

PROGRAM REVIEW 2008-2011

Division: Social Sciences and Humanities

Department or Program: Administration of Justice

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I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):

Basic Skills Transfer Career/Technical Other (describe)

A. The program is primarily a Career/Technical program with the aim of preparing students for entry-level employment qualifications in the criminal justice related fields (law enforcement, corrections, and private security). However, a secondary goal is to also prepare students to successfully transfer to a four-year college to obtain an advanced degree in Criminal Justice.

The program offers instruction in topics areas that are current in the operational aspects of the field. The courses are up-dated to reflect advances in technical and philosophical applications. Courses are in the development stage that will offer advanced level instruction in courses that are currently offered plus courses in new areas.

The program is also partnered with the Office of College Outreach in the development of a program to contact and interact with high school students. The aim is to educate students about law enforcement/corrections and to generate interest in considering criminal justice as a career choice.

Another outreach program aim is to represent DeAnza College in a manner that will foster a desire to consider the college as an educational opportunity that affords a top quality education.

The mission of the program is to prepare students to gain employment and be successful within the criminal justice field; and, to maintain a state-of-the-art curriculum of courses that challenge the learning process and meets the expectations that criminal justice agencies require.

B. The program believes that the quality of its instructors is what guarantees the quality of the curriculum being offered. The selection process for new instructors strives to attract instructors that have a wide and diverse range of experience and knowledge combined with a strong desire to prepare students for their future.

The program applied for and obtained a grant in order to upgrade its instructional aids.

Curriculum expansion is in the process through the development of new courses and expanding existing courses to an advanced level.

The program will incorporate the aims of Student Learning Outcomes into its courses.

Additionally, the program is working with the Office of College Outreach to establish articulation agreements with local high schools with the aim of educating students about the opportunities available within the criminal justice field and by attending De Anza College.

C. Through the Basic Skills Initiative, the Administration of Justice program strives to improve students' basic qualifications, particularly in English, to a level that they are able to be more successful in their courses. An improvement in the success level will result in an increase in the productivity, retention, and success rates for all students; particularly for the targeted groups.

Instructors have a goal of educating students to raise the level of respect that they have for a criminal justice career so that they are aware of what a necessary and valuable profession it is to society. Increased respect will make the students more aware that our courses have high expectations and challenges that will demand effort and dedication.

D. Foremost, that those students that enter the program with below basic level qualifications will avail themselves of all opportunities, through their instructors and services offered by the college, to bring themselves up to college level capabilities.

Desire to inform students that view the Administration of Justice program as one that has low expectations and is one that is not challenging and demanding of effort that the program is in the business of training students to be professionals, and that high standards will be maintained.

Institute a process so all instructors are aware of the goals of the Basic Skills Initiative and Student Learning Outcomes in order to be supportive of students and their needs.

The ultimate outcome is that the students are qualified to meet the expectations needed to transfer to a university for advanced education or that criminal justice agencies demand.

II. Retention and Growth

A. The criminal justice profession, and indirectly the Administration of Justice program, is routinely influenced by the economic stability of the nation. Historically, when jobs are plentiful, the tendency of those in the employment pool is to gravitate to private company careers where compensation is at a higher level. When the job market is depressed, the job security offered in public employment generates increased interest in criminal justice employment.

Statistics show that for the fiscal years of 2005-2006 to 2007-2008, the numbers of students registered for Administration of Justice courses has maintained a fairly even count (1,171 for 05-06, 1,208 for 06-07, and 1,157 for 07-08). Likewise with the percent of student retention (88% for 05-06, 89% for 06-07, and 91% for 07-08).

The current recessive economic reality present today has generated an increased interest across the nation for employment security, which has translated into a heightened interest in career change and skill development. This factor resulted in an increase in attendance in criminal justice courses.

The number of registered students increased by 106 between Winter 2008 (384) and Winter 2009 (490) with an increase in the number of courses offered increasing from 39 to 49 (10) within the same quarters. There was a marked increase in instructor/ student contacts from 1,757 to 2,185 (428) within the same quarters

However, the program is not relying on the downturn in the economy for growth. As stated above, the program is actively engaged in an outreach effort to increase high school student interest in and access to the Administration of Justice program and to De Anza College.

The program also has future plans to develop outreach contacts with adults who are returning to the work force or had not considered a criminal justice career.

B. The fairly even attendance in Administration of Justice courses detailed in section II. A. above is also mirrored in the attendance in classes by the targeted populations. Attendance for fiscal years 05-06 show 54 students of African ancestry (5%), 41 students of Filipino ancestry (4%), and 309 students of Hispanic ancestry (26%). Fiscal year 06-07 show 51 students of African ancestry (4%), 60 students of Filipino ancestry (5%), and 338 students of Hispanic ancestry (28%). And fiscal year 07-08 show 52 students of African ancestry (4%), 77 students of Filipino ancestry (7%) and 261 students of Hispanic ancestry (23%)

Statistics also show increases (05-06 to 07-08) in the numbers of students of Asian, Native American, and Pacific Islander students. It should be noted that from the data available, approximately 10% of the Administration of Justice registered students are "Other" or "Unrecorded" for each of the 3 fiscal years leaving one to wonder how numbers and percentages would shift if more specific ancestry data were known.

The Social Sciences and Humanities division and the Administration of Justice program are aware that given the percentages of the general population that the targeted populations constitute, the percentages of registered students from the targeted populations are below those of the general populations.

