

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018

PROGRAM: CRIMINAL JUSTICE AND ADMINISTRATION OF JUSTICE

CLUSTER: ECONOMIC AND WORKFORCE DEVELOPMENT

LAST YEAR CPPR COMPLETED: 2014-2015

NEXT SCHEDULED CPPR: 2018-2019

CURRENT DATE: 2/28/2018

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

Note: Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

Associate of Arts in Criminal Justice and Associate of Science for Transfer in Administration of Justice

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

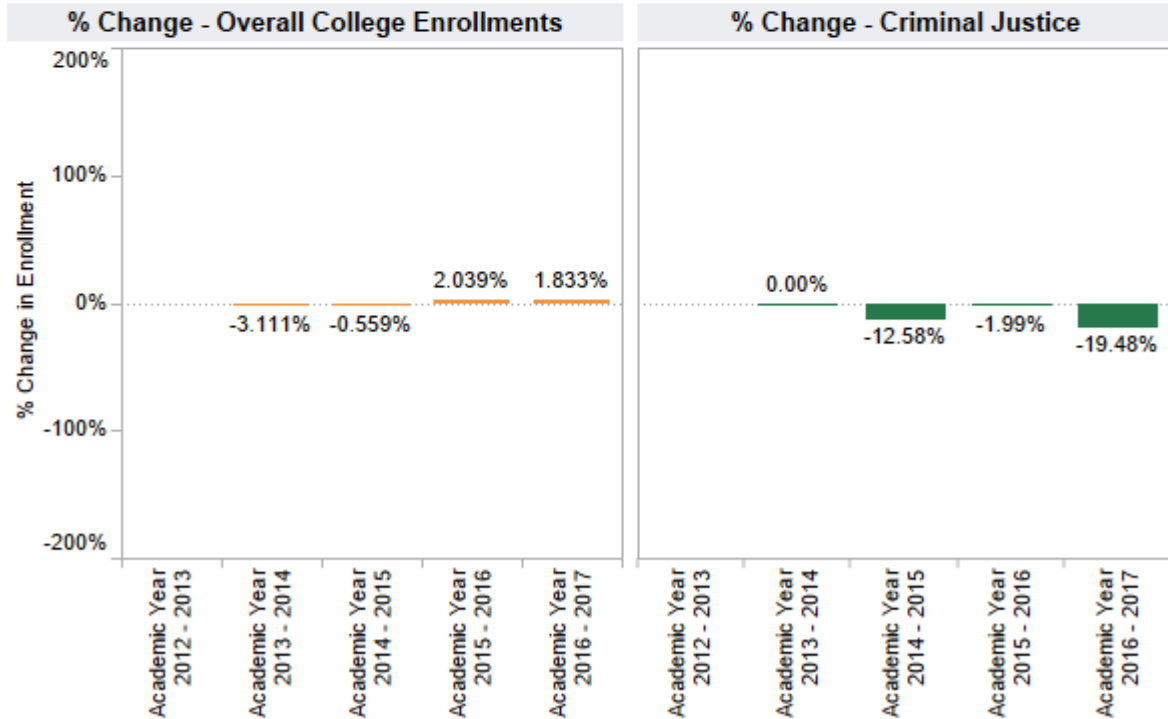
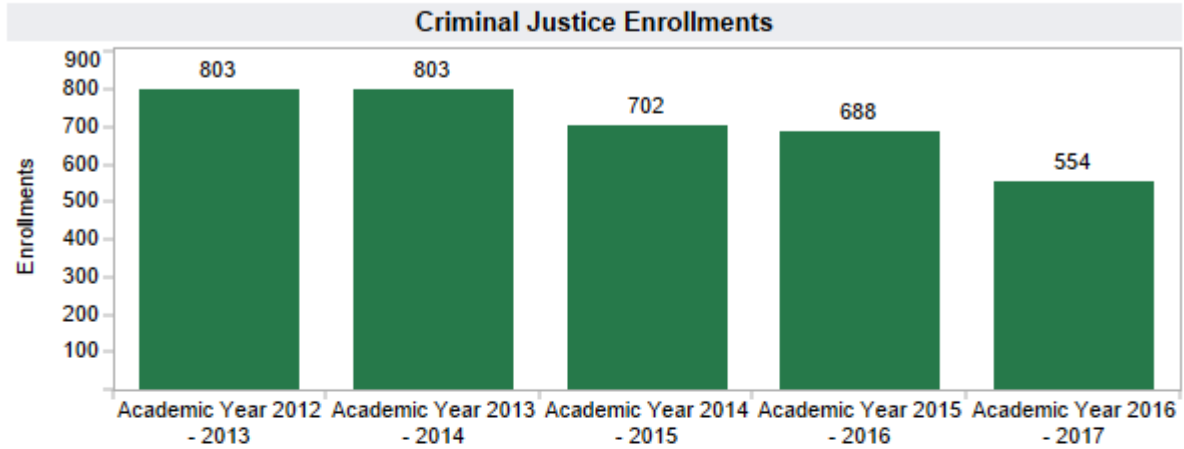
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

