

Contra Costa College

2018 Administration of Justice Program Review, CCC PR Section I - Unit Plan

Administration of Justice [C8055A] ADJUS

Last content update: 2019-04-23 08:42, WEPR software version 2.2

CCC Mission Statement

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

CCC Values -- Contra Costa College's commitment to its mission derives strength and guidance from institutional values.

As a community of educators, we value:

- Commitment to helping students learn and to improving the economic and social vitality of communities through education.
 - Responsiveness to the varied and changing learning needs of those we serve.
 - Diversity of opinions, ideas, and peoples.
 - Freedom to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike.
 - Integrity in all facets of our college interactions and operations.
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CCC Strategic goals -- to fulfill its mission and to be consistent with its beliefs and values,

Contra Costa College is committed to the following goals:

1. Equitably improve student access, learning and success
 2. Strengthen community relationships and partnerships
 3. Promote innovation, create a culture of continuous improvement and enhance institutional effectiveness
 4. Effectively optimize resources to support student learning and success
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Recommendations from last comprehensive program review mandated by validation team

Year: 2017 Recommendations

1. We recommend you pursue training of part-time faculty on academic advising to improve retention and student success.
2. We recommend you continue to develop cooperative dual enrollment programs with the local high schools to help students complete career pathways in public safety.
3. We recommend you complete the coordination with DVC and LMC to have common course numbers, titles and SLOs so that students can more easily navigate through the courses needed for degree completion.
4. We recommend you continue to seek classroom and learning spaces for your program.
5. We recommend you apply for additional full time faculty as the program grows.
6. We recommend you continue seeking funds to replace or upgrade equipment as needed.

Year: 2017 Progress

1. In November of 2016 our program participated in Guided pathway training from the state chancellors officer of institutional effectiveness. Working with the VP of our college we are participating in a newly formed College access and retention committee. This committee is working towards the development of program mapping and part of that process is academic advising. I am working with that group, counseling and equity to develop the model for training. We expect to conduct flex in fall 2017.
2. We are continuing to work with our local high school to get dual enrollment going again. They had an abrupt stop in ADJUS programing when they (WCCUSD) lost faculty who had FSAs to teaching in our area. We have been attending meetings and for now the only high school committed to dual enrollment is De Anza. Our college and program is ready to move forward, we have professional development training for HS faculty ready to go. We are continuing to advocate for our HS partners to hire faculty that have college teaching minimum requirements. Right now we will concentrate on

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Pinole High School who has a faculty member with and FSA and deploy our faculty to the high schools and leverage online and summer programs to provide courses for our HS feeder schools while they hire appropriate faculty.

3. We have just finished developing our common SLOs master list with DVC and we have alligned worked with our advisory board on content review. They have suggested changes to a number of program (Identified later in this report) We expect to make all of those changes by the end of Fall 2017.

4. This recommendation is related to EMED and we have a new classroom under construction.

5. This relates to the EMED program and that is now a separate program review. A box 2A position has been approved.

6. We have been successful in acquiring funding to upgrade the technology in AA 142 and we are applyin for CTE funds to upgrade our Milo computer system.

Year: 2016 Recommendations

Year: 2016 Progress

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Year: 2015 Recommendations

Year: 2015 Progress

Other Accomplishments/Improvements

Year: 2018

Additionally, we are often sent recruitment flyers and posters and having a dedicated law enforcement staging room/facility would allow us to post such flyers. We also have many law enforcement magazines, and other related items which could be displayed for pride, integrity, inspiration and other reasons that often encourage and inspire students to pursue a career in law enforcement. As a former member of a law enforcement agency, recruiter and student, I have personal knowledge and first hand experience with how this assist with the recruitment efforts of young potential candidates entering the field as a career.

In addition to our collaboration with DVC and other local colleges, I believe it is essential we seek a partnership with other local law enforcement agencies. This partnership can allow us to have a professional advisory board where we can hear, advise and address concerns related to academic needs and the incorporation of students in future law enforcement agencies. The community appears to be a missing piece with partnerships and serving as an advisory board. I firmly believe such a relationship can be beneficial to both the community and the academic arena. It is important to build relationships and trust with this community because it is quite likely that the dividends of such relationship will add to additional recruitment and retention.

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The securing of financial support is an accomplishment which allowed us to get a safe to secure ammunition and weapons. We are also getting other gun cleaning equipment and others supplies to support our summer program with youths, which is a bridging program capable of navigating additional students in our programs. The commitment of such funds will continued to be needed and required to maintain our Milo system, Security Guard program, Mock court program and a comprehensive CSI/Forensic program which all are in the process of being enhanced to add to the effectiveness of a 21st Century Administration of Justice program.

