Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Administration of Justice

Program Code: 2110 - ADMINISTRATION OF JUSTICE

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
In respect to the CCC mission, the AJ Program has a two-prong set of responsibilities. The AJ program prepares students for transfer to a 4-yr college or university AND for entry-level employment in the Criminal Justice System (CJS). It is this twong prong approach that often makes it extremely difficult to measure student success re: the college’s mission. First and foremost, the "true" definition of student success must be revisited, with input from the the end users or our "clients," the students. A LARGE percentage of CCC AJ students ARE NOT matriculating with the intention of acquiring an AS degree, AJ certificate, or transferring; they are simply trying to become marketable enough to secure an entry-level position in the CJS. If a better means of data capture was created and implemented by IR, CCC would have a student success rate that may be more accurate and truly reflective of the institutional mission and the CA Community Colleges objectives. Additionally, as for the market analysis, it is woefully short-sighted re: true job opportunities in the CJS field, with no consideration for the fact that most CJS professionals in SOCAL DO NOT work in areas that are close to their residences, due to safety reasons for themselves and their families. On that note, 8-10 CCC AJ students have accepted CA State and various Federal
employment opportunities; approx. 4-5 of these same students DID NOT graduate with an AJ degree or certificate and DID NOT transfer to universities. However, when asked about their "success," they all felt highly successful re: their education and employment. Finally, the IR market analysis misses important "regions" of viable, very probable entry-level employment in the CJS, specifically in the CSI-related areas and in LE and court-related support capacities. A short list of the conspicuously-missing entry-level occupations are: Fingerprint ID tech; Records clerk; Property/Evid custodian; Judicial Asst; Court clerk; Community Services Officer; Custody Asst.; Police Cadet; Police Explorer; Crime Scene photographer; Coroner Asst.; DNA lab Tech; Ballistics/Firearms examiner; Rangemaster; Evid. collection Tech.; Computer Forensics tec.; etc. These types of jobs are available at the local, state and federal levels, and the majority of students have accepted that fact. Considering verifiable demographic information that suggests most AJ student are between 18-25 years of age with few or no dependants or geographic limitations, the acceptance of employment outside of a reasonable commuting distance (RCD) is VERY likely. Accordingly, it is this limited set of information that was, unfortunately, the primary driving factor behind the quick dismissal of a CSI-type Certificate Program at CCC. A lack of familiarity with the hiring and employment dynamics of the CJS has placed the CCC AJ program in "catch-up" mode, based on the new SB 1440 mandates and the new Transfer Model Curriculum, which is seeking to have an "Introduction to Forensics" and related courses in the future AJ/CJ curriculum at community colleges throughout CA.

**Review Team Response**

The response for "Does this review contain any career technical education programs?" should be yes. Does not specifically address "equal access" and "learning centered environment" although does provide a very good discussion on data.

**PROGRAM DATA**

Enrollment
### Enrollment by Day, Evening, Online, Arranged (AJ)

#### Table:

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>1009</td>
<td>1014</td>
<td>991</td>
</tr>
<tr>
<td>Day</td>
<td>438</td>
<td>677</td>
<td>648</td>
</tr>
<tr>
<td>Evening</td>
<td>571</td>
<td>337</td>
<td>343</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
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</tbody>
</table>

#### Measure:

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>0.5%</td>
<td>-2.27%</td>
</tr>
<tr>
<td>Day</td>
<td>54.57%</td>
<td>-4.28%</td>
</tr>
<tr>
<td>Evening</td>
<td>-40.98%</td>
<td>1.78%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

There are possibly only 2-3 rational reasons for the drop in evening enrollment, in light of the increased enrollment in AJ courses over the last 3 years. First, in the midst of a recession that has run since late 2008, more students are available to take daytime courses, as opposed to evening courses, due to much higher unemployment rates. On that same note, day students are usually MUCH younger than evening students; these young and inexperienced students often can't compete in the workplace with older more mature workers, that have proven reliability, knowledge and judgment that younger students can't compete with. Thus, more young students, facing the reality of the harsh employment market, are deciding to stay in school to make themselves more competitive in the market. Secondly, several of the core courses have been taught by the one FT AJ faculty member, causing a "bottleneck" of enrollment in these required courses. Since it is imperative to have the only FT AJ faculty member on campus during daytime hours, and he is primarily teaching core courses, electives are often "saved" for adjuncts to teach. To further exacerbate this condition, AJ students pursuing the AJ degree or certificate need to take only one elective, thereby lowering the demand for electives, and ultimately, the enrollment in night courses taught primarily by adjuncts. Consequently, if an AJ student wants to complete transferable courses or the AJ program as quickly as possible, he/she will logically focus on taking daytime courses.
## Retention Rate by Day, Evening, Online, Arranged (AJ)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>-0.07%</td>
<td>1.32%</td>
</tr>
<tr>
<td>Day</td>
<td>0.18%</td>
<td>0.71%</td>
</tr>
<tr>
<td>Evening</td>
<td>-0.76%</td>
<td>2.52%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Retention by Time of Day