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General Enrollment (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Enrollment

Department: Criminal Justice
 Course: All
 Dual Enrollment: All
 Prison: All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

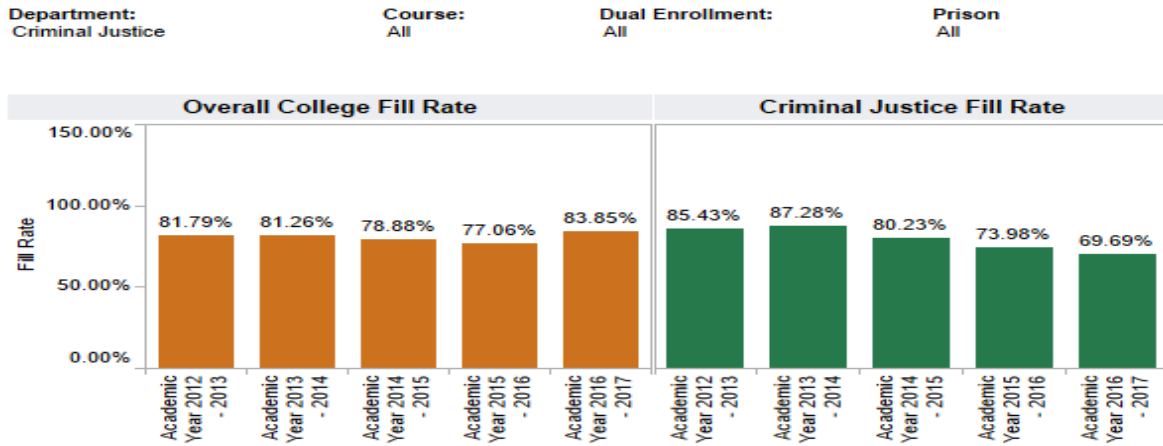
The College has seen an overall increase in enrollment of 1.8% while criminal justice has declined 19.44%. This decline obviously greatly exceeds the College wide average. However, the College's

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increase is largely attributable to distance education, dual enrollment and CMC offerings. The criminal justice program does not offer any courses in the DE modality or through dual enrollment. The lead instructor is currently enrolled in the online DE instructor certification course with the intention of adding a criminal procedure course online. Dual enrollment is not a viable option because very few high school instructors would have the minimum qualifications needed. Moreover, the prison does not wish to run criminal justice courses there.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Student Demand (Fill Rate)



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The College has an 84% fill rate and the criminal justice program is at 70%. This has been declining since the 2013-2014. The lowest fill rates are as follows:

The investigative report writing course with just 32% which may be rolled into the patrol procedures course and eliminated as a stand alone course. The idea was approved by the Criminal Justice Advisory Committee at the Fall 2017 meeting.

