INSTRUCTIONAL PROGRAM REVIEW

ADMINISTRATION OF JUSTICE

FACULTY MEMBERS:

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FALL 2016

Program Description:

The mission of the Administration of Justice Department is to prepare our students for careers as sworn officers in criminal justice agencies. The Administration of Justice courses also supplement the curriculum of several other Cerritos College programs such as the Legal Assisting, Paralegal, Legal Secretary, Pre-Law and other related fields.

The Administration of Justice courses also have significant value for students majoring in political science, journalism, psychology, education and social work as well as anyone who simply wants a better understanding of today's headline crime stories and court cases.

The Administration of Justice Department is a member of the Business/Humanities/Social Sciences Division. The current organization of the A. J. Department consists of two full-time (one tenured and one probationary) faculty members and five distinguished adjunct faculty members. All faculty members are current members of various professional law enforcement and/ or educational organizations.

The Administration of Justice Department strives to provide high-quality instructional and learning environment, within the limitations of space and budget, which foster student achievement and content mastery. The department strives to meet the need of entry level students exploring their interest in the Administration of Justice fields, transfer students and working professional seeking to increase their knowledge and enhance their opportunities for promotion within their employing agencies.

Cerritos College's Administration of Justice majors have two options from which to choose: an A. A. Degree option and a university transfer option. These options are not mutually exclusive and students can satisfy the requirement of both options concurrently. The A.A. option satisfies the requirements for obtaining a two-year Associate in Sciences degree in Administration of Justice that may lead directly to entry-level employment in a criminal justice field. The university transfer option satisfies the lower division requirements for transfer to the California State University system with junior year standing and leads to a Bachelor's degree in Criminal Justice.
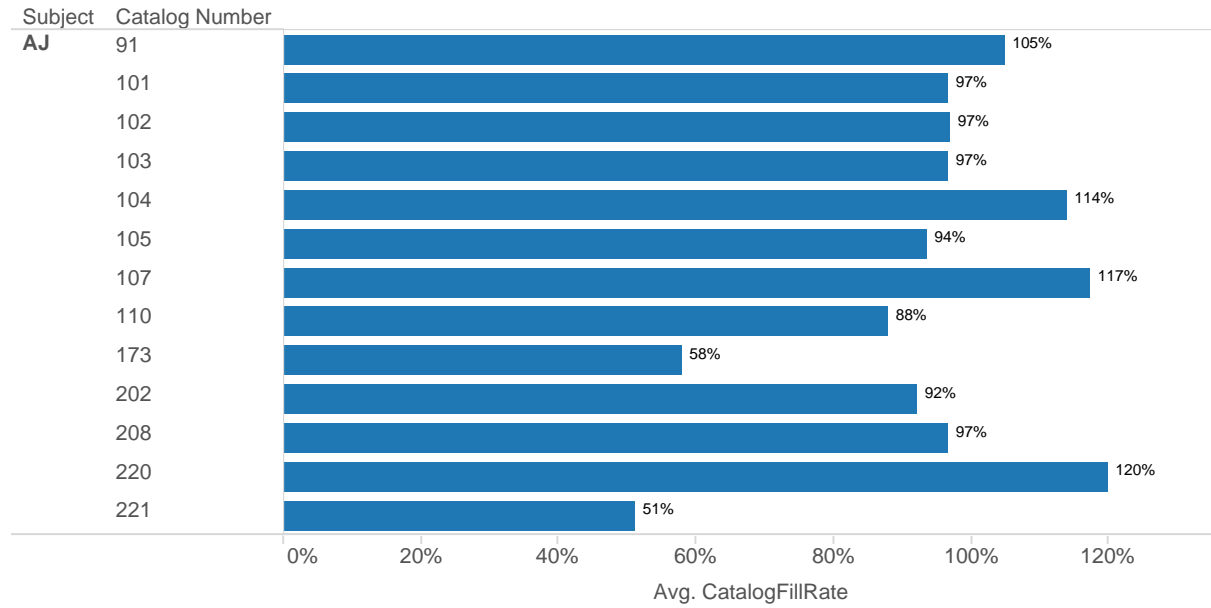
All of the Administration of Justice courses undergo a content review process every three years with one-third of the offered courses reviewed each year on a rotating base. Emphasis is placed on oral and written communications skills and the development of reasoning abilities and critical thinking skills that are critical when making decisions that are unique to the administration of justice fields. A. J. students learn how to logically analyze situation of enormous importance and become aware of the alternative they must consider when making life and death decisions.

