Program: Administration of Justice
Division: PATH
Date: November 2, 2020
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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

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 as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Communicate with your dean about completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:
Program Review Home Page: laspositascollege.edu/instructionalprogramreview
Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php
Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. **[https://bit.ly/3fY7Ead]**

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

AJ faculty continued to work with the architectural firm, project manager, and Fire Service Technology, Emergency Medical Services, Welding, and Automotive programs as we moved into the design development phase of the new Public Safety, Advanced Manufacturing, and Transportation Complex.

Curriculum for the following two new courses was completed: AJ87A (PC 832 Arrest), and AJ87B (PC 832 Firearms). These courses are the two component parts of the minimum training standard for peace officers in the state of California.

We worked with LPC's counseling department to conduct AJ program mapping to ensure a clear curricular pathway exists for students seeking either the Associate of Arts Degree or the Associate in Science Degree for Transfer. During this process, we identified course offering conflicts that may unnecessarily delay student achievement of academic goals. Consequently, faculty has performed deconfliction in AJ program course scheduling to remove these barriers.

Conducted a review of AJ program SLOs & PSLOs, updating many SLOs throughout multiple courses, and completed a 3-year planning cycle document for program SLOs.

With the assistance of LPC's Articulation Officer, we established an articulation agreement with National University.

The AJ program now has a completed promotional video, which is now viewable on our program homepage.

Continued work in collaboration with LPC's Anthropology program to plan and develop the LPC drone program template, including developing curriculum, operational policy, and equipment specifications. Completed procurement of our first fleet of drones.

We planned and developed a Criminal Justice Summer Camp for high school students aged 15-17 years to take place during Summer 2020 as a means to provide justice career path exploration for high school students. Unfortunately, the summer camp was cancelled due to the campus closure.

Due to the COVID-19 public health crisis, all Spring 2020 courses had to be moved to online presentation on short notice. With the LPC campus remaining closed for the Fall 2020 semester, Fall AJ courses were presented online as well. In addition to the work of converting traditional face-to-face courses to a distance education format, this significant disruption required additional professional development. AJ faculty met these challenges in exemplary fashion and are providing effective online instruction to our students.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
X	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support	X	Professional Development	X	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

This year saw the end of Las Positas College's Instructional Services Agreement with the Alameda County Sheriff's Office (Chabot College now has the ISA). This represents a loss of approximately 450 FTES to the college per year.

The transition to online learning/teaching has been a challenge for both faculty and students. Some of our traditional face-to-face course instruction also includes a significant ratio of hands-on exposure to equipment and procedural tasks, as well as practical exercises involving both. This is particularly evident in a few courses. As a result of the difficulties of providing our students with this valuable experiential learning in the "virtual" classroom, there is a need to explore the possibility of adding a lab component to some of these classes.

Obviously, the academic year covered in this report ended under the cloud of the COVID-19 pandemic, however the AJ program is also principally affected by another national crisis: systemic racism in our criminal justice system, which has led to an increased social awareness of these problems and a large social movement to improve our systems of justice. Unfortunately, some conversations regarding these badly needed changes often mischaracterize all actors and all outcomes within the system as racist. Attracting persons of any underrepresented group to our program can be challenging under typical circumstances. The current environment is placing extraordinary strain on potential AJ program students.

As the following section on IR Data Review reports, 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. Our program needs to develop a targeted outreach and recruitment effort to attract more students of color and ensure their success in the program.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources	X	Pedagogy	X	Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

C. **IR Data Review: Describe any significant trends in your program's data from 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 generated for your program by the Office of Institutional Research 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

For assistance with this question, contact the Director of Institutional Research and Planning. **[https://bit.ly/3fY7Ead]**

An analysis of data provided by the Office of Institutional Research and Planning reveals the following:

AJ Program FTES have continued to increase (during both Spring and Fall semesters) over the five-year period ending in Spring 2020. Productivity (WSCH/FTEF) is very high and steadily increasing. Spring 2020 saw 266.7 FTES (versus 126 in Spring 2016) and instructional efficiency of 5,718.6 (versus 2,385 in Spring 2016).

IR data for the Administration of Justice Program reflects that we consistently maintain a fill rate of well over 100%: Fall 2019 = 161%; Spring 2020 = 120%.

The above data may suggest student demand and enrollment exceeds current section capacity.

Male students remain the majority of AJ program enrollments (67%), however this is a lower percentage than reported in our previous program review (72%). Female student enrollments jumped to 33% during Spring 2020, apparently the result of increased male attrition rates during that semester.

As reported in previous AJ Program Reviews, white student enrollments continue to decline as Latino student enrollments continue to trend upward (mirroring institutional patterns).

African American enrollment remains flat at 5%, consistent with program historical trends. Multi-ethnic student enrollment continues to lightly increase (from 3% to 5%) over the last five years.

Both African American and female students remain underrepresented among Administration of Justice students.

Overall course success rates dipped during the 19-20 academic year, in no small part due to the COVID-19 pandemic.

Course success rates of African American students, which had steadily increased from 79% (2013-14) to 88% (2018-19), slipped in 2019-2020 to 82%. By comparison, white student course completion rates fell from 90% (2018-19) to 80% in 2019-2020. Similar changes were seen among multi-ethnic, Hispanic/Latino, and Filipino students. Interestingly, while other student success rates were moving downward, Asian student success rates increased to their highest number in the five-year comparison period to 86%.