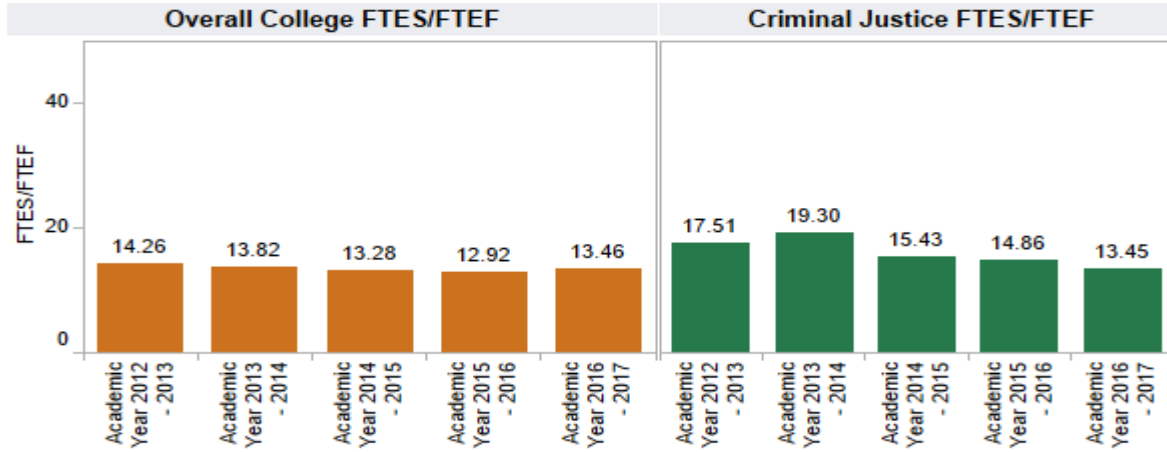
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The criminal procedure course with just 42%. The strategy there is to make that course the first one to be offered in an online modality.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Criminal Justice **Course:** All **Dual Enrollment:** All **Prison:** All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The College wide and Criminal Justice Program efficiency numbers are 13.46 and 13.45 respectively. With class caps set at 40 for all courses except for CJ210 (which has 25), the Criminal Justice program remains as efficient as the College wide standard despite low fill rates for some courses.

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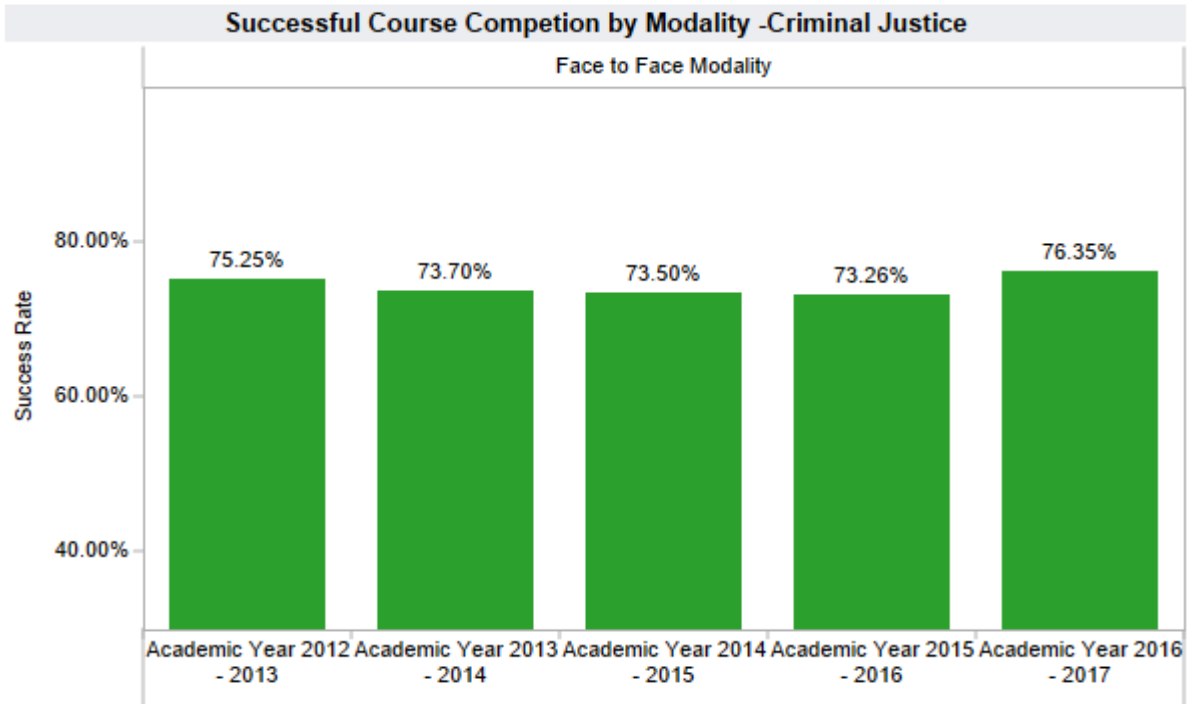
Student Success—Course Modality (Insert Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Criminal Justice

