

PROGRAM REVIEW Fall 2021

Program: Administration of Justice

Division: PATH

Date: November 1, 2021

Writer(s): Mike McQuiston

SLO/SAO Point-Person: Mike McQuiston

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
Began development of a Certificate in 21 st Century Policing that places emphasis on critical thinking and problem-solving skills, and accentuates the importance of procedural justice, ethical conduct, and moral courage. This endeavor included hosting a Community Listening Session to collect community input on program goals and objectives.	X	X	X
Performed COR revisions to address deficiencies in content related to multiculturalism and victimization of immigrant populations.	X	X	X
Sustained engagement of Administration of Justice (AJ) program student population during the AY20-21 campus closure by actively promoting and supporting the AJ Student Club	X		

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
The program continues to experience challenges in attracting and retaining more African American students.	X	X	X
Insufficient program coordinator reassign time (a theme in previous Program Reviews) results in reduced time allotted for meeting the demands of curriculum development and/or modification to align with external regulatory requirements, attendance at discipline specific conferences and regional	X		

professional meetings to establish meaningful partnerships, effective discipline plan development, and developing processes to facilitate ongoing meaningful assessment of SLOs, particularly among the program's adjunct faculty. Increasing this time would also be instrumental in providing opportunities for outreach to potential student populations and improving program growth potential.			
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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
Completion of the 21 st Century Policing Certificate Program		X	X	
Development and implementation of a Probation Officer Academy	X			X
Perform a comprehensive evaluation of program offerings and course curriculum to ensure the present and future needs of our students are being served.		X		X
Develop a targeted outreach and recruitment effort to attract more students of color and ensure their success in the program.	X			X

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

 X N/A

Campus system or Committee	How has it benefitted your students?

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	The shift to online courses prompted a need for student feedback that might otherwise never be seen/heard by faculty. End of
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	semester student surveys were deployed in several online courses.
What did you learn?	Student feedback was generally very positive. Students: • favored a modular course design and felt this was an effective way to deliver the course • enjoyed the convenience of ConferZoom • prefer recorded lectures that can be reviewed at a later date/time • like extra credit opportunities • often asked for longer class sessions
How will you use the feedback?	Adjust course schedule to achieve longer class sessions.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7>
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Student headcount and total course enrollments were significantly impacted by the termination of Las Positas College's Instructional Services Agreement with the Alameda County Sheriff's Office (Chabot College now has the ISA).

66% of program students now list transfer as their educational goal while a mere 14% list a desire to obtain only an A.A. degree.

Spring 2021 male to female student gender ratios are at their closest level historically: female (49%) to male (51%). This ratio has been improving over the last several years (e.g., Spring 2017 ratio was 28% female and 72% male). Lower male enrollments parallel state and national trends on who is opting out of college during the pandemic.

The age of our program student population continues to decrease with nearly half (42%) 19 years of age or younger, and 64% under 21 years old. 8% of our students are now concurrent enrollment students.

White student representation in the program has fallen to 34% with Latino students now a majority 41%. This increase in Latino representation in our program mirrors similar gains in justice occupations nationally.

An analysis of course success rates found a significant increase in withdrawal rate for the AJ program during AY20-21 (17%) versus AY19-20 (8%). This increase in student withdrawals correlates with the shift to online instruction. Withdrawal rates by gender reflect all genders withdrawing at increased rates, however males and non-binary students were withdrawing at rates exceeding those of female students.

Examination of demographic categories revealed the following increases in student withdrawal rates:

- White: 125% increase (AY19-20 8% / AY20-21 18%)
- Hispanic/Latino: 72% increase (AY19-20 11% / AY20-21 19%)

A disproportionate impact on African American and all other races-ethnicities student withdrawal rates occurred during AY20-21 when all AJ programs were held online.

- African American: 244% (AY19-20, 9% / AY20-21 31%)
- All other races-ethnicities: 350% increase (AY19-20 2% / AY20-21 9%)

Despite the increased withdrawal rates noted above, student non-success rates remained unchanged during this period.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
___yes Xno
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Administration of Justice program-set standards were negatively affected by a confluence of two significant events: the SARS-CoV-2 pandemic and the loss of FTES associated with the Instructional Services Agreement (ISA) with the Alameda County Sheriff's Office (Chabot College now has the ISA) at the Sheriff's Regional Training Center.