Year: 2017

We continue to work with West Contra Costa Unified School District to develop seamless pathways into our program. Students come to our program from the Law Academies at Richmond, De Anza and Pinole high schools. in an effort to better serve them, In July 2015, CCC ADJUS faculty provided professional development training for high school instructors for Law Academy faculty from Richmond and De Anza High Schools. (Pinole faculty were unable to attend but provided the materials). Faculty were given lecture, homework and testing materials to support them in teaching the following courses in a dual enrollment mode: Adjus 121: Concepts of Criminal Law and Adjus 122: Criminal Procedures. Faculty attended two days of training.

Contra Costa and DVC ADJUS program have worked diligently over the past two years to align curriculum and conduct student learning outcomes (SLO) and program learning outcomes(PLO) assessment. We have leveraged our advisory board to help use pin point the job skills required by todays Criminal Justice professionals. We have created a master SLO spread sheet and we have worked with our advisory board to identify those courses and SLOs that will be used to assess PLO's using Curricunet. We hope to pilot this SLO/PLO assessment software in late fall, 2017. We have hired new faculty to help revitalize the security training program. We have renewed our state licenses to teach guard card coursework and are working to leverage online training to provide employment opportunities for our community.

We are piloting the SLO and PLO assessment software this semester. In addition, we have agreed to work in the pilot with the counseling department to roll out Star Fish, a student early alert system. We created the multiples for ADJUS 127. ADJUS 127A and B have been approved by the state and this should help us to continue to offer this very important bridge course every summer. The course enjoys enrollment of 40-55 students every summer. Students bridge into our program as a result.

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Unit Challenges and Issues

Year: 2018

AA 142 is a challenging classroom to accomplish the emerging plans for the Administration of Justice Department. The

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class is really not conducive to class content. AA 142 is in need of new tables and chairs; the current desk/chair combination is outdated and often presents a danger and hazardous situations for many students. The room is also very dim and is not very inviting. An investment must be made to design the room to depict the spirit of the law enforcement field. Students are often in this classroom for 3 hours at a time, and I am sure there are some psychological advantages to inspiring them in the law enforcement field.

The concept of the SLO and PLO assessment software appears to be an extremely useful and viable tool. It is unknown at this time if this technology is being used, I strongly recommend we pull together resources that can bring this concept to fruition. The Star Fish system is capable as acting as an early alert system to students that may be under performing. A collaboration with the counseling department could prove to be most useful, but all faculty members assigned to the AJ Department must recognize the value and equity in adopting such system and making it a part of our protocol. I will take the lead to make sure we get this done and it's embraced by our faculty and staff.

Given the fact that I am the only full time Administration of Justice faculty member and department head, it presents challenges with providing efficient and effective education to the students while trying to address department needs, concerns and issues. In addition, there is a legitimate concern for us to participate in committees and collaborate with colleagues to support the vision and mission of this college. I have considered that the current enrollment may not support an additional full time faculty member. Proper delegation of duties could support teaching, but allow some release time to focus on department needs and develop and execute the strategic plan to grow an Administration of Justice program which will better serve the student population and offer classes, training's, and education related to important topics in the industry.

An additional challenge is no administrative support dedicated solely to the Administration of Justice Department. A part time Administrative Assistant could enhance our ability to accomplish our goals and communication.

Year: 2017

Classroom upgrade: AA 142 is in need of a major furniture and technology upgrade. The table and chairs are deteriorated and need replacement. Also in the current configuration we can only sit 35 students, not the 40 maximum established by UF contract. .

Year: 2016

Classroom upgrade: AA 142 is in need of a major furniture and technology upgrade. The table and chairs are deteriorated and need replacement. Also in the current configuration we can only sit 35 students, not the 40 maximum established by UF contract. .

Technology upgrades The room has old smart classroom system with was never installed properly. It was an afterthought in an upgrade over 8 years ago. The room needs a smart podium in the middle of the front of the classroom and also a separate projection system to accomodate our shooting simulator.

Sinks need repair: As we continue to develop our CSI course, we will need the sinks in the lab area fixed so we can clean up after lab.

Linked learning: While we have continued to provide staff development for WCCUSD Law Academy faculty, WCCUSD has not deployed dual enrollment courses as promised. We need equipment to develop online components for our distance ed courses.

Utilization of Budget

**Trend:
Budget:**

	Year	13/14	14/15	15/16	16/17	17/18
Budget Allocation		6,252	7,113	6,041	5,768	5768
Academic Salaries			139	1,192	697	1453
Classified Salaries						

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Supplies	4,579	1,497	302		2393
Operating Expenses	1,000		1,000	5000	1000
Other Expenses		526		5,000	
Total Expenses	5,579	2,162	2,494	5,697	4,845
Instructional Equipment Allocation					
Instructional Equipment Expenses					

Budget comment box

Based on the fact that this is the start of my second semester, I have not had the opportunity to truly understand the allocated budget for the Administration of Justice Department. I am hoping, the program review committee will be able to recommend proper training or person for me to sit with to have a better working knowledge of our budget, allocation, and internal and external resources. The department budget is decreasing. However, the department has been supported with Strong Workforce funding for the past two years.

