

Fall 2012 Program Review - Annual Update by Section

As of: 5/14/2013 03:53 PM EST

Discipline/Program/Area Name

Administration of Justice (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Technical Education Division (PR)]

Administration of Justice

Academic Year

Administration of Justice (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Technical Education Division (PR)]

2012-2013

Name of person leading this review.

Administration of Justice (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Technical Education Division (PR)]

Professor Dexter Cummins

Names of all participants in this review.

Administration of Justice (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Technical Education Division (PR)]

Professor Dexter Cummins, AJ Adjunct Instructors: Jim Henchey, Wil Howard, and Tim Lynskey

Please review the five year headcount and FTES enrollment data provided on [Program Review website](#). Comment on trends and how they affect your program.

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When reviewing the five year headcount, FTES, and PT/FT enrollment data for the AJ Program, what is striking is the loss of students that the program has suffered in the last two years from the listed high, which occurred in the 2008-2009 school year. The headcount lowered by more than 320 students each year, while FTES decreased. There was a small increase in the FT to PT student ratio in the last two years, although it remains below 50%. This loss of students is a result of the ongoing state-wide budget crisis which has forced a major reduction of AJ course offerings in the last three years. These reductions include the complete loss of all Intersession and Summer AJ courses, and the failure to hire the two missing full-time AJ Instructors. The AJ program continues to be the fourth largest producer of A.A. Degrees at AVC. The program will continue to strive to meet this important achievement goal.

Using the student achievement data provided on the [Program Review website](#), please comment on any similarities or differences in success, retention, and persistence between race, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.

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When reviewing the statistics for the areas of success, persistence, and retention based on the student's ethnicity, gender or location, there were only minor differences in the past five years. Almost all categories listed show no significant change with the exception of the last two years of student persistence, which showed at times a double digit increase in percentage. Since there has been a significant decrease in the number of AJ course offerings, it appears that the students are making a stronger effort to continue with their studies. Even with the lower number of courses offered a fairly consistent rate of student success was noted in all areas. Since there has been no change in the full-time instructor to part-time instructor ratio, approximately 15 part-time to one full-time during this period, it is not surprising that the success rate has stayed the same. If in the future the two additional, budgeted full-time positions in AJ can be filled the stability of a properly staffed AJ program would enhance the success rate of AJ students to a greater degree than presently experienced.

Analyze changes in student achievement and achievement gaps over the past five years. Cite examples

of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement.

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Based on an analysis of the last five years of data involving student achievement in AJ, it is noted that there is little difference in the rates of all areas of assessment. Even with the loss of numerous AJ courses, due to budget constraints, and the fact that the same ratio of full-time to part-time AJ Instructors did not change, student achievement stayed at about the same level statistically. The number of students seeking AJ courses was reduced drastically, yet the remaining AJ students continued their level of achievement. It can be expected that if the two additional, budgeted, full-time positions in AJ were to be filled the student achievement rates would markedly increase.

Provide examples from your program where assessment findings of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions in the past year. This should include brief descriptions of assessment findings, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.

