

PROGRAM REVIEW Fall 2022

Program: Administration of Justice

Division: Public Safety, Advanced Manufacturing, Transportation, Health and Kinesiology

Date: 10/31/2022

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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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
New Certificate of Achievement in 21 st Century Policing was reviewed and approved by the California Community Colleges Chancellor's Office Academic Affairs Division.
Conducted a credit for prior learning review of ACE military transcript articulation recommendations and identified 15 military school courses to articulate with our program.
Ongoing evaluation of program offerings, scheduling efficiencies, and course curriculum to ensure the present and future needs of our students are being served.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
Post-pandemic enrollment continues to be a challenge for the program. This discipline seems especially vulnerable to enrollment declines during times of low unemployment.
As has been discussed in previous program reviews. Attracting persons of any underrepresented group to the AJ program can be challenging under typical circumstances. Current widely held views of the justice system, and policing specifically, is placing extraordinary strain on potential AJ program students. African American participation in our program historically hovers between 4% -

6%. Attracting persons of color has been and will remain difficult for the foreseeable future. The program plans to develop a targeted outreach and recruitment effort to attract more students of color and ensure their success in the program.

AJ Program Coordinator reassign time (a theme in previous Program Reviews) is instrumental in meeting the demands of curriculum development and/or modification to align with external regulatory requirements, attendance at discipline specific conferences and regional professional meetings to establish meaningful partnerships, effective discipline plan development. Relative to outreach and recruitment of underrepresented student populations, this time is instrumental in providing opportunities for outreach to potential student populations and improving AJ program growth potential.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

During the extraordinary timeline covered in the question prompt, all AJ course offerings were converted from traditional face-to-face instruction to a distance education (DE) format due to the COVID-19 public health emergency. Prior to the pandemic, no AJ courses were offered in DE format. This situation accelerated both the move to DE for the AJ program and the professional development of AJ faculty to become effective online educators. The AJ program will continue to offer DE courses into the foreseeable future as a result of our experiences from 2020-2022.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

In addition to the program's traditional approach to engaging and serving students' transfer, degree, and career-technical goals, the addition of the 21st Century Policing certificate addresses our mission to promote lifelong learning by reengaging with working professionals to provide them a means to professional development, and where so desired, a pathway to degree completion.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
Spring 2023 semester will debut the new Certificate in 21 st Century Policing with our inaugural student cohort.		X	X	
Completion of the Probation Officer Core Course		X		X
Develop a targeted outreach and recruitment effort to attract more students of color and ensure their success in the program.	X			

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F. 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.	Frequent, brief end-of-semester student surveys are used to gather feedback on course organization, amount of human interaction (online courses), clarity of assignment instructions, and student suggestions for course improvement.
What did you learn?	Nearly 100% of students who complete the surveys confirm course organization is effective and learning is sufficient to satisfactorily complete assignments.
How will you use the feedback?	Share best practices for course layout and construction among program adjuncts.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

___X___ N/A

Barrier	Suggestions

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

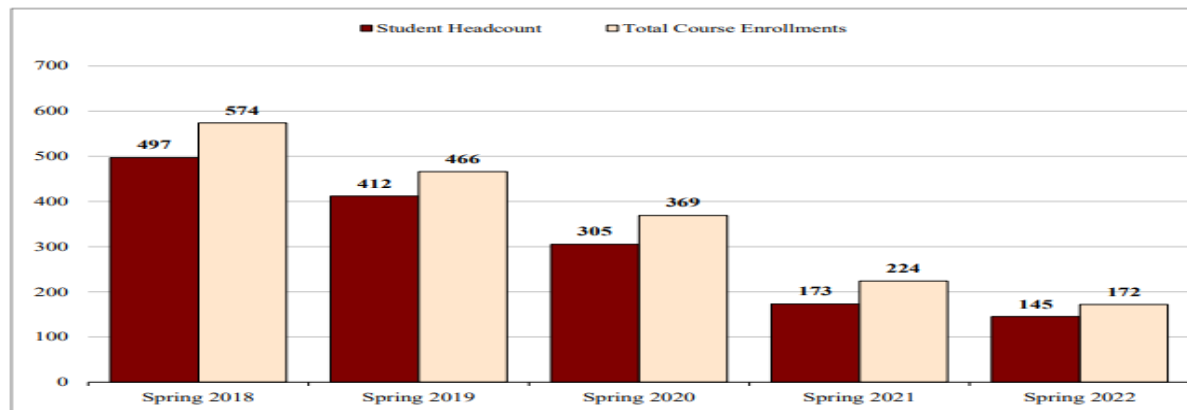
Student enrollments in AJ tend to favor DE course sections; however, student success rates are higher in traditional face-to-face courses (93%), while non-success (14%) and withdrawals (11%) are higher in DE courses.