Data:

Most data was provided by Cerritos College's Institutional, Research, and Planning staff and confirms that the Administration of Justice Department continues to be a strong, stable, effective and efficient program.
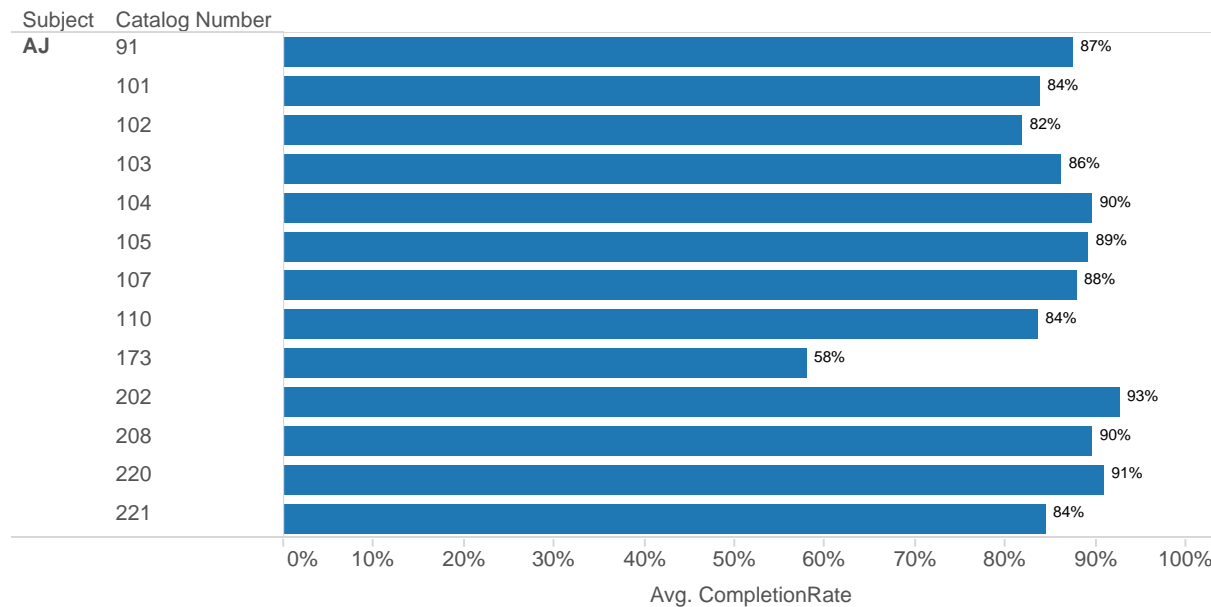
Our program's six-year average fill rates are as follows:

Fill-rates (Catalog) by course by term

Subject	Catalog Number	Avg. CatalogFillRate
AJ	91	105%
	101	97%
	102	97%
	103	97%
	104	114%
	105	94%
	107	117%
	110	88%
	173	58%
	202	92%
	208	97%
	220	120%
	221	51%

Our program's six-year average completion rates are as follows:

Fill-rates (Catalog) by course by term

Subject	Catalog Number	Avg. CompletionRate
AJ	91	87%
	101	84%
	102	82%
	103	86%
	104	90%
	105	89%
	107	88%
	110	84%
	173	58%
	202	93%
	208	90%
	220	91%
	221	84%

The Administration of Justice Department's average completion rate meets the institution set standard at 83%.