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In the last year the AJ program's SLO results show that each class is meeting its assessment for each SLO with a success rate in excess of 70%. This has been a goal of the AJ program that is being met. AJ Adjunct Wil Howard has been selected as the adjunct representative to the AVC SLO Committee and has met with Professor Cummins weekly regarding the AJ program and the status of SLO's. This information as well as AJ PLO assessments; SLO reporting, assessments, action plans and documentation of SLO's was discussed with attending AJ Adjunct and Professor Cummins during an SLO meeting on August 17, 2012. The AJ Adjuncts involved in this meeting with Professor Cummins were: Tim Lynskey, Jim Henchey, Fred Hermann, Wil Howard, Carlos Pinho, and Nick Titiriga. Additional AJ SLO information and assessment discussions were conducted at the AJ Advisory Committee meeting on November 3, 2011. Individuals who attended this meeting with Professor Cummins were AJ Adjunct: Tim Lynskey, Wil Howard, Jim Henchey, and Nick Titiriga, as well as LASD personnel: Sgt. David Chambers, Deputy Mark Feickert, Security Officer Mario Salazar, and Security Officer George Garcia. Professor Cummins also holds weekly lunch meetings with available AJ adjuncts where the AJ program, including SLO and PLO information, is regularly discussed. All of the above listed adjuncts regularly attend these luncheons. With the ongoing budget crisis facing AVC and the mandatory cuts the AJ program has suffered, no new budget requests are being made by the AJ program at this time. Although, it is hoped that future funding will be eventually restored to hire the two unfilled, budgeted, full-time AJ Instructor positions. Also, critical to the ultimate success in the college's effort in the area of student persistence for the AJ program would be returning the numerous traditional semester AJ courses and Intersession and Summer session courses that have been taken from the program to help balance the budget shortfall.

Analyze changes in SLO, PLO and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvement of SLO, PLO and/or OO findings this past year.

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When analyzing the AJ SLO and PLO assessment results over the last four years the numbers speak for themselves. All AJ SLO's are being met with an achievement level that is higher than the 70% baseline which was established to identify successful AJ courses. The number of AJ A.A. Degrees continues at the same high level, while serving fewer AJ students. The AJ program has been drastically cut in the last four years with over 300 less students being served due to less AJ class offerings and the lack of two additional full-time AJ Instructors. The program continues to be at the mercy of the failing State of California and AVC budget processes and the outlook continues to be grim for the next several years. The only change that has occurred in the Fall 2012 semester was the fact that since a new instructional building came online at AVC, several existing AJ courses were moved to larger classrooms which allowed for a few more AJ students to be served.

Review the program goals and objectives related to improving outcome results and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.

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After reviewing the listed goals and objectives for the AJ program in the most recent comprehensive review and subsequent annual updates, the main goal of hiring two full-time AJ Instructors has not been accomplished. Unfortunately, the forced budgetary cutbacks continue to reduce the opportunity for educational improvement for students in the AJ program. The program continues to be unable to meet the strong demand for its classes by the AJ student population. Full AJ course wait lists and long lines of students attempting to crash the reduced AJ course

offerings continue to occur at the start of each semester. The continued loss of the AJ course Intersession and Summer session continues into its fourth year. When the community suffers from high unemployment, due to the budget crisis, the unemployed turn to their community college and specifically the Technical Education area of their college for future job training. The AJ program has not been able to keep up with the high demand from these students for its courses. Since the state-wide budget crisis continues unabated, no new program goals will be added to the AJ program for the academic year.

List significant new and continuing resource needs in rank order of importance. Identify the document (e.g. Educational Master Plan, action plan, state mandate, accreditation mandate) and/or data which corroborate each need.

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There have been no significant resource changes in the AJ program since the writing of the comprehensive self-study report. The state-wide budget crisis continues, which has had a very negative effect on the AJ program's ability to service the needs of its students. The continued loss of numerous AJ courses has had a noticeable negative effect on student achievement, based on the loss of several hundred AJ students in the last two years. Because to the continued high ratio of AJ adjunct (14-15) to the one full-time professor, there has been numerous AJ adjunct staffing changes due to the unexpected loss or injury of several AJ adjunct in the passed several semesters. This continued lack of consistent, full-time AJ faculty has made it difficult for the program to offer its students a consistent level of educational opportunity and has made it difficult to effectively increase student outcomes and achievement.

The AJ programs needs continue to be the same as reported in the past:

1. Hiring of the two budgeted, full-time AJ Instructor positions. The stability of a properly staffed AJ program would enhance the success rate of AJ students to a greater degree than presently experienced.
2. Restoring of the numerous traditional semester AJ courses and the return of the AJ Intersession and Summer session AJ courses are critical to the ultimate success of AJ students at Antelope Valley College.