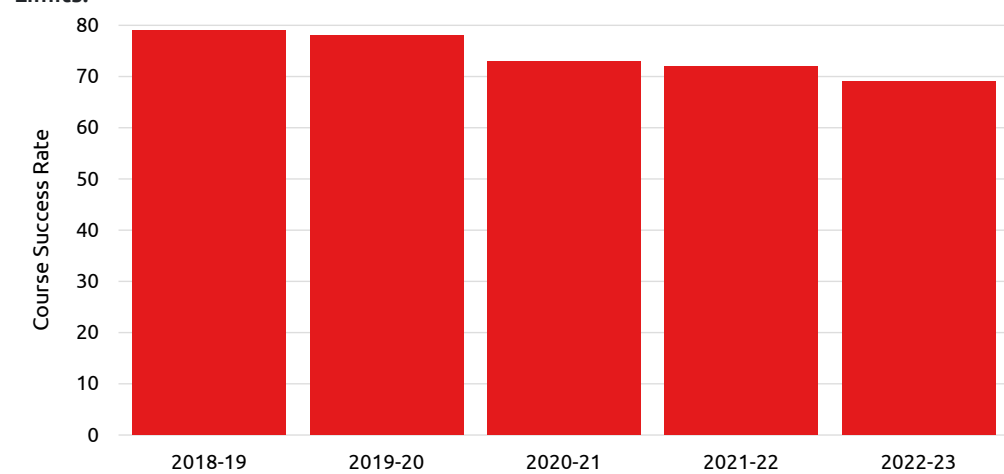saved report - pivot

Course Success

Administration of Justice-DA

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	1,177	79%	927	1,307	78%	1,020	1,689	73%	1,227	1,254	72%	906	1,043	69%	719

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☐   the data trend shows an increase in Course Success

☑   the data trend shows a decrease in Course Success

☐   the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

1) In analyzing the results of examinations/quizzes, various assignments and projects, and conversations with students, it is dramatically evident that a percentage of students lack the understanding of the need to attend classes regularly, have prior knowledge of study and examination preparation skills, and the requirement of effort in college level classes; it appears these skills were not taught in classes prior to coming to college. Faculty are having to teach and instill these necessities in students while also presenting the course content and supporting student needs.

2) The faculty have made a concerted effort to engage with students and give support where possible. Faculty have utilized De Anza's CONNECT to connect students, who don't connect with faculty for personal reasons, to a support system source unrelated to the classroom and have had success. The program has also developed a partnership with an academic counselor who can provide criminal justice specific information and guidance; that counselor has come into the classrooms to introduce herself and provide course pathway and support service information. Faculty continue to attempt to contact students who are not on a success path to ascertain what the issue(s) is/are in order to provide support.

3)These are the main trends that are across the board with all classes. However, more course related outreach would inform the students of the specific need of a specific course that would advance their capability to be successful in the gaining employment and during their career.

4) With an increase in the course success rate of 4% from 79% in 2018-2019 to 83% in 2022-2023, the program's goals are being accomplished.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:
To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate
The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

Hide cells with fewer than   [10]   students

| Social Sciences and Humanities - Administration of Justice-DA | | | | | 2022 Summer to 2023 Spring |
| Number of sections: 69 | | | | | |

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Administration of Justice-DA, 69 sections)	1,043	69%	69%	0		
Asian	205	77%	67%	+10		
Black	41	59%	69%	-11		5
Filipinx	68	69%	69%	+0		
Latinx	502	65%	72%	-7		37
Native American	N/A					
Pacific Islander	29	62%	69%	-7		3
Unknown ethnicity	31	84%	68%	+15		
White	160	72%	68%	+3		
Female	571	67%	71%	-4		22
Male	445	72%	67%	+5		
Non-Binary	0					
Unknown gender	27	59%	69%	-10		3
Foster youth	14	50%	69%	-19		3
Individuals with disabilities	19	74%	69%	+5		
Low Income	563	63%	76%	-14		79
Not Low Income	480	76%	63%	+14		
Veterans	46	87%	68%	+19		

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐   there is no gap (e.g., 0)

☐   there is a negative gap of 5-percentage points or less (e.g., -5)

☐   there is a negative gap greater than 6 percentage points (e.g., -6)

☑   there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☑   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

1) There is a dramatic negative difference of -11% for black students and -7% for Latinx students and the highest positive percentages of +10% for Asian students and +15% for Unknown Ethnicity students.