Our program's six-year average success rates are as follows:

Fill-rates (Catalog) by course by term

Subject	Catalog Number	Avg. SuccessRate
AJ	91	85%
	101	73%
	102	66%
	103	72%
	104	82%
	105	80%
	107	77%
	110	78%
	173	52%
	202	84%
	208	72%
	220	86%
	221	79%
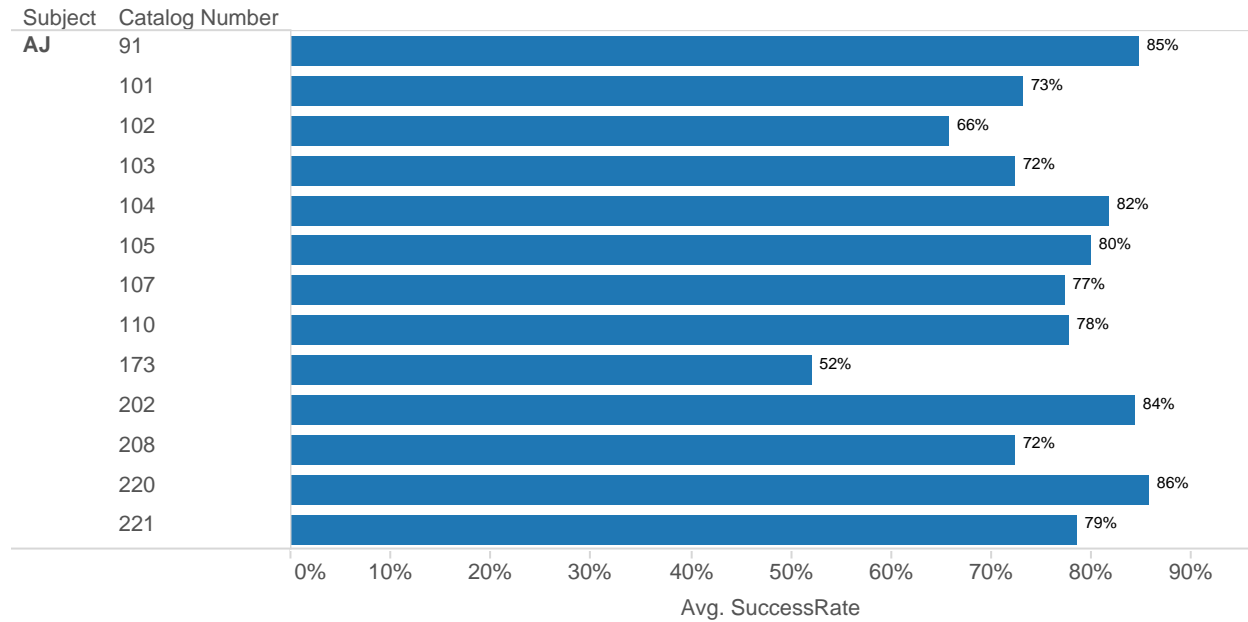
The Administration of Justice Department's average Student Success rate (73%) is 2 percentage points higher than the division (71%) and exceeds the institution set standard (71%).

Administration of Justice degrees awarded for the academic years of 2010/11 through 2014/15 were 56, 42, 58, 69, and 75 respectively.

WSCH AND WSCH/FTEF:

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
WSCH	6,050	5,826	6,071	5,928	5,723	5,793
WSCH/FTEF	652.64	642.34	659.89	630.64	583.98	557.02

Our WSCH and efficiency (WSCH/FTEF) are high and continue to remain relatively stable. The decreases in 2014-15 and 2015-16 can be attributed, at least in part, to the loss of a full-time instructor (retirement) that was left unfilled until the Fall 2016 semester. While a replacement for that instructor has been filled beginning with the fall 2016 semester there was another full-time faculty retirement at the end of the spring 2016 semester and another set of decreases may very well occur.

SLOs

During the fall 2015 semester four SLOs were measured in each Administration of Justice course by means of direct assessment utilizing multiple choice exam questions. The SLOs and their corresponding exam questions were more complex with each assessment. The results of the combined assessments are listed below:

AJ 91 – SLO 1 – 85% Good – 15% Emergent
       SLO 2 – 87% Good – 13% Emergent
       SLO 3 – 84% Good – 16% Emergent
       SLO 4 – 86% Good – 14% Emergent

AJ 101 – SLO 1 – 87% Good – 13% Emergent
       SLO 2 – 89% Good – 11% Emergent
       SLO 3 – 90 % Good – 10% Emergent
       SLO 4 – 85% Good – 15% Emergent