Supply Request

Year: 2018

\$1,000 For BSIS Licenses, \$300 for Police Executive Research Forum membership and daily PERF clips, \$150 for the California Penal Code, \$2,500 for annual law enforcement specific related training, workshops and or conferences.

\$1,000 office supplies. \$1,500 for Milo system extended contract and upgrade. \$5,000 - American Mock Trail Association- Mock Trail competition, registration and other related expenses. \$750.00 annual bus travel for field trips to state prisons, Juvenile facilities, County Crime labs, Community Policing events, and Courts.

Year: 2017

\$1000 for BSIS Licenses, office supplies \$750

Year: 2016

\$1000 for BSIS Licenses, office supplies \$750

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Equipment Request & Justification

Year: 2018

#	Item	Justification	Status
1	20 - 4 foot tables	\$1,300 for 20 4 foot tables for classroom group exercises, crime scene set-ups, etc.	Not purchased
2	Banner	Contra Costa College- Administration of Justice Banner (Used when participating on campus during special events, also used for collaboration events with other colleges and job fairs) This is a promotion and recruitment tool.	Not purchased
3	Munitions & Arms Safe	\$3,000 for safe storage of arms and munitions.	Not purchased

Year: 2017

#	Item	Justification	Status
1			

Year: 2016

#	Item	Justification	Status
1	<p>A request was submitted to install a new smart podium in AA 142, in addition to a new screen and projector for the shooting simulator. A request was made of Janitorial to acquire new desks left over in the old LA building to replace worn out furniture in AA 142, lastly a request was submied to Classroom upgrade: AA 142 is in need of a major furniture and technology upgrade. The table and chairs are deteriorated and need replacement. Also in the current configuration we can only sit 35 students, not the 40 maximum established by UF contract. .</p> <p>Sinks need repair: As we continue to develop our CSI course, we will need the sinks in the lab area fixed so we can clean up after lab.</p>	<p>Technology upgrades The room has old smart classroom system with was never installed properly. It was an afterthought in an upgrade over 8 years ago. The room needs a smart podium in the middle of the front of the classroom and also a separate projection system to accomodate our shooting simulator. Currently the instructor must teach from the right front corner of the classroom.</p> <p>Students are complaining about table and chairs the are worn out and in some cases broken.</p>	Purchased

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2	<p>1. Upgrade Milo computer system. (\$9,000)</p> <p>2. Revitalize security program (\$8000). Equipment, range contract, staff development and licensing.</p> <p>3. Purchase I PAD pro (\$1200)</p>	<p>1. The milo system is five years old and needs to be replaced. This system provide over 450 senarios to teach use of force, but more importantly it has provided writing and critical thinking prompts that have increased student engagement, retention and success. (See success section of this report)</p> <p>2. Security is one of the fastest growing employment areas in the bay area. The program needs to be revitalized and faculty have to be identified who can physically teach the baton and firearms portion of the course. While we have most of the equipment, we lack facilities to conduct live range training and we need to send faculty to certified training to aquire licenses with the state to issue state guard, baton and firearms cards.</p> <p>3. A new I pad pro is need to video table talks with employment recrutiers and CJ professions so that they may be shared in our online communities whtere students are not on campus to connect with employers. In addition, we want to develop writing and discussion prompts based on videos.</p>	Not purchased
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Faculty Staffing Requests & Justification

Year: 2018

At least two Part time faculty members are needed to expand the program and support our already existing infrastructure

Contra Costa College's ADJUS department has provided law enforcement training for over 48 years. Our program includes both certificates and degrees. We work closely with an advisory board composed of the leadership of local police and corrections agencies. This board meets every semester to review and update curriculum and program requirements.

Our curriculum includes academic, California Peace Officer Standards and Training, and Bureau of Security and Investigative Services courses. We also offer a summer youth police academy to influence youth to this career pathway. Many of our students are employed as Police Officers, County Sheriffs, Police Dispatchers, Jailers and Security Officers.

Year: 2017

In January of 2018, the one full-time faculty member of the Administration of Justice Program (ADJUS) will be leaving the program for a promotional opportunity outside the district. This is a request for a REPLACEMENT FACULTY member.

Contra Costa College's ADJUS department has provided law enforcement training for over 47 years. Our program includes both certificates and degrees. We work closely with an advisory board composed of the leadership of local police and corrections agencies. This board meets every semester to review and update curriculum and program requirements.