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>89.50</td>
<td>89.44</td>
<td>90.62</td>
</tr>
<tr>
<td>Day</td>
<td>89.63</td>
<td>89.79</td>
<td>90.43</td>
</tr>
<tr>
<td>Evening</td>
<td>89.40</td>
<td>88.72</td>
<td>90.96</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

There are possibly only 2-3 rational reasons for the drop in evening enrollment, in light of the increased enrollment in AJ courses over the last 3 years. First, in the midst of a recession that has run since late 2008, more students are available to take daytime courses, as opposed to evening courses, due to much higher unemployment rates. On that same note, day students are usually MUCH younger than evening students; these young and inexperienced students often can't compete in the workplace with older more mature workers, that have proven reliability, knowledge and judgment that younger students can't compete with. Thus, more young students, facing the reality of the harsh employment market, are deciding to stay in school to make themselves more competitive in the market. Secondly, several of the core courses have been taught by the one FT AJ faculty member, causing a "bottleneck" of enrollment in these required courses. Since it is imperative to have the only FT AJ faculty member on campus during daytime hours, and he is primarily teaching core courses, electives are often "saved" for adjuncts to teach. To further exacerbate this condition, AJ students pursuing the AJ degree or certificate need to take only one elective, thereby lowering the demand for electives, and ultimately, the enrollment in night courses taught primarily by adjuncts. Consequently, if an AJ student wants to complete transferable courses or the AJ program as quickly as possible, he/she will logically focus on taking daytime courses.

Success
### Success Rate by Day, Evening, Online, Arranged (AJ)

#### Total Census Success

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>3.67%</td>
<td>9.19%</td>
</tr>
<tr>
<td>Day</td>
<td>10.22%</td>
<td>2.45%</td>
</tr>
<tr>
<td>Evening</td>
<td>-4.61%</td>
<td>23.46%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Re: enrollment demographics, Asian and African American enrollment has historically been low. Attempts have been made to speak to CCC athletic teams to encourage student athletes' exploration of the AJ discipline, and times of class offerings for core courses have been moved to early daytime hours in order to accommodate CCC athletes. Even with these efforts, African Americans, especially males, have expressed little or no interest in this discipline overall, and have spoken of suspicion and distrust with the CJS. Additionally, these are the empirical observations made at the Main campus only. The demographics of the areas surrounding the Chino and Fontana campuses are dramatically different, hence the actual figures and perceptions re: demographics will be different. Re: Hispanic enrollment, the numbers are consistently robust, and aligns closely with the fact that CCC is an official Hispanic-Serving Learning Institution. Additionally, the AJ FT faculty is heavily involved in both the Puente and AMAN programs, in order to promote the involvement of more Hispanic and African American students. Even though military veterans are not represented in this graph, the AJ FT faculty serves as the Faculty Advisor for the newly formed CCC Veterans Club, in further efforts to continue to assist historically underrepresented groups.

Review Team Response

DEGREE/CERTIFICATE DATA
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The number of degrees has increased, as expected, since 2008. Though these increases are modest, there are several attributable factors to this modest growth. First of all is the fact that there have been fewer course offerings over the last 2 academic years. Secondly, the AJ program is enjoying the company of several students from neighboring CSUs and UCs, due to the substantial increases in tuition at those state institutions. These same students usually have no intention in obtaining a degree or certificate from CCC, as evidenced by their matriculation at a 4-yr college/university at the beginning of their college careers. Thirdly is the fact that many students "job out" (secure AJ/CJ-related employment, or are accepted to colleges/universities PRIOR to completing a degree or certificate. The main means of retaining these students has been the stress of "practical application to test theory" that has been vigorously employed in the AJ program. It is this philosophy that has lead to higher levels of learning satisfaction and practical proficiency for virtually all students.
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Review Team Response

STUDENT LEARNING OUTCOMES

Students should be able to list the most common and frequently occurring crimes in California, citing the appropriate and corresponding California Penal Code sections. This will prepare them for entry-level and career positions in the CJS.