Course:
All

Legend:
■ Face to Face Modality



Successful Course Completion by Modality Table - Criminal Justice

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	75.25%	73.70%	73.50%	73.26%	76.35%
	Total Department Enrollments	812.0	806.0	702.0	688.0	554.0

The College wide face to face modality success rate is 75.66%. The Criminal Justice Program is slightly higher at 76.35%. There are no DE classes offered so the success rates in that modality are not compared.

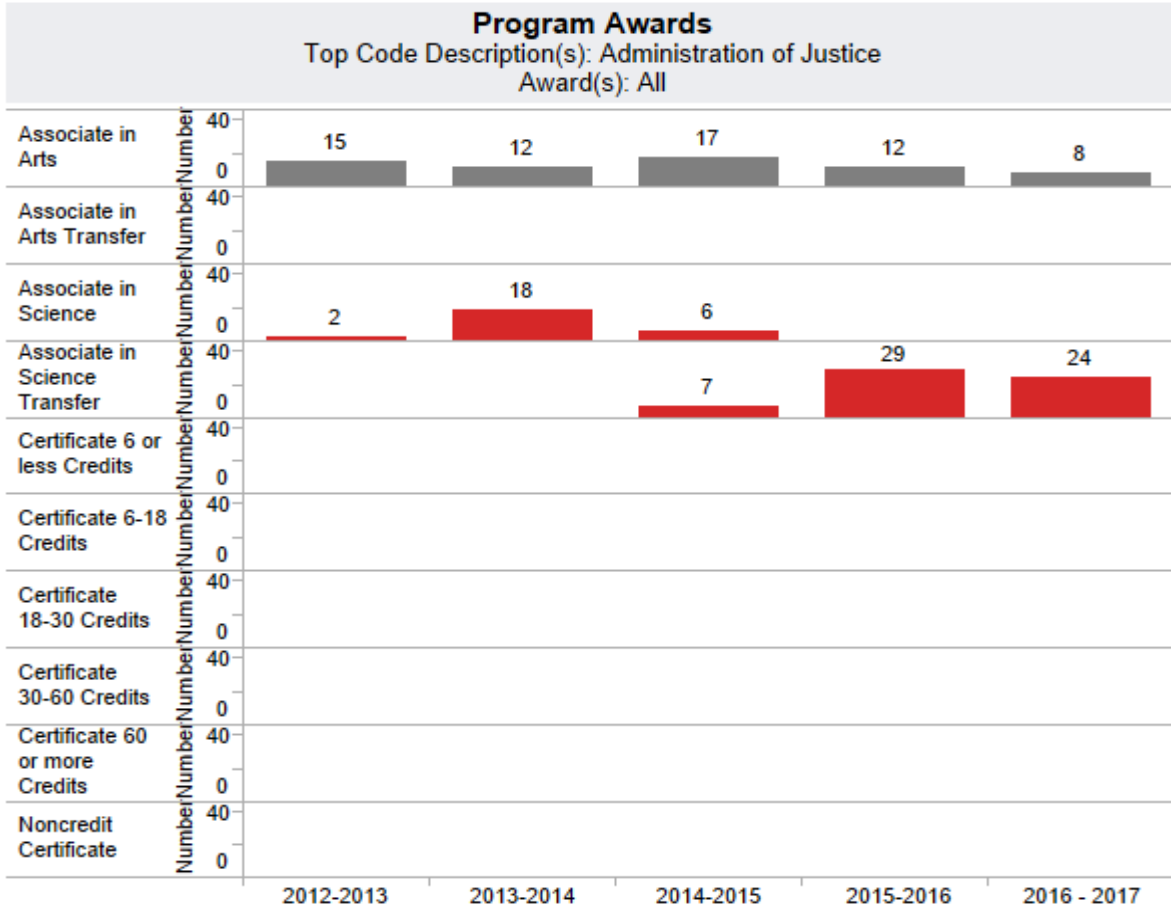
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Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Administration of Justice

