2026-27 Comprehensive Program Review

Program: Administration of Justice

Division: PATH

Writers: Cheryl Mackey

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- One of the AJ Department's key achievements in 2025-26 was partnering with the Alameda County Probation Department to offer Juvenile Institutional Core Training at LPC to become a Juvenile Institutional Officer (JIO) for students pursuing careers in juvenile justice.
- Successfully hosted the second Public Safety Summer Camp in the Public Safety Complex.
- Filled the vacant Full-Time AJ Faculty position.
- We are pleased to report that our course success rate has exceeded the program-set standard of 70% for the second consecutive year. In 2024-2025, we achieved a success rate of 77%, surpassing both the program standard of 70% and the college-wide success rate of 76.5%. In 2025-2026, our success rate increased further to 79% reflecting continued improvement in student achievement and the effectiveness of our instructional efforts.
- During the 2023-2026 assessment cycle, the program assessed student learning outcomes and success in AJ 50: Introduction to Administration of Justice, to evaluate the effectiveness of instruction and identify opportunities for improvement. Assessment results showed steady gains in student achievement across the three years, with success rates increasing from 66% in 2023-2024 to 74% in

2024-2025, and 80% in 2025-2026. These results demonstrate meaningful progress in student learning and suggest that instructional and support efforts have contributed to improved outcomes.

2. Please describe your most important **challenges** in year 25-26

- No full-time AJ faculty member was assigned to the discipline.
- Capacity Constraints: Due to high student demand and full waitlists, the program is grappling with capacity planning, the need for additional sections, and the need for timely student access to required administration of justice courses.
- Artificial intelligence continues to challenge our teaching and assessment practices, especially in online courses. Because written assignments remain the primary method of evaluation and are required in many CID-articulated courses, faculty are adapting assessment strategies to promote authentic learning, critical thinking, and academic integrity. However, students are savvy, and it would be extremely beneficial to have Canvas add Turnitin to Discussion Boards!
- A consequence of block scheduling is the challenge of identifying a common time when all our students can participate in department events and activities. The absence of a dedicated college hour, such as a 12:00 p.m. lunch/common hour, further limits opportunities for workshops, guest speakers, career events, and other experiences that support engagement and student success.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- The AJ program is in the process of joining the California Pathway to Law School Initiative, developing new curriculum and a Pre-Law Certificate designed to strengthen transfer pathways and law school preparation. These efforts will expand educational opportunities for students, increase access to careers in the legal profession, and promote equity by providing clearer and more supportive pathways for students pursuing legal and justice-related fields.
- The AJ Department is offering the first JIO training Spring 2027 and plans to provide both credit and noncredit certificate options, which will expand workforce preparation opportunities, increase access to career pathways in juvenile justice, and support student success through flexible and industry-aligned training.
- The AJ Department is partnering with the Las Positas Honors Program regarding its new Pathway to Law School and plans to offer an advanced Honors course in partnership with the LPC Honors Program, providing enhanced transfer and academic opportunities for high-achieving students.
- The Administration of Justice program is participating in the development of a regional First Responder Pathway designed to increase student awareness of the wide range of public safety careers available in the Bay Area. The AJ Program coordinator is part of the First Responder Pathway Curriculum

Workgroup. The initiative will create introductory and modular coursework that exposes students to professions across law enforcement, fire services, emergency medical services, communications, parks/rangers, and related fields before they select a specific career pathway. By helping students make more informed educational and career decisions, the project aims to improve pathway alignment, increase student persistence, and support equitable access to high-demand, living-wage careers in public safety.

