Academic Program Review Committee

Program: ADMINISTRATION OF JUSTICE

Date Reviewed: 09/05/19

Re-submission Due Date: By October 4, 2019

1. Overview of the Program	Comments
a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.	• Perhaps add paragraph which identifies a model program at a peer institution (e.g., ELAC) and specifies what the ECC program needs to remain competitive
b) Describe the degrees and/or certificates offered by the program.	
c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)	• P. 5 – Add a brief narrative regarding how the program fulfills the college mission (currently only the mission statement is presented) • Strategic Initiative #6 - In 1st sentence, correct typo ("… moved into the newly **built** …")
d) Discuss the status of recommendations from your previous program review.	• Under *Notes/Comments* in Recommendations #4-7, provide brief narrative describing current status of Active items and explaining why the action is On Hold or Abandoned (e.g., expiration/termination of previous agreement with TSA) • In Recommendation #8, capitalize "**D**istance"

2. Analysis of Research Data (include data provided by Institutional Research & Planning)

Provide and <u>analyze</u> the following statistics/data	Comments
a) Head count of students in the program	• 1st paragraph - Spell out "**academic year**," which is currently presented as "A/Y" • 2nd paragraph – Correct punctuation and proper name ("International Association of **Chiefs** of Police;" "Los Angeles **County** Sheriff**'**s Department")
b) Course grade distribution	• Add narrative to provide explanation/hypothesis or otherwise discuss the grade distribution data (e.g., 100% As in online AJ 10; 42% Fs in AJ106 as outlier stat)

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c)	Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)	• Add narrative based on analysis of disaggregated data (Carolyn P. available for consultation regarding disaggregated data available on Program Review dashboard) • Discuss any identified performance gaps and/or equity issues based on data analysis • Chris W. indicated that he would forward a sample response from a recent program review which includes discussion of data analysis
d)	Retention rates	
e)	A comparison of success and retention rates in face-to-face classes with distance education classes	
f)	Enrollment statistics with section and seat counts and fill rates	
g)	Scheduling of courses (day vs. night, days offered, and sequence)	
h)	Improvement rates (if applicable)	
i)	Additional data compiled by faculty	
j)	List any related recommendations.	• Perhaps specify recommendations related to AJ 130 (e.g., "… we are working on ways to improve the course.") • Consider other curricular and/or instruction-related recommendations that may address any accessibility issues or equity gaps
3. Curriculum Review		**Comments**
a)	Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.	• Correct errors in narrative ("Six (6) of the program's courses;" "… the other two are **due** for review in the 2020-2021 review cycle.")
b)	Explain any course additions to current course offerings.	
c)	Explain any course deletions and inactivations from current course offerings.	
d)	Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)	

e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:	
1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?	

2. Are there any concerns regarding program courses and their articulation?	• In this section, discuss the concerns described during the meeting with the APRC
	    o CSUDH not honoring most of the ECC units from AJ AD-T (e.g., only accepting CIS 13)
	    o AD-T in AJ currently aligns better with CSULA and CSULB

3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal.	• Consult with Carolyn P. to clarify regarding duplicated head count
f) List any related recommendations.	• In response to the concerns regarding alignment with CSUDH curriculum, add a recommendation to explore course articulation with campus Articulation Officer (Lori Suekawa) • Incorporate recommendations based on discussion during meeting with APRC (e.g., development of Advanced Corrections course and multi-discipline Corrections certificate; non-credit courses)
4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)	**Comments**
a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.	
b) Provide a timeline for course and program level SLO assessments.	
c) State the percent of course and program SLO statements that have been assessed.	

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d) Summarize SLO and PLO assessment results over the past four years and describe how results led to improved student learning. Analyze and describe changes. Provide specific examples.	• P. 15 - Provide a summary of the SLO and PLO assessment results (e.g., any trends in student performance; any opportunities for improvement)
e) Describe how you have improved your SLO process and engaged in dialogue about assessment results.	• P. 15, last sentence – Insert missing word ("… constructed a standardized **form** for documenting …" • Add explanation of the mechanism by which FT faculty discuss SLO/PLO results with PT faculty (e.g., during evaluation meetings)
f) Discuss any findings from SLO/PLO assessments that help to justify recommendations.	
g) List any related recommendations.	• Include any recommendations based on analysis of SLO/PLO outcomes assessment (e.g., instructional materials and/or other support to achieve and maintain successful outcomes)
5. Analysis of Student Feedback	**Comments**
a) Describe the results of relevant surveys in each of the following areas:	
i. Student Support	
ii. Curriculum	
iii. Facilities, Equipment, and Technology	
iv. Program Objectives	
b) Discuss the implications of the survey results for the program.	
c) Discuss the results of other relevant surveys.	
d) List any related recommendations.	
6. Facilities and Equipment	**Comments**
a) Describe and assess the existing program facilities and equipment.	
b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	• In the last two (2) sentences of the 1st paragraph, correct errors in sentence structure (e.g., "**The approximate cost of a modular building to hour the mat room is $350,000.**" "The mats for the mat room

	have a total cost of $11,000 **and** can be used in the temporary location until a permanent building is completed." • In first two (2) sentence of the 1st paragraph ("Law enforcement officers, like the majority of professions, ~~has grown to~~ use technology in ~~its~~ **their** day to day operations. Most police reports are now written on ~~in~~ patrol car computers ..."
c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	
d) List any related recommendations.	• **Specify** that the recommendation to purchase mats for the mat room is essential for compliance with POST requirements • Add recommendation related to creating a cycle for maintenance, repair, and replacement of any facilities and equipment (including the renewal of warranties)
7. Technology and Software	**Comments**
a) Describe and assess the adequacy and currency of technology and software used by program.	
b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	
c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals	
d) List any related recommendations.	• Add recommendation related to creating a cycle for maintenance, repair, and replacement of technology and software (including renewal of licenses).
8. Staffing	**Comments**
a) Describe the program's current staffing, including faculty, administration, and classified staff.	• Revise last sentence of response ("The Program is currently proposing ~~to add~~ additional course offering**s** to meet demand ..."

b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how position/s will help program better meet its goals.	
c) List any related recommendations.	

9. Future Direction and Vision	**Comments**
a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?	
b) Explain the direction and vision of the program and how you plan to achieve it.	
c) List any related recommendations.	

10. Prioritized Recommendations	**Comments**
a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.	• Ensure that *all* recommendations enumerated in previous sections are included in this single prioritized list
b) Explain why the list is prioritized in this way.	

2-Year CTE Review

- P. 34, #6 – "Advisory ~~Communities~~ Committee's"

- Kevin H. recommended that the Advisory Committee consult with the aerospace and entertainment industries (e.g., Mattell) as they consider the development of the Homeland Security curriculum to ensure that graduates will be prepared with career-related knowledge, skills, and abilities which align with job opportunities in these industries.