Our curriculum includes academic, California Peace Officer Standards and Training, and Bureau of Security and Investigative Services courses. We also offer a summer youth police academy to expose youth to this career pathway. Many of our students are employed as Police Officers, County Sheriffs, Police Dispatchers, Jailers and Security Officers.

Our latest program review data indicates that this program is productive and continues to find ways to improve access, persistence, retention, success and completion of our students. The program is tied to many different initiatives around the college and community including: Pilot pathway project, WCCUSD dual and concurrent enrollment project and the

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Public Safety Education project. The program has maintained an excellent reputation within our local law enforcement agencies. Currently the enrollment for our courses can easily support the full-time faculty member as well as 2 to 3 part-time faculty. Recent meetings with local law enforcement and fire leadership have the potential to create new positive opportunities for the college and our students. A full-time faculty member is needed to help plan and implement projects to take advantage of these opportunities. Furthermore, there needs to be a full-time faculty member to implement the pathway plans, evaluate SLO assessment data, manage the part-time faculty and run the day-to-day operations of the department. The department's productivity has been stable over the last four semesters (FA15 14.97; SP16 17.58; FA16 14.66; SP17 19.93). The program has consistently outperformed our division's productivity levels through a sound course deployment plan. Once the current faculty member leaves, there will be no full-time faculty to teach in and manage the unit.

Year: 2016

NA

Classified Staffing Requests & Justification

Year: 2018

Part-time Adjunct positions and these positions are funded as a commitment to the expanded growth of the department and the coordination and implementation of new classes and programs that will enhance and contribute to a more efficient operation of innovative classes and programs offered by the AJ Department. We have two major programs we are developing and enhancing, a mock trial program and related teams and a comprehensive CSI/Forensic program.

Year: 2017

NA

Year: 2016

NA

Classified Staffing Requests & Justification

Year: 2018

Identifying and obtaining a facility location to accommodate the future growth of the AJ Department is extremely important. AJ is isolated to one classroom and we do not have the ability to display and properly promote the Administration of Justice Department. The AJ Department must become more visible like the Nursing program and other visible programs on campus. This instills a sense of pride in those who are pursuing a career in Law Enforcement and attracts the interest of others. This has the potential of increasing our enrollment numbers and consistently reminds students and visitors of field.

Year: 2017

Students consistently complain about the high temperatures in AA 142, we need to support the college plan to purchase a new HVAC system.

Year: 2016

Trenching in AA 142 to accommodate a new smart podium. This needs to be done to meet building code.

Fixing sinks in AA 142:

Installation of a projection system in AA 142 for the shooting simulator. We are working with IT to acquire the projection system in LA 100 (old building) for reinstallation in AA 142. We need as large a screen as possible and that one is being recycled for this upgrade project.

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A. Enrollment Measures

A.1 Measure: Enrollment (FTES)

Trend:

	Year	13/14	14/15	15/16	16/17	17/18
Total Program FTES		64.01	54.83	56.44	54.19	58.77
Total Department FTES		100	82.05	77.16	88.94	105.6
Total Division FTES		1665	1475	1354	971.5	939.1
Total College FTES		5951	5520	5376	4754	4756

A.2 Census Fill Rates

Trend:

	Year	13/14		14/15		15/16		16/17		17/18	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Total Program		78.06	64.22	72.19	82.03	77.38	80.74	71.67	90.38	77.81	94.23
Total Department		74.63	59.89	72.11	68.27	73.59	68.86	69.17	78.33	80.75	87.27
Total Division		70.78	58.15	61.6	52.99	50.71	57.62	50.07	56.03	51.45	56.73
Total College		79.57	72.24	74.29	66.69	68.12	71.26	70.92	72.52	71.72	76.87

A.3 Productivity (FTES/FTEF)

Trend:

	Year	13/14		14/15		15/16		16/17		17/18	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Program Max Productivity		21.13	20.63	20.97	22.29	19.66	22.69	20.69	22.95	20.63	22.82
Program Productivity		16.18	12.94	15.04	17.71	14.97	17.58	14.66	19.93	15.86	20.8
Department Max Productivity		22.91	23.22	22.98	25.45	21.2	23.02	21.59	22.5	21.65	22.72
Department Productivity		16.62	12.85	17.06	16.78	15.66	16.51	14.63	18.14	17.73	19.56
Division Max Productivity		22.48	25.8	22.74	22.87	24.04	21.59	25.32	23.49	23.37	21.08
Division Productivity		14.86	14.6	13.15	12.07	12.16	11.58	12.53	12.77	12.14	12.32
College Max Productivity		25.22	23.78	23.87	23.93	25.1	23.32	25.2	24.27	24.82	23.38
College Productivity		16.17	14.87	14.57	13.53	13.78	14.05	14.39	14.46	14.43	14.78