- To support student achievement and equity, the program plans to increase in-person and online course offerings, including during Winter Intersession and Summer, and add additional sections of its GE courses in various modalities (such as AJ 50 and AJ 60). This will meet growing student demand. Increased course availability will improve access, provide more scheduling flexibility, and help students make timely progress toward their educational goals.
- The AJ Department is exploring a study abroad opportunity in England that will provide students with firsthand exposure to international criminal justice and legal systems, broaden their global perspectives, and enhance their academic and professional development through experiential learning.
- The AJ Department is expanding workforce development and experiential learning opportunities through site visits to agencies and facilities such as San Quentin Rehabilitation Center and the Alameda County Sheriff's Office, including the Office of Emergency Services, Crime Lab, Coroner's Bureau, and Regional Training Center. These experiences allow students to explore diverse criminal justice careers, engage directly with industry professionals, and gain firsthand insight into public safety and justice system operations. To promote equity and ensure that all students can participate regardless of financial circumstances, the AJ department will seek funding to support transportation and related expenses associated with these off-campus learning opportunities. Reducing transportation barriers will help expand access for historically underserved and economically disadvantaged students, ensuring that all students can benefit from high-impact experiential learning that supports career exploration, professional networking, student engagement, and workforce readiness.
- We have restarted the Administration of Justice Student Club, to be renamed the Law & Justice Club for broader appeal, to increase student engagement, foster leadership and professional development, connect students with networking and career exploration opportunities, and strengthen pathways to careers in law, criminal justice, and public service.
- The AJ Department will participate in the third annual Public Safety Summer Camp hosted at the Public Safety Complex.
- The AJ Department has partnered with the Livermore Police Department to develop a Dispatcher Training Program that includes a certificate pathway, providing students with industry-relevant skills, hands-on career preparation, and expanded employment opportunities in public safety communications.
- The AJ Department is bringing in industry professionals into AJ courses and events as guest speakers to provide students with firsthand insights into careers in law enforcement, corrections, probation, courts,

forensic science, and the legal field, while expanding networking opportunities and connecting classroom learning to real-world practice.

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- The AJ Department plans to expand new course offerings, including AJ 80: Criminal Court Process, to enhance student learning, support transfer and career pathways, and improve access to the program.
- An upcoming goal is to fully align the program with the Zero Textbook Cost initiative, ensuring that all required course materials are available at no cost to students. We have already started Fall 2026, and 5 courses are now ZTBC.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrlQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- Unfortunately, data from previous assessment cycles was lost during the eLumen transition and is no longer available online.
- We always set out to scaffold essential AJ knowledge, critical thinking, and professional communication skills throughout the program curriculum.
- We also look to align and map appropriate CSLOs to the PSLOs.
- We believe it is important to collect, analyze, and use our assessment data to evaluate student achievement of program learning outcomes and identify opportunities for improvement.
- Lastly, we want to learn/implement assessment-informed changes to curriculum and instruction to strengthen our student success, equity, transfer readiness, and career preparation in the field of administration of justice.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- Based on the analysis of PSLO, CSLO, and program outcome data, the AJ program concluded that student achievement remains strong and has improved over the assessment cycle. Course success rates in key AJ courses have increased substantially, particularly in distance education sections. For example, AJ 50 success rates improved from 53% in Spring 2021 to 83% in Spring 2026, while AJ 60 success rates increased from 82% to 89% during the same period.
- Withdrawal rates also declined in several courses, suggesting improved student persistence and engagement. Program completion data demonstrate continued student achievement, with 20 Administration of Justice AS-T degrees awarded in both 2023-24 and 2024-25, while associate degree awards remained steady, ranging from 5 to 11 graduates annually over the assessment period. These findings indicate that students are successfully meeting course and program learning outcomes. While overall outcomes are positive, the department will continue to monitor disaggregated equity data and implement strategies that support historically underserved student populations to ensure equitable access, retention, completion, and transfer success.
- During the 2023-2026 assessment cycle, the program assessed student learning outcomes and success in AJ 50: Introduction to Administration of Justice, to evaluate the effectiveness of instruction and identify opportunities for improvement. Assessment results showed steady gains in student achievement across the three years, with success rates increasing from 66% in 2023-2024 to 74% in 2024-2025, and 80% in 2025-2026. These results demonstrate meaningful progress in student learning and suggest that instructional and support efforts have contributed to improved outcomes.