The loss of FTES, which were previously absorbed through the ISA, left our set-standard data more vulnerable to the instabilities of student completion/success rates during the initial stages of the pandemic as evidenced by the AJ Program student withdrawal rates cited under item 2A above.

R-PIE data for AY20-21 reflect an 8.6% drop in student success rates – placing the program below the level at which we would like to be. However, although the pandemic and its associated public health orders and campus closure had a negative effect on enrollments at the college (enrollment data suggests ~10% loss of FTES at the college Fall21 over Fall20, and ~20% reduction college-wide when compared to our last pre-pandemic Fall19 semester), enrollments in the AJ Program courses traditionally offered on campus (courses not associated with the ISA students) do not seem to reflect a similar impact on enrollment.

Fall 2021 opening day enrollments in our program were ~2% higher than they were in Fall 2020. One bright spot in the loss of the ISA is the clarity that will come from ending the convolution of program enrollment numbers in R-PIE data.

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

None were reviewed in this last cycle. In accord with our 3-year planning cycle, this year was to be used to develop a more comprehensive list of PSLOs for the program's multiple degrees and to restructure and map CSLOs to the new PSLOs.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 0 %

- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. YES X No

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- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

N/A

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

N/A

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

The Administration of Justice program, like other CTE programs at the college, relies on a single person to function as both program coordinator and full-time faculty. This compromises some efforts to improve student learning and equitable practices (despite best efforts to the contrary).

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____X____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

____YES X____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

____YES X____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES X____Not at this time

If yes, explain details, rationale, or any support that might be helpful

D. Does your program plan to create any new courses or programs this year?

X____YES _____No

If yes, please provide details and the rationale

Within the next 12 months the program is planning to complete development of a Probation Officer Core Course and a new Certificate of Achievement in 21st Century Policing. The Probation Officer Core Course will serve as entry-level training for California probation officers. The new certificate of achievement will be awarded to students who complete a course of study that emphasizes transformational leadership, ethical behavior, and principled policing.

The program is planning two new courses as part of the new certificate of achievement.

1. Policing America will be an overview of the role of police in American society, including important historical facts shaping policing to the present.
2. Police Supervisory Practice will be a study of effective supervision and leadership practices in law enforcement organizations.

Rationale – Police and probation officers have a significant impact on the quality and attributes of our criminal justice system. This is of particular importance to the experience of those who interact with, or are processed through, the system. Our new programs and courses aim to positively impact the skills, knowledge, and abilities of the criminal justice workforce to achieve more just outcomes for all.

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

 X YES No

2) Does this program represent a training need that is not duplicated in the college's service area?

 X YES No

Please explain

LMI data reflects regional labor market demand (jobs) will increase at a rate higher than both the state and national averages through 2025.

Change in number of jobs 2020 to 2025:

- National 3.8%
- State 5.2%
- Region 5.6% (+745 jobs)

Job posting activity January 2020 through August 2021 reflects nearly 2,700 jobs posted by 440+ competing employers. Job postings (demand trend) during this same period were generally trending upward as they have continued to do for the last four years. Average monthly postings above 258 (at one point, there were over 500 unique monthly job postings in the region). Average monthly hires in our region during this period was 240+.

It is noteworthy that compensation rates for these jobs in our region are 83% higher than national rates.

B. Advisory Boards: Has your program complied with advisory board recommendations?

 X **YES** **No**

If not, please explain.

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C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review?**

 X YES No

If not, what program improvements may be made to increase this metric?

If we had full implementation of DegreeWorks, it would likely help increase this metric.

Also, of note, SWP student numbers decreased since the last program review (804 in 2018/19 and 670 in 2019/20). This is due in large part to the loss of the Instructional Services Agreement with the Alameda County Sheriff's Office Regional Training Center.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

 X YES No

If not, what program improvements may be made to increase this metric?

A dedicated vocational career center on campus would likely increase this metric.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

 X YES No

If not, what program improvements may be made to increase this metric?

92% of students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution reported that they are working in a job very closely or closely related to their field of study.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

 X YES No

If not, what program improvements may be made to increase this metric?

SWP metrics in LanchBoard indicate 89% of exiting students obtained a living wage. Among SWP students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry and the second quarter after the end of the academic year of exit from the last college attended was 26%.