Students shall develop the ability to identify and then analyze the basic elements of a crime, as defined by the California Penal Code or the Model Penal Code, in order to prepare them for entry-level and career positions in the CJS, and to prepare them for transfer to a four-year college or university, majoring in the Criminal Justice or related field.

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Students should be able to list and explain the three primary levels of government as well as contrast and compare the levels to one another then provide examples of law enforcement agencies that operate within each respective level of government. This will prepare students to search for criminal justice-related careers in the three levels of government, and will provide them with the knowledge of the jurisdiction and authority of various agencies working within the CJS.

Students should be able to define the three major classifications of crimes, in order to prepare them for entry-level and career positions in the CJS, and to prepare them for transfer to a four-year college or university, majoring in Criminal Justice or a related field.
Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Five core areas are assessed via program-level SLOs: Knowledge of CJS common legal terminology; Knowledge of common CA Penal Code sections; Knowledge of elements of common CA and national crimes; Knowledge of the three primary levels of governmental enforcement (local, state and federal) in the CJS; Knowledge of the three primary classes of criminal violations (infractions, misdemeanors and felonies). All of the courses support varying SLOs, with AJ1 and 409 supporting 4 of the SLOs; AJ-2, 3, 407 and 5 supporting 3 of the SLOs; AJ-4, 406, and 408 supporting 3 of the SLOs, and; AJ-410, 412, and 413 supporting all 5 of the program SLOs

Discuss how courses in the program articulate with or complement each other.

Currently, the AJ program courses are set up and recommended in a pattern that can facilitate student success. Ideally, AJ-1 should be taken first by ALL AJ students, unless a student is already employed in the CJS. Without this foundational course, students have floundered in even the most fundamental AJ elective courses, such as Criminal Justice Writing and Patrol Operations. As for the most legally rigorous of the core courses (AJ-2, 3, 407 and 5), it is EXTREMELY DIFFICULT for a student to receive a grade higher than a "C" without the foundational AJ-1 course. AJ-2, 3 and 5 are fully transferable, and AJ-407 is the most technical course in the AJ curriculum (even though it is not a transferable course). Additionally, a LARGE percentage of CORRSCI students take AJ courses; AJ-1 through AJ-5 are the primary transferrable electives for the CORRSCI program.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

As stated earlier, AJ-1 through AJ-5 are the primary transferrable electives for the CORRSCI program. Accordingly, this structure provides the CORRSCI student an incentive to make his/her CJS knowledge more comprehensive via taking transferrable AJ courses as electives. It is anticipated that select CORRSCI courses may supplant existing AJ electives in order to produce similar options to the AJ students. Also, the CCC ABA-approved Paralegal Certificate program has AJ-1 as a core course for the certificate. As students learn about the criminal proceedings aspect of the CJS, they often take (or are encouraged to take) AJ-2, AJ-3 and AJ-5, as these courses will "round out" the Paralegal student's overall knowledge of the CJS. This also SIGNIFICANTLY increases the paralegal student's marketability, as he/she will have civil/business law AND criminal law acumen. As recorded in the Curricunet Program, global course impact is as follows: Administration of Justice A.S. Degree *Program Modification* Administration of Justice Certificate of Achievement *Program Modification* California State University - General Education Certificate of Achievement *Program Modification* California State University - General Education Certificate of Achievement *New Program* Correctional Science Certificate of Achievement *Program Modification* Correctional Science A.S. Degree *Program Modification* Paralegal Studies Certificate of Achievement *New Program* University Studies: Business & Technology A.A. Degree Major *Program Modification* University Studies: Business & Technology A.A. Degree Major *New Program* University Studies: Social & Behavioral Sciences A.A. Degree Major *New Program*

How and when has your department assessed Program SLO's and how have you responded to the results?

Program SLOs were reviewed during the 2009 PSR cycle. Course SLO assessment is occurring, starting in earnest in Spring 2011 (AJ FT faculty was unavailable to conduct assessments due to military activation totalling 11 months
since Jan 2009) Program SLOs, goals and curriculum modifications have been continual. Five program SLOs are in place, with 5 dedicated tests that were developed in order to assess student proficiencies.

