Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Administration of Justice

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

The Administration of Justice Program provides courses of study that enable students to successfully transfer to a 4-year institution via the transfer degree and to gain employment via the local degree and certificate programs. There is a close alignment between courses of study and the needs of local criminal justice employers.

The faculty teaching in the program are highly experienced and represent a wide range of experience and education. The current faculty includes two working chiefs of police, faculty with high level criminal justice management experience, a working criminal justice attorney, and a working juvenile probation officer. Students benefit from getting real-world experience delivered by highly educated faculty.

The curriculum offered by the program is lean, but highly focused on degree requirements. Courses are widely available in a variety of formats to meet the four distinct student populations who participate in the program. The program is engaged with local high schools.

The program uses an effective outcomes assessment process and has ways of addressing quickly student performance in various courses and the program as a whole.

2. Areas for Improvement:

We need to improve the success of high school students enrolled in the program. This requires both addressing obstacles to enrollment in the program and student performance expectations that lead to success.

Part time faculty in the program need additional training on how to teach effectively using online instructional methods and how to effectively assess learning outcomes.

The program needs to increase the information and access to certificate and degree programs to ensure all students who are eligible to receive a certificate or degree apply for one before leaving

the college. This includes making visible the 9-1-1 dispatcher certificate program and completing the approval process for the juvenile justice program certificate.

3. Projected Program Growth, Stability, or Viability:

The Administration of Justice Program is stable with the potential to grow. It provides sufficient course offerings to meet the needs of the four distinct student populations in the program and has adequate faculty to deliver the classes in the program.

The "defunding movement" will create new jobs in the criminal justice system that don't currently exist. For example, law enforcement agencies are looking at different ways of responding to calls for service involving mental health crises and issues related to the unhoused population. The BART Police Department just this month announced a team of new civilian social worker employees who will work with their Police Department but will be first-responders to calls related to mental illness and homelessness. The San Francisco Police Department announced a similar plan to launch in 2021. Napa Valley College is poised with the existing Human Services Program to create a collaboration with the Administration of Justice Program to provide training for these new jobs. The civilianization of law enforcement will continue and new jobs in areas such as forensics could expand. Again, Napa Valley College is already poised to expand in response to the need for education and training in this area.

The Administration of Justice Program must remain flexible and responsive to the educational needs of whatever new careers and jobs are created. This includes reviewing the 9-1-1 dispatcher certificate to ensure the courses and requirements reflect current need. It also includes considering the creation of low-unit certificates to strengthen the career and educational pathway for administration of justice students. These new certificates could also include the current social concerns related to the cultural competence of criminal justice professionals as well as the needs of criminal justice employers.

In the next three years, the existing strong relationship between the Administration of Justice Program and area criminal justice employers will enable the college to be closely involved and responsive to the needs of the community. The program also has the capability of expanding course offerings to other areas of Napa County, such as Calistoga High School. In summary, the program is poised to grow both to meet the needs of criminal justice employers and the wide range of students who rely on the program for a pathway to transfer or entry to the workforce.

B. New Objectives/Goals:

- Work with the academic senate to support adjusting registration priorities so that high school students taking on their high school campus can register earlier in order to better predict and manage enrollments in classes held on high school campuses.
- Experiment with scheduling evening courses as either hybrid or synchronous online in order to attract more interest in evening courses.
- Work with RPIE to track enrollment, retention, and success in 8-week online classes to determine viability and value long-term.
- Develop a course orientation specifically for classes presented on high school campuses with high numbers of high school students focused on how to be successful in college courses.
- Explore the use of Starfish in order to determine students who are likely to fail early on in a course.
- Experiment by scheduling ADMJ-123 and ADMJ-124 as a hybrid course with a 90-minute face-to-face meeting instead of 3 hours each week.
- Experiment by scheduling the 8-week online ADMJ-123 in the summer instead of spring.
- Work with the C-ID transfer degree review process currently underway to include ADMJ-123 as a required course instead of an elective.
- During the curriculum review planned for early 2021, evaluate the course content, assignments, and methods of evaluation to determine if the class caps for ADMJ-120 are appropriate.
- Identify formalized training beyond the basic required training for new online instructors for part time faculty teaching online at any level that emphasizes strategies used online that result in student success. This could include @One. In all cases, funding will be needed to pay for the course tuition and stipends for part time faculty to attend.
- Explore options for using learning communities that link Puente and Umoja program participants with administration of justice careers and classes.
- Conduct outreach presentations for ethnic base student clubs on campus to stimulate and attract interest.
- Explore professional development opportunities for program faculty that offer strategies on how best to support students of color and underrepresented groups. This will at least require funding for tuition.
- Identify additional methods of communicating with online students
- Revise the 9-1-1 Dispatcher Certificate Program.
- Create a webpage and marketing materials for the 9-1-1 Dispatcher Certificate Program.
- Explore options for creating lower unit certificates as a pathway to degree completion and successful entry to one of the existing entry-level criminal academies.
- Work with RPIE to obtain annually an email list of all students taking administration of justice courses so that direct communications about certificate and degree options can be sent.
- Continue working with local law enforcement executives to promote use of our Internship classes in order to expose employers to our students and our students to potential employers.
- Work closely with the criminal justice advisory committee to identify emerging new criminal justice jobs created as a result of the “defunding” movement to ensure NVC is positioned to provide any required training.
- Meet with the criminal justice advisory committee to gather input on program outcomes and content from local law enforcement executives.

- Modify individual courses as needed and prepare updates for all courses to include at least current textbook and learning outcomes.
- Complete the approval process for the pending Juvenile Justice Certificate program.
- Develop a low-unit certificate program that strengthens the pathway to a degree perhaps in the area of forensics, cultural competence, or crisis intervention related to mental health or addiction.
- Work with program faculty to identify additional assessment methods within each course using existing assignments, quizzes, and course activities.
- Work toward collecting assessment data every time a course is offered.
- Develop immediately alternative assessment methods for ADMJ-121 Introduction to Criminal Law.
- Identify ways of assessing work ethic in other program courses, perhaps by adopting program level student performance standards (eg. not accepting late work).
- Explore the formation of a learning community with the English Department and ADMJ-120 Introduction to the Administration of Justice in order to strengthen discipline related writing skills.
- Explore ways to work with high school counselors in order to educate high school students on the differences in expectations between high school and college classes, perhaps by requiring completion of a college readiness course before enrollment in an administration of justice class.

Program Review Report Fall 2020

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Administration of Justice
Degrees/Certificates	911 Dispatcher: CoA Law Enforcement-Administration of Justice: CoA Administration of Justice: AS Administration of Justice: AS-T
Courses	ADMJ-120
	ADMJ-121
	ADMJ-122
	ADMJ-123
	ADMJ-124
	ADMJ-125
	ADMJ-130
	ADMJ-190
	ADMJ-191
	ADMJ-199
	ADMJ-290
	ADMJ-291

Taxonomy of Programs, July 2020

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	425	398	394	-7.3%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
ADMJ-120	263	248	264	0.4%
ADMJ-121	76	57	67	-11.8%
ADMJ-122	47	51	47	0%
ADMJ-123	86	75	62	-27.9%
ADMJ-124	94	79	81	-13.8%
ADMJ-125	50	52	58	16.0%
ADMJ-130	18	13	25	38.9%
ADMJ-190	33	14	16	-51.5%
ADMJ-191	7	11	17	143%
ADMJ-290	2	1	1	-50.0%
ADMJ-291	--	2	1	--
Within the Program	676	603	639	-5.5%
Across the Institution	36,115	32,545	33,102	-8.3%
Source: SQL Enrollment Files				

Enrollment by Location for ADMJ-120 – By Location

	2017-2018	2018-2019	2019-2020	Trend Change (%)
All Others	222	194	197	-11.3%
High Schools	41	54	47	14.6%

RPIE Analysis: The number of students enrolled (headcount) in the Administration of Justice Program decreased by 7.3% over the past three years, while headcount across the institution decreased by 7.5%. Enrollment within the Administration of Justice Program decreased by 5.5%, while enrollment across the institution decreased by 8.3%.

