

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

The overall feedback was positive; however, there is a need to keep an eye on enrollment given it has decreased over the last few years. While Covid may have played a role in the decrease, the department should make extra efforts to ensure it is reaching out to students to close certain equity gaps.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

Our enrollment increased by 144. Our overall success rate, increased from 719 to 831. The success rate gap for Black and Latin X students improved from 398 to 476.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Enrollment has steadily increased. To maintain or increase enrollment, the faculty continues to academically, mentally, and success/retention support students through greater office hours available and those who are at-risk. As well as implementing RSI into online teaching should influence maintaining that the students' needs are being met.

There was a slight increase in the number of AA/AS degrees awarded. This is a trend that we want to see continue to increase, even if by small margins.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

They are not changing.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

We requested another full-time faculty member, which was approved. We have also begun the process continuing on the path of developing a new crime lab. Funding for this project was also approved.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

N/A

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	For Women in Crime: Articulate and defend a personal stance on at least one of these questions [i.e. central questions about right action and/or the good life] and/or traditions.
Method of Assessment of Learning Outcome (please elaborate)	Exam essay. Students were required to write a research paper on a female of their choice. They were to thoroughly research her life and accomplishments, analyze her impact on society within the context of her time and relevant social issues, evaluate her strengths and weaknesses, consider diverse perspectives, and present a well-supported argument with evidence from credible sources, while maintaining a balanced and objective tone throughout the essay.
Summary of Assessment Results	18 students exceeded expectations, 1 met expectations, and 1 student did not complete the exam.
Reflection on Results	The course was successful. Students were able to articulate their position regarding the woman they chose. Almost all of the students used lecture notes, text book, and videos to help make their papers more successful.
Strategies Implemented or Plan to be	For the students who do not attend regularly, effort continues to be made to reach out to them, just to ensure everything is okay. This strategy has worked, in that, many students responded and were not dropped from the

Implemented (aka: enhancements)	course. However, there were a few who, because of their lack of communication were dropped. Emailing students is the best way to make contact with them.
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Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

The Administration of Justice (AJ) program is currently undergoing a transition, shifting from two full-time faculty members to one. The remaining full-time faculty member, still in the tenure process, has been exceptional in maintaining the program's continuity and stability. While enrollment remains steady, a deeper analysis of optimal course modalities and scheduling could further enhance accessibility and student engagement.

As a Career and Technical Education (CTE) program, AJ has significant potential for expansion beyond its current offerings. One promising opportunity is the development of a forensic crime lab, which could enhance teaching effectiveness and create new course offerings related to criminal justice. Although the program is moderate in size, its capacity for innovation is substantial, and strategic efforts should be made to capitalize on this potential.

Additional initiatives such as dual enrollment partnerships, collaborations with local police academies, and integrating DEI training into course curricula could further strengthen and sustain the program. To successfully implement these initiatives and drive long-term growth, securing an additional full-time faculty position will be essential.