Comment on Section A (Enrollment Measures)

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B. Student Success Measures

B.1 Course Success Rate (C or better) - All Students

Status:

Year	13/14		14/15		15/16		16/17		17/18	
	#	%	#	%	#	%	#	%	#	%
Program/Discipline -- Online	74	55.64	161	70.61	71	70.3	113	70.19	193	66.78
Program/Discipline -- Not Online	349	72.26	238	79.6	322	73.85	272	75.77	216	80.6
Program/Discipline -- All	423	68.67	399	75.71	393	73.18	385	74.04	409	73.43
Department - All courses	512	67.9	486	75.47	530	69.65	570	74.51	637	75.83
Division - All courses	8481	73.14	7672	79.05	7255	77.64	5697	74.13	5597	77.99
College - All courses	30015	68.68	29024	72.34	28308	72.2	27084	70.51	26821	71.72

B.2 Course Success (C or better) - Gender

Status:

Year	13/14		14/15		15/16		16/17		17/18	
	#	%	#	%	#	%	#	%	#	%
Prog/Disc - Male	195	72.49	210	76.64	196	75.38	183	75.31	187	73.62
College - Male	12161	66.83	11831	70.84	11307	70.68	10771	68.49	10430	69.82
Prog/Disc - Female	227	65.99	187	75.1	193	71.22	194	72.12	216	73.22
College - Female	17323	70.03	16822	73.59	16695	73.32	16033	71.88	16118	72.93
Prog/Disc - Non-reporting	1	33.33	2	50	4	66.67	8	100	6	75
College - Non-reporting	531	69.05	371	65.78	306	69.7	280	73.88	273	75.83
College - All Students	30015	68.68	29024	72.34	28308	72.2	27084	70.51	26821	71.72

B.3 Course Success (C or better) - Ethnicity

Status:

Year	13/14		14/15		15/16		16/17		17/18	
	#	%	#	%	#	%	#	%	#	%
Prog/Disc - African-American	63	47.73	61	61	66	62.26	56	62.92	67	67.68
College - African-American	6555	0.595	5936	65.74	5395	65.37	4754	63.29	4208	63.1
Prog/Disc - Asian/Filip/PacIs	44	83.02	27	71.05	39	88.64	35	83.33	48	87.27
College - Asian/Filip/PacIs	6985	0.766	4742	80.1	4562	80.2	4472	79.56	4419	79.26
Prog/Disc - Hispanic	239	73.31	236	80.27	221	73.42	219	74.74	211	75.63
College - Hispanic	10765	0.689	10950	71.02	11299	70.96	11324	69.32	11619	70.93
Prog/Disc - Native/Alaskan	2	100			1	100				
College - Native/Alaskan	128	0.715	70	85.37	52	70.27	43	53.75	49	67.12
Prog/Disc - Other (non-White)		81.25	27	81.82	17	77.78	19	78.26	15	60
College - Other (non-White)	1707	0.675	1894	68.7	1832	69.24	1804	66.18	1741	69.01
Prog/Disc - White	39		36		35		36		47	66.2
College - White	2866	0.749	2560		2660		2549		2630	77.97
Prog/Disc - Unknown	9	100	2	100	8	100	7	87.5	7	100
College - Unknown	1034	0.708	876	82.18	635	81.1	381	77.13	369	78.85
College - All Students	30015	68.68	29024	72.34	28308	72.2	27084	70.51	26821	71.72

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B.4 Course Success (C or better) - Age

Status:

Year	13/14		14/15		15/16		16/17		17/18	
	#	%	#	%	#	%	#	%	#	%
Program/Discipline - under 20	195	69.64	174	78.38	189	74.12	157	71.69	170	76.58
Program/Discipline - 20 to 25	141	68.78	138	73.4	130	74.71	133	79.17	126	70.79
Program/Discipline - 26 to 30	52	72.22	39	79.59	36	67.92	41	71.93	52	77.61
Program/Discipline - 31 to 40									18	54.55
Program/Discipline - 41 to 50	8	44.44	10	71.43	11	68.75	23	92	25	89.29
Program/Discipline - 51 and over	4	57.14	4	44.44	6	85.71	5	100	8	88.89
Program/Discipline - Unknown									10	50
College - All Students	30015	68.68	29024	72.34	28308	72.2	27084	70.51	26821	71.72

B.5 Course Success (C or better) - Disability

Status:

Year	13/14		14/15		15/16		16/17		17/18	
	#	%	#	%	#	%	#	%	#	%
Prog/Disc - Disabled	14	77.78	14	73.68	15	75				
Prog/Disc - Non-disabled	409	68.39	385	75.79	378	73.11	385	74.04	409	73.43
College - All Students	30015	68.68	29024	72.34	28308	72.2	27084	70.51	26821	71.72