Enrollment in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Courses with enrollment increases:

- *ADMJ-191 (143%)*
- *ADMJ-130 (38.9%)*
- *ADMJ-125 (16.0%)*

Courses with enrollment decreases:

- *ADMJ-190 (-51.5%)*
- *ADMJ-290 (-50.0%)*
- *ADMJ-123 (-27.9%)*
- *ADMJ-124 (-13.8%)*
- *ADMJ-121 (-11.8%)*

**Note: While enrollments among concurrent courses are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.*

Program Reflection:

Enrollment in the Administration of Justice Program decreased at a rate slightly less than enrollment at the college overall. After conversation with program faculty, a few factors specific to the program likely impacted the numbers in this data.

ADMJ-120 Introduction to Administration of Justice is the entry-level survey course that many students take while exploring possible criminal justice careers, to satisfy a social science requirement or to begin a planned pathway to a certificate, degree, transfer or entry to an entry-level criminal justice training academy. In addition to offering this class in a variety of formats on the main campus, it has been offered once per year at New Technology High School and, for the last three years, annually at American Canyon High school. The format of the offerings was changed from a one-day-a-week, 3-hour class to a one-day-a-week 1.5-hour hybrid class. The reason for this was that high school students were too tired to sit through a 3-hour college class after completing a full day of high school. The hybrid format was selected to provide the important weekly face-to-face contact with an instructor.

The challenges of offering this course at high schools include obstacles related to both student enrollment and student success. First, enrollment has been very challenging due to the additional steps required of high schools when registering for a college class. Until just recently, students had to physically come to the main campus with signed permission slips in order to register. We first addressed this problem by late-starting the

classes two weeks in order to give students additional time to register. Project Rise also assisted by facilitating the collection of documents on the high school campus. At American Canyon High School, we also experienced challenges with high school staff not promoting the class or otherwise supporting it at all.

The success of high school students has also been challenging. The data supports the belief of program faculty that high school students are 10% less likely than college students to remain in a class and to successfully pass the class. The faculty teaching these classes report that students struggle with differences in performance expectations in a college class from those of their high school classes. The main reason high school students don't achieve a passing grade in this class is because they simply don't complete the required work. The high school students who submit work tend to successfully complete the course. Program faculty agree that the classes are worth continuing at the high schools, but actions need to be identified to remove the obstacles for registration and to increase student success.

ADMJ-130 Introduction to Juvenile Procedures saw a notable increase in enrollment when the course was moved to a fully online presentation in 2019. Previously, this course was presented only at night. Program faculty believe that interest in evening courses is decreasing and that more students are interested in online or hybrid presentations. This proved true with this class.

ADMJ-190, 191, 290, and 291 are all internship classes. Prior to 2019, all four sections were offered every semester. In order to facilitate adequate numbers of students to complete course level assessments, we changed the scheduling format to offer only two of the four classes every semester on a rotating basis. This accounts for the dramatic increase in percentages reflected in the enrollment of some of these classes.

In 2019, the program began planning for a partnership with National University to offer a 4-year administration of justice degree program based at Napa Valley College. This planning included creating an expedited path for working law enforcement professionals to complete their 2-year degree in order to enter the National University program. The plan included offering a rotation of all administration of justice classes in 8-week fully online formats, back-to-back. The idea is for students to complete two classes each semester (fall, spring, and summer) and become eligible for a certificate. It's a bit early to tell how effective this format of offerings will be and how it will impact overall student success. The classes fill and are popular with students. Program faculty are concerned about student performance and the workload of 8-week classes for students. It remains to be seen if this is a viable approach to degree and certificate completion.

The Administration of Justice Program has tried to offer all of the program's classes in a variety of formats to meet student needs. The program faculty believe that there is declining interest in evening classes and that moving these sections to, perhaps, synchronous online instruction might attract more students and increase access to students who cannot get to campus. This is particularly important for working professionals assigned to shifts when face-to-face classes on campus are typically scheduled.

In 2018, the Administration of Justice Program completely revised the program's website to include detail about certificate and degree options and recommended sequencing and scheduling of courses. There is a section with current information about course offerings and late-start classes. We also created a new program brochure and made it available electronically and in print form. We presented at the annual high school breakfast in order to share program information with high school counselors.

Planned Actions:

- Work with the academic senate to support adjusting registration priorities so that high school students taking college classes on their high school campus can register earlier in order to better predict and manage enrollments in classes held on high school campuses.
- Experiment with scheduling evening courses as either hybrid or synchronous online in order to attract more interest in evening courses.
- Work with RPIE to track enrollment, retention, and success in 8-week online classes to determine viability and value long-term.
- Develop a course orientation specifically for classes presented on high school campuses with high numbers of high school students focused on how to be successful in college courses.
- Explore the use of Starfish in order to determine students who are likely to fail early on in a course.

2. Average Class Size

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
ADMJ-120	8	32.9	8	31.0	8	33.0	32.3	0.4%
ADMJ-121	2	38.0	2	28.5	2	33.5	33.3	-11.8%
ADMJ-122	2	23.5	2	25.5	2	23.5	24.2	0%
ADMJ-123	3	28.7	3	25.0	3	20.7	24.8	-27.9%
ADMJ-124	3	31.3	3	26.3	3	27.0	28.2	-13.8%
ADMJ-125	2	25.0	2	26.0	2	29.0	26.7	16.0%
ADMJ-130	1	18.0	1	13.0	1	25.0	18.7	38.9%
ADMJ-190	3	14.0	3	9.3	3	11.7	11.7	-16.7%
Program Average*	24	28.2	24	25.1	24	26.6	26.6	-5.7%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Concurrent courses are reported as one observation.

- ADMJ-190/191/290/291 are reported as ADMJ-190.

RPIE Analysis: Over the past three years, the Administration of Justice Program has claimed an average of 26.6 students per section. The average class size in the program has exceeded the average class size of 25.0 students per section across the institution during this period. Average class size in the program decreased by

5.7% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Courses with increases in average class size:

- *ADMJ-130 (38.9%)*
- *ADMJ-125 (16.0%)*

Courses with decreases in average class size:

- *ADMJ-123 (-27.9%)*
- *ADMJ-190 (-16.7%)*
- *ADMJ-124 (-13.8%)*
- *ADMJ-121 (-11.8%)*

Program Reflection:

As was mentioned in the section above, we believe the increased enrollment in ADMJ-130 Introduction to Juvenile Procedures was due to moving the course from an evening face-to-face schedule to fully online. This move increased access for more students including those from outside of our service area. We have no definable explanation for the increases in ADMJ-125 Introduction to Evidence.