The Administration of Justice Program continues to award a significant number of degrees among CTE programs and generally among the various fields of study offered at the college.

The overall number of AJ program degrees awarded continues to increase each year, however the amount of AS-T degrees awarded continues to trend upward while the AA degree declines in popularity.

The number of Associate Degrees for Transfer (AS-T, both GE and IGETC) awarded during the 2018-19 academic year was 29, while AA degrees numbered 9, for a total of 38 degrees awarded AY 19-20.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

Perform a comprehensive evaluation of program offerings and course curriculum to ensure the present and future needs of our students are being served. This evaluation should be made with due concern for the larger societal issues described Item B above.

Implement the incorporation of unmanned aerial systems (drone technology) into the Administration of Justice curriculum. Advocate and support the same with other disciplines.

Continue to develop a Probation Officer Core Course to serve the needs of community corrections professionals.

Develop a new Certificate of Achievement in 21ˢᵗ Century Policing that places emphasis on critical thinking and problem-solving skills, and accentuates the importance of procedural justice, ethical conduct, and moral courage.

Begin exploring offering short-term vocational certification courses (non-credit) and accelerated courses (for credit) as part of our program. Explore the use of vocational internships in conjunction with these offerings.

	Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources	X	Pedagogy	X	Student Equity
	External Factors		Learning Support	X	Professional Development		Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement**. [https://bit.ly/3fY7Ead]**

Section 1, Item B above describes current cultural challenges in attracting students of color to the program, as well as relatively static student gender enrollment ratios.

Challenges include how to attract and retain more African American and female students (generally, how to increase the diversity of our program student population), how to attract and retain more diversity among AJ faculty, and how to improve our pedagogy across the discipline to ensure equitable practices.

One strategy we are just beginning to explore is a course level review of student success rates by race/ethnicity. Others include making sure faculty have ready access to resources pertaining to equity, justice, anti-racism/anti-blackness education, and vetting of classroom materials, syllabi, etc.

B.

SLOs/SAOs [SLO Committee]:

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

B1: Instructional Programs with PSLOs
B2: Instructional Programs without PSLOs or with Special Circumstances
B3: Non-Instructional Programs

Skip 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.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your

selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

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

B1a. **In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

PLSO for the Administration of Justice – AS-T: "Upon completion of the AS-T in Administration of Justice, students are academically prepared for transfer to a four year degree program. The student will be able to explain different components and sub-components of the American criminal justice program; interpret criminal law statutes and differentiate between civil law and criminal law."

This PLSO includes objective measures that can be assessed accurately.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of AJ 50, the student will be able to critically analyze and discuss issues of crime and justice.		X	
Upon completion of AJ 50, the student will be able to describe the evolution of the American criminal justice system, including the history, development, structure, and function of police, courts, and corrections.			
Upon completion of AJ 55, the student will be able to explain the differences between a prison and a jail and the role of each in the American criminal justice system.		X	
Upon completion of AJ 60, the student will be able to identify the origins and foundational concepts of civil and criminal law and explain how laws are developed and modified.			
Upon completion of AJ 61, the student will be able to identify the rules of evidence pursuant to			

the California Evidence Code and how they impact the gathering, cataloging and storage of evidence by the police.			
Upon completion of AJ 61, the student will explain the differences between Federal Rules of Evidence and the California Evidence Code, and explain the basic rules of search and seizure, the Exclusionary Rule and the "Fruits of the Poisonous Tree" doctrine.			
Upon completion of AJ 63, the student will be able to conduct a preliminary criminal investigation.			
Upon completion of AJ 63, the student will be able to perform a basic crime scene search and identify applicable investigative resources.			
Upon completion of AJ 66, the student will be able to explain the causes and effects of juvenile delinquency and crime.			
Upon completion of AJ 66, the student will be able to explain the historical evolution of the juvenile justice system and its processes.			
Upon completion of AJ 66, the student will be able to identify status offenses.	X		
Upon completion of AJ 70, the student will be able to describe the structure of various cultures in a community, including special populations and subcultures and how to effectively communicate with each group.			
Upon completion of AJ 70, the student will be able to identify the structure of the police organization and its impact on officer behavior, community relations and community members.			

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

During next year's Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

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

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed?   (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

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

B3a. **In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

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).

> **All courses are up to date. The CurricUNET Course Outline Report indicates AJ 89 (Family Violence) is due for revision, however this course has recently been revised and updated. These revisions are pending completion of the curriculum review process.**

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

> **AJ 71 (Narcotics & Drug Enforcement), AJ 88 (The Police and Hollywood), and AJ 9988 (Academy Orientation) have each been deactivated. Deactivation of AJ71 and AJ88 impacts course offerings for both the AA and the AS-T degrees. Deactivation of AJ9988 has no impact.**

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

> **We have submitted DE proposals in the form of DE addendums for each of the following courses: AJ50 (Introduction to Administration of Justice), AJ70 (Community Relations), and AJ60 (Criminal Law). This was initially done as part of the emergency transition to online courses triggered by the COVID-19 pandemic, however after further discussion among faculty, these three courses were identified as candidates for online instruction in our program.**
>
> **An online offering of these courses would increase access by no-traditional students. It would also appeal to students who require a flexible schedule, and those who enjoy online study.**