AJ 102 – SLO 1 – 79% Good – 21% Emergent
       SLO 2 – 76% Good – 24% Emergent
       SLO 3 – 82% Good – 18% Emergent
       SLO 4 – 85 % Good – 15% Emergent

AJ 103 – SLO 1 – 88% Good – 12% Emergent
       SLO 2 – 85% Good – 15% Emergent
       SLO 3 – 92% Good – 8% Emergent
       SLO 4 – 97% Good – 3% Emergent

AJ 104 – SLO 1 – 95% Good – 5% Emergent
       SLO 2 – 83% Good – 17% Emergent
       SLO 3 – 80% Good – 20% Emergent
       SLO 4 – 89% Good – 11% Emergent

AJ 105 – SLO1 – 77% Good – 13% Emergent
       SLO2 – 92% Good – 8% Emergent
       SLO3 – 99% Good – 1% Emergent
       SLO4 – 98% Good – 2% Emergent

AJ 107 – SLO1 – 70% Good – 30% Emergent
       SLO2 – 89% Good – 11% Emergent
       SLO3 – 95% Good – 5% Emergent
       SLO4 – 75% Good – 25% Emergent

AJ 110 – SLO1 – 97% Good – 03% Emergent
       SLO2 – 87% Good – 13% Emergent
       SLO3 – 83% Good – 17% Emergent
       SLO4 – 95% Good – 5% Emergent

AJ 202 – SLO1 – 81% Good – 19% Emergent
       SLO2 – 75% Good – 25% Emergent
       SLO3 – 85% Good – 15% Emergent
       SLO4 – 88% Good – 12% Emergent

AJ 220 – SLO1 – 96% Good –　4% Emergent
       SLO2 – 89% Good – 11% Emergent
       SLO3 – 83% Good – 17% Emergent
       SLO 4 – 92% Good –　8% Emergent

AJ 222 – SLO1 – 84% Good – 16% Emergent
       SLO2 – 89% Good – 11% Emergent
       SLO3 – 81% Good – 19% Emergent
       SLO4 – 89% Good – 11% Emergent

STUDENT SURVEY:

During the spring 2016 semester a survey was electronically distributed to every student enrolled in our A. J. classes. 132 students (out of 878) responded to the survey giving us what we believe to be a relatively good rate of return (15%), and based on student demographics, a representative sample of our A. J. student population. The data was collected, and a report was compiled by the school's Institutional Effectiveness, Research and Planning whose Executive Summary is as follows:

The report summarizes the results from the Administration of Justice Program Review Survey. The First section of the report includes a description of the student sample under analysis, including student demographic information and career/educational goals. The second section contains an analysis of students' experiences, including their access to AJ courses and their suggestions on ways to improve the AJ program.

Most of the respondents reported having a range of employment obligations, and most had enrolled in over four semesters at Cerritos College. The majority of respondents were under 24, and have completed a high school degree. Survey respondents were about equally likely to identify as male or female, and a substantial majority of respondents were Hispanic, which mirrors the college demographic profile. The majority of the respondents have an educational goal to transfer to a four-year college and intend to major in Criminal Justice.

Student respondents reported having very positive experiences in their AJ courses, as well as having very positive interactions with the AJ faculty. The majority of students heard about the AJ program through campus resources such as: the online class schedule, course catalog, and the counseling center. Most of these students prefer to enroll in traditional, on-campus AJ courses; and although a slight majority of students prefer to take classes in the morning, a sizable number of students also reported a preference for classes in the afternoon and at night.

SWOT ANALYSIS:

STRENGTHS

S1.   Our faculty is our greatest strength. In addition to routinely earning excellent peer and student evaluations our entire faculty are either currently employed by a criminal justice agency or are retired officers who have remained active with their former agency in some capacity.

S2.   Our student completion (83%) and success (73%) rates meets or exceeds the institutions set standards (83% and 71%). We believe this is due to the effectiveness and willingness of our instructors to provide extra help to our students when requested as indicated by the survey responses. The results is that we maintain high standards and rigor in our classes.

S3.   The A. J. Department has developed an informative brochure for distribution to potential students and counselors.