We believe the decreases in enrollment in ADMJ-123 Introduction to Community Policing are largely reflected in the evening face-to-face classes. This is consistent with our belief that students are less interested in face-to-face night classes and would prefer online options. ADMJ-123 is offered once a year in each format; face-to-face, fully online over 8 weeks (both in the spring semesters), and in a hybrid format with face-to-face class meetings during the day on campus once each week (fall semester). Another factor impacting enrollment may be the scheduling of two sections in the spring semester, but none in summer. It may be prudent to move one of the sections to the summer semester so that the course is available throughout the year. This course meets the multicultural and gender studies requirement for graduation as well as CSU and UC requirements for social science. It is also required for the local 2-year degree and 9-1-1 Dispatcher certificate. Most importantly, in today's environment, this course supports the needed education on community policing, cultural competence and implicit bias. The program faculty believe that this course will be added as a requirement for the administration of justice transfer degree.

ADMJ-124 Introduction to Investigations is likely experiencing decreasing enrollments, again because of lessened interest in night classes. The classes scheduled face-to-face during the day and those fully online are far more popular with students. This fall this class was offered online with synchronous online class meetings and appeared to have larger enrollments than the same section offered at night in previous years.

The decrease in enrollment for ADMJ-190 is likely due to it being scheduled less often now (see explanation in previous section).

Planned Actions:

- Experiment by scheduling ADMJ-123 and ADMJ-124 as a hybrid course with a 90-minute face-to-face meeting instead of 3 hours each week.
- Experiment by moving the 8-week version of ADM123, currently offered in the spring, to the summer semester. This will provide one section of this course in each semester (fall, spring and summer).
- Work with the C-ID transfer degree review process currently underway to include ADMJ-123 as a required course instead of an elective.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2017-2018	622	1,030	60.4%
2018-2019	553	951	58.1%
2019-2020	586	846	69.3%
Three-Year Program Total	1,761	2,827	62.3%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTES	**FTEF**	**Productivity**
2017-2018	62.6	3.5	17.9
2018-2019	56.1	4.0	14.0
2019-2020	55.2	4.0	13.8
Three-Year Program Total	173.9	11.5	15.1
Source: SQL Enrollment and Course Sections Files			

<u>RPIE Analysis</u>: Fill rates within the Administration of Justice Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 62.3% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease among enrollments). Between 2018-2019 and 2019-2020, enrollment increased while capacity decreased, resulting in an increase in fill rate.

Productivity decreased from 17.9 to 13.8 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 15.1 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include 13 Administration of Justice section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

The program faculty believe the data related in fill rates may be influenced by the differences in class caps set for ADMJ-120 Introduction to Administration of Justice and the other classes in the program. Historically the caps for ADMJ-120 have been set at 50 with other classes set between 30 and 35. Class caps were adjusted in 2017 to ensure that face-to-face caps matched online class caps. The reasoning for this was to make sure sufficient time for required class presentations was consistent in all formats of class offerings.

There is a current disparity with class caps for ADMJ-120. Classes offered at the high schools have a cap of 30 or 35 (depending on the classroom assigned) whereas the same class on campus has a cap of 50. The course outline of record is the same for all locations where the class is taught and therefore the class cap should be the same regardless of class location or format of presentation.

The Administration of Justice Program has one full time faculty member and a sufficient group of part time faculty to support course offerings.

Planned Actions:

- During the curriculum review planned for 2021, evaluate the course content, assignments, and methods of evaluation to determine if the class caps for ADMJ-120 are appropriate.

4. Labor Market Demand

This section does not apply to the Administration of Justice Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
ADMJ-120	82.7%		***X***	52.7%		***X***
ADMJ-121	90.9%	X		75.8%	***X***	
ADMJ-122	94.4%	***X***		84.7%	***X***	

ADMJ-123	85.5%		X	68.7%	X	
ADMJ-124	94.0%	***X***		72.4%	***X***	
ADMJ-125	93.0%	***X***		74.7%	***X***	
ADMJ-130	86.0%		X	74.0%	X	
ADMJ-190	84.1%		X	71.4%	X	
ADMJ-191	96.9%	X		59.4%		X
ADMJ-290	100%	X		100%	X	
ADMJ-291	100%	X		100%	X	
Program Level	**87.6%**			**65.4%**		
Institutional Level	90.5%			76.3%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

Retention and Successful Course Completion Rate for ADMJ-120 – By Location

	Retention Rate	Successful Course Completion Rate
All Others	92.9%	61.4%
High Schools	***81.8%***	***51.7%***
*Note: Significantly lower rate indicated by **bold italics***		

RPIE Analysis: Over the past three years, the retention rate for the Administration of Justice Program was significantly lower than the rate at the institutional level. The retention rate for ADMJ-120 was significantly lower than the program-level rate. The retention rates for ADMJ-122, ADMJ-124, and ADMJ-125 were significantly higher than the program-level rate. The retention rate for the Administration of Justice Program falls in the 14th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Administration of Justice Program was significantly lower than the rate at the institutional level. The successful course completion rate for ADMJ-120 was significantly lower than the program-level rate. Other Administration of Justice Program courses (highlighted in the table) had successful course completion rates that were significantly higher than the program-level rate. The successful course completion rate for the Administration of Justice Program falls

in the 5th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (22.2%) was significantly higher than the difference at the institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Administration of Justice Program courses claimed differences (between retention and successful course completion) that exceeded 10%:

- *ADMJ-191 (37.5%)*
- *ADMJ-120 (30.0%)*
- *ADMJ-124 (21.6%)*
- *ADMJ-125 (18.3%)*
- *ADMJ-123 (16.8%)*
- *ADMJ-121 (15.1%)*
- *ADMJ-190 (12.7%)*
- *ADMJ-130 (12.0%)*

Program Reflection:

ADMJ-191 Internship and ADMJ-120 Introduction to the Administration of Justice have notably higher levels of difference between retention and success. In the case of ADMJ-191, the total number of students enrolled is typically 10 or less because this is an internship class. Every student who does not complete accounts for a high percentage, which makes it appear dramatic compared to the rest of the institution.

For ADMJ-120 Introduction to the Administration of Justice, the program faculty believe the 30% is attributed to the high number of high school failures in these classes. The breakout of classes presented at high schools compared to those on campus shows a notable disparity in retention and success (10% each). It would be easy to solve this problem by simply not offering this class at any high school, but that would not actually solve the cause of the problem and would do a disservice to the high school students who do take and pass this class.

This is not a new or unique problem. Program faculty have conversed with faculty in other programs (CFES) who also teach at these high schools and have experienced the same problem. There is a problematic difference in culture between high school and college. High school students are used to teachers and classes that accept late work or that allow a student to complete all of the course work at the last minute in order to earn at least a passing grade. That is not the case with most college classes or ADMJ-120. One of the planning challenges for the Administration of Justice Program is how to better prepare high school students for success without lowering program performance standards.

With the implementation of 8-week online classes and the replacement of some face-to-face class to fully online (eg. ADMJ-121 Introduction to Criminal Law) there is a greater urgency to ensure that program faculty assigned to teach online are highly trained and skilled at teaching online. Program faculty teaching online include the one full time faculty member and 5 part time faculty members. Only one of the part time faculty members has significant online teaching experience. Increasing the skills of the program's part time faculty for online teaching in a variety of formats is a priority for the program.