**What program or course changes have been made based on the result of the assessed outcome?**
Assessment results have yet to be reviewed for changes;

**Review Team Response**
Overall Program Level Implementation of SLOs is Developmental. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

**Discuss how your services help maintain a high level of student satisfaction.**

**Discuss how you evaluate your effectiveness in meeting students' needs.**

**How and when has your service reviewed or revised SLOs and/or AUO's?**

**How has your program utilized SLO/AUO assessment results for program improvement?**

**Review Team Response**

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ 1 Introduction to the Criminal Justice System - Active</td>
<td>10/15/2008</td>
</tr>
<tr>
<td>AJ 2 Concepts of Criminal Law - Active</td>
<td>09/17/2008</td>
</tr>
<tr>
<td>AJ 4 Community-Based Problem Solving and the Justice System - Active</td>
<td>10/08/2008</td>
</tr>
<tr>
<td>AJ 5 Legal Aspects of Evidence - Active</td>
<td>09/17/2008</td>
</tr>
<tr>
<td>AJ 410 Narcotics and Vice Investigation - Active</td>
<td>10/08/2008</td>
</tr>
<tr>
<td>AJ 415 Principles and Practices of Interviewing and Investigation - Active</td>
<td>10/08/2008</td>
</tr>
<tr>
<td>AJ 412 Writing for Criminal Justice Professionals - Active</td>
<td>10/15/2008</td>
</tr>
<tr>
<td>AJ 413 Police Supervision, Leadership and Management - Active</td>
<td>10/15/2008</td>
</tr>
<tr>
<td>AJ 408 Patrol Operations - Active</td>
<td>10/08/2008</td>
</tr>
<tr>
<td>AJ 9 Crime Scene Management and Forensic Evidence - Active</td>
<td>09/07/2011</td>
</tr>
<tr>
<td>AJ 407 California Substantive Law - Active</td>
<td>09/14/2011</td>
</tr>
<tr>
<td>AJ 6 Juvenile Procedures - Active</td>
<td>09/14/2011</td>
</tr>
<tr>
<td>AJ 7 Criminal Investigation - Active</td>
<td>09/14/2011</td>
</tr>
<tr>
<td>AJ 8 Criminology - Active</td>
<td>09/14/2011</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
AJ 4 was approved by the Board 10/08; check the word report for this COR;

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Committees
Needs Assessment
Demographic Trends
Labor Market Studies/Projections

Briefly explain:
The input from the advisory committee has consistently been in 3 areas; Improvement of writing skills; Emphasis on good judgment and ethics, and; the future addition of CA POST-approved course offerings at CCC. Moving forward in these 3 areas, the AJ program can make substantial strides in improving the marketability of our students (graduates, non-graduates and transfer students) as they try to secure entry-level employment and/or promotions in the CJS.

Review Team Response
Need information on advisory board (membership, frequency of meetings, role and involvement with program, specific examples to show how program has responded to recommendations) and please attach advisory board minutes.

ADVISORY COMMITTEE INFORMATION

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).
The Advisory Committee consists of law enforcement executives, managers and line-level experts (Chiefs, commanders, captains, sergeants, detectives, agents, etc.) that provide information on the needs of the law enforcement industry in the public sector and even in private security applications. The CCC AJ/CORRSCI Coordinator captures their respective and collective input and attempt to incorporate these aspects into the classroom (if applicable) at the earliest opportunity.
NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

STUDENT SUPPORT - OTHER
How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Create a partnership with local law enforcement agencies and judicial districts to increase the level of preparedness for students moving forward in the AJ program and improve their overall success in the discipline.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development

Year 1 Steps to Success (activities) and VIP Assessment:
Contact local agencies regarding Chaffey students who are available for interships.
Local agencies have been contacted and ones who wish to participate with Chaffey are engaged in dialogue.

Year 2 Steps to Success (activities) and VIP Assessment:
Develop a memorandum of understanding (a contract) between CCC AJ program and participating partners.
A contract or working draft is written and used with participating partners.

Year Three Goal:
Create an Honors course for AJ 4 so students have hands on experience in addressing community based problems.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development

Year 1 Steps to Success (activities) and VIP Assessment:
Find local agencies who want to partner with Chaffey and have student volunteers work with them.
Local agencies have been contacted and an agreement with Chaffey has been reached.

Year 2 Steps to Success (activities) and VIP Assessment:
Partner select students with agencies for an Honors credit project.
Students are volunteering (for Honors credit) working with selected agencies based on real world community needs.

Review Team Response

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>attended student notification session offered by Theresa Hull; training for PSR; Social Sciences;</td>
<td>private investigation; background investigations;</td>
<td>CTE vocational industry conference; Nat. Security;</td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
By partaking in this ongoing training, new investigative resources have been discovered, along with new industry standards re: hiring, promotions, CA state requirements, etc. SLOs have been updated based on new CA Penal Code sections, investigative techniques and writing requirements

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee;</td>
<td>faculty advisor to Vets’ Club</td>
<td></td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
The AJ Program benefits from dialogue and engagement with the Bus Law, Spanish, Corr Sci, Natural Sciences and Photography programs. Also by the coordinator supporting both the AMAN and PUENTE programs, it opens up legal career opportunities for underrepresented groups.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Administration of Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
Prior to the CA fiscal crisis, the AJ program increased in size by over 100% between 2005 and 2008. What should be noted is that a large percentage of AJ students “job out;” they get hired in the CJ field and don’t complete AJ certificate, degree or transfer-related matriculation.