Award Type:
All



Program Awards Table

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science	Admin of Justice (AST)	2	18	6	0	0
	Total	2	18	6	0	0
Associate in Science Transfer	Admin of Justice (AST)	0	0	7	29	24
	Total	0	0	7	29	24
Grand Total		17	30	30	41	32

Program Awards: The number of degree and certificates awarded by program type

A total of 32 Administration of justice/Criminal justice degrees were awarded. Twenty four ADT's in Administration of Justice and eight AA in Criminal Justice degrees were awarded.

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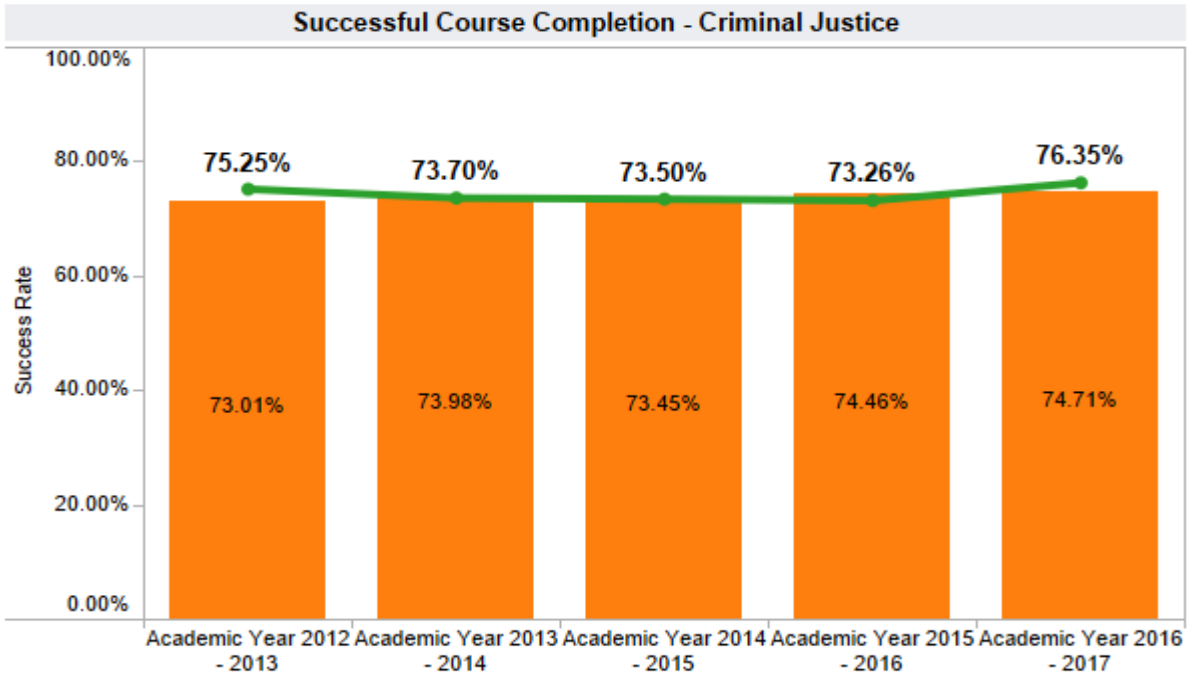
General Student Success – Course Completion (Insert Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Criminal Justice

COURSE
All

Legend:
■ Department Success Rate
■ Overall College Success Rate



Criminal Justice Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	75.25%	73.70%	73.50%	73.26%	76.35%
Total Enrollments	812	806	702	688	554

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The Criminal Justice Department successful course completion rate is 76.35, which is two percentage points higher than the College’s rate of 74.71%

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Disaggregated Student Success

There were three student groups where the performance equity gap exceeded 10%. All the others were 7% or lower.