3. Explain potential plans to improve student outcomes and close equity gaps.

- We will continue to build on strong student outcomes while expanding opportunities that promote access, equity, transfer, and career success. Although no significant equity gaps were identified in the available data, the AJ department will continue to monitor disaggregated achievement data and implement targeted strategies to ensure all students have equitable pathways to success.
- Planned initiatives include joining the California Pathway to Law School Initiative, developing a Pre-Law Certificate, expanding participation in the Honors Program, and creating new workforce preparation opportunities through the Juvenile Institutional Officer (JIO) training program, Dispatcher Training Program, First Responder Pathway, Public Safety Camp, and more. To address growing enrollment demand and improve student access, the department will increase course offerings across multiple modalities, including winter and summer terms, and add additional sections of high-demand courses such as AJ 50 and AJ 60.

- The department will also expand experiential learning opportunities through site visits, guest speakers, industry partnerships, the Law & Justice Club, and the Public Safety Summer Camp to strengthen student engagement, persistence, and career readiness. In addition, we will continue our transition to ZTBC courses, reducing financial barriers, and promoting equitable access to course materials.
- The transition to CurrIQunet META will provide faculty with greater access to disaggregated assessment data, enabling analysis of SLO outcomes across student demographic groups. AJ plans to support faculty in effectively using these data by providing guidance, training, and resources to help interpret results, identify equity gaps, and implement data-informed strategies that promote student success and equitable outcomes.
- The above efforts are designed to improve student achievement for all our students, increase completion and transfer opportunities, and ensure that students from all backgrounds have access to high-quality educational and career pathways in law, public safety, and justice.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- Consistency in assessment remains an ongoing challenge, as our instructors use different assignments, assessment methods, and evaluation criteria to measure the same learning outcomes. Increased faculty collaboration and the development of common assessment practices could strengthen the consistency, reliability, and comparability of assessment results across courses and sections. We should be able to make this happen now that AJ has filled the vacant full-time position.
- Additionally, the discontinuation of eLumen limited access to historical assessment data, making it difficult to analyze trends and compare results across previous assessment cycles. The transition to CurrIQunet META presents new opportunities for assessment and data analysis but will require time, training, and institutional support to help our faculty become familiar with the system and effectively utilize its tools to improve student learning, equity, and program outcomes.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- When taking a look and analyzing our data, it reveals several positive trends in AJ. Student demand and enrollment have grown significantly, with student headcount increasing from 133 in Fall 2023 to 180 in Fall 2024 and reaching 190 students in both Spring 2025 and Spring 2026.
- Total course enrollments similarly increased from 137 in Spring 2023 to 247 in Spring 2026. Course success rates remained strong and improved overall, rising from 68% in Spring 2024 to 80% in Spring 2025 and remaining high at 79% in Spring 2026.
- The program also experienced substantial growth in productivity, increasing from 293.6 WSCH/FTEF in Spring 2023 to 617.5 in Spring 2026, while fill rates improved from 44% to 94% during the same period.
- Additionally, the majority of students identified transfer as their educational goal, reaching 81% in Spring 2025, highlighting the program's strong transfer orientation.
- Demographic data show a diverse student population, with Latino students representing the largest group (37-51% across the cycle) and increasing participation among African American and Asian students. These trends suggest growing student interest, strong academic outcomes, efficient use of resources, and continued progress toward supporting transfer and equitable access for an increasingly diverse student population

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- The AJ program's data did not reveal severe or persistent equity gaps in overall student success; however, several areas warrant continued attention. The program serves a highly diverse student population, with Latino students representing the largest demographic group, comprising between 37% and 51% of students during the review period, while African American students increased from 5% in Fall 2021 to 8% in Spring 2026. Additionally, more than half of AJ students are 19 years old or younger, reaching 64% in Fall 2024 and Fall 2025, indicating that many students are entering college with limited prior higher education experience and may require additional support.