2) My question is what ethnic groups make up that +15% and if the ethnicity of these students could be determined how would that affect the percentages? In addition to that, it is obvious Black and Latinx students need to be contacted and supported more to assist them in overcoming the issues that are negatively affecting their success. Shaper attention needs to be kept on the performance of students, especially those that are at-risk, in order to identify them at an early stage and provide the assistance needed regardless of their ethnicity grouping.

3) Low-income students, which includes all student groups, are affected negatively by their lack of funding to support their academic goals. This lack of funding could be for family support, transportation, course texts and materials, and their need to work jobs that consume their class attendance and study time.

4) Foster youth face specific hardships in that they normally are released from state/foster-family support upon turning 18 years old and therefore are without continuing support that other students normally have. They do have financial tuition support from the state but that covers limited expenses and a number of these students are unhoused, food challenged, and unable to make payments makes education extremely difficult if not impossible; with a -19% success rate they are the most at-risk group. Many students who are in the negative, such as low-income and foster youth, rarely identify themselves in class so their needs are not known by the faculty; this is an area that is in the greatest need of faculty outreach, guidance, and to be connected with support sources .

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

1) Being able to identify the most appropriate learning styles of students would help in structuring classes and presentations to have the most effective results. Again, since that information is not always readily known, faculty would need to incorporate a variety into the course structure. A combination of lecture, visual aids, written assignments, class discussions and individual presentations, and one-on-one office hours would be effective. Also, keeping track of the exam and assignment results would identify those students who are at-risk and in need of contact support.

2) They align with the program's mission and goals for several years.

Trends in Awards

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Degrees and Certificates by Ethnicity

Administration of Justice-DA

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

✎ Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	**Asian**		2	5	2	1

	Black			1	4	
	Filipinx	1		3	1	
	Latinx	12	6	7	10	5
	Native American	1	1		1	
	White	3	5	1	2	2
	Total	19	17	14	19	7
Associate in Arts-Transfer	**Asian**					2
	Latinx					2
	White				1	1
	Total	0	0	0	1	5
Associate in Science-Transfer	**Asian**	11	16	5	13	2
	Black	1	1	3	1	1
	Filipinx	1	2	5	1	2
	Latinx	33	27	36	39	30
	Native American	1				
	Pacific Islander			3		
	White	6	3	5	6	6
	Unknown ethnicity		2			
	Total	53	51	57	60	41
Credit Certificate-Transcriptable	**Asian**	2	2		1	
	Latinx		1	2	4	4
	White		1	1	6	
	Total	2	4	3	11	4
Total		74	72	74	91	57

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐ an increase in the number of Associate Degrees awarded

☑ a decrease in the number of Associate Degrees awarded

☐ no change in the number of Associate Degrees awarded

☐ Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐ an increase in the number of Associate Degrees for Transfer awarded

☑ a decrease in the number of Associate Degrees for Transfer awarded

☐ no change in the number of Associate Degrees for Transfer awarded

☐ Not applicable

Trends in Credit Certificates awarded show:

☐ an increase in the number of Credit Certificates awarded

☑ a decrease in the number of Credit Certificates awarded

☐ no change in the number of Credit Certificates awarded

☐ Not applicable

Trends in Non Credit Certificates awarded show:

