

**Program:** Administration of Justice  
**Division:** PATH  
**Date:** November 4, 2024  
**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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

**Please note:** Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

#### Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

---

## Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

#### Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

***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 1: Your Program In 2024-2025

*Please place an X next to N/A where relevant*

### **A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.**

At the start of the 2023-2024 academic year, the Administration of Justice (AJ) program began offering instruction in the new Public Safety Complex (Building 3400). The co-location of all three public safety disciplines has been beneficial for both staff and students. This new facility provides ample space for storing and maintaining instructional equipment, along with discipline-specific classrooms and training areas that allow for hands-on, practical learning experiences.

The program has expanded its outreach efforts to attract a more diverse student population and increase interest in criminal justice careers. Key initiatives, such as producing a new marketing video, participating in career expos, and taking part in LPC's spring Open House and fall College Preview Night, have significantly boosted the visibility of both the college and the AJ Program. Our partnership with the Tri-Valley Regional Occupational Program (TVROP) Criminal Justice Academy continues to grow and flourish, creating even more opportunities for students in our community. Additionally, hosting tours for high school groups has strengthened community connections, with one outreach event leading to the development of a new articulation agreement with Kimball High School in the Tracy Unified School District. Our Community Outreach Specialists have been exceptional in identifying prospective students and inviting them to campus for presentations from multiple disciplines, including the AJ Program.

The AJ Program continued to participate in the California MAP initiative to award college credit to veterans with prior learning based on military training, and plans are moving forward to implement credit for Industry Recognized Training for currently employed law enforcement officers.

The Program Coordinator supports and advises the LPC AJ Club. The club aims to promote the Administration of Justice Program at Las Positas College, foster student camaraderie and leadership, provide networking and career preparation opportunities in the justice field, and encourage community service both on campus and beyond.

The program has taken steps to ensure that issues of diversity, equity, and inclusion are central to the curriculum. We have incorporated content that addresses systemic inequalities within the justice system and worked to create an inclusive learning environment for all students. Specific updates to curriculum are covered later in this program Review.

The AJ program coordinator had the opportunity to serve on a 10-member statewide Modern Policing Degree Model Curriculum Workgroup, convened by the Academic Senate for California Community Colleges in Spring 2024. The workgroup was responsible for developing a new Modern Policing Degree model curriculum, based on the recommendations from the Chancellor's Modern Policing Degree Task Force. The AJ Program plans to submit this new degree for review in Fall 2024, with a Fall 2025 targeted implementation.

### **B. Challenges, Pain Points, and Needs**

Many of our students face academic challenges or life circumstances that impact their ability to succeed. This includes balancing work, family, and educational responsibilities, as well as varying levels of academic preparedness. Access to reliable technology is another factor in their success, as students without consistent

access to computers or the internet may struggle to participate fully in online courses, complete assignments, or access LPC abundant student resources. Addressing these barriers is crucial to ensuring that all students have the opportunity to reach their academic and career goals, yet faculty may not have the required time or technical expertise to advise and assist students who face challenges with technology.

On the flip side, technology in the form of artificial intelligence language models like ChatGPT, is bringing a host of other challenges into the AJ classroom. The amount of time reviewing, investigating, challenging and responding to academic dishonesty can be overwhelming. If we hope to retain the integrity of higher education at LPC, this issue needs to be the highest priority for our college and our district.

While building partnerships with local law enforcement and justice agencies is always a program priority, there are challenges in ensuring consistent engagement from these partners. Scheduling conflicts, personnel changes, and differing priorities between educational institutions and justice agencies can sometimes make it difficult to undertake new initiatives and or collaborative projects to advisory board meetings.

Reassign time for AJ program coordination continues to be an issue. The new MILO range simulation lab has added more tasks like training, equipment maintenance and system updates. This leaves less time for curriculum development, keeping abreast of rapidly changing statutory requirements, attending conferences and professional meetings, discipline planning, adjunct recruitment, and assessing Student Learning Outcomes (SLOs), especially for adjunct faculty. Increasing this time would also be instrumental in providing more opportunities for outreach and improving program growth potential.

### **C. Planning: What are your program's most important plans, either new or continuing?**

Assembly Bill 89 (2021), known as the Peace Officers Education and Age Conditions for Employment (PEACE) Act, tasked the Chancellor of the California Community Colleges to create a modern policing degree. Additionally, the law requires the California Commission on Peace Officer Standards and Training (POST) to set a new minimum educational requirement for peace officers. The law as currently adopted, specifies both the modern policing degree and a bachelor's degree as the minimum education requirements for employment as a California peace officer (this requirement is currently set to go into effect at the end of 2025).