Planned Actions:

- Develop a course orientation specifically for classes presented on high school campuses with high numbers of high school students focused on how to be successful in college courses.
- Explore the use of Starfish in order to determine students who are likely to fail early on in a course.
- Identify formalized training beyond the basic required training for new online instructors for part time faculty teaching online at any level that emphasizes strategies used online that result in student success. This could include @One. In all cases, funding will be needed to pay for the course tuition and stipends for part time faculty to attend.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
Black/African American	82.9%	86.4%	***42.9%***	65.3%
Hispanic			***66.2%***	73.9%
First Generation			***67.8%***	75.0%

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other groups of students, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Administration of Justice Program, the retention rate among Black/African American students was lower than the rate at the institutional level. (The difference was not statistically significant.)

Within the Administration of Justice Program, the successful course completion rates at the program level were significantly lower than the rates at the institutional level among the following groups:

- *Black/African-American (42.9%)*
- *Hispanic (66.2%)*
- *First Generation (67.8%)*

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the institution-level rates exceeded the program-level rates for retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

Program faculty agree that increasing student success across all populations is a priority and a concern. While online classes may be very attractive to students, obstacles related to accessing the required technology and computer equipment may be impeding success. Faculty agree that regular face-to-face student contact is ideal and provides the best opportunity to intervene early when students fall behind. We believe the most common reason students do not succeed in administration of justice classes is that they simply do not submit the required work. Program faculty believe that students who do submit the work are at least able to achieve a passing grade.

We have no data to support a disparity in reading or writing abilities among specific demographic groups, but program faculty recognize that the lack of college level writing ability is generally a concern for students in the program. There are no prerequisites for English, but even this would not address the problem of students who simply don't submit any work at all. This points to a work ethic issue that may be aggravated by instructor policies that include not accepting late work. However, within the criminal justice system, being able to meet hard deadlines is an important work ethic. There are often significant legal consequences that in many cases jeopardize public safety when deadlines are not met. The program faculty believe that instilling good time management skills and the appreciation for meeting deadlines is important.

The criminal justice system as a whole has a need for more applicants of color and from other underrepresented groups. A priority for the Administration of Justice Program is to identify ways of recruiting under-represented groups as well as to bolster their chances for success at the course and program level.

Planned Actions:

- Explore options for using learning communities that link Puente and Umoja program participants with administration of justice careers and classes.
- Conduct outreach presentations for ethnic base student clubs on campus to stimulate and attract interest.
- Explore professional development opportunities for program faculty that offer strategies on how best to support students of color and underrepresented groups. This will at least require funding for tuition.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates (Across Three Years)			**Successful Course Completion Rates (Across Three Years)**		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
ADMJ-120						
In-Person vs. Hybrid	93.0%	92.9%		74.8%	***61.4%***	

In-Person vs. Online	93.0%		***77.5%***	74.8%		***43.5%***
Hybrid vs. Online		92.9%	***77.5%***		61.4%	***43.5%***
ADMJ-121	82.5%	--	94.4%	75.0%	--	88.9%
ADMJ-123						
In-Person vs. Hybrid	***80.0%***	93.8%		80.0%	81.3%	
In-Person vs. Online	87.1%		82.7%	83.9%		***57.1%***
Hybrid vs. Online		93.8%	***78.6%***		81.3%	***64.3%***
ADMJ-124	93.8%	--	90.9%	82.3%	--	***55.8%***
ADMJ-125	96.6%	--	***81.8%***	89.7%	--	***65.9%***
ADMJ-190						
In-Person vs. Hybrid	91.3%	***70.0%***		87.0%	***70.0%***	
Hybrid vs. Online		***77.8%***	100%		***66.7%***	100%
ADMJ-191						
In-Person vs. Hybrid	100%	100%		100%	100%	
Hybrid vs. Online		90.0%	100%		***50.0%***	100%
Program Total						
In-Person vs. Hybrid	91.9%	91.8%		77.3%	***66.3%***	
In-Person vs. Online	92.1%		***81.0%***	79.9%		***50.9%***
Hybrid vs. Online		92.1%	***77.9%***		64.6%	***45.6%***
Institutional Total						
In-Person vs. Hybrid	93.5%	92.1%		83.4%	82.5%	
In-Person vs. Online	89.2%		***87.8%***	70.1%		70.0%
Hybrid vs. Online		86.2%	***79.7%***		68.9%	***60.5%***

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 because most courses shifted to an online/hybrid delivery mode that semester (thereby blurring the distinction between delivery modes that term).

RPIE Analysis: Over the past three years, seven courses within the Administration of Justice Program have been offered through at least two delivery modes within the same academic year. ADMJ-120 was offered in in-person, hybrid, and online formats in each year of the three-year period. In 2017-2018, ADMJ-121 was offered in in-person and online formats. ADMJ-123 was offered in in-person and online formats in 2017-2018 and in all three formats in 2018-2019. In 2017-2018 and 2018-2019, ADMJ-124 and ADMJ-125 were offered in-person and online. ADMJ-190 and ADMJ-191 were offered in in-person and hybrid formats in 2017-2018 and in hybrid and online formats in 2018-2019. This analysis focuses on program-level rates vs. the institution-level rates. Details for the course level are included in the table above.

Within the Administration of Justice Program:

- *The retention rate in in-person sections at the program level mirrored the retention rate in hybrid sections. This pattern deviates slightly from the findings at the institutional level, where the retention rate in in-person sections exceeded the rate in hybrid sections. (The difference at the institutional level was not statistically significant.)*

- *The retention rate in online sections at the program level was significantly lower than the retention rate in in-person sections. This pattern reflects the findings at the institutional level.*
- *The retention rate in online sections at the program level was significantly lower than the retention rate in hybrid sections. This pattern reflects the findings at the institutional level.*

Within the Administration of Justice Program:

- *The successful course completion rate in hybrid sections at the program level was significantly lower than the successful course completion rate in in-person sections. This pattern reflects the findings at the institutional level, although the difference at the institutional level was not statistically significant.*
- *The successful course completion rate in online sections at the program level was significantly lower than the successful course completion rate in in-person sections. This pattern deviates from the findings at the institutional level, where the two rates mirrored each other.*
- *The successful course completion rate in online sections at the program level was significantly lower than the successful course completion rate in hybrid sections. This pattern reflects the findings at the institutional level.*

Program Reflection:

Program faculty agree that fully online delivery of instruction is less desirable than face-to-face delivery including hybrid classes. All students, high school students in particular, benefit from regular face-to-face contact with instructors. This is the most effective way to trouble-shoot student performance before it leads to course failure. Often in online courses, students simply disappear. Program faculty report having trouble reaching students once they stop attending or participating in online courses and believe this is due to a low number of students who look at their college email. In Canvas, there is no way to force out messages to an email address other than to the college email address unless individual students provide a preferred email address. Program faculty believe that many students never look at their college issued email account.

