Department Information

Overview - Directions

<table>
<thead>
<tr>
<th>Program/Discipline</th>
<th>Date Submitted to Dean (Deadline by 4/27/18)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice</td>
<td>4/18/2018</td>
</tr>
</tbody>
</table>

List of Contributors

Lisa Storm  
Lindsey Bertomen

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Albert</td>
<td>Dean: CTE</td>
</tr>
</tbody>
</table>

Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.

My recommendations to support program growth and effectiveness are as follows:

1) Develop and implement an assessment of how the needs of special population students are being met.
2) Expand and enhance work based learning opportunities with the support of the Job Placement Internship Coordinator and Advisory Committee members.
3) Attend professional development to better understand the specific and measurable activities that could be implemented to assess how effectively the program serves special population students.
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

It appears that the ADJ A.S. (CTE Degree from this point forward) program awards went down over the years after the A.S.-T was approved, which makes perfect sense. The A.S.-T completions have an upward trend. ADJ faculty developed both programs so that students would have options and could select between a CTE/employment oriented Degree and a transfer Degree. When totalling the Degree awards, there is an upward trend of completions, which matches the historical trend for the college as a whole.

CT completions have gone down over the years, but since Degree completions have gone up students are probably seeking the entire Degree once they have finished the CT requirements.

Our program is an awards producer and a feeder, depending on whether students pursue the A.S./CT or A.S.-T.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

Administration of Justice faculty created a series of Administration of Justice pages on the hartnell.edu website, along with faculty pages and Fast Track Degree program pages. Students know which courses they should take for the Administration of Justice program and in what sequence by reviewing these pages, and the catalog. The catalog specifies the required coursework for programs and the semesters these courses are offered. The web pages describe the programs, careers associated with the programs and their emphases, and the course sequencing (Fast Track schedule page).

A.2 Core Outcome II - Time and Units to Completion
Observing the Time & Units data, what insights do you get from the data in general?
The majority of Administration of Justice students take around four years to graduate (with the students pursuing the correctional science pathway taking longer) and earn around 30 units more than they need (with the students pursuing the correctional science pathway taking more units). Correctional science courses are generally not as popular as law enforcement-related courses and often get canceled due to low enrollment. Students may have to wait until these courses fill up enough to be offered, which explains the additional length of time needed to complete the correctional science pathways. In addition, students may spend their time exploring other options while they wait for correctional science courses to fill up enough to be offered, which explains the additional units taken by correctional science students. A guaranteed schedule would fix this problem.

Overall, students are either taking some additional coursework while they are choosing which subject to major in, pursuing elective units in more than one pathway before making a major decision, or killing time while waiting for courses to fill up enough to be offered.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?
Sections have been cut every year, and there has been a steady reduction in enrollment over the years shown in the tool.

Administration of Justice courses that finished the semester with 29 students were cut because other disciplines had such low enrollments that the college needed to subsidize them by keeping only the highest enrolled courses.

The college's hesitance to expand distance education has also impacted enrollments, as Administration of Justice offers two programs completely online (CTE Degree and CT). Additional online course offerings would support student demand and enhance access for nontraditional students and students that have issues with transportation, daycare, job schedules, or disabilities.

It appears that the college is not offering enough Administration of Justice sections to support the Administration of Justice programs (AS-T Degree, CTE Degree, CT). The program capacity could be enhanced through the addition of courses offered via distance education.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?
Yes; primarily because all Administration of Justice courses are offered via distance education (except for the arrest and firearms course). Students can pursue distance education wherever and whenever they choose. In addition, the entire CTE Degree is sequenced by the Fast Track program, and this course sequencing is displayed on the Fast Track schedule web page for students to view, analyze, and follow.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your
students? Please give examples of when these resources have worked well and when they have not.

Underprepared students are directed to the appropriate student support. Links to student support and the library are posted prominently in online and hybrid courses. Students pursuing distance education and hybrid course options are therefore well-advised about where to receive help on campus.

Educational resources such as textbooks are also put on reserve at the campus library. When students do not purchase the textbook they generally perform poorly in the class. Thus putting the textbooks on reserve at the library directly enhances student success.

In addition, Lisa Storm has authored two low-cost textbooks ($40) which are used for four required major courses, costing the Administration of Justice students only $20 per course for course materials. This cost savings for students also directly enhances student success. The textbooks cover most of the foundational criminal justice topics, so the low price allows students to keep the textbooks as guides, instead of renting and returning or reselling the textbooks.