As a result, the AJ Program will endeavor to submit a new Associate in Science degree in Modern Policing for approval in fall 2024. This new degree program will prepare students with the necessary skills and knowledge to meet the updated educational requirements for peace officers. The program aims to equip future peace officers with a comprehensive education that aligns with the standards set by the California POST Commission.

The AJ Program will also be seeking approval for Industry Recognized Training for credit during the 24-25 academic year. This initiative aims to provide credit for prior learning, which is a significant step towards promoting student equity. By recognizing and valuing the skills and knowledge that students have acquired through their professional experiences, the program ensures that all students, regardless of their background, have the opportunity to advance their education. This approach helps to remove barriers to higher education, making it more accessible and inclusive for a diverse student population.

The program plans to facilitate a week-long Public Safety Summer Camp in summer 2025 for high school students 14-18 years old who have an interest the public safety discipline (criminal justice, fire service & emergency medical response).

Some AJ courses will see the rollout of A.I.-powered educational tools in 2025 to support student learning and enhance engagement, providing personalized feedback and resources to help students succeed.

**D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?**

Barriers:

Suggestions:

N/A X

**E. Curriculum Updates**

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?

Yes X No     

As described above, new legislation is driving the development of a new Modern Policing A.S. degree for the AJ program. Additionally, curriculum will continue to be updated as needed or mandated.

2. Comments (Optional): During the 23-24 academic year, the following courses and program were either approved, modified/updated, or deactivated (as indicated).

- AJ 29 Independent Study, modified
- AJ 45 Policing America, modified
- AJ 59 Child Abuse in The Community, modified
- AJ 63 Criminal Investigation, modified
- AJ 66 Juvenile Procedures, modified
- AJ 74 Gangs and Drugs, modified
- AJ 79 Homicide Investigation, deactivated
- AJ 85 Introduction to Forensics, new credit course
- 21st Century Policing Certificate of Achievement, modified program

3. Please review your program [maps](#). Do you need to make any modifications?

Yes      No X

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.

- a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.

b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

---

## Section 2: Data Analysis – Quantitative and Qualitative

**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).

A review and analysis of Health, Wellness, & Public Safety career pathway demographics and academic outcomes between fall 2018 to fall 2022 reflects enrollment challenges, likely related to the COVID-19 pandemic, continue to affect the program, however this data does not disaggregate the various, widely disparate academic disciplines in the pathway.

Latino students consistently made up the largest ethnic group in the pathway, ranging from 35% to 39% over the five years. African American students accounted for approximately 5% each year, while Asian American students represented 7-9%. The representation of Filipino and Pacific Islander students fluctuated slightly but remained relatively low. The majority of students were aged 19 or younger, accounting for 33-40% of the student population each year. Students aged 20-24 consistently made up around 35-40% of the population.

The majority of students, 60-64%, aimed to transfer to a four-year institution, either with or without earning an associate degree. This reflects the program's role in preparing students for further education.

Course success rates (students earning grades A, B, C, or Pass) remained strong at 70-72%, indicating consistent academic performance across the years. Non-success rates (D, F, NC, NP, I) fluctuated between 9-16%, while withdrawal rates were as high as 20% in 2020.

Around 32-43% of students had a comprehensive educational plan during the five-year period. This highlights a significant portion of students planning their academic pathways, though there is room to increase this number to better guide students toward their educational and career goals.

### ***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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes X      No     

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

---

## Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- 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)**

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes  No

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
  - N/A     %
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data. Unable to complete assessment of PSLOs for the AJ Program due to insufficient assessment data.

Unable to complete assessment of PSLOs for the AJ Program due to insufficient assessment data. Mapping and assessments of SLO's continues to be a challenge for the program. Conclusions drawn from analysis of data found in the R-PIE Tableau Dashboard reveal the following about student learning and equity in the AJ Program:

African American students consistently had lower success rates than the overall program student population during the 2022-23 and 2023-24 academic years. Their success rates ranged from 53% to 65% while the combined success rate of other students in the program over the same period was 69% and 73%.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future. The program requires an update to the 3-year plan.

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).*

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).



6. 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.

### **C3: Non-Instructional Programs (SAOs)**

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).*

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. 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.

### **Section 4: Suggestions for the Program Review Committee (optional)**

What questions or suggestions about this year's Program Review forms or process do you have?

**None at this time.**