There are four distinct populations of students who participate in the Administration of Justice Program. These groups include:

- high school students
- college degree/transfer students
- college career seeking students preparing for entry to a basic training academy
- working criminal justice professionals returning to complete a certificate or degree

Each of these populations has different needs for accessing courses. Program faculty believe that continuing to provide a balance and variety of offerings is essential to meeting the needs of these different populations. Eliminating one format of offering will not ensure that students will participate in another format of an offering. In other words, eliminating one type of format will likely eliminate one population of student. The jury is still out on whether or not the new 8-week online degree/certificate completion schedule (offering two consecutive 8-week classes every semester) is viable and meeting the needs of working professionals. The viability of this scheduling track is closely connected to the possible link with National University's 4-year degree program we hope to be part of.

Program faculty are cautiously optimistic about the new synchronous online course delivery format as a possible fourth mode of course delivery beyond the CV-19 health emergency. This format provides the

important regular face-to-face time with an instructor but is still challenged with obstacles related to accessing technology and being able to reach students who simply don't participate.

Planned Actions:

- Work with RPIE to identify retention and success rates for all 8-week classes.
- Identify additional methods of communicating with online students.
- Experiment with scheduling some fully online classes as online synchronous with regularly scheduled online sessions with an instructor.

C. Student Achievement

1. Program Completion

	2017-2018	2018-2019	2019-2020
Degrees			
Administration of Justice: AS	25	10	8
Administration of Justice: AS-T	30	13	21
Institutional: AS Degrees	**394**	**386**	**408**
Institutional: AS-T Degrees	**112**	**93**	**128**
Average Time to Degree (in Years)+			
Administration of Justice: AS	4	5	*
Administration of Justice: AS-T	5	5	4
Institutional: AS	**4**	**4**	**4**
Institutional: AS-T Degrees	**4**	**4**	**5**
Certificates			
911 Dispatcher: CoA	1	--	--
Law Enforcement-Administration of Justice: CoA	3	--	2
Institutional: Certificates of Achievement	**404**	**349**	**308**
Average Time to Certificate (in Years)+			
911 Dispatcher: CoA	*	--	--
Law Enforcement-Administration of Justice: CoA	*	--	*
Institutional: Local Certificates	**2**	**3**	**2**
Institutional: Certificates of Achievement	**3**	**3**	**4**

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2017-2018 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2008-2009 or later. Among 2018-2019 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

<u>RPIE Analysis</u>: The number of AS degrees conferred by the Administration of Justice Program decreased by 68% between 2017-2018 and 2019-2020. Over the same period, the number of AS degrees conferred by the institution increased by 3.6%. The Administration of Justice Program accounted for 6.3% of the AS degrees conferred in 2017-2018 and 2% of those conferred in 2019-2020. The average time to degree among Administration of Justice Program AS recipients ranged from 4 to 5 years over the past three years. The average time to degree among AS recipients across the institution was 4 years during this period. For 2019-2020, the average time to degree is not reported due to small cohort size.

The number of AS-T degrees conferred by the Administration of Justice Program decreased by 30% between 2017-2018 and 2019-2020. Over the same period, the number of AS degrees conferred by the institution increased by 14.3%. The Administration of Justice Program accounted for 26.8% of the AS-T degrees conferred in 2017-2018 and 16.4% of those conferred in 2019-2020. The average time to degree among Administration of Justice Program AS-T recipients ranges from 4 to 5 years over the past three years. The average time to degree among AS-T recipients across the institution also ranged from 4 to 5 years during this period.

The number of 911 Dispatcher certificates of achievement conferred by the Administration of Justice Program decreased from 1 to 0 between 2017-2018 and 2019-2020. The Administration of Justice Program accounted for 0.2% of the certificates conferred in 2017-2018. For 2017-2018, the average time to certificate is not reported due to small cohort size.

The number of Law Enforcement certificates of achievement conferred by the Administration of Justice Program decreased by 33.3% between 2017-2018 and 2019-2020. Over the same period, the number of Certificates of Achievement conferred by the institution decreased by 23.8%. The Administration of Justice Program accounted for 0.7% of the certificates conferred in 2017-2018 and 0.6% of those conferred in 2019-2020. For 2017-2018 and 2019-2020, the average time to certificate is not reported due to small cohort size.

Program Reflection:

The most significant discovery in this section of program review involves the 9-1-1 Dispatcher Certificate. For the last three years, the belief was that this certificate was the responsibility of the Criminal Justice Training Center. The basis for this belief was that the certificate PLO and SLO assessment responsibility was assigned to the director of the Criminal Justice Training Center. While the Administration of Justice Program works closely with the Criminal Justice Training Center, this disconnect in program responsibility was missed. The 9-1-1 Dispatcher Certificate program was not advertised on either program's website. A recent poll of 9-1-1 Public Safety Dispatcher course students revealed that only 1 student even knew of the certificate option.

After discussion with Criminal Justice Training Center leadership and Administration of Justice Program faculty, we decided that the 9-1-1 Dispatcher Certificate Program should remain with the Administration of Justice Program. A priority for the program will be to review the certificate requirements and to consider focusing it on just essential topics. Another priority for the program will be to develop advertising and marketing materials to ensure every 9-1-1 Public Safety Dispatcher student is informed of the certificate when they start this entry-

level course. We will also look for ways to reach out to working 9-1-1 dispatchers who will likely be attracted to accessing required courses online.

During this program review process, the Administration of Justice program coordinator met with the director of the criminal justice training center, which is also undergoing program review this fall. The purpose of this meeting was to identify any common challenges as well as how the Administration of Justice Program could strengthen the pathway for high school and college students who are planning to attend the 9-1-1 dispatcher academy, corrections academy, or basic police academy (three of the major state certified job training programs). We discovered that a significant number of students in both programs don't complete a class because they simply give up (or don't do the work). We agreed that the Administration of Justice Program could help students better prepare for the rigor, work ethic, and academic demands of the criminal justice training center's job training courses by developing a small-unit certificate program that incentivizes students to prepare for entry to one of these job training programs. This could include collaborating on a certificate that includes the CJT-203 Arrest Course, ADMJ-120 Introduction To Administration of Justice, and ADMJ-123 Introduction to Community policing to form a 9-unit certificate. There is existing curriculum in each of these classes that could teach and reinforce knowledge and skills required to be successful in an entry-level job training academy.

The administration of justice transfer degree is not supported by local law enforcement leaders. It was ill conceived and hasn't been regarded as viable from the very beginning. Our local administration of justice degree does provide a well-rounded education and is supported by local workforce leaders. The transfer degree is currently being reviewed state-wide and the Community College Chancellor's Office call to action to review administration of justice curriculum is motivating a look at changing and improving the transfer degree. This is all to say that change in degree content is likely and may provide opportunities for increasing degree completions.

Program faculty believe that more advertising and outreach to program students about how to apply for certificates and degree will help increase the total number of certificates and degrees awarded. There is also interest from students in a juvenile justice certificate as well as a forensics certificate, both of which the program could create and support. We believe that adding smaller certificates to reinforce the pathway to a degree is also a good strategy that we will consider.