Does your program anticipate retirements within the next 3 years?
No

Review Team Response
Please answer questions regarding professional development activities.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
Even though funding is provided through conventional budget instruments, Perkins grants do provide funding opportunities for special equipment purchases and program-related supplies.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
The AJ Program is in desperate need of at least one additional FT faculty member. This has been a consistent request for the last 3 PSRs. This is a justifiable request due to the fact that the FT/adjunct distribution of course offerings have been at a 2-to-1 ratio; adjuncts often teach 50-75% of all AJ courses offered during any given semester. This compromises the level of consistency of rigor and continuity in the AJ program. Additionally, hiring new faculty with a palpable background in various areas Forensic Science and Investigations would be the next logical step for the AJ Program, in light of their VIP.
Hiring Criteria:

Institutional Level Considerations
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
New and emerging curriculum is necessary for student success (e.g., in Success Centers)
New and expanding student populations (e.g., Veteran’s, Early Alert)
New initiatives (e.g., Student Success Initiative, Early Assessment/Pre-Orientation/Advising on feeder high school campuses).
Affects counselors, librarians, and instructional specialists since doing something new is sometimes at the expense of an existing service
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supports retraining to help students become employed or promoted in their professions

Department Concerns
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Department has one FT faculty and course load, outside reporting (e.g., advisory committees) & responsibilities, etc. requires another FT faculty member.
Supports diversity of program and course offerings

Year 2:
For purposes of meeting and maintaining the academic rigor and quality of the AJ program, while applying the practical application knowledge required for the profession, all adjuncts should have a Master’s degree as a goal for minimum hiring criteria. Currently, all FT and adjuncts have a Master’s degree or higher and an average of 15+ years of AJ/CJ-related experience

Hiring Criteria:

Institutional Level Considerations
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
New and expanding student populations (e.g., Veteran’s, Early Alert)
Supports retraining to help students become employed or promoted in their professions

Department Concerns
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Department has one FT faculty and course load, outside reporting (e.g., advisory committees) & responsibilities, etc. requires another FT faculty member.
Supports diversity of program and course offerings

Year 3:
The AJ Program should seek out experts in National Security, Homeland Security and Defense, Intelligence and Global Security Policy. This is the current direction of the AJ/CJ field on the state and national level.
Hiring Criteria:

Institutional Level Considerations
New and expanding student populations (e.g., Veteran's, Early Alert)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)

Department Concerns
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Department has one FT faculty and course load, outside reporting (e.g., advisory committees) & responsibilities, etc. requires another FT faculty member.
Supports diversity of program and course offerings

STAFF

Year 1
There should be an EA or AA hired for administrative support of both the AJ and CORRSCI programs; this person could be shared. This would allow for the coordinator of these programs to pursue CA POST-approved courses and to meet maintenance and staffing requirements from CA POST, per the VIP.

Year 2
An AJ Instructional aide, Tutor or Teaching asst would be EXTREMELY helpful in this discipline, specificall due to the complex nature of criminal law and the complexity of CJS-related curriculum. An overwhelming percentage of students arrive in this discipline woefully underprepared, and this employe could greatly assist in raising the level of student success and facilitate the work of the FT, PT and staff personnel assigned to AJ

Year 3

EQUIPMENT

Year 1
Year 2
Year 3

TECHNOLOGY

Year 1
Year 2
Year 3

SOFTWARE

Year 1
The contract with COPWARE should be maintained, as this is AJ/CJ/CORRSCI-specific software derived from actual incidents, cases and rulings in the CA CJS, CA Supreme Court, CA court of Appeals and the U.S. Supreme Court. It is an annually renewable contract.

**Year 2**
For purposes of AJ, CORRSCI and the paralegal programs, limited versions of both Westlaw and Lexis-Nexis should be subscribed to, in order for students in the Justice-related programs have appropriate and comprehensive access to governing laws and rulings that affect the way they will execute their duties as CJS professionals.

**Year 3**

**OTHER**

**Year 1**
**Year 2**
**Year 3**

**Review Team Response**

**Review Team Response**
The review team felt that although this PSR includes some very pertinent and thorough information, it does not directly answer some of the questions asked. The VIP goals are not consistent with the Vision Statement.