☐ an increase in the number of Noncredit Certificates awarded

☐ a decrease in the number of Noncredit Certificates awarded

☐ no change in the number of Noncredit Certificates awarded

☑ Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

1) The demographics of the college population has changed over the years to a majority Asian and Latinx and that change is reflected in the numbers of degrees and certificates. With the inclusion of the Associate in Science for Transfer, the Associate in Art degrees have taken a sharp decline as Latinx students switch over to the A.S.-T. due to its guarantee of admission to a CSU campus by 600% (in 2022-2023, 7 - A.A. compared to 41 -A.S.-T.). All other student ethnicity groups have very low number of degrees and certificates in comparison to Latinx.

2) They do not align with the mission and goals of the program as faculty strive to accommodate all student academic goals. The course requirements of the A.S.-T. are much less than for A.A. in Administration of Justice and lower enrollment and course cancellations have drastically affected the number of courses being offered that are required for the A.A. The program needs to advise students more on the available certificates whose course requirements are normally included in the degree course requirements so students become aware of the value of these certificates.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1) All Admin. of Justice courses required by the 4 certificates have been offered either every quarter, ever other quarter, or 1 or twice an academic year. The non- AOJ courses such as   Anthropology, Biology, Chemistry, photography, and computer information systems are offered on a regular basis. None of the required courses for degrees or certificates have not been offered.

2) No plans to remove any degrees or certificates. The opposite is true, the programs plans on advertising and marketing them more, especially the certificates to increase awards being presented..

3) There are no plans to offer any new degrees or certificates.

Staffing Trends

Faculty Workload

Faculty Workload
Social Sciences and Humanities - Administration of Justice-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	1.2	1.0	1.0	0.9	1.2	0%
Full Time %	36.4%	27.8%	22.7%	22.4%	36.4%	0%
Overload	0.1	0.1	0.1	0.1	0.0	-100%
Overload %	3.1%	2.7%	2.3%	2.9%	0.0%	-100%
Part Time Load	2.0	2.5	3.3	3.0	2.1	5%
Part Time %	60.5%	69.6%	75.0%	74.7%	63.6%	5%
Total FTEF	3.3	3.6	4.4	4.0	3.3	0%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☐   the data trend shows an increase in Full Time %

☐   the data trend shows a decrease in Full Time %

☑   the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.
1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

1) At this time the AOJ program does not have any staffing increase needs. The program currently has 2 full-time, 6 part-time instructors and 1 part-time instructor from the Paralegal Studies program. With the decrease in enrollment, there has been a decrease in courses that are scheduled resulting in instructors with lower REP not being scheduled for consecutive quarters. The decrease in course offerings have reduced the variety of courses that could be offered. Some instructor that have not been offered classes are highly educated and experienced in their specific fields.

2) Program does not have classified staff and does not need dedicated classified staff personnel . The Dean's Executive Assistant provides assistance and support that is needed in effective scheduling and program needs as they arise.

3) The decrease in course offerings has resulted in the broad spectrum of classes that should be offered not being offered. That has reduced the level of knowledge that students could gain if the normal level of classes were offered. Students are also not offered the opportunity to learn from the instructors who are not offered classes and therefore the student lose that knowledge and exposure to the qualities that are not now available; that lowers the quality of education.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

1) In the assessments that were completed, a majority of students were successful in the assessment process. There were comments by the instructors on a certain percentage of students that did not appear to engaged in the class and give the effort needed to gain knowledge and succeed in the course.

2) In the Reflection and Enhancement sections, instructors indicated a need to have closer contact with students with office hours. In addition, a need to follow more closely the student's progress in order to identify at-risk students and attempt to resolve any issues. There was also an understanding that students should be referred to support services at an early stage in the quarter when the progress results reveal a need for referral.

Dean/Manager Comments

The Administration of Justice Department has a potential for growth. There could be possibilities to work in partnership with the juvenile justice system, however building relationships is key to strategically accomplish this initiative.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.