A. Administration of Justice Program Review
   1. Program Evaluation and Planning Team Members: Glen Bell
   2. Verification Team Members: Loi Nguyen, Linda Schoppert, Lynda Monger, Kate Benscoter, Sonia Wright

B. Statement of Completion
   1. The program outcome guide and matrix is not complete, however, Glen has already inserted his program SLO’s into his course outlines, which was the final objective.
   2. Unit plan, schedules A, B, F are missing – drafts to be forwarded to verification team members.

C. Strengths of the Program
   1. The student internships and students working in community/public service agencies provide the students experience and the opportunity to determine if the program is suitable for them.
   2. Assisting under prepared students by recommending campus resources.
   3. On-line class availability enhances accessibility of the program coursework.
   4. The program has successful outcomes despite the absence of a full-time program coordinator.
   5. Utilizes the student support services at NVC by directing students to the Writing Center, tutoring and instructor office hours for individual advising. Students who follow this advice are usually more successful.
   6. Positive reputation by affiliation with the Criminal Justice Training Center programs at NVC.

D. Areas for Program Improvement
   1. Need a full-time program coordinator to expand and develop the program success and retention rates.
   2. Work toward the addition of a half-time or full-time faculty position.
   3. Garner administrative support to increase the number and availability of on-line courses.
   4. Pursue validating English 100 as a pre-requisite for ADMJ course; tie course level success to reading and writing levels.

E. Summary of Verification Team Recommendations
   1. The team was awed by the faculty member’s understanding to place the SLO’s in the course outlines and receive approval from the Office of Instruction, which will then meet the goal of the overall intended program learning objectives. This streamlined process jumps right into the heart of implementing the SLOs.
   2. There is a strong need for a full-time program coordinator to be hired for this program; otherwise the program will slowly deteriorate due to the faculty member being spread too thin.
   3. The campus would benefit from the expansion of more online ADMJ courses, which are often taken by individuals from out-of-the-area.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PROGRAM: ADMINISTRATION OF JUSTICE          DATE: 11-3-2005

1. MISSION

A. Program Mission Statement

   The Administration of Justice program provides quality instruction for transfer/degree and occupational students. The courses reflect skills and knowledge that have been identified by our transfer institutions and local criminal justice employers as critical to student success, both in the classroom and in the communities where students will be employed.

B. The program falls within one or more of the following categories (check all that apply):
   - ✓ Transfer/Degree
   - ✓ Vocational
   - ❑ Remediation
   - ❑ Non-Credit/Community Services

2. CURRICULUM AND INSTRUCTION

A. Review the course outline data and assess the following:

   ▪ Currency of course outlines. Course outlines must be reviewed every five years. If all course outlines have not been reviewed, include a timeline for review in your unit plans.

   All courses have been reviewed within the last five years and revisions made where appropriate.

   ▪ Appropriateness of courses to the program.

   The ADMJ program was revised in 2004 based upon recommendations made by the Criminal Justice Advisory Committee. The committee approved the current course inventory.

   ▪ Appropriateness of current pre- and co-requisites and recommended preparation.

   There are currently no pre- or co-requisites. There is growing evidence that an English 100 pre-requisite may be desirable in the future.

   ▪ Appropriateness of the degree and certificate requirements.

   The ADMJ degree and certificate requirements were revised and approved by the Criminal Justice Advisory Committee, and by the Curriculum Committee.
B. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the SLO Matrix (attached).
- What timeline have you established for developing course-level student learning outcomes?
  
  Both course and program student learning outcomes have been developed by representatives of staff and community users. We are in the process of integrating program outcomes into specific course outcomes.

- Once established, in what ways will students in your program demonstrate achievement of stated learning outcomes? Check all that apply:
  
  - Student internships
  - Complete program competency exams
  - Assessment by departmental rubric
  - Obtain jobs in the field
  - Pass state/national examinations
  - Success in a subsequent course sequence
  - Performance after transfer
  - Portfolios/capstone projects
  - Other ______________________________

- Discuss the methods used (above) to assess whether the students achieved the stated student learning outcomes. What was the success rate?
  
  This is still in the preparation stage. The integrated student learning outcomes must be submitted to the Curriculum Committee by the end of the 2005-2006 academic year.

- For those students who did not achieve the SLOs, what interventions were used to support those students? What programmatic changes will be made to ensure future SLO achievement?
  
  Not implemented yet. Recommendations for changes will be based upon specific information regarding student achievement of SLO’s.

- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  
  - Syllabi
  - Catalog
  - Brochure
  - Articulation/Transfer agreements
  - Website
  - Other ______________________________
C. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

Course syllabi are reviewed by the program coordinator and the division chair to ensure that each instructor has designed the class to meet the course outline of record. If an instructor designs a class that is not in substantial congruity with the course outline of record, the program coordinator will work with the faculty to help her/him remediate this design flaw.

D. What methods are used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

The instructors generally use the same textbooks, teach to the current standards of the professions, and use a variety of evaluation strategies in order to maintain rigor across the curriculum. The data seems to demonstrate a consistency within course cohorts.

E. What instructional methods are used by the program faculty to address the diverse student population and to encourage retention and persistence of the program’s students?

The Administration of Justice classes reflect the overall ethnic, gender, socio-economic, and ideational diversity of the college population. All of the current instructors have received cultural awareness training as members of a law enforcement agency, as a teacher, or both. The textbook selections generally reflect a sensitivity to diversity, and the course outlines of several classes include specific content which address diversity issues in society. Individualistic and collectivistic perspectives are explored, and media presentations, exercises, guest speakers, and homework assignments provide the student with an opportunity to understand and appreciate diversity.

F. What instructional methods are used by the program faculty to address the differences in learning styles and to encourage retention and persistence of the program’s students?

A variety of instructional strategies are used to encourage persistence and retention, including audio, visual, tactile, and collaborative techniques. I believe that the majority of our students enter our classes under-skilled; they are not prepared to do college-level work. Faculty often end up teaching reading and writing, spelling and grammar, learning skills, and the basics of being a responsible learner, while at the same time, covering the subject matter. It would be very interesting to conduct an entry/exit testing for basic skills and knowledge attainment in order to measure instructional effect.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

This is an area that can be improved when we have a full-time instructor dedicated to the ADMJ Program. The past agreements have been ineffective, mainly because the high schools have treated these classes as vocational, basic skill courses, and have not promoted them as legitimate academic classes.

H. Reflect on your responses in Section 2, Curriculum and Instruction, and write objectives for improvement on Schedule A, Unit Plan, as needed.
3. **STUDENT SUCCESS AND EQUITY**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

The Successful Course Completion data shows a fluctuation of 13% between Fall 2002 and Spring 2005, and a decline of 2% from Fall 2002 to Spring 2005.

The Retention data shows a fluctuation of 18% from Fall 2002 to Spring 2005, and a decline of 7% from Fall 2002 to Spring 2005.

The data does not demonstrate any discernable pattern, although African American students seem to be the group most at risk across the continuum. There does appear to be some correlation between age and success/retention, though the data can vary widely in any particular semester.

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

Since there are no pre-requisites for entry into the ADMJ courses, I must wait until the student work reveals student preparedness and skill levels. Although generally those students who speak English as a second language have not developed college-level reading and writing skills, many are able to be successful due to the individual effort and the availability of support services. I encourage study partners/groups as the most effective informal strategy, with the writing lab and appropriate English classes as an alternative. As expected, those who avail themselves of these resources do better than those who do not.

C. What has the program done to formalize links with support services for students?

We have a good relationship with our counselors, and, being a vocational program, a good job/career is a motivation for developing those skills required to be successful. It is difficult to obtain a commitment from less-skilled students to avail themselves of the support services. I will make corrections on written work and then counsel the student about how much more professional their work would look if they were more skilled in writing. I then make sure that they are aware of the location of the writing lab.

D. Review the full-time/part-time instructor ratio (to be phased in). Discuss trends, and needs.

The program definitely needs a 1 FTEF, full-time presence. Currently there is a .40 full-time to 1.20 adjunct ratio for eight classes with an average class size of over 30 students. The only full-time instructor has a 1 FTEF load in Sociology. There are some recruitment strategies that have promise, but they would require time and energy.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

The data shows an increase in the number of degrees, and a decrease in the number of certificates. This information reflects several structural changes in the program. The certificate options for Corrections and Wildlife Law Enforcement have been made inactive, and the Certificate in Law Enforcement no longer has the ADMJ 240 and 241
option. The degree and certificate requirements were revised in 2004 and we will not see the early results of these changes until 2006. When the Criminal Justice Training Program begins their Corrections certification programs, successful students will be eligible for a new Corrections certificate in the ADMJ program.

F. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Unit Plan, as needed.

