De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Administration of Justice |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The mission of the program is to prepare students for the criminal justice expertise through information literacy that is required to perform the duty and challenges of developing and maintaining a relationship with the community. The courses in the program promote communication with all diverse social groups and cultures. Through the ethics content, responsibility for personal conduct is stressed and the guarantee that all persons are given the respect and dignity that they deserved. The need for critical thinking skills is also emphasized as it is a tool that is used at all times to resolve the many situations that will be faced. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 0 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | 3 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 57 |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 14 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | With 71 this year, basically stayed fairly even with a variance of 2 over last 4 years. The awards show that the program has been stable even with the decline in enrollment state-wide over the last 2 years. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | The program has developed 2 new Certificates of Achievement-Advanced with 1 each coming into the program in 2022-2023 and 2023-2024. Two new courses are also in the final approval stage to come into the program in 2023-2024. The faculty will be advising students who have taken the required courses to apply for Certificates that they qualify to receive. Faculty will also be looking into Outreach opportunities to ensure that actively employed persons are aware of the educational opportunities the program offers. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | <https://www.calpassplus.org/LaunchBoard/Home.aspx>  Based on the Perkins Core Indicator data, the Administration of Justice program performed well above all the 14 Perkins V core indicators by from 7 to 24 percent above the State-negotiated performance levels. The faculty will continue to offer the best course program possible with expansion of additional courses and awards in the final approval stage. An additional new course is in the development process. |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | Labor market (LMI) data for criminal justice employment opportunities in the South Bay area a healthy job market in 2018-2028. A estimated job openings growth at 3,660 with opportunities of 890 positions annually. The state-wide job openings and growth mirror the South Bay overall with variations higher and lower depending on specific geographical locations. The program’s advisory board reviewed the new certificates and courses, stated in I.B.6, prior to submission for approval and gave unanimous approval for all explaining that they would greatly enhance the educational requirements needed in the field. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 1 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 1.0 |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 0 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | Over the last 4 years, Perkins and SWP grants have been applied for and granted. A majority of the funding was utilized to purchase a wide varied of state-of-the-art equipment for the program’s crime lab that is associated with the Criminal Investigation and Forensic Science courses. This investment has resulted in the crime lab being the best of any college or university in the Bay area (effective use of the equipment has to-date been curtailed by the college campus being closed to face to face classes). Other funding was used to acquire training aids for class presentations and enhancements. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Enrollment has steadily increased, again despite across the state deceases in overall enrollment, from 617 (2018-19), 711 (2019-20) to 867 (2020-21). To maintain or increase enrollment, the faculty continues to academically, mentally, and success/retention support students through greater office hour available and those who are at-risk. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | With Latinx enrollment being the highest (46%) in 2020-21, this group has declined by 6% from the high (52%) in 2017-18. With each year since 2021-17 seeing a decline, faculty surveys of their classes indicates that the health issue that required a closing of face-to-face classes on campus had an affect on enrollment of Latinx. Many Latinx students voiced a concern for online classes because of the need to become trained in the online process and the lack of social interaction with faculty and other students. Faculty have attempted to assist Latinx students in gaining a familiarity with the online Canvas system and increased email/Zoom office hours to establish academic relationships and support systems. The enrollment percentages for the other groups also declined by 1-3 % except for white students where the enrollment increased by 7%. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | The success rate trend over the last three years has seen a slight decrease each year from 79% to 73%. The last 2 years has been very challenging for students with a variety of factors (uncertain employment, family obligations, health issues, online learning) affecting their opportunities to apply the needed time and effort into course assignments. The faculty is aware of the challenges and work with students to attempt to overcome as best they can those challenges with examination scheduling and wider time options for assignments. Faculty also work with the various student support services and counseling offices to resolve issues. Faculty have been utilizing the Early Alert office to connect at-risk students with support services. |

|  |  |  |  |