WEAKNESSES

W1.   While the overall completion (83%) and success (73%) rates for our classes are acceptable, the same cannot be said of the online sections for our AJ 101 (67% and 61%), 105 (69% and 58%) and 222 (62% and 51%) classes.

W2.   We have not had a strong relationship with our advisory board. The scheduling of meetings and input from the board members need to be improved.

W3.   While our full-time faculty members have participated in the College's "Senior Preview Day" and other on-campus information/recruitment events we have not participated in any of our "feeder high school" events.

W4.   Other than the local California Association of Administration of Justice Educators (CAAJE) conferences our full-time faculty members have not been attending any other professional association conferences. This needs to change because conferences provide opportunities for new knowledge and professional contacts.

W5.   We do not have an Administration of Justice student's club or organization. A question regarding students' interest in participating in an A. J. club was unfortunately not asked in the survey but we believe that such an endeavor might be beneficial to our students and program.

W6.   Our completion and success are lower than the state average.

OPPORTUNITIES

O1.   All of our full-time and part-time faculty members have professional contacts with members of various criminal justice agencies. Some of these individuals might be persuaded to be guest speakers in selected classes.

O2.   Currently we offer classes during the morning (before 12:30 pm) and the evenings (5:30 pm and later). A significant number of students (n=58, 44%) indicated in the survey that they would like to have some classes offered during the afternoon (between 12:30 and 5:30 pm) The survey shows we have the opportunity to expand our programs offered into this time period to better serve student needs.

O3.   Utilize existing and future Perkins Funds to pay for attending more conferences and provide for some compensation to guest speakers.

THREATS

T1.   As is the case throughout the college, our classes, especially the Introduction course, are too large which negatively affects the ability to provide quality instruction and interaction with our students. Faculty from two and four year public and private colleges are surprised when they learn of our high enrollment requirements. Additionally the administration crams so many desks into our primary classrooms (SS 212 & SS 220) that it would be impossible to safely evacuate the rooms in case of an emergency.

T2.   Currently there is only one tenured full-time faculty member and one first year probationary faculty member. In order to maintain, little less improve, the quality of our program and services to our students there needs to be at least three full-time faculty members. If the current tenured faculty member retires within the next three years only probationary faculty members will staff the program.

GOALS:

REF.	GOAL	ACTIVITIES	SCHEDULED DATE	PERSON(S) ASSIGNED
W1	Improve the completion and success rates for the online classes by one percent.	Examine, analyze and adjust the content and pedagogy of the on-line classes as necessary	AJ 101-May 2017 AJ 105-May 2018 AJ 222-May 2019	Gomez
W2	Ensure members of the advisory board wish to participate and schedule at least one meeting each semester	Recruit new board members if necessary, schedule meetings at the beginning of the academic year, prepare a formal agenda and maintain minutes	October 2016	Satterfield
W3	Participate in one "feeder school" recruitment event each semester	Contact appropriate high school liaison to determine participation opportunities.	October 2016 and February 2017	Satterfield and Gomez
W4	Each full-time faculty member attends at least one professional conference each year.	Determine which conference each full-time faculty member will attend and make necessary arrangements (registration, class coverage, etc.)	October of each year beginning with October 2016	Satterfield and Gomez
W5	Develop and act as an advisor to an A. J. student's club.	Survey each A. J. class to determine student interest in participation in an A. J. Club under Student Activities guidelines. Contact potential national organizations such as the American Criminal Justice Association to determine their membership requirements and processes and student opportunities.	December 2016 February/March 2017 September 2017	Gomez Gomez Gomez

REF.	GOAL	ACTIVITIES	SCHEDULED DATE	PERSON(S) ASSIGNED
W6	Close gap between our student completion and success rates and the state average by 1-2%	Recruit and organize the A. J. students' club. Consult and work with the Student Success Center to provide programs that address the specific needs of under prepared A.J. students	May 2019	Gomez