4. ENROLLMENT TRENDS AND STUDENT SATISFACTION

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Enrollments fluctuate, but generally they remain stable. The ADMJ program has the allure of the media presentations, and many students dream of being a cop, FBI agent, or more recently, a C.S.I. Unfortunately, many of these students have not properly prepared themselves for these skilled positions, and the interest sometimes fades as the requirements become evident. The criminal justice system has always been a stepping stone from working to middle class, and this pathway remains active today. These are often some of the more at-risk students who are affected by the increases in tuition, or the demand for higher skill sets as the compensation for criminal justice employees increases. These are all positive developments, but there will be a lag between the implementation of these changes, and the adaptation by the students.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

There are no discernable trends in terms of the six core courses offered each semester. The load for ADMJ remains above the district target of 450, fluctuating from a low of 461 to a high of 587. Increases in tuition may affect enrollments, and thus WSCH in the future. The average class size data reveals an average of over 33, with day classes accounting for a higher number of students than the evening sections. The program has been, and continues to be a productive enterprise that requires little in terms of cost to the district.

C. Review the schedule of classes for the program and the results of the student satisfaction surveys, and discuss whether the course offerings are scheduled appropriately to meet student need.

The data supports the conclusion that classes are offered at convenient times for the students. We are looking at the possibility of offering classes at a high school, and we have developed an online class for the Introduction to the Administration of Justice, ADMJ 120, in an effort to increase accessibility. The program offers all six core course every semester, three core courses in the day, and three in the evening. Each Spring semester the three course offerings are rotated, so that a student may complete the six core courses in one year, either as a day student or as an evening student.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

No areas of improvement were identified.
E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

The Administration of Justice curricula offers vocational preparation for a number of professional paths including peace officer, probation and parole officer, paralegal, attorney, private security, and State or Federal employee. We are currently designed to provide introductory skills and knowledge, degree/transfer courses, and community service/internship experiences. Some of our students typically migrate into the CJT program for law enforcement, corrections/probation, or paralegal training in preparation for employment. I believe that this logical progression, with clearly defined goals and outcomes benefit both students and the institution. It minimizes redundancy and leverages resources. Transfer/degree and professional pathways are clearly defined and obtainable in manageable time periods.

F. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Unit Plan, as needed.

5. **COMMUNITY OUTREACH**

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

The Administration of Justice Program benefits directly from the presence of the Basic Police Academy on our campus. Many of the ADMJ students are considering attending the Academy sometime in the future. The ADMJ program also benefits indirectly from the CJT advertising resources and strategies.

In the past, the ADMJ program has offered courses at the local high schools, including Vintage. These classes were not used properly by the high schools, and they became a liability, not an asset, to program recruitment.

Our transfer students have done well at their transfer institutions, primarily CSU Sacramento and CSU Sonoma. Successes in the Academy, on the job, and in our transfer institutions are the most effective recruitment vehicle at this time.

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?

We have an active transfer relationship with CSU Sacramento and with CSU Sonoma. Members of the ADMJ faculty have participated in meetings between the CSU and the CCC staff to develop a focused transfer package. There is much change in the air and the CSU system is clarifying what classes they will accept in the major as part of a legislative mandate. These changes have not affected our students, nor have they forced a change in the curriculum at this time. The situation needs to be monitored, and curricular changes may become necessary in the future.

C. What has the program done to establish relationships with the business community (if a vocational program)?

The Community Service/Internship course has provided many local agencies with volunteers who add to the effectiveness of their services. We place 12-20 students per semester in local criminal justice agencies, and in other public agencies that serve the
public. The college is respected for providing these resources, and the students acquire very important knowledge of and skills for serving the public.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)

The CJT Advisory Committee has provided support and direction in the most current program and course revisions. It was the recommendation of the advisory committee to change the emphasis of the Internship program from law enforcement training to public service. The Committee also suggested changes to the degree requirements, and to the certificate requirements, all of which were submitted to and approved by the Curriculum Committee during the 2004-2005 academic year.

E. Reflect on your responses in Section 5 Community Outreach and Articulation and write objectives for improvement on Schedule A, Unit Plan, as needed.

6. **ACCRREDITATION AND EXTERNAL REVIEWS**

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Not applicable (Not mentioned in Self-Study or Accreditation. I do not have access to previous program review materials)

B. Indicate the sources of information used in Question 6A.

- Accreditation Self-Study Planning Agenda
- Accreditation Final Report
- Previous program evaluation recommendations

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

As mentioned in previous sections, the program has made several substantive changes to the degree/transfer and certificate options based upon input from the Criminal Justice Training Advisory Committee.