Planned Actions:

- Advocate for the revision of the C-ID transfer degree to include more administration of justice classes in order to better match the more desirable local degree.
- Revise the 9-1-1 Dispatcher Certificate Program.
- Create a webpage and marketing materials for the 9-1-1 Dispatcher Certificate Program.
- Explore options for creating lower unit certificates as a pathway to degree completion and successful entry to one of the existing entry-level criminal academies.
- Work with RPIE to obtain annually an email list of all students taking administration of justice courses so that direct communications about certificate and degree options can be sent.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure		Recent Performance

	Program-Set Standard* (& Stretch Goal)	Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate: Administration of Justice	70% (90%)	95% (2017-2018 report)	83% (2018-2019 report)	97% (2019-2020 report)	92.5%
Licensure Exam Rates	Licensure exams are not required for this program.				
Sources: Perkins IV Core 4 Employment data for Program (TOP Code 210500 for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx); *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.					

RPIE Analysis: In 2019, the Administration of Justice Program revisited the program-set standard it established in 2015 and identified a stretch goal. As a result of that process, the program-set standard was increased from 60% to 70%, and a stretch goal of 90% was established. Among Administration of Justice Program students, job placement rates have consistently exceeded the program-set standard of 70% over the past three years. The job placement rates exceeded the stretch goal of 90% in two of the past three years.

Program Reflection:

There are 610 local law enforcement agencies in California that employ some 90,000 peace officers and dispatchers. Approximately 15% of these positions turn-over each year. The Administration of Justice Program prepares students for these jobs as well tens of thousands in the area of corrections. Recruitment has been stifled by a low level of unemployment in California as well as growing disapproval with police. The job vacancy rate remains high and the demand for educated applicants is urgent according to local law enforcement agency executives.

The "defunding" movement is also creating new opportunities for specialists and new jobs that are being created within the criminal justice system. For example, the BART Police Department just created a team of unarmed, civilian social workers with specialized training in mental illness and addiction to be their first responders to calls for service. Naturally, these kinds of jobs required training in both the law, law enforcement, and mental health. The City of San Francisco is working on a similar approach. These new jobs will likely work on a team with police officers and may very well be part of the larger criminal justice system response. There is opportunity for the Administration of Justice Program to partner with other programs on the campus such as the human services certificate and degree program.

Planned Actions:

- Continue working with local law enforcement executives to promote use of our Internship classes in order to expose employers to our students and our students to potential employers.
- Work closely with the criminal justice advisory committee to identify emerging new criminal justice jobs created as a result of the "defunding" movement to ensure NVC is positioned to provide any required training.

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Approval Date**	**Has Prerequisite*** Yes/No	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
ADMJ	120	8/11/2013	No	*Substantive 2021/2022*		
ADMJ	121	8/11/2013	Yes	*Substantive 2021/2022*		
ADMJ	122	8/11/2013	No	*Substantive 2021/2022*		
ADMJ	123	8/11/2013	No	*Substantive 2021/2022*		
ADMJ	124	3/14/2018	No	*Substantive 2021/2022*		
ADMJ	125	8/11/2013	No	*Substantive 2021/2022*		
ADMJ	130	8/19/2013	No	*Substantive 2021/2022*		
ADMJ	190	8/14/2020	No	*Substantive 2021/2022*		
ADMJ	191	8/14/2020	No	*Substantive 2021/2022*		
ADMJ	290	8/14/2020	No	*Substantive 2021/2022*		
ADMJ	291	8/14/2020	No	*Substantive 2021/2022*		
ADMJ	199	1/1/1986	No		2020/2021	

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
9-1-1 Dispatcher Certificate		Yes	Revise Requirements 2021/2022		
ADMJ AS-T		Yes			X
ADMJ Local Degree		Yes			X
ADMJ Certificate		Yes			X
ADMJ Juvenile Justice Certificate	Pending 2021/2022	Yes	New certificate pending in CCNet		

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

All of the Administration of Justice Program courses except for the internship classes (ADMJ-190, 191, 290, and 291 meet the C-ID Transfer Degree content requirements. The administration of justice transfer degree is currently under review as part of the normal review process and will likely require changes in content especially in light of the Chancellor's call to action and public concern about law enforcement.

We are well ahead of the curve and have started the process for updating all of the learning outcomes for the program. Program faculty have reviewed 6 proposed program level outcomes that will also be used a course-level outcomes in order to strengthen the connections between individual courses and the various certificates and degrees offered. The proposed program level outcomes are set to be reviewed by the criminal justice advisory committee this fall to ensure they are consistent with the desires of local law enforcement employers.

We anticipate there being an unusual amount of interest in any content changes from the campus community in what we propose and will strive to be transparent and welcoming of input. The most significant change we are already pursuing is the addition of an outcome across the program in the majority of courses that examines cultural competence and bias in the criminal justice system. The addition of an ethnic studies requirement for transfer students to the state university system also creates an opportunity for the creation of a community policing certificate and includes an ethnic studies focus. This is an additional certificate transfer students could earn on the pathway to a 4-year school.

While some people may wish for us to implement immediate and swift change, we are going to take a methodical approach to curriculum changes balancing both public interests, employer desires, and any state-wide requirements imposed on the administration of justice transfer degree.

Planned Actions:

- Participate in the current state-wide review process of the administration of justice transfer degree and course curriculum.
- Meet with the criminal justice advisory committee to gather input on program outcomes and content from local law enforcement executives.
- Modify individual courses as needed and prepare updates for all courses to include at least current textbook and learning outcomes.
- Update the 9-1-1 Dispatcher Certificate by focusing the requirements on criminal justice system knowledge and skills and creating a certificate that is in line with the pathways concept.
- Complete the approval process for the pending Juvenile Justice Certificate program.
- Develop a low-unit certificate program that strengthens the pathway to a degree perhaps in the area of forensics, cultural competence, or crisis intervention related to mental health or addiction.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
12	11	11	92%	92%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
ADMJ Certificate	4	4	4	100%	100%
ADMJ AS-T	3	3	3	100%	100%
ADMJ Local Degree	4	4	4	100%	100%

Program Reflection:

The only course that has not been offered, and therefore not assessed, in the last cycle is ADMJ-199 Independent Study. Program faculty recommend that this course be archived due to a lack of interest and current need.

Last year, we developed an online reporting system using Google Forms for program faculty to submit assessment data to the program coordinator. Two of the courses in the program (ADMJ-120 Introduction to the Administration of Justice and ADMJ-123 Introduction to Community Policing) are being assessed every semester. We are working toward embedding assessment methods into every course so that we can collect data every time they are offered with the least amount of additional work for students and faculty.

As mentioned in the previous section, we are working toward proposing a set of program level outcomes that will also be used at the course level in order to create a stronger connection between course level learning and program outcomes. There will likely be 6 outcomes for the program with 3 to 6 outcomes related to each course. This structure will enable better and more relatable data collection for program level assessment.

Over the last three years, we have streamlined the assessment process to something that is becoming sustainable.

Planned Actions:

- Revise program and course level outcomes to meet the current needs of criminal justice employers and transfer institutions.
- Work with program faculty to identify additional assessment methods within each course using existing assignments, quizzes, and course activities.
- Work toward collecting assessment data every time a course is offered.

B. Summary of Learning Outcomes Assessment Findings and Actions

The current program level outcomes for the Administration of Justice Program are:

Outcome 1: The student will demonstrate skills and knowledge that allow them to successfully complete academic work at a transfer institution.
Outcome 2: The student will communicate effectively in their verbal and written presentations, using vocabulary, grammar, and technical skills appropriate for an administration of justice profession.
Outcome 3: The student will demonstrate a knowledge of the criminal law and procedure appropriate for an administration of justice major.
Outcome 4: The student will demonstrate an understanding of the work ethic expectations of administration of justice professions.