REF.	GOAL	ACTIVITIES	SCHEDULED DATE	PERSON(S) ASSIGNED
O2	Alter future course offerings to include additional afternoon classes	Consult with division dean and part-time faculty to determine which classes would be the best choices to move to an afternoon time slot.	Fall 2017	Satterfield
O3	Obtain funding to support conference attendance and compensation for guest speakers.	Consult and coordinate with Kathy Houge and division dean to determine what, and how, necessary funds can be obtained.	February 2017	Satterfield
T1	Reduce class sizes through Curriculum committee procedures.	Conduct survey of surrounding schools to determine the enrollment cap at their schools.	Nov./Dec. 2016	Satterfield
		Contact the STATE Fire Marshall and Cal. OSHA to determine if the school is in compliance with current codes and regulations.	Feb./Mar. 2017	Satterfield
T2	Fill lost faculty position(s) through division and administrative negotiations	Work together with division dean to compile appropriate data that justifies the hiring of replacement faculty to the administration.	Oct. 2016 through Apr. 2017	Satterfield

APPENDIX G

Institutional Effectiveness, Research, & Planning
PR+ Program Review Data Prompts-- October 9, 2015
Developed into PR+ Summary Prompts: Spring 2016

2016-17 Program Review Cycle:
Administration of Justice

In the Fact Book tab:
o WSCH (DSCH & Positive Attendance, whenever available)
State target for WSCH generation is 525 per course
  - Some courses due to state regulations on size (ie. Nursing clinicals 10-1) will not be able to achieve this target
  - If you are not mandated by state regulations, and your WSCH is under 525, what goal can/should be set?
  - If your courses are above 525, is there a steady trend line (6 years)? Is this an indicator that your courses/program could/should grow? Is this a resource allocation request?

Summary of the data here (to be copied and pasted into PR+):

The WSCH for the Administration of Justice program has been above 525 for the last 6 years, however, there is a downward trend over the last 6 years. The high was in 2012-2013 with WSCH at 659.89. The low was in 2015-2016 with 557.02 WSCH.

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o FTES (Full-time Equivalent Students)
Equivalent to FT: one student taking 5 courses which are 3 units each
The college's FTES target is 18,000 (2016-17)
  - Based on your 6-year trend line data, is your program/courses going to help the college meet the goal?
  - Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set on this particular data point?
  - Is there a resource allocation request to be made regarding this data point?

Summary of the data here (to be copied and pasted into PR+):

The FTES in the Administration of Justice program has had a slight downward trend in the last 6 years. The high was reported in 2012-2013 with FTES at 659.89. The low was reported in 2015-2016 with 557.02 FTES.

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o FTEF (Full-time Equivalent Faculty, has been called FTIE)
Equivalent to FT: one faculty member teaching 5 courses which are 3 units each
This data for this measure is currently unavailable (fall 2015).
  - Based on the ratio data, as well as number of Part Time sections available to be taught (whereby if a FT faculty member were hired it would be a zero-sum gain), is there a resource allocation request to be made?
  - Based on the ratio data, as well as number of Part Time sections available to be taught (whereby if a FT faculty member were hired it would be a zero-sum gain), is there a goal to be set?

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- What does this ratio, in conjunction with completion/retention, and successful course completion, tell you about your course(s)/program?
- Is there additional required mandates for which your program is responsible which may need dedicated faculty to perform? Is this related to a goal or a resource allocation request?

> Summary of the data here (to be copied and pasted into PR+): <mark>Data is not available Spring 2016</mark>

o Degrees & Certificates Awarded
- Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set on this particular data point?
- Is there a resource allocation request to be made regarding this data point?

> Summary of the data here (to be copied and pasted into PR+):

o Majors
- Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set on this particular data point?
- Is there a resource allocation request to be made regarding this data point?

> Summary of the data here (to be copied and pasted into PR+):
>
> Over the last 6 years, the Administration of Justice program had a steady upward trend until a drop last year (2015-2016). The low was in 2010-2011 with 778 students declaring the major. The high was in 2014-2015 with 1,039 students

In the Secure Data tab:
o Enrollment (fill) Rate
- Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set on this particular data point?
- Is there a resource allocation request to be made regarding this data point?