D. Reflect on your responses in Section 6 Accreditation and External Reviews and write objectives for improvement on Schedule A, Unit Plan, as needed.

7. **RESOURCES**

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Unit Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.
A. **Staffing**

Summarize the staffing resource needs identified in the unit plans. Discuss any changes needed. (Complete Schedule B, Staffing, as needed)

As recently as two years ago, there were two full-time faculty teaching in the ADMJ Program. One of these faculty members retired, and the college has not hired a replacement. Given the current full-time to part-time ratio, .4 FT/ 1.4 PT, and given the need for coordination, Internship/Community Service, and the further development of outreach activities, it will be critical to replace this position in the near future. Given that this program does not require many additional resources, the number of students served and the productivity support this replacement.

B. **Program-Specific Equipment**

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule C, Program-Specific Equipment Request, as needed.)

Not applicable

C. **Facilities Improvement/Renovation**

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule D, Building Improvement/Renovation, as needed.)

Not applicable

D. **Technology**

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule E, Request for Technology, as needed.)

There is a need to further develop online alternatives for ADMJ majors. Many graduates of the Police Academy do not have an A.S. degree, and online options would be attractive. This would not require any new hardware, but would require time and staff to create online options for the remaining five core courses.

E. **Professional Development**

1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff.

   None identified at this time.

2) Based on the goals that resulted from this program evaluation, complete Schedule F, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.

   None identified at this time.
F. **Learning Resources**

What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete Schedule G, Learning Resources Needs, as needed.)

None identified at this time.

G. **Operational Budget**

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete Schedule H, Request for Budget Augmentation, as needed.)
PROGRAM EVALUATION SUMMARY FOR ADMINISTRATION OF JUSTICE

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements  (major achievements, changes, implementations, progress since last program review)
1. All courses revised as of Fall Semester, 2005
2. Degree/Transfer and Certificate options revised
3. ADMJ 120 offered online Fall, Spring, and Summer
4. Number of A.S. degrees increased
5. WSCH and Productivity above college average

Strengths  (unique characteristics, special capacities)
1. Strong demand for new employees in the criminal justice system
2. Quality adjunct faculty with recent work experience
3. Ability to increase offerings off-campus and online
4. Strong relationship with the Criminal Justice Training Center

Challenges  (concerns, difficulties, areas for improvement)
1. The number of under-skilled students who enroll without proper preparation
2. The need for at least 1 FTEF for program coordination
3. Stronger articulation with local criminal justice agencies

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?
1. Accurate data
2. Prior program review data
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by _____________________, for the verification phase.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: _______________________________________________________

VERIFICATION PHASE

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by _______________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by _________________________.

Verified on: ___________________________________________________
Verification Committee Signatures: ____________________________________

ACKNOWLEDGEMENT PHASE

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

Vice President/President __________________________________________
Date Letter Sent: ________________________________________________
Recommend review in 2 years: Yes _____ No _____
Intended Learning Outcomes

1. The student will acquire skills and knowledge that allow them to successfully complete academic work at a transfer institution.

2. The student will demonstrate the ability to assess and evaluate conditions in the community and workplace and make an ethical decision that is appropriate to the situation.

3. The student will demonstrate the ability to apply a critical thinking which minimally includes; the sufficient gathering of data, the evaluation of that data, the identification of issues, the prioritization of the issues, the selection of appropriate options, the execution of the most appropriate activity, and the assessment of the outcome. Appropriateness is commensurate with the complexity of the situation he/she is confronted with.

4. The student will demonstrate a commitment to self-improvement by regularly acquiring new skills and knowledge. This would include cognitive, demonstrative, and physical fitness development.

5. The student will be able to describe the proper role of criminal justice professionals, including an analysis of possible outcomes when the responsibilities for these roles are not met.

6. The student will demonstrate the ability to assess a situation and determine the proper use of authority, select the appropriate use of force (if any), and identify a goal and an acceptable prioritization of actions in order to successfully achieve that goal.

7. The student will communicate effectively in their verbal and written presentations, using vocabulary, grammar, and technical skills appropriate for the profession.

8. The student will demonstrate a knowledge of criminal law and criminal procedure appropriate for an Administration of Justice major.