| --- | --- | --- | --- |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Referencing the data chart, the area of most concern is a combination of two student groupings: Latinx and Low Income students. Based on the demographics of the student community, it appears that these two groups have a relationship since the college recruits heavily from underserved, minority, and lower income areas of the South Bay. From an Administration of Justice view, having had discussions with female students who fall into these 2 groups, an issue that has come to light is that this grouping of students have a question as to whether they “fit” into this career path and so may not complete the courses and then will move into another major. Faculty, especially the female instructors, are making a concerted effort to support these students in seeing themselves in the criminal justice field and their retention/success. The greatest percentage point gap of all the groups is low income students. Faculty will continue to support students who are identified in this group in their academic studies and the program will continue to connect with counseling services to also address this concern. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | The criminal justice career path centers in on investigations. Investigations require a superior skill in completing investigative reports. Competent writing skills have been an issue with an unusually high percentage of criminal justice students. The enactment of AB 705, reducing the remedial writing course requirements, has had a strong negative effect of students not taking courses to come up to competency levels. This affects the retention and success rates for students who have not received proper English composition preparation prior to coming to college level classes. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | Faculty have worked closely with the Disability Student Services to accommodate students in need to accommodations. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | Several students in need of accommodations were identified and obtained the support they needed. This support increased their academic level and success/retention. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Partnership with the academic counseling office to have a counselor with a more in-dept knowledge of the needs of Administration of Justice students. The department also relies on the Division Office efforts therefore will need more funding for these efforts. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | Departmental collaborations with counseling in program planning and transfer advisory. The department also relies on the Division Office efforts therefore will need more funding for these efforts. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | The need for an assigned academic counselor who has an in-depth understand of the program and the need of the criminal justice field to assist students in program planning. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | No courses were assessed Spring 2020 through Spring 2022. A majority of the program faculty have been instructing for a year or two during the time the campus was closed. SLO training has been challenging to accomplish. Faculty have been assessing the success of students based on examinations and supporting students in need of academic support and mentoring. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | None |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | Early Cancellation dates negatively impact enrollment. Having cancellation dates in the middle of the month, during holidays like Christmas necessitate student cancellation due to personal financial constraints.  Changing these dates to AFTER the quarter starts will greatly increase our enrollment.    The program has been approved for another additional full-time instructor position which would in Fall 2022 and be only the 2 full-time instructor position in over 40 years.    Full-time faculty provide essential stability for planning and curriculum functions; greater availability to address students’ needs outside of the classroom is particularly important for student success and equity.  Full-time faculty are responsible to be actively involved in instructional and professional activities.    Our current capacity does not allow us to meet student demands as they should be met and have more active involvement at De Anza, our involvement local criminal justice agencies and Secondary Education institutions, to help us serve more students and increase enrollment. In addition, full-time faculty do the majority of student advising, very important to student success in a Career/Tech Education program. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Our faculty continues to use data when analyzing  course offerings, scheduling, and patterns.    The department continues to collaborate with criminal justice agencies to offer courses and programs to cohorts of students to meet career paths needs and demand.    Perkins V and Strong Work Force funding grants have been awarded to the program to expand and enhance the equipment available to our crime lab related courses up to a state-of-the-art level that excels above another other university of college in Northern California. This expansion of equipment has provided knowledge and hands-on experience to students that will enable them to obtain employment in a wide-range of criminal justice career paths. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Growth |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | The Division/Department has completed the justification process with IPBT to add 1 additional full-time instructor and that request has been approved. With the number of students and currently only 1 full-time faculty, an additional full-time faculty was needed for program coordination and enhancement and to provide the academic support for student retention and success. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | None |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | Listed on Excel spreadsheet. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | None |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | None |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Professional development opportunities within the criminal justice field have been non-existent for the last 2 years for health reasons. It is unknown what opportunities may open up in the future. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | Half of the faculty are retired from the criminal justice field for from 2 to 10 years and would like the opportunity to attend workshops, conferences, and training classes for knowledge of the most relevant best practices and techniques to stay current with their course content. The Advisory Board has advised at meetings that the field is rapidly changing, both from by technology and practice, and professional development of the faculty would be critical to stay abreast of changes. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | The program training aid support and crime lab equipment purchases have extensively and critically enhanced the educational opportunities for students and the instructional capabilities of faculty. The additional resources that will be requested will further enhance the knowledge and hands-on capabilities of the students which increases their success academically and employment opportunities. |
|  | Submitted by: | James Suits, Dept. Chair |  |
|  | Last Updated: | 5/20/2022 |  |