Administration of Justice (AJ)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Total Course Enrollments	574	466	369	224	172
Face-to-Face (F2F) Sections	574	466	369	0	40
Success Rates	84%	83%	75%	—	93%
Non-Success Rates	9%	13%	13%	—	3%
Withdrawals	7%	4%	11%	—	5%
Distance Education (DE) Sections	0	0	0	224	132
Success Rates	—	—	—	71%	74%
Non-Success Rates	—	—	—	15%	14%
Withdrawals	—	—	—	13%	11%

Five-year student enrollment and headcounts show a significant decline over the period in review, however this is a reflection/consequence of the 2020 end of Las Positas College's Instructional Services Agreement with the Alameda County Sheriff's Office (Chabot College now has the ISA).

Headcount & Enrollment

Administration of Justice (AJ)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	497	412	305	173	145
Total Course Enrollments	574	466	369	224	172



Loss of the ISA with the Sheriff's Office has also impacted male to female student gender ratios in the program as these numbers now more accurately reflect our campus student community, instead of the male dominated workforce. Spring 2022 saw our highest percentage of female students in the program, exceeding the percentage of males for the first time.

Student Demographics: Gender & Age

Administration of Justice (AJ)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Female	119	112	99	83	75
Male	358	290	198	88	67
19 yrs. or younger	78	84	79	73	62
20-21 yrs. old	55	53	47	38	30
22-24 yrs. old	69	74	67	27	21
25-29 yrs. old	97	76	60	22	15
30-39 yrs. old	136	71	36	10	9
40-49 yrs. old	54	47	11	3	7
50 yrs. or older	0	0	0	0	0
% Female	25%	28%	33%	49%	53%
% Male	75%	72%	67%	51%	47%
% 19 yrs. or younger	16%	20%	26%	42%	43%
% 20 - 21 yrs. old	11%	13%	15%	22%	21%
% 22 - 24 yrs. old	14%	18%	22%	16%	14%
% 25 - 29 yrs. old	20%	18%	20%	13%	10%
% 30 - 39 yrs. old	27%	17%	12%	6%	6%
% 40 - 49 yrs. old	11%	11%	4%	2%	5%
% 50 yrs. or older	2%	2%	2%	0%	1%

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 are 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 ☒ No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

As previously discussed in IR Data Review (above), data used to analyze various aspects of program performance, including student success metrics, are adjusting over time to the loss of FTES that resulted from the police academy (and related ad hoc classes) covered under the ISA with the Alameda County Sheriff. The “five-year rolling average” used to determine the program set-standard for course success rates is sharply affected by this due to the different student populations involved and the more rigid academic assessment that takes place as part of traditional instruction (versus law enforcement in-service training).

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 -  c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%

- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|----------|-------------|
| ● Gender | ● Ethnicity |
| ● Age | ● EOPS |

- Veteran
- BOG Recipient
- First Generation
- DE
- Online
- Hybrid
- Fact-to-Face

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

Not Applicable – no SLOs reviewed for academic year 2021-2022.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). ____0____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

N/A

4. List changes that you plan on making to improve student learning.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____Yes __X__No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

☒ X ☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

☒ X YES ☐ No

Course Name & Number
AJ 29 Independent Study, Administration of Justice
AJ 59 Child Abuse in the Community
AJ 63 Criminal Investigation

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☒ X YES ☐ No

Certificate or Degree
Administration of Justice - AS.T - Associate in Science for Transfer
Administration of Justice - A.A. - Associate of Arts Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ X Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES ☒ X _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

☒ X _____ YES _____ No

Course Name & Number
AJ79 Homicide Investigation (sunset Fall 2023).
AJ69 Sex Crime Investigation (deactivation).

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

Can we bring back the ***"No Significant Changes"*** option at the start of the Program Review Template? Although I never used it, I would have used it this year. I feel it would be helpful to include this option in future templates.

I am grateful for the work of the Program Review Chair, the Program Review Readers and anyone connected with this annual work, however I want to ask: why do we do this exercise every year? It seems like I often cover the same topics each year as the planning, execution, and the approval process for many program or curriculum changes can take up to two years or more. I don't find annual Program Reviews helpful to the program. I find them to be a burden, and I would prefer LPC explore a two-year program review cycle (quality over quantity).