

Note: revisions have been highlighted. 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 APRU on TracDat. Save this word doc in the following format: s12apru_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: leewheatcole@deanza.edu if you have questions.

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)
IA Department Name:	Administration of Justice	
Program Mission Statement:	To offer a diverse curriculum that serves the needs of students interested in the careers related to the criminal justice system.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	CTE	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	None	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:	None	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:	7	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
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

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
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
# Faculty Employees	0	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	0	For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	0	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	0	For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	The student success rate for 2010-2011 was 347, compared to 322 in 2009-2010, which shows a moderate increase of 25.	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: www.research.fhda.edu/programreview/DAPProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm (prior to 2010 PR sheets)

		and www.deanza.edu/ir (2010-11 PR sheets here)
Trends in equity gap:	The percent of success in targeted groups had as many increases in success as decreases in success. The percent retained for targeted groups increased except for one.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.
Closing the student equity gap:	The program has infused Basic Skills to the level possible and emphasized referral to remedial support services. Instructors have attempted to identify students in need of mentoring and tutoring at the beginning of courses in order to address deficiencies and increase success and retention.	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. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.
Overall growth/decline in # students:	The overall enrollment has increased by 194 (+ 8%) students and the success percentage increased from 70 to 75% (+5%)	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	Due to the defunding of community colleges by the State, course offerings were reduced by approximately 10%. The reduction affected the graduation rate of and course availability for students because they were not able to get the required courses to complete program requirements. The increase in course unit fees have adversely affected low-income student's access to courses. The lack of funding has also frozen the development and offering of new courses required to keep the program up-to-date with the needs, desires, and requirements of the field.	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.)
Progress in "Main Areas of Improvement"	The Administration of Justice program's progress in assessment, planning, and solution implementation has been stymied by the inability to add a full-time or part-time instructor and the addition of course offerings in areas needed and requested by the field. The addition of instruction and evaluation facilities would enhance the quality of the program and address the success and retention capabilities. Technological capabilities would also assist in more effective instruction and class activities as well as reduce the financial burden of financially challenged students. Little progress, of any positive nature, has been made for 2-3 years.	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.
CTE Programs: Impact of External Trends:	The State of California projects that there will be growth increases of 7.2% for police officers, 5.6% in corrections officers, 16.2% for	Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE

	probation/parole officers, and 12.3% in private security between 2008 and 2018. These percentages, specifically in police officers, may be affected by early retirements and government funding decreases.	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.
CTE Programs: Advisory Board Input:	Currently reviewing the implementation of the POST Career Pathways concept of a partnership between the college and criminal justice agencies to enhance awareness and education of potential applicants to assure an increased pool of qualified applicants. This is a new philosophy to address the qualification issues facing both the college and law enforcement agencies.	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.
IV. A Budget Trends	We expect that decreases in State budgets will reduce our ability to provide increased quantity and quality of education.	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.
Enrollment Trends	The increase in tuition fees, instruction assets such as books, and the reduction in class sections and offerings have been factors in the number of students. The current financial difficulties being experienced by all levels of government have reduced the employment opportunities. The financial stagnation shows signs of change and hiring is starting to increase. The prediction in the local area is for slow but steady increase in job openings which will translate to increased demand for courses.	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 -Faculty Position Needed	Growth - The Administration of Justice program has been in need of a law enforcement career full-time instructor for several years; an instructor with the knowledge and experience from working within the field. At minimum, another part-time instructor is required.	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	Growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	We would expect higher enrollment based on the ability to restore lost course offerings, as well as more sections offered with the additional instructor course load available by the addition of a full-time or part-time instructor. A full-time instructor would provide vital success and retention support for students who benefit from having stability through the availability of counseling, field expertise, and tutoring not provided by a solely part-time instructor. Additionally, Federal and State employment predictions for both public and private legal careers reveal a strong need	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.

	for qualified professionals in the foreseeable future. Part of DeAnza College's Mission Statement is to provide the educational opportunity for all students to be successful. A full-time faculty position will help to fulfill the College's state mission and promise to its students.	
Equipment Request	Over \$1,000	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	New instruction and evaluation systems to enhance instruction and instructor evaluation of students in more of a real-time manner. Instructors could widen the scope of the course. The systems would have a use life of 5+ years. SLOAC assessments endorsed these systems. The systems would not require any additional wireless or hardwire access or electrical resources.	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties 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 . . .)
Equipment Justification	Students will use the equipment under the direction of the instructor and would enhance the capabilities of the instructors to broaden the scope of the courses. More direct student activity in the learning process of the course.	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.
Facility Request	An additional class room and equipment storage capability for equipment security.	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
Facility Justification	Instructors would have the ability to keep equipment and training aids in classrooms which would decrease the set-up and preparation time required to present courses. Equipment and training aids would be secure from loss and theft. Increase in course exposure for students.	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.
B Budget Augmentation	Please 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".

Staff Development Needs	Funding for attendance at administration of justice professional development conferences. Ability of faculty to develop and present hands-on, real-time training scenarios. Without funding and facilities it will be difficult to enhance the program to the level it needs to be to prepare students for job requirements.	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?
SLOAC and PLOAC summary	Not yet completed. However, Basic Skills capabilities of a fairly large segment of entering students are in need of remedial support in order for success and retention percentages to increase.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	Evaluation of the success and retention percentage rates of students.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Terry R. Ellis, ellisterry@fhda.edu , x8563	APRU writer's name, email address, phone ext.