The first group are the “low income” students with a performance gap of 10.38%. A departmental discussion around endeavoring to accommodate students that may be juggling work demands with school and also announcing scholarship deadlines in class.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2016 - 2017

Department:
Criminal Justice

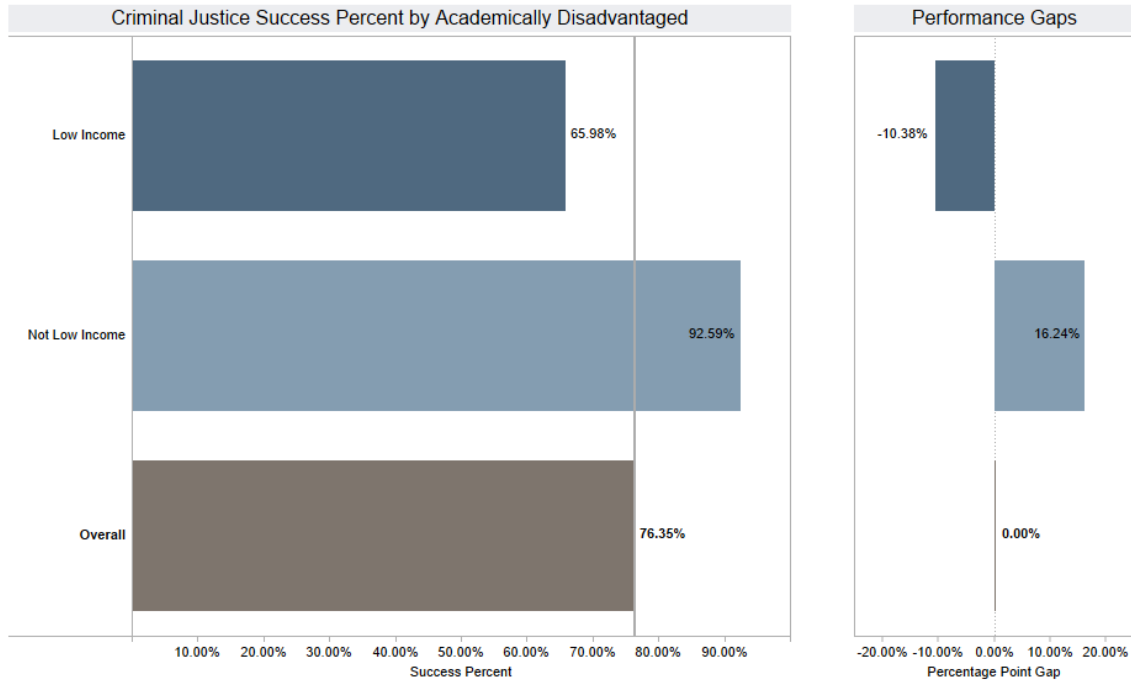
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

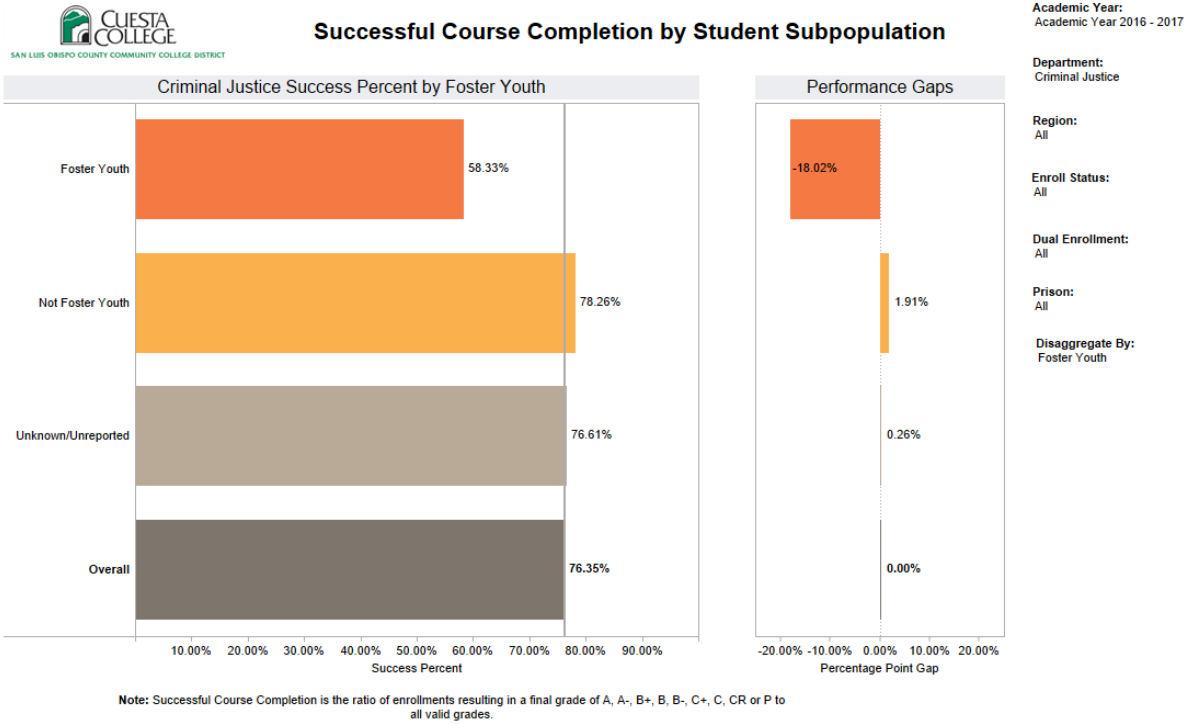
Disaggregate By:
Academically Disadvantag..