Lindsey Bertomen has adopted a textbook that costs $6.95 new, and a textbook that is generally found for $40, from several sources.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

This data does not relate to the Administration of Justice program specifically. I am not sure why it is addressed in the Administration of Justice program planning and assessment template.

In addition, Administration of Justice is a Career and Technical Education program, so transfer volume data is not the only metric to consider. Employment is considered success in this discipline, in addition to the Chancellor's Office standard for student success (transfer).

Viewing the data in the abstract, it is clear that the majority of students transfer to a CSU; which makes sense given the emphasis placed on ADTs. In addition, less students transfer to UCs than other institutions like in-state private and out-of-state, so this metric could stand some improvement since UCs are financially and academically a solid educational choice for a California resident.

What interactions do you have with students about transfer options? Please give examples.

If students inquire whether or not a course is transferable, Administration of Justice faculty respond with the appropriate answer or refer the student to a counselor for more specific information. If students enquire about a specific program at a specific transfer institution, appropriate responses are proferred by Administration of Justice faculty, along with a recommendation to discuss the transfer with a counselor or the campus articulation officer.

In addition, feeder schools that offer Bachelor Degree options in Administration of Justice, Criminal Justice, Criminology, and Legal Studies often send communications to Administration of Justice faculty, which are promptly forwarded to all students taking Administration of Justice courses. Schools offering online Bachelor's Degrees and even Master's Degrees are often prominently featured in these communications, because of Hartnell College's completely online CTE Degree/CT.
How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?

Program learning outcomes are determined by Administration of Justice faculty with regard to specific programs of study offered at four-year institutions. Administration of Justice is a diverse field which includes the study of law, paralegal, law enforcement, and correctional science. All of these specifics are addressed in the program learning outcomes so that Administration of Justice students are fully prepared to move in any direction they select.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?
At 49% employed after two and four quarters, it appears that students find employment immediately. If the data is absolutely accurate, about half of our students find employment. The other half could be transfer students. It would be preferable if more than half of our students obtain a job after graduating, but if the other half are transfer students then this percentage is acceptable.

It also appears that 30% of ADJ students obtain a living wage after graduation. 30% could be improved upon, unless these students are working part-time because they have transferred or are raising a family. Faculty do the best that they can to help students obtain employment in their preferred field, including communicating job opportunities when they become available and coaching when requested. Hopefully these efforts continue to improve the data metrics.

In addition to the employment data provided, the Hartnell College ADJ program was recently awarded a Bronze Star by the California Community College Chancellor's Office because of an 85% increase in earnings realized by students after graduation.

How and when do you inform students about prospective employment opportunities?
Administration of Justice students are informed about prospective employment opportunities at various times throughout the semester via email and private message. Administration of Justice faculty are informed about job openings in the field by staying in frequent touch with all members of the Administration of Justice advisory committee and holding two advisory committee meetings per academic year. In addition, Administration of Justice faculty are contacted regularly by law enforcement and corrections agencies that are hiring both in the service area and beyond. Students interviewing for positions are coached and counseled, when appropriate. Potential career opportunities are also posted on the Administration of Justice web pages.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
Program learning outcomes are designed to support employment in a variety of Administration of Justice careers and also to support transfer to four-year institutions.

A.5 - Recommendations
Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?

The program supports both transfer and employment in a variety of ways (and always has). However, the program’s capacity could be enhanced by the addition of distance education coursework. Distance education provides much-needed educational access for nontraditional students that have issues with transportation, family obligations, work schedules, and disabilities. It is absolutely inequitable to restrain these offerings without a valid, data-supported rationale.

To date, Administration of Justice faculty have not received this data-supported rationale.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?

The program is commendable for its completions, variety of career and transfer options, and communication with students about student support, employment, transfer, courses, program options, and course sequencing. The program also boasts the only fully online Degree and certificate offered at Hartnell College, which provides unprecedented access to students who have issues with transportation, work hours, parenting responsibilities, and disabilities.

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

The previously scheduled activity was Administration of Justice faculty professional development.

Administration of Justice faculty did not receive funding for the activity from the PPA process. However, one faculty member, Lisa Storm, did receive professional development funding from the Perkins Grant, and was able to attend a national advisory committee meeting and present about best practices in criminal justice education. She also attended the online teaching conference.

Student learning and program success are generally enhanced by faculty professional development and student learning is promoted by best practices as learned from conferences and national advisory committee meeting attendance. It would be wonderful for students if the Administration of Justice
faculty could receive funding for faculty professional development from the PPA process. It would be vastly preferable to forcing certain types of professional development (i.e. AB 1825 sexual harassment training, which is time-consuming and completely irrelevant to faculty's job) on faculty, which detracts from teaching and learning.