B.6 Course Retention Rate

Status:

Year	13/14		14/15		15/16		16/17		17/18	
	#	%	#	%	#	%	#	%	#	%
Prog/Disc -- Online	95	71.43	193	84.65	76	75.25	128	79.5	250	86.51
Prog/Disc -- Not Online	425	87.99	283	94.65	384	88.07	315	87.74	238	88.81
Prog/Disc -- All Courses	520	84.42	476	90.32	460	85.66	443	85.19	488	87.61
Department -- All Courses	623	82.63	579	89.91	628	82.52	642	83.92	730	86.9
Division -- All Courses	9942	85.71	8631	88.92	8179	87.49	6592	85.74	6350	88.44
College -- All Courses	36895	84.41	34907	87	33811	86.22	32892	85.54	32008	85.54

Comment on Section B (Student Success Measures)

Contra Costa College

2018 Administration of Justice Program Review, CCC Program Review Details (Section II.A-E) Administration of Justice [C8055A] ADJUS, continued

C. Instructional Unit Program/Curriculum Measures

C.1 Degrees, Certificates Awarded to Students

Trend:

List degrees and certificates:

	Year	13/14	14/15	15/16	16/17	17/18
Total Program Degrees						
Total Program Certificates						
Total College Degrees		598	565	615	555	847
Total College Certificates		291	239	281	288	328

C.2 Department/program SLO Report Measure: Student Learning Outcomes -- All courses in subject

	Year	14/15	15/16	16/17	17/18	18/19
Are assessments on schedule or behind?						

What courses have not been assessed in this review cycle and why?

What's being done?

Impact?

Plans?

C.3 PLO's by department/program report Measure: Student Learning Outcomes -- Program Level

	Year	14/15	15/16	16/17	17/18	18/19
Are assessments on schedule or behind?						

What's being done?

Impact?

Plans?

Procedures?

Comment on Section C (Curriculum Measures)

Contra Costa College

2018 Administration of Justice Program Review, CCC Program Review Details (Section II.A-E) Administration of Justice [C8055A] ADJUS, continued

D. Department/Program Resource Needs

D.1 Faculty (Teaching)

Status:

Year	13/14	14/15	15/16	16/17	17/18
Dept/Prog FT Faculty Headcount	1	1	1	1	
Dept/Prog PT Faculty Headcount	6	4	6	5	6
Dept/Prog FTEF	4.25	3.62	3.41	4.04	4.15
TDept/Prog FTEF Online				1	1.8
Dept/Prog FTEF Sabbatical					
Dept/Prog FTEF Load Bank					
Dept/Prog Reassigned Time					
% Dept/Prog FTEF-FT	32.96	49.67	45.02	39.65	30.54
% Dept/Prog FTEF-PT	67.04	50.33	54.98	60.35	69.46
% College FTEF-FT					
% College FTEF-PT					

D.2 IU Faculty Gender

Year	13/14		14/15		15/16		16/17		17/18	
	#	%	#	%	#	%	#	%	#	%
Dept/Prog Male	5	71.43	4	80	5	71.43	5	83.33	5	83.33
Dept/Prog Female	2	28.57	1	20	1	14.29	1	16.67	1	16.67
Dept/Prog Non-reporting					1	14.29				
Division Male	42	36.84	41	35.04	42	35.29	36	37.89	33	32.67
Division Female	72	63.16	76	64.96	76	63.87	59	62.11	68	67.33
Division Non-reporting					1	0.84				

D.3 Division Faculty Ethnicity

Year	13/14		14/15		15/16		16/17		17/18	
	#	%	#	%	#	%	#	%	#	%
African American	29	25.44	33	28.21	33	27.73	25	26.32	24	23.76
Asian/Filip/PacIs	8	7.02	10	8.55	9	7.56	4	4.21	4	3.96
Hispanic	12	10.53	12	10.26	12	10.08	12	12.63	11	10.89
Native-Am (Alaskan Natives)										
Other (non-White)	3								4	3.96
White	51	44.74	52	44.44	51	42.86	44	46.32	47	46.53
Unknown	6	5.26	3	2.56	7	5.88	5	5.26	6	5.94

Comment on D1-3: Faculty

Contra Costa College

2018 Administration of Justice Program Review, CCC Program Review Details (Section II.A-E) Administration of Justice [C8055A] ADJUS, continued

E. Career-Technical Education Program Measures (GE Programs: Not Applicable)

CTE Program Name: Administration of Justice

TOP Code(s):

E.1 Economic Modeling Occupational Overview

Report (Provided by the Dean of Economic and Workforce Development)

ADJUS Breakdown by job title--link

https://email4cd-my.sharepoint.com/:f:/g/personal/bgoehring414_email_4cd_edu/Ev4oflcr7FJHpoJiyxKIsL0BZRGIKRLTNjikfxywxrYKPg?e=5lektO

ADJUS Occupational Overview--link

https://email4cd-my.sharepoint.com/:f:/g/personal/bgoehring414_email_4cd_edu/Ev4oflcr7FJHpoJiyxKIsL0BZRGIKRLTNjikfxywxrYKPg?e=5lektO

Analysis of Report (trends, increases, decreases, etc.)