The first two outcomes involve basic skills involving oral and written communication. Assessments are typically completed using term papers and class presentations. The standards for passing these assessments are measured against both the expectations of a student transferring to a 4-year institution as well as one preparing to enter the criminal justice workforce (most entry-level jobs require only at 12th grade level reading and writing ability). Program faculty continue to express concern about the low level of writing ability in the student population. For high school students in the program, writing abilities vary greatly, but the most common problem is that students simply don't submit the required assignments.

For oral communication skills, program faculty say that while most students do not enjoy making these presentations, their oral communication skills are better than their written skills overall. However, there is still a concern about the number of students who simply don't participate in the assignment at all.

Outcome #3 assesses technical competence. The one course with consistently low assessment results is ADMJ-121 Introduction to Criminal Law. This course is highly technical and requires students to learn an entirely new vocabulary. The assessment method used to date for this course has been a set of embedded questions in a final exam (a one-time, high-stakes measurement). This course was moved to fully online delivery in both 18-week and 8-week formats, primarily because of student demand. We plan to validate this trend using other assessment methods before making drastic changes to the way the course is delivered.

Outcome #6 is focused on the four internship classes. There are aspects of work ethic that could be applied and measured in other program courses. For example, meeting deadlines is an expectation of every job in the criminal justice system. Most program faculty require students to meet deadlines and do not accept late work. The purpose of this practice, of course, is to help students develop time management skills consistent with the expectations of the criminal justice profession.

Program Reflection:

Planned Actions:

- Obtain funding to pay part time faculty in the program to attend an assessment development workshop and training once the new program learning outcomes are in place.
- Develop immediately alternative assessment methods for ADMJ-121 Introduction to Criminal Law.
- identify ways of assessing work ethic in other program courses, perhaps by adopting program level student performance standards (eg. not accepting late work).
- Explore the formation of a learning community with the English Department and ADMJ-120 Introduction to the Administration of Justice in order to strengthen discipline related writing skills.
- Explore ways to work with high school counselors in order to educate high school students on the differences in expectations between high school and college classes, perhaps by requiring completion of a college readiness course before enrollment in an administration of justice class.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ● Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Overall, changes in program enrollment are tracking with the rest of the college. Although the Administration of Justice Program is not considered a career technical education program, it does prepare students for employment in a variety of criminal justice professions, most commonly law enforcement. There continues to be a high demand for law enforcement officers and 9-1-1 dispatchers and there is no sign that this need will diminish in the near future. This is evidenced by the high job placement level of program graduates noted in this report. As also mentioned in this report, there is potential for the Administration of Justice Program to expand as new specialized jobs are created as part of the "defund the police" movement.

The Administration of Justice Program is fortunate to have a talented faculty that includes working chiefs of police and high-level law enforcement managers with more than 200 years of combined experience. Everyone teaching in the program has at least a master's degree. The combination of experience and education in the program faculty offers students an amazing opportunity to learn from highly talented and successful professionals.

Student success and retention in the program is overall consistent with trends throughout the college. There is a need to focus on improving success in online classes and in those classes offered at the high schools. There is also a need of both the program and criminal justice profession to attract and retain a diverse student population.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: _Administration of Justice__
Plan Years: 2021 through 2024

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Work with the academic senate to support adjusting registration priorities so that	Section 1	Meet with academic senate and admissions and records leadership. 2021/2022	Modification of priority registration schedule.

high school students taking on their high school campus can register earlier in order to better predict and manage enrollments in classes held on high school campuses.			
Experiment with scheduling evening courses as either hybrid or synchronous online in order to attract more interest in evening courses.	Section 1	Meet with program faculty. 2021-2024	Review data in next program review.
Work with RPIE to track enrollment, retention, and success in 8-week online classes to determine viability and value long-term.	Section 1	Submit a request to RPIE for data. 2021-2024	Review data in next program review.
Develop a course orientation specifically for classes presented on high school campuses with high numbers of high school students focused on how to be successful in college courses.	Section 1 and 2	Work with counseling department to see if existing curriculum could be used. 2021/2022. Create a new course if required. 2022/2023	Review success and retention data specific to high school students in next program review.
Explore the use of Starfish in order to determine students who are likely to fail early on in a course.	Section 1	Get training and access to Starfish. Provide training for program faculty. 2021/2022	Review retention data in next program review.
Experiment by scheduling ADM-123 and ADMJ-124 as a hybrid course with a 90-	Section 1	Schedule classes starting in fall 2021	Review enrollment data in next

minute face-to-face meeting instead of 3 hours each week.			program review.
Experiment by moving the 8-week version of ADM123, currently offered in the spring, to the summer semester. This will provide one section of this course in each semester (fall, spring and summer).	Section 1	Schedule for summer starting in 2022.	Review enrollment data in next program review.
Work with the C-ID transfer degree review process currently underway to include ADMJ-123 as a required course instead of an elective.	Section 1 and 2	Participate in regional groups and efforts and advocate for change. 2021/2022	Have ADMJ-123 added to the list of required courses for the transfer degree.
During the curriculum review planned for early 2021, evaluate the course content, assignments, and methods of evaluation to determine if the class caps for ADMJ-120 are appropriate.	Section 1 and 2	Meet with program faculty to review course content, assignments, and methods of evaluation. Identify class time available for these activities and determine an accurate class cap. 2021/2022	Determine appropriate class cap.
Identify formalized training beyond the basic required training for new online instructors for part time faculty teaching online at any level that emphasizes strategies used online that result in student success. This could include @One. In all cases, funding will be needed to pay for the course tuition and stipends	Section 1	Research possible training options for part time faculty and identify costs. Have existing faculty teaching online complete at least one course of training on effective practices for online instruction. 2021-2024	Review success and retention data in the next program review.

for part time faculty to attend.			
Explore options for using learning communities that link Puente and Umoja program participants with administration of justice careers and classes.	Section 1	Meet with Puente and Umoja program coordinators to explore ways of connecting students to the program. 2021-2024	Evaluate program demographic data in next program review.
Conduct outreach presentations for ethnic base student clubs on campus to stimulate and attract interest.	Section 1	Schedule a presentation about the Administration of Justice Program and careers for each ethnic student club. 2021-2024	Evaluate program demographic data in next program review.
Explore professional development opportunities for program faculty that offer strategies on how best to support students of color and underrepresented groups. This will at least require funding for tuition.	Section 1	Research possible training options for part time faculty and identify costs. 2021-2024	Evaluate program demographic data during next program review.
Identify additional methods of communicating with online students	Section 1	Research options and training for part time faculty on how to use various communication tools in Canvas. 2021-2024	Evaluate retention data during next program review.
Revise the 9-1-1 Dispatcher Certificate Program.	Section 1 and 2	Consult with the CJTC advisory committee and program faculty. Submit a program modification. 2021-2022	Complete the modification approval process for the certificate program.
Create a webpage and marketing materials for the	Section 1	Work with college webmasters to ensure the certificate program is accurately reflected on the	The certificate program is visible to the public from the

9-1-1 Dispatcher Certificate Program.		college website. 2021-2022	ADMJ program website.
Explore options for creating lower unit certificates as a pathway to degree completion and successful entry to one of the existing entry-level criminal academies.	Section 1 and 2	Consult with the CJTC advisory committee and program faculty. Develop a proposal for one or more new certificate programs. 2021-2024	Review curriculum during the next program review.
Work with RPIE to obtain annually an email list of all students taking administration of justice courses so that direct communications about certificate and degree options can be sent.	Section 1	Submit a report request annually to RPIE. 2021-2024	Review data during the next program review.
Continue working with local law enforcement executives to promote use of our Internship classes in order to expose employers to our students and our students to potential employers.	Section 1	Meet with members of the CJTC advisory committee and local law enforcement executives. Promote internships. 2021-2024	Review enrollment and success data during next program review.
Work closely with the criminal justice advisory committee to identify emerging new criminal justice jobs created as a result of the "defunding" movement to ensure NVC is positioned to provide any required training.	Section 1 and 2	Meet with members of the CJTC advisory committee and local law enforcement executives. Collaborate with other existing college programs to identify relevant curriculum. 2021-2024	Review curriculum data during next program review.

