Note: The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: pappemary@fhda.edu if you have questions.

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| **Information Requested** | **Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.**  |  **? Trac Dat Help button will reveal** **(sorry no hyperlinks)** |
|  I.ADepartment Name: | **Administration of Justice** |  |
| I.A Program Mission Statement: |  To offer a diverse curriculum that serves the needs of students interested in careers related to the criminal justice system. | You may create a new one or copy from your 2008-09 comprehensive program review. |
| I.A What is the primary mission of your program? | Career Technical Education | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Choose a secondary mission of your program. | Transfer to a 4-year university. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A |
| I.B.1 Number of Certificates of Achievement Awarded |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: <http://deanza.fhda.edu/ir/AwardsbyDivision.html> Leave blank if not applicable to your program |
| I.B.1 Number Certif of Achievement-Advanced awarded: |  | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html> leave blank if not applicable to your program |
| I.B.1 Number AA and/or AS Degrees awarded: | 22 | If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html> leave blank if not applicable to your program |
| I.B.2a Academic Services and LR: # Faculty Served |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| I.B.2a Academic Services and LR: # Student Served |  | Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| I.B.2a Academic Services and LR: # Staff Served |  |  Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.0 = no change; (X)= decreased; X = increased; blank= not applicable to your program |
| II.A.1-Growth and Decline of targeted student populations | The course success rate of the targeted student populations for 2012-2013 decreased by 1% (70%) over the 2011-2012 rate of 71%. The course success rate for each targeted group were mixed. The African-American rate was 64% in 2012-2013 compared to 73% in 2011-2012; a decline of 9%. The Filipino rate decreased the greatest from 81% in 2011-2012 to 70% in 20-12-2013; a drop of 11%. The Latino/a success rate increased by 1% from 70% in 2011-2012 to 71% in 2012-2013. Pacific Islander students had the greatest increase in success rate from 33% in 2011-2012 to 62% in 2012-2013; an increase of 29%. | Briefly, address student success data relative to your program growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008-09 through 2012-13 available at: <http://deanza.edu/gov/IPBT/program_review_files.html> ) |
| II.A.2 Trends in equity gap: | The equity gap between the targeted and non-targeted groups continues to be a concern to the program even though the targeted groups have held steady in their mean success rate for the last 3 years; the non-targeted groups mean success rate has, in fact, declined by 4% during that same period. The faculty is keenly aware of the need to improve the success rate of all students, with added emphasis directed at the targeted groups, and is working to enhance the support services available that lend themselves to retention and success of all students. The program’s efforts are parallel to the college’s in that it attempts to provide students with support or to direct them to support services in those areas, if needed, that will enhance retention and success. The cause for the decline in success for the above stated student groups is being researched and discussed in an attempt to identify and address any issue.  | Refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf> , p.16.Briefly address why this has occurred. |
| II.A.3 Closing the student equity gap: | The program continues to infuse Basic Skills into the courses at all levels possible within the context of the course academic requirements. The faculty believe that the lack of adequate Basic Skills capabilities is a strong possible issue. This effort is evident in the largest targeted group (Latino/a) which has increased student enrollment approx. 25% (2012-2013 over 2011-2012) with a 1% increase in success rate (71%). The progress made within the program was achieved even with an approx. 80% increase in enrollment of Latino/a students from 2008-2009. | What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html> If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now. |
| II. A.4.a.Plan if success rate of program is below 60% | Success rates for all targeted groups were above 60%. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf> If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? |
| II. A.4.b. Plan if success rate of ethnic group(s) is below 60% | Success rates for all targeted groups were above 60%. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf> Are success rates by ethnicity at or above 60%, if not, what are the department’s plans to bring the success rates of the ethnic group(s) up to this level? |
| II. A.4.c.Resources needed to reach institutional standard | While the success rates for all targeted groups are above the 60% standard, the college as a whole is in dire need of enhanced and expanded student support services to include program and career counseling. Many students come to the college lacking the proper counseling that they require as well as the basic skills required for successful academic performance. | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf> What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard? |
| II.A.5 Overall growth/decline in # students: | The program has seen a very modest decline of 0.6% in the overall enrollment of all students. All targeted groups, except for Filipino students, have increased their student populations. Moderate declines also occurred in Native American and White students which are not targeted student groups | Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success. |
| II.B Changes imposed by internal/external regulations  | The only changes imposed have been funding based on the fact that the college has not recovered fully from the defunding of community colleges. The college continues to be actively engaged in an enrollment drive to increase the student population. This drive is pointedly aimed at economically challenged populations which has resulted in a rise in this population (example: Latino/a population is currently at approx. 45 %) and the program has benefited from this drive with increased numbers in some populations. | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.) |