Labor Market Information

ADJUS is in a challenging place because the market is a bit flooded right now, or at least it appears that way because the number of completers in similar programs is greater than the number of annual job openings. But these numbers are a bit misleading because, despite the substantial number of candidates, employers are still having trouble finding qualified candidate who possess the qualities that they are seeking. The "Occupational Overview" shows that there is very meager growth expected in this area over the next five years, but it also highlights the high wage earning potential for this field, which I can tell you is one of the highest of our CTE programs. The "Breakdown by Job" spreadsheet disaggregates the data by job title, so that you can see where the growth is expected. Correctional Officers and Jailers are anticipated to have the greatest increase over the next five years.

E.2 College Core Indicators, Comments

Report (Provided by the Dean of Economic and Workforce Development)

ADJUS Core Indicator Report--link

https://email4cd-my.sharepoint.com/:f:/g/personal/bgoehring414_email_4cd_edu/Ev4oflcr7FJHpoJiyxKIsL0BZRGIKRLTNjikfxywxrYKPg?e=5lektO

Analysis of Report (trends, increases, decreases, etc.)

Core Indicator Report

This report comes from the Chancellor's Office and is used to show what percentage of students achieve indicators related to skill attainment, completion/transfer, employment, and non-traditional participation. There are state and district-negotiated benchmarks. ADJUS doing very well in terms of employment (Indicator 4) and non-traditional participation and completion (Indicators 5a & 5b, which would be females enrolled in the program, in this case). Areas falling below district goals include skill attainment and persistence/transfer.

Labor Market Information

As we have discussed, ADJUS is in a challenging place because the market is a bit flooded right now, or at least it appears that way because the number of completers in similar programs is greater than the number of annual job openings. But these numbers are a bit misleading because, despite the substantial number of candidates, employers are still having trouble finding qualified candidate who possess the qualities that they are seeking. The "Occupational Overview" shows that there is very meager growth expected in this area over the next five years, but it also highlights the high wage earning potential for this field, which I can tell you is one of the highest of our CTE programs. The "Breakdown by Job" spreadsheet disaggregates the data by job title, so that you can see where the growth is expected. Correctional Officers and Jailers are anticipated to have the greatest increase over the next five years.

E.3 Advisory Committee Involvement

Contra Costa College

2018 Administration of Justice Program Review, CCC Program Review Details (Section II.A-E)

Administration of Justice [C8055A] ADJUS, continued

Advisory Committee mtgs in FA and/or SP for this two year period (w/URLs of meeting minutes)

Contra Costa College

2018 Administration of Justice Program Review, CCC Program Review Summary (Section III) Administration of Justice [C8055A] ADJUS

A. Department Goals for the next program review cycle

B. Content review efforts (are you current?)

Yes/no:

If no, why?

C. Professional development (In what ways has your area stayed current?)

#	Item
---	------

D. Survey results (ex-student survey, industry survey, employee survey, etc)

E. Outreach efforts

Contra Costa College

2018 Administration of Justice Program Review, CCC Program Review Summary (Section III) Administration of Justice [C8055A] ADJUS, continued

Program Review Signature Page -- please SIGN and DATE

Program Review Chair/Lead/Contact:

Program Review Committee Members:

Program Review Committee Members:

Program Review Committee Members:

Program Review Committee Members:

Program Review Committee Members:

Program Review Committee Members:

Approval: Department Chair

Division Council Reviewers

Division Council Member:

Division Council Member:

Division Council Member:

Division Council Member:

Division Council Member:

Division Council Member:

Division Council Member:

Division Council Member:

Advisory Committee Chair (CTE programs only):

Division Dean:

Contra Costa College

2018 Administration of Justice Program Review, CCC Validation & Recommendation Form

Administration of Justice [C8055A] Team

Validation of Progress on Previous Recommendation

From 2017: The Administration of Justice Department realize the importance of the Guided pathway commitment. We plan to embrace this commitment and vigorously work in our team meetings to determine the necessary level of commitment to retain and allow this process to strengthen.