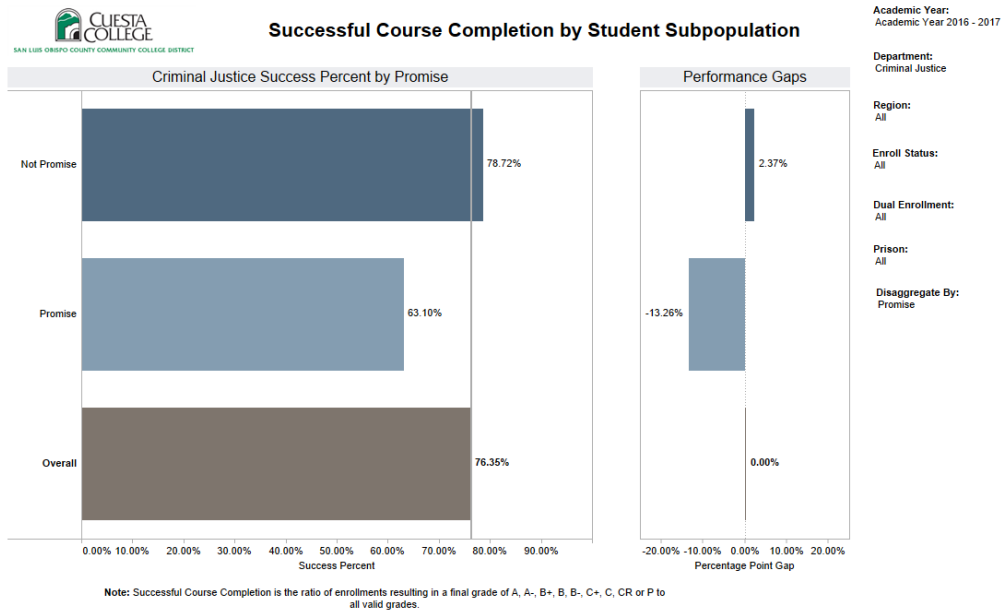
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

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The second group are the foster youth with the highest performance gap of 18.02 %. This is a huge gap which exceeds the College average of 15.72%. No specific strategies have been discussed but will be a topic at the next instructor meeting. Perhaps some of the strategies for low income students will also help foster youth.



The third and final group are the promise students with a performance gap of 13.26 percent. Because this group is younger and new to college, it is our hope that some of the early intervention and intrusive counseling strategies that the College is intending to implement will help increase success rate for these first-year college students.



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OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

None

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PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

Plans for the upcoming academic year include offering a criminal procedure course in the DE modality. In addition, modifying the curriculum to roll the report writing course into the patrol procedures class. The Legal Aspects of Evidence course will also be looked at to see if it has continued viability in light of the Paralegal program having lost its full-time faculty lead, Ruth Biering.

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PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success— Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

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OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>