Meet with the criminal justice advisory committee to gather input on program outcomes and content from local law enforcement executives.	Section 2 and 3	Attend a CJTC advisory committee meeting. Fall 2020.	Obtain support for implementation of new learning outcomes.
Modify individual courses as needed and prepare updates for all courses to include at least current textbook and learning outcomes.	Section 2	Complete course modifications for all ADMJ courses. 2022/2023	Complete curriculum modification approval process.
Complete the approval process for the pending Juvenile Justice Certificate program.	Section 2	Complete the new program approval process. 2021/2022	Obtain approval of the pending certificate.
Develop a low-unit certificate program that strengthens the pathway to a degree perhaps in the area of forensics, cultural competence, or crisis intervention related to mental health or addiction.	Section 2	Meet with members of the CJTC advisory committee and local law enforcement executives to determine existing and new jobs that can be connected to a certificate. 2021-2024	Review curriculum during next program review.
Work with program faculty to identify additional assessment methods within each course using existing assignments, quizzes, and course activities.	Section 3	Develop a workshop for program faculty on assessment methods. Obtain funding to pay faculty to participate. 2021-2023	Identify two assessment methods for every learning outcome.
Work toward collecting assessment data every time a course is offered.	Section 3	Develop a workshop for program faculty on assessment methods. Obtain funding to pay faculty to participate. 2021-2023	Review SLO/PLO assessment data during next program review.

Develop immediately alternative assessment methods for ADMJ-121 Introduction to Criminal Law.	Section 3	Work with program faculty teaching ADMJ-121 to develop at least one new assessment method. Spring 2021	Review SLO data for ADMJ-121.
Identify ways of assessing work ethic in other program courses, perhaps by adopting program level student performance standards (eg. not accepting late work).	Section 3	Meet with program faculty to discuss course level requirements and syllabus language. 2021-2022	Review PLO data and student success data during the new program review.
Explore the formation of a learning community with the English Department and ADMJ-120 Introduction to the Administration of Justice in order to strengthen discipline related writing skills.	Section 2 and 3	Meet with the English Program Coordinator ad Counseling Department to identify potential collaborations and identify costs. 2021-2022	Review student success data during the next program review.
Explore ways to work with high school counselors in order to educate high school students on the differences in expectations between high school and college classes, perhaps by requiring completion of a college readiness course before enrollment in an administration of justice class.	Section 2	Meet with high school counselors at New Technology High School and American Canyon High School to discuss how to better prepare high school students for success in college classes. Obtain funding for faculty and or student workshops. 2021-2024	Review student success and retention data of high school students during the next program review.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Administration of Justice Program is adequately funded and staffed to continue its current operation and course offerings. We are fortunate to have highly dedicated faculty with extensive professional experience and education. The interest in teaching in the program remains high and recruiting is relatively easy as needs arise.

New funding for the program is required to support the professional development objectives identified in the section above. The following is a list of critical funding needs.

- Training for 5 program faculty assigned to teach online.
- Two SLO/PLO Assessment workshops. Hours and number of faculty to be determined.
- One workshop for high school counselors and program faculty to meet about student success in college classes.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

The following is a list of notable achievements from the last three years.

- Recruitment of highly experienced and educated faculty.
- Revised program website and program brochures.
- Expanded and increased frequency of learning outcomes assessment.
- High rate of student job placement upon program completion.

B. Effective Practices

The following is a list of effective practices from the last three years.

- Close collaboration with the criminal justice training center staff and advisory committee.
- Close collaboration with criminal justice agencies in the region for place of students in internship and regular employment.
- Collaboration with California P.O.S.T. and other community college Administration of Justice Programs.
- Recruitment of faculty with extensive high-level law enforcement leadership experience and advanced degrees.
- Close collaboration with New Technology High School staff.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Harris, Senior Dean

Date:

11/02/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The ADMJ Program faculty are receptive to adapting to the evolving environment and are very cognizant to the large number of factors that effect the program. The willingness and ability to critically review and analyze data associated with the courses within the program indicate strong understanding of the need to do so. The program has altered course offerings in efforts to provide access to as many students as possible. Moving traditional in-person instruction with historically set times to hybrid/online offerings in a more "student friendly" schedule (when possible) has made the program and more conducive to maintaining, and ultimately, increasing, enrollment.

The outreach to local high schools and the instruction of several courses on the New Tech High School and American Canyon High School campuses serve to improve visibility of the program and exposure to high school students to a potential career in Administration of Justice.

The full-time and part-time faculty are highly trained, experts in their fields, and receptive to adaptation. The overall strength of the program, its ongoing self-assessment and implementation of adjustments in response to these assessments, are indicative of the knowledge and background of the faculty. Their continued review and upgrades of SLOs, PLOs, and overall general environment of assessment provides infrastructural strength.

The ADMJ Program is currently in process of reviewing the efficacy of a partnership with National University to host baccalaureate-level ADMJ courses on our campus. This would provide our students with the opportunity to complete a baccalaureate degree while remaining on campus as well as providing valuable training and educational opportunities for the community and Administration of Justice profession in our area.

Areas of concern, if any:

The primary areas of concern with the program are focused on maintaining/improving overall enrollments and identifying best practices to improve high school student success. While the full-time faculty have ample access to professional development to improve teaching and student success, efforts to provide the same for part-time faculty will serve to strengthen the program by enhancing the instruction skills of the part-time instructors.

Recommendations for improvement:

Continue the ongoing recognition and work to improve the success of high school students enrolled in the program. The cognizance of the obstacles to high school student enrollment and focus on the work to improve this student cohort to success will lead to overall program success.

Identify appropriate professional development opportunities for part-time faculty to ensure that these valuable instructors are provided access to best practices for improving instruction.

Improve/increase information and access to certificate and degree programs as noted in the areas for improvement earlier in the review. Continue to illustrate the value of the 9-1-1 dispatcher certificate program and complete the approval process for the juvenile justice program certificate.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	None
Personnel: Classified	None
Personnel: Admin/Confidential	None
Instructional Equipment	None
Instructional Technology	None
Facilities	None
Operating Budget	None
Professional Development/ Training	Training for part-time faculty on effective practices while teaching online and on options for assessing course outlines.
Library & Learning Materials	None