| II. C Progress in “Main Areas of Improvement” | With the hiring of a new full-time instructor, the program has been able to broaden its availability to students for support and counseling. With the elimination of one course (Patrol Procedures) the curriculum will be able to inset a course (Ethics) that is seriously needed for student preparation. | Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| II. D CTE Programs: Impact of External Trends: | The State of California EDD projects that within the 2010-2020 time period there will be 7.1% increase in law enforcement positions (5,200) in addition to an estimated 21,500 openings due to replacements. EDD also estimates a 1.4% increase (2,600) for corrections, probation, and parole positions. As the state economic forecast improves there will be criminal justice agencies that fill vacancies left open or through layoffs. EDD projects that in the same time frame police agencies in the San Francisco Bay to Monterey Bay area will have approximately 525 job openings. Program courses are experiencing students wanting to register for courses above the student cap levels set by the college requiring courses being moved to larger classrooms and instructors teaching overloads.  | Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. |
| II. E CTE Programs: Advisory Board Input: | The Advisory Board discussed and recommended that the ADMJ 60 (Patrol Procedures) course be discontinued and an Ethics and Leadership course be developed and added to the curriculum. | Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions. |
| III.A. 1 PLOAC Summary | The PLOAC statements have not been assessed at this time because the Program Director was involved in the required reappraisal of the Paralegal Studies Program for the American Bar Association accreditation process; ABA accreditation is critical to program. The recently hired full-time instructor will be assisting the Director in addressing the PLOAC assessments with the goal of having them completed by the end of the Spring 2014 quarter. | Give the percentage of Program Level Outcome statements assessed to date. Run report entitled “XXX PLOAC work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.A.2 Enhancement based on PLOAC assessment | None  | State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| III.B.1 SLOAC Summary | Approx. 50% of the course SLOs have been assessed; completion of the remaining 50% will occur before the end of Spring 2014 quarter. Two courses have not been offered for 3+ years and will not be assessed at this time..  | Give the percentage of Student Level Outcome statements assessed to date. Run report entitled “CIS SLOAC work” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014. |
| III.B.2 Enhancement based on SLOAC assessment | The SLOAC assessments have been completed for approx. 50% of the program’s courses. The remaining assessments are in progress. The reflections of the assessments that have been completed will be completed by the end of Spring 2014 quarter.  | State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write “NONE”. |
| IV. A Budget Trends | The continuing positive state funding has allowed an increase in course offerings and the addition of a full-time faculty position This was the first additional full-time position within the last 25 years of the program. This full-time instructor will enhance the support capabilities of the program and course offerings. | Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.If you don’t work with Budget, please ask your Division Dean to give you the information.  |
| IV.B Enrollment Trends | The passage of the tax increase act by the voters has resulted in increased funding to community colleges. The funding has not necessarily increased monies but has resulted in payments being made for past due funding. A full-time instructor position was authorized and filled and an increase in course offerings was allowed to get the program back up to the previous level.  | Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information. |
| V. A.1 -Faculty Position Needed | A part-time faculty vacancy, due to a recent retirement, needs to be filled. | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy |
| V. A.2 Justification for Faculty/Staff Positions: | Assessment data reflects that a new part-time instructor is required so the program can offer the course offerings required to allow student to complete the degree required courses. The filling of the vacant part-time instructor position would result in more course offerings and additional faculty support to students.  | If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that support this need. |
| V. A.3 Staff Position Needed | None | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless VacancyOnly make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary.  |
| V. A.4 Equipment Request  | Under $1,000 | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested  |
| V. A.5 Equipment Title and Description, Quantity | New technology systems to enhance instruction and student evaluation in a real-time manner. Instructors could widen the scope of a course. The system would have a use-life of 5+ years. SLOAC assessment endorses these systems. | Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . . ) |
| V. A.6 Equipment Justification | Instructors would utilize this technology to enhance the course presentations with real-time evaluations which would enhance the success rate of students with a variety of learning styles. | Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.  |
| V. A.7 Facility Request | The program currently has one classroom dedicated to it and still shares the room with other non-program courses. This one room also has 4 6-foot storage lockers for equipment which decreases the area available for instruction. This lack of space limits the learning styles and methods that can be used. | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility |
| V. A.8 Facility Justification | A second class room, equipped with “Smart” technology, would allow the offering of a variety of courses coupled with proper equipment storage and support various pedagogical methods. | Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc. |
| V.B.1 Budget Augmentation | Refer to the Dean’s Summary. | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. |
| V.B.2 Staff Development Needs | An Advisory Board assessment has strongly emphasized that the faculty must be current on the needs of the field. The faculty’s assessment is that the field is changing and the program must stay current with the field and prepare the students for future employment opportunities. This requires that the faculty avail themselves of professional development opportunities. | What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  |
| V.B.3 Future plans | Through increased success and retention rates of students, particularly those students who are at-risk. | How do you plan to reassess the outcomes of receiving each of the additional resources requested above? |
| Submitted by: | Terry Ellis (Director), ellisterry@fhda.edu , x 8563James Suits (Coordinator), suitsjames@fhda.edu, x 5883 | APRU writer’s name, email address, phone ext. |
| Last Updated: | 4-24-2014 | Give date of latest update (Set next box to YES when done and ready for Dean review). |