That is one of the main reasons that the program is actively engaged in an outreach program to gain access to these populations and generate interest in the career and in the college.

C. The Administration of Justice program is not designed to address the basic skills needs of students. However, we do recognize the need for remedial support (specifically English) for our student population as basic skills are such an important requirement within the field.

The lack of basic skills (specifically English) has a devastating effect on the success and retention rates of our students and in turn in their opportunities for employment and success in the field.

As an example, when the reality of the expectations of agencies and their lack of preparation and ability becomes evident to some students they tend to feel overcome and lack confidence that they can succeed in college and obtain employment. This leads below average students trying to acquire the knowledge and skills required to become frustrated, drop classes and leave college.

III. Student Equity

A. The Distribution and Success data for fiscal year 2005-2006 shows that the success rates for targeted groups (African ancestry at 78%, Filipino ancestry at 75%, and Hispanic ancestry at 72 %) were on par or even higher when compared to the non-targeted groups (White ancestry at 78%, Asian ancestry at 77%, and Other/Unrecorded at an average of 75%). The data shows that on average the percentages were maintained during the 2006-2007 fiscal year for Filipino and Hispanic targeted groups; however, students of African ancestry declined to 65 %.

Program instructors attempted, during fiscal year 2007-2008, to reach out at an earlier point in the quarter to those students that were showing signs of needing instructional and college services support. Discussions with classes at the beginning of the quarter emphasized the high standards and expectations that would be expected of the students. Instructional and student efforts elevated the success percentages dramatically in year 2007-2008 with students of African and Filipino ancestry having a percentage of 83% and Hispanic ancestry at 75%. The percentages for the non-targeted groups remained the same as the 2006-2007 year.

B. Through the indepth inclusion of the Basic Skills Initiative, Student Learning Outcomes, and Community Service Learning programs, combined with early identification by instructors of at-risk students in need of support, the program is attempting to reduce the academic gap between ethnic groups.

C. There are two pre-existing challenges that continue to cause great concern. The first one is the continuing low level of English language competence within the general population. Students bring this issue with them from their previous educational experience. While Administration of Justice instructors are experienced both in their fields and in teaching a variety of subjects, their primary education and experience is not remedial English instruction. Added to this is resistance from students who “did not take an AJ class to work on English”. Compounding this situation are State of California POST requirements that a specific amount of subject matter be covered during a course in order to retain state certification of that course leaving little time for remedial instruction.

Secondly, as was noted in the 2005-2006 Program Review by Terry Ellis, Director of the Administration of Justice program, there continues to be a need to increase the level of respect that is due the courses within the program, respect in the form of students understanding and accepting the professional standards and expectations that are requirements of the program. Professionalism is acknowledged by students in the value they place on the educational opportunities afforded them as they strive toward a career within the criminal justice field and the amount of effort required to attain that goal.

IV. Budget Limitations

A. The program is actively engaged in an outreach process, in partnership with the college's Outreach Office, and anticipates growth in its student population. Additionally, there is a desire to expand the curriculum offerings to encompass advancements within the criminal justice field; specifically courses in ethics and forensic science.

To be successful in these two endeavors, the program would need to add instructors and purchase training aids and equipment; current limited funding delays these two goals for the foreseeable future.

New updated equipment and training aids are also needed for current courses that have not received such support for several years.

The consequence of the limited funding issue is an inability to offer courses that are deemed necessary to keep the program at a state-of-the-art level that is expected of the college by criminal justice agencies.

B. The Administration of Justice program at De Anza College is known within the criminal justice community as a premier training program for students in the San Francisco Bay Area and beyond. Students, past and present, registered in the program's courses have come from several of the Bay Area counties. These students have bypassed other community colleges with Administration of Justice programs that are closer to their residences in order to attend De Anza College.

Criminal justice agencies rely on educated, employment-ready students to fill open positions. Agencies, which had massive hiring 25-35 years ago, are experiencing large retirements leaving numerous openings, even as the area's population grows.

Four-year educational institutions are also cutting back on freshmen admissions due to budget limitations and are encouraging freshmen to go to community colleges to start their education and ease the pressure on these institutions.

To reduce, or even worse, eliminate the program would leave a large hole in the hiring process of criminal justice professionals and would be short-sighted and disastrous for local criminal justice.

V. Additional Comments

(Strategic Planning Initiatives, Relationships with other Programs, State Mandates, and Trends within the Field)

- Instructors within the program are involved in the Institute of Community and Civic Engagement-Service Learning (enhance student involvement and understanding of the community), the C.A.R. (Cultural Competency awareness series), De Anza College Outreach (to partner with secondary schools and Parent Night events), Regional Opportunity Program (class articulation with secondary schools), State Academic Senate Statewide Career Pathways Project for Career Technical Education.
- The program applied for and was awarded Perkins Grant funding to support the outreach program, instruction support, and instructor professional proficiency.
- As mentioned above, the program is actively engaged in on-campus and off-campus partnerships with programs and projects in order to improve service to students.
- In order to maintain the certification of the Administration of Justice program, the program must maintain a high level of service expected by POST (State of California Peace Officers Standards and Training) requirements for an educational institution.
- A combination of private sector employment reduction and the number of retirements in the public sector have resulted in a steady increase in the number of enrollments within all fields of the program. This trend is expected to continue, if not increase, in the future.