> Summary of the data here (to be copied and pasted into PR+):
>
> Over the last 6 Fall terms, the Administration of Justice program had a high fill rate. In the first four Fall terms, fill rates were above 100% and in Fall 2014 and 2015, fill rates dropped to 92% and 89%, respectively. The majority of AJ courses had consistently high fill rates. The only courses that exhibited lower fill rates were AJ 173, 202, and 222.

o Course Completion (retention) Rate
- Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set on this particular data point?
- Is there a resource allocation request to be made regarding this data point?

> Summary of the data here (to be copied and pasted into PR+):
>
> No trend is present. The retention rates are between 80-86% for the last 6 Fall terms. The majority of AJ courses exhibited high retention rates that average between 85 and 95%. AJ 173 and 222 are the only courses with consistently low retention rates.

- o Successful Completion (success) Rate
    - Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set on this particular data point?
    - Is there a resource allocation request to be made regarding this data point?

> Summary of the data here (to be copied and pasted into PR+):
>
> No trend is present. AJ courses have a success rate between 69-76% for the last 6 fall terms. The majority of AJ courses have consistently high success rates. The only courses exhibiting lower-than-average success rates were AJ 173 and 222.

- o Grade Distribution Data (disaggregated)
    - 6 year trend line: what do you notice regarding course(s) overall?
    - What do you notice when looking at the trend line when it is disaggregated by: Age? Gender? Ethnicity? When 2 or more student factors are combined? Is there a course or are there courses you want to examine further for disproportionate impact (equity)? Is there a student factor which would indicate that it may benefit students if an academic or support intervention were created to increase success?
    - Is there a goal which should be created based on grade distribution in a course(s)?
    - Is there a resource allocation request to be made?.

> Summary of the data here (to be copied and pasted into PR+):
>
> The pass rates of AJ students stayed consistently high during the last 6 fall terms, where the substantial majority successfully completed their courses versus not passing. In general, the majority of students received an A or B grade, which stayed consistent during the past 6 fall terms. Of the students who did not pass their Chemistry course, the majority did so because they withdrew from the course. No real gender differences in pass rates emerged from the data. Students between the ages of 20-24 had the highest pass rates. Compared to White students, the success rates of Hispanics were 5% higher, Asians were 14% lower, and Black students were 4% lower. Hispanic students exhibited varied success rates over time. Compared to Fall 2010, Fall 2013 and Fall 2014 exhibited lower success rates while Fall 2015 had a 2% higher success rate.

Measuring in accordance with (ACCJC Annual Report) Institution Set Stands:
- o Course Completion (retention) Rate: 83%
    - Based on your 6 year trend line data, is your program/courses going to help the college meet the goal?

- Is there a goal to be set? Resource allocation request to be made?

> Summary of the data here (to be copied and pasted into PR+):
>
> Over the last 6 fall terms, the Administration of Justice completion rate is consistently high. The only terms that did not meet the institution set standard were Fall 2013 (82%) and Fall 2014 (80%). All other terms are 83% and above.

o Course Success Rate: 71%
  - Based on your 6 year trend line data, is your program/courses going to help the college meet the goal?
  - Is there a goal to be set? Resource allocation request to be made?

> Summary of the data here (to be copied and pasted into PR+):
>
> The success rate for the Administration of Justice program met the institution set standard for the last 6 fall terms with the exception of Fall 2014 (69%). All other fall terms have had a success rate 71% or higher.

o ==Standard for Transfer to 4 year==: #901
  - Based on your 6 year trend line data, are your program and courses contributing positively to help the college meet the goal?
  - Is there a goal to be set? Resource allocation request to be made?

> Summary of the data here (to be copied and pasted into PR+):

o Standard for Certificate completion: #613
  - Based on your 6 year trend line data, is your program going to help the college meet the goal?
  - Is there a goal to be set? Resource allocation request to be made?

> Summary of the data here (to be copied and pasted into PR+):

o Standard for Degree completion: #1194
  - Based on your 6 year trend line data, is your program going to help the college meet the goal?
  - Is there a goal to be set? Resource allocation request to be made?

> Summary of the data here (to be copied and pasted into PR+):

PR+ Program review Data & DATA prompts
Programs with additional (ACCJC) Institution Set Standards: complete as needed

Summary of the data here (to be copied and pasted into PR+):