- One area of concern is access and participation. Enrollment demand has increased substantially, with student headcount growing from 133 students in Fall 2023 to 180 in Fall 2024 and 190 in both Spring 2025 and Spring 2026. During the same period, fill rates increased from 44% in Spring 2023 to 94% in Spring 2026, suggesting that capacity constraints may disproportionately impact students who need specific courses to remain on track for completion and transfer
- The data also indicates that a significant portion of students enter the program without prior completion of transfer-level English and math. In Spring 2026, 17% of AJ students had not attempted transfer-level English and 36% had not attempted transfer-level math. These students may require additional academic support to ensure equitable outcomes as they progress through the program
- AJ also experienced increased enrollment and degree completion, suggesting that students from a variety of backgrounds are successfully accessing and progressing through the program. However, because the student population is increasingly diverse, particularly among Latino students (who comprise our largest student group), the department recognizes the importance of continuing to disaggregate and monitor achievement data by race/ethnicity, gender, and other student characteristics. AJ will continue to expand culturally responsive teaching practices, strengthen student support and transfer pathways, and use equity-focused data review to proactively identify and address any emerging disparities before they become significant barriers to student success.
- We will also strengthen transfer and career pathways through the California Pathway to Law School Initiative, the Pre-Law Certificate, JIO training, and the regional First Responder Pathway. Additionally, the department will work to reduce barriers to participation by expanding Zero Textbook Cost course offerings and seeking funding for transportation (specifically busses) to support experiential learning opportunities, ensuring that all students have equitable access to high-impact educational experiences

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- Yes there are differences in success rates. The modality data suggest that success rates have varied between distance education and face-to-face offerings (which is not surprising), although the gap has narrowed considerably over time. Earlier DE sections of AJ 50 showed lower success rates, with success rates of 53% in Spring 2021 and 57% in Spring 2022 (students were just coming out of Covid). However, success steadily improved to 80% in Spring 2025 and 83% in Spring 2026. In courses such as AJ 60, DE success rates remained consistently strong, ranging from 81% to 89% in most semesters. Where face-to-face and DE sections were both offered, face-to-face sections sometimes demonstrated higher success rates.

- These findings suggest that improvements in online course design, instructor presence, student support, and engagement strategies have hopefully contributed to stronger outcomes in our DE courses. The department will continue to evaluate modality-specific outcomes, implement effective online teaching practices, and monitor equity and achievement data to ensure that students can be successful regardless of the instructional format we offer.
- Overall, the data indicates that DE has become an increasingly effective modality for AJ students while continuing to provide important access and flexibility for a diverse student population.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes_X___ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

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Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- Over the past three years, the AJ program has strongly aligned with the college's mission, vision, values, and Educational Master Plan by expanding student access, strengthening career pathways, and supporting student achievement and equity.
- First, the program developed innovative workforce partnerships, including collaboration with the Alameda County Probation Department to provide Juvenile Institutional Officer (JIO) training and we are in development of a Dispatcher Training Program with the Livermore Police Department, a regional First Responder Pathway, and the Cal Pathway to Law School. These initiatives respond to workforce needs, provide students with industry-recognized career preparation, and create clear pathways to living-wage careers in public safety.
- Second, the program has focused on improving student success and completion, with overall success rates increasing from 77% in 2024-25 to 79% in 2025-26, exceeding both the program standard and the college average.
- Finally, the program has demonstrated its commitment to equity and access by increasing course offerings in multiple modalities, expanding experiential learning opportunities through guest speakers and the Public Safety Summer Camp, and working toward full ZTBC implementation. Together, these efforts support student engagement, reduce barriers to participation, promote equitable outcomes, and prepare students to become informed leaders and contributors in their communities.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)

N/A	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
X	Other [explain]: Regularly invite online students to both online and in-person presentations with industry professionals as guest speakers to provide students with firsthand insights into careers in law enforcement, corrections, probation, courts, forensic science, and the legal field, while expanding networking opportunities and connecting classroom learning to real-world practice.

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- One major challenge in implementing RSI is the overwhelming use of AI, which is making it difficult to assess students' independent work and promote authentic engagement. Additional training on AI-responsive instructional strategies and **AI detection software in Canvas for Discussion Boards** would be an effective method for fostering meaningful instructor-student interaction in online courses. Please help make this happen!

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews

- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

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