1. It is imperative we pursue training of part-time & full-time faculty for academic advising to improve retention and student success. This must be implemented with monthly training's during the active semester and the Star Fish system and other useful resources must be a part of this process.
2. Mr. Evan Decker and I facilitated interviews at the end of Fall '18 semester to obtain educators committed to teaching Law & Democracy in our (WCCUSD)partner High Schools. A continue effort in this area will continue to bridge High School students into our college AJ related courses. Our commitment with dual enrollment with high school students will remain steadfast.
3. DVC has taken a leadership role with the coordination of CCC, LMC and other local community colleges. We here at CCC have identified the benefits of such collaboration and will continue the partnership. This will obviously facilitate transparency with clarity with common course numbers, titles, SLO's, etc.
4. Identifying and obtaining a facility location to accommodate the future growth of the AJ Department is extremely important. AJ is isolated to one classroom and we do not have the ability to display and properly promote the Administration of Justice Department. The AJ Department must become more visible like the Nursing program and other visible programs on campus. This instills a sense of pride in those who are pursuing a career in Law Enforcement and attracts the interest of others. This has the potential of increasing our enrollment numbers and consistently remind students and visitors of field.
5. It is time for AJ to seek competent Adjunct positions and these positions are funded as a commitment to the expanded growth of the department and the coordination and implementation of new classes and programs that will enhance and contribute to a more efficient operation of innovative classes and programs offered by the AJ Department.
6. Support with funding, such as the Strong workforce, Perkins grant, and other funding resources to make supplemental instructors and part-time adjunct personnel a reality so we can accomplish the vision which will lead to increased enrollment and retention.

Contra Costa College

2018 Administration of Justice Program Review, CCC Validation & Recommendation Form

Administration of Justice [C8055A] Team, continued

Part A: Overall Assessment of the Instructional Unit Program Review

Evaluate the Instructional Unit Program Review for completeness and quality of the analysis. Choose one of the ratings below (accepted/not accepted) and indicate the review criteria that led to the rating. Follow the instructions to complete the validation.

Rating	Reviewing Criteria	Instructions to Validation Team
<input type="checkbox"/> Accepted	<input type="checkbox"/> The self-study reflects a thorough effort to present a well-rounded review of the academic program; analysis of each data element is thorough, unbiased and accurate; narrative information indicates clear connections of the program to community and institutional goals and mission; conclusions and recommendations are well-substantiated by the analysis of the data and are achievable.	Complete Parts B, C, and D and Signature Page and submit to Instruction Office.
	<input type="checkbox"/> The self-study reflects a substantial effort to present program information; analysis of data is thorough and accurate; narrative information is complete and addresses the criteria; conclusions and recommendations relate to the analysis of the data and are achievable.	Complete Parts B, C, and D and Signature Page and submit to Instruction Office.
	<input type="checkbox"/> The self-study presents adequate program information; analysis of data measures is provided; narrative information is complete; conclusions and recommendations relate to the analysis of the data.	Complete Parts B, C, and D and Signature Page and submit to Instruction Office.
<input type="checkbox"/> Not accepted	<input type="checkbox"/> The self-study report contains some inaccuracies and/or is lacking in certain sections. The report must be revised and resubmitted in order to meet the requirements of the IUPR process.	Do not complete Part B, C or D. Return to IUPR Committee with instructions to revise and return within specified timelines and inform Instruction Office of status.
	<input type="checkbox"/> The self-study report contains inaccurate information and/or is largely incomplete. Substantial revision is required.	Do not complete Part B, C or D. Return to IUPR Committee with instructions to revise and return within specified timelines and inform Instruction Office of status.

Contra Costa College

2018 Administration of Justice Program Review, CCC Validation & Recommendation Form

Administration of Justice [C8055A] Team, continued

Part B: Commentary on Analysis

#	Commendations	Recommendations
1		We recommend for ADJUS degree and certificate majors that you purchase uniforms or other signifying indicator of program participation
2		We recommend ADJUS seek training for student support services on-campus or within the district.
3		We recommend continued Early College Credit partnership with WCCUSD Teachers and students. Also, participation on WCCUSD Law Advisory Boards is encouraged.

Contra Costa College

2018 Administration of Justice Program Review, CCC Validation & Recommendation Form
Administration of Justice [C8055A] Team, continued

Part C: ValiValidation Team Conclusions

Contra Costa College

2018 Administration of Justice Program Review, CCC Validation & Recommendation Form Administration of Justice [C8055A] Team, continued

Signature Page -- please SIGN and DATE

Validation Team Chair/Lead/Contact:

Validation Team Member:

Validation Team Member:

Validation Team Member:

Validation Team Member:

Validation Team Member:

Validation Team Member:

Validation Team Member:

IUPR Chair/Lead/Contact:

Department Chair:

Vice President, Instruction:
