

Academic Program Review (Administration of Justice) Latest Version

Academic Program Review: (1) Overview of the program First Submission: Version by **Mason, Donald** on 10/03/2023 17:56

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

ADMINISTRATION OF JUSTICE MISSION STATEMENT

The Administration of Justice degree or certificate prepares students for a career in criminal justice. By completing the degree or certificate requirements, the student will gain the ability to apply principles of the justice system, constitutional and procedural considerations affecting arrest, search and seizure, human relations, and concepts of criminal law as well as demonstrate proficiency in report writing and record keeping.

PROGRAM DESCRIPTION AND HISTORY

The Administration of Justice Program has been in existence since the 1970s. The program's original mission was the same as it is today--to prepare students for a career in criminal justice. Currently, there are four areas of concentration (called Options) within the program—Law Enforcement (Police Science), Corrections, Private Security, and Homeland Security.

The Administration of Justice Program is housed in the Health and Public Services division. serving approximately xxx students per semester. The program is both proactive in offering cutting-edge educational programs, as well as responsive to the needs of the students and employers we serve. The program offers twenty-seven different courses and averages seventy sections per year. In addition to offering all nine of the C-ID courses, we offer specialized courses in Crime Scene Investigation, Digital Forensics, Homeland Security, Intelligence Analysis, and Fingerprint Analysis which are not traditionally offered at the community college level and are normally only accessible to students at four-year universities.

The demand for highly trained law enforcement officers, intelligence analysts, crime scene investigators, and private security officers is expected to continue to rise in the foreseeable future and we are preparing our students to meet these needs.

Furthermore, the Administration of Justice Program has created curriculum to give our students a distance learning option to complete degree and certificate requirements. Students can complete the requirements for the Administration of Justice Associate of Science-Transfer (AS-T), Administration of Justice Associate of Arts (AA), Administration of Justice Certificate of Achievement, and Homeland Security Certificate of Accomplishment 100% online.

The program continues to evolve and has undergone changes based on student interests and the results of program reviews. For example, the findings of the previous Program Review indicated that most of the Administration of Justice students were interested in the Law Enforcement option, and most indicated that they planned to transfer to a four-year institution after completing the program on this campus. Student interest in the Corrections and Industrial Security options had waned according to the previous review. Though some students continued to pursue certificates of achievement for all three options, they did not seem to view the certificates as useful for immediate employment. Instead, they seemed to believe that only transferring to and graduating from a four-year institution was the key to employment success.

One of the two major recommendations from the previous Program Review was to devise a recruitment plan to attract more students into the Law

Enforcement option because employment opportunities have increased as the need for police officers has increased in the Los Angeles Orange County Region. The second major recommendation was to provide tutoring support linked specifically to the Administration of Justice courses. There was the need identified then, just as there is still the need now, to improve student success and retention.

As a result of these recommendations, there has been an increase in law enforcement agencies from local, county, state, and federal agencies visiting the campus classrooms to recruit law enforcement professionals. The implementation of tutoring resources has not been acted upon as of the time of this review. These recommendations have not been acted upon during the time since the last Program Review. However, we have continued the implementation of the state-legislated partnership, and the Compton College Administration of Justice curriculum was adopted, with its own mission and priorities. We have continued to the same commitment.

Describe the degrees and/or certificates offered by the program.

The Administration of Justice degree or certificate at Compton College is intended to prepare students for a career in criminal justice. At least 50% of the major course requirements for the Associate of Arts degree or the Certificate of Achievement in Administration of Justice must be completed at Compton. The Administration of Justice degree and/or certificate prepares students for a career in criminal justice or related fields in both public and private sectors. By completing the degree and/or certificate requirements, the student will gain the ability to apply principles of the justice system, consistent with institutional and procedural considerations in arrest, search and seizure issues, human relations, and concepts of criminal law as well as demonstrate proficiency in report writing and record keeping. Administration of Justice students pursuing the AS-T in Administration of Justice will be prepared to successfully complete upper-division courses leading to four-year degrees in criminal justice and related disciplines.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.

Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.

- The alignment of the divisions with Guided pathways, has served as a bridge for students to become more focused on taking a prescribed approach to their degree completion. The result has been instructors seeing students in a cohort fashion taking courses together to complete their degree or certificate. We need to continue to encourage and direct students to their counselor to complete an education plan as well as apply for certificates of achievement upon completion of AJ courses.

Student Success: Compton College will support the success of all students to meet their education and career goals.

- Support student learning using a variety of effective instructional methods, educational technologies, and college resources. The faculty in the Administration of Justice Program is well versed in adult learning methods (andragogy) as evidenced by the following: All instructors teaching Administration of Justice have degrees and are current and/or retired industry professionals with an average of 20 years of occupational experience. Four instructors have supervisory and or management experience.
- Collaborating with student services personnel, utilizing Early Alert notifications to students to advise them if they are missing assignments, or failing courses, to get them the resources they need to be successful. This was essential during this period when the pandemic limited face-to-face contact between instructors and students.
- Two instructors have experience as higher education academic administrators. Four faculty members are California Commission on Peace Officer Standards and Training (POST) Instructors. To attain the Instructor designation instructors are required to complete an extensive program through the

POST Instructor Development Institute (IDI). The curriculum includes topics such as facilitated learning, adult learning activities, adult learning theory, course design, instructional technology, curriculum design, and designing activities that promote critical thinking.

- The POST IDI program has become the model for adult learning in the state. There are fewer than 200 Master Instructors in the entire state of California which is evidence of the rigor of that program.

During the pandemic, a combination of courses offered synchronous and asynchronous provided a balance of options for students who were accustomed to the traditional course days and times during the week in person. The courses offered online have provided added value to the non-traditional student (working adult, return to college, etc.) who would otherwise not be able to attend college during the day or evening.

In 2022 when courses were offered on campus, sections were either cancelled or moved to synchronous (via Zoom) due to low enrollment. However, online course enrollment remained strong or increased. However, offering classes on Saturdays synchronously continued to be successful. The goal during the next program review period is to create a parallel offering that will provide non-traditional college student the opportunity to complete their degree requirements 100% online if they desire.

Innovation: Compton College will enhance the success of students through the use of technology.

- The use of technology can be implemented using a twofold approach; in the program plan continue to make resource requests for the latest technology used in the criminal justice system (crime scene simulations, forensics software, crime scene reconstruction, digital fingerprint software, and SPSS for crime scene analysis) to prepare student for the career path or undergraduate level and beyond academic preparation.
- The second use of technology comes in the form of distance education. By offering courses online, students will also be able to attend college while making full use of the current LMS and resources available on the Canvas platform (Library, Tutoring, etc.) All the AJ instructors are certified in the use of Canvas,

Workforce Development: Compton College will offer excellent programs that lead to certificates and degrees in allied health and technical fields to supply the needed employees for the prevailing job industry.

- Administration of Justice majors are seeking careers in law enforcement, courts, or corrections. There are students who will complete three courses (Introduction to Administration of Justice (AJ 100), Criminal Law (AJ 103), and Legal Aspects of Evidence (AJ 131) to prepare them for the curriculum for the police academy or private security.
- Many entry-level positions do not require an AA degree although degree completion is encouraged and will result in an increased starting salary. Other non-AJ majors will complete the Introduction to Administration of Justice (AJ 100) course to satisfy an elective degree requirement. In spring 2019, AJ 106 Criminal Justice Career Preparation course has been approved and will be offered to introduce students to the options offered in the administration of justice field. This course needs to be offered annually to prepare students for a career in the criminal justice system. We need to continue to track students who complete a minimum of nine units in order to create a certificate of completion (local) to track completion and student success.

Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.

- As a function of outreach, student recruitment and retention, Compton College is partnering with the feeder high schools to enroll in college classes. Compton, Lynwood, and Paramount High Schools have been and will continue to offer Administration of Justice courses toward the completion of an associate degree in Administration of Justice. The first cohort in this model met in the Spring of 2020. Dual enrollment will serve as one of the formidable recruitment, retention, and success models in this program.
- Paramount High School has established an Early College Program partnership where students enrolled at both Paramount and Compton College will provide them the opportunity upon completion of high school to earn both a High School Diploma and an Associate Degree for Transfer (AS-T) Degree in Administration of Justice.
- We will continue to meet with our CTE partners as an advisory group but also establish a standalone public safety advisory committee meeting with industry professionals from all the components of the criminal justice system and our private industry partners.

Discuss the status of recommendations from your previous program review.

In the previous review, the following recommendations were included:

- Adding Correction Courses
- Addition of a Homeland Security Certificate
- Identifying any degree articulation agreements with other colleges.

Unfortunately, the pandemic limited the ability to implement some of the recommendations that were proposed. The priority became student enrollment and retention. This continues to be a priority as events in society that has created a challenge, to recruit and retain students interested in the field of criminal justice. Each of the recommendations was predicated on enrollment. Since the pandemic, as well as the civil unrest resulting from events in society (i.e. George Floyd murder), and the pandemic, the eroding of trust in the criminal justice system has resulted in fewer students enrolled in courses. The emphasis pivoted to student retention with the classes that were being offered in lieu of creating new courses.

Academic Program Review: (2) Analysis of Research Data First Submission: Version by **Mason, Donald** on 10/03/2023 17:56

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.

Student Counts

Gender	Fall '19	Fall '20	Spring '19	Spring '20	Summer '19	Summer '20
Female	61% (166)	73% (177)	58% (127)	65% (142)	64% (23)	74% (31)
Male	38% (102)	26% (63)	42% (91)	35% (76)	33% (12)	24% (10)
Non-binary		0% (<5)				
Unknown/non-respondent	1% (<5)	0% (<5)		1% (<5)	3% (<5)	2% (<5)
Grand Total	100% (270)	100% (242)	100% (218)	100% (220)	100% (36)	100% (42)

Ethnicity	Fall '19	Fall '20	Spring '19	Spring '20	Summer '19	Summer '20
American Indian ..		0% (<5)				
Asian	0% (<5)	1% (<5)	1% (<5)	0% (<5)		
Black or African ..	19% (52)	19% (45)	18% (39)	21% (46)	17% (6)	31% (13)
Latinx	74% (200)	73% (176)	76% (166)	71% (156)	78% (28)	60% (25)
Native Hawaiian..	0% (<5)	0% (<5)	0% (<5)	1% (<5)		
Two or More Rac..	2% (5)	2% (6)	2% (5)	2% (<5)	3% (<5)	5% (<5)
Unknown/Non-R..	4% (10)	3% (8)	0% (<5)	3% (6)	3% (<5)	2% (<5)
White	0% (<5)	1% (<5)	2% (<5)	2% (5)		2% (<5)
Grand Total	100% (270)	100% (242)	100% (218)	100% (220)	100% (36)	100% (42)

Student Counts

Gender	Fall '21	Spring '21	Spring '22	Summer '21	Winter '21	Winter '22
Female	78% (104)	72% (110)	72% (101)	59% (23)	79% (11)	82% (9)
Male	20% (27)	26% (40)	26% (36)	36% (14)	21% (<5)	18% (<5)
Unknown/non-respondent	2% (<5)	1% (<5)	2% (<5)	5% (<5)		
Grand Total	100% (133)	100% (152)	100% (140)	100% (39)	100% (14)	100% (11)

Ethnicity	Fall '21	Spring '21	Spring '22	Summer '21	Winter '21	Winter '22
Asian	2% (<5)	1% (<5)	1% (<5)			
Black or African ..	23% (31)	20% (30)	17% (24)	33% (13)	36% (5)	45% (5)
Latinx	70% (93)	71% (108)	63% (88)	28% (11)	36% (5)	18% (<5)
Native Hawaiian..		1% (<5)				
Two or More Rac..	4% (5)	5% (7)	3% (<5)	8% (<5)	21% (<5)	18% (<5)
Unknown/Non-R..	2% (<5)	2% (<5)	14% (20)	21% (8)	7% (<5)	9% (<5)
White		1% (<5)	2% (<5)	10% (<5)		9% (<5)
Grand Total	100% (133)	100% (152)	100% (140)	100% (39)	100% (14)	100% (11)



Student Counts

Age Group	Fall '20	Fall '21	Spring '21	Spring '22	Summer '21	Winter '21	Winter '22
Under 18	46% (111)	41% (54)	35% (53)	41% (58)	8% (<5)		
18-19	14% (35)	9% (12)	14% (22)	10% (14)	13% (5)	29% (<5)	
20-21	12% (28)	12% (16)	15% (23)	9% (13)	10% (<5)		27% (<5)
22-24	9% (21)	8% (11)	9% (13)	6% (9)	8% (<5)	21% (<5)	
25-29	6% (15)	8% (11)	8% (12)	6% (8)	13% (5)		
30-34	2% (5)	8% (10)	7% (10)	5% (7)	3% (<5)	14% (<5)	9% (<5)
35-39	3% (8)	5% (7)	3% (5)	2% (<5)	10% (<5)		9% (<5)
40-49	5% (11)	5% (6)	5% (8)	6% (9)	15% (6)	21% (<5)	27% (<5)
50-64	3% (8)	3% (<5)	3% (<5)	9% (12)	15% (6)	7% (<5)	9% (<5)
65 and over		2% (<5)	1% (<5)	5% (7)	5% (<5)	7% (<5)	18% (<5)
Grand Total	100% (242)	100% (133)	100% (152)	100% (140)	100% (39)	100% (14)	100% (11)

Class Load	Fall '20	Fall '21	Spring '21	Spring '22	Summer '21	Winter '21	Winter '22
Full-time	29% (72)	29% (39)	34% (52)	23% (32)			
Part-time	71% (170)	71% (94)	66% (100)	77% (108)	100% (39)	100% (14)	100% (11)
Grand Total	100% (242)	100% (133)	100% (152)	100% (140)	100% (39)	100% (14)	100% (11)

Education Goal	Fall '20	Fall '21	Spring '21	Spring '22	Summer '21	Winter '21	Winter '22
Degree/Cert Only	2% (<5)	2% (<5)	3% (<5)	2% (<5)			9% (<5)
Enrichment	76% (185)	89% (118)	67% (102)	95% (133)	87% (34)	86% (12)	82% (9)
Intend to Transfer	11% (27)	8% (11)	13% (19)	3% (<5)	10% (<5)	7% (<5)	9% (<5)
Retrain/Recertify	0% (<5)		1% (<5)				
Undecided/Unstated	10% (25)	1% (<5)	17% (26)		3% (<5)	7% (<5)	
Grand Total	100% (242)	100% (133)	100% (152)	100% (140)	100% (39)	100% (14)	100% (11)

Enrollments	Fall '20	Fall '21	Spring '21	Spring '22	Summer '21	Winter '21	Winter '22
Day Class	65% (176)	47% (72)	52% (103)	51% (87)	20% (9)	100% (14)	
Evening Class			10% (22)	11% (19)			
Unknown Class	35% (79)	53% (68)	38% (60)	37% (55)	80% (34)		100% (11)

The demographic variables remained consistent throughout the review period. There has been an increase in female enrollment since the last review. The average per semester of females enrolled was 76.8%, an increase of 13%. Male enrollment decreased to 24% a reduction of 12%. Latinx enrollment remained the highest followed by African American students. Since 2021 Compton College has been designated as a Hispanic Serving Institution. The increase in enrollment of Latinx is reflective of being an HSI.

The International Association of Chiefs of Police has recommended recruiting a more diverse workforce in law enforcement. As such, the program has hosted recruiters from several different agencies including the California Highway Patrol, Los Angeles Police Department, Los Angeles County Sheriff's Department, Federal Bureau of Investigation, California Parole, and Transportation Security Administration (TSA).

Unfortunately during this period, there was a severe decrease in students' goal to transfer to a four-year university. The Associates of Science Transfer option allows students the opportunity to complete the foundational courses in the major and General Education requirements for transfer with additional benefits when transferring to a CSU with a participating major. Since the majority of our students are interested in transfer, this degree option is of utmost importance to our department. The offering of this important degree type has motivated our students to consider transfer as an obtainable goal. Counselors are invited to the classrooms to advise students to complete education plans.

The most significant decrease in demographic was the under 18 years of age 48% decrease in enrollment from Fall 2020 to Fall 2021. This was also a consequence of the pandemic and courses not being offered in person on high school campuses and the Early College offered on campus. In Fall, of 2020, the head count for those under 18 was 111. The highest it has been in subsequent semesters during this review period has been between 53- 58.

The other significant change during this review period was the class load and educational goal. The part-time/full-time class load was virtually equal at 50%. During this review period, nearly 70% were enrolled as part-time students. Also, during the previous review, 32% were enrolled with the intent to transfer, and almost 4% enrolled for enrichment of skills. During this review, the education goal increased to over 70% for enrichment while the intent to transfer was only 12%. This may be attributed to the pandemic and the need to obtain the skills and training to become competitive in the job market as a result of businesses being shuttered and obtaining the basic skills to find employment.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

Academic Y..	Course ID	Grade					Grand Total
		B	C	D	A	F	
2018-19	AJ-100	34 (28%)	23 (19%)	6 (5%)	31 (25%)	28 (23%)	122 (100%)
	AJ-103	25 (23%)	26 (24%)	8 (7%)	18 (17%)	31 (29%)	108 (100%)
	AJ-106		<5 (18%)		8 (73%)	<5 (9%)	11 (100%)
	AJ-111	6 (20%)	<5 (10%)		17 (57%)	<5 (13%)	30 (100%)
	AJ-115	6 (11%)	5 (9%)	<5 (4%)	33 (62%)	7 (13%)	53 (100%)
	AJ-126	<5 (44%)			5 (56%)		9 (100%)
	AJ-130	<5 (27%)	<5 (20%)	<5 (7%)	6 (40%)	<5 (7%)	15 (100%)
	AJ-131	6 (25%)	6 (25%)	<5 (4%)	7 (29%)	<5 (17%)	24 (100%)
	AJ-132	<5 (23%)			10 (77%)		13 (100%)
	AJ-170	6 (16%)	<5 (8%)	6 (16%)	6 (16%)	17 (45%)	38 (100%)
2019-20	AJ-100	31 (21%)	18 (12%)	8 (5%)	56 (37%)	37 (25%)	150 (100%)
	AJ-103	31 (25%)	12 (10%)	<5 (3%)	57 (45%)	22 (17%)	126 (100%)
	AJ-107	<5 (7%)	<5 (7%)	<5 (4%)	19 (70%)	<5 (11%)	27 (100%)
	AJ-111	5 (14%)	<5 (11%)	<5 (3%)	14 (40%)	11 (31%)	35 (100%)
	AJ-115	6 (23%)	<5 (8%)		18 (69%)		26 (100%)
	AJ-130	<5 (12%)	<5 (6%)		13 (76%)	<5 (6%)	17 (100%)
	AJ-131	<5 (13%)	8 (33%)	<5 (4%)	5 (21%)	7 (29%)	24 (100%)
	AJ-134	<5 (22%)	<5 (11%)	<5 (6%)	9 (50%)	<5 (11%)	18 (100%)
	AJ-170	<5 (20%)	7 (35%)		<5 (20%)	5 (25%)	20 (100%)

Academic Y.	Course ID	Grade					Grand Total
		B	C	D	A	F	
2020-21	AJ-100	44 (26%)	24 (14%)	8 (5%)	63 (37%)	30 (18%)	169 (100%)
	AJ-103	19 (17%)	17 (15%)	<5 (4%)	49 (44%)	22 (20%)	111 (100%)
	AJ-107	<5 (14%)	<5 (9%)		12 (55%)	5 (23%)	22 (100%)
	AJ-111	5 (14%)	<5 (8%)	<5 (3%)	19 (51%)	9 (24%)	37 (100%)
	AJ-115	14 (23%)	11 (18%)	<5 (5%)	29 (48%)	<5 (5%)	60 (100%)
	AJ-126	<5 (19%)	<5 (6%)		8 (50%)	<5 (25%)	16 (100%)
	AJ-130	7 (17%)	<5 (7%)	<5 (5%)	21 (51%)	8 (20%)	41 (100%)
	AJ-131	<5 (13%)	5 (33%)		7 (47%)	<5 (7%)	15 (100%)
	AJ-134	<5 (23%)	<5 (8%)		6 (46%)	<5 (23%)	13 (100%)
	AJ-170	<5 (36%)			5 (45%)	<5 (18%)	11 (100%)
2021-22	AJ-100	15 (15%)	13 (13%)	5 (5%)	38 (38%)	29 (29%)	100 (100%)
	AJ-103	12 (15%)	7 (9%)	<5 (4%)	39 (50%)	17 (22%)	78 (100%)
	AJ-107	<5 (22%)	<5 (22%)		<5 (33%)	<5 (22%)	9 (100%)
	AJ-109				7 (78%)	<5 (22%)	9 (100%)
	AJ-111	5 (24%)	<5 (10%)		11 (52%)	<5 (14%)	21 (100%)
	AJ-115	8 (22%)	9 (24%)	8 (22%)	<5 (5%)	10 (27%)	37 (100%)
	AJ-126	7 (33%)	<5 (14%)		10 (48%)	<5 (5%)	21 (100%)
	AJ-130	<5 (10%)	<5 (6%)	<5 (6%)	11 (35%)	13 (42%)	31 (100%)
	AJ-131	<5 (67%)			<5 (33%)		6 (100%)
	AJ-134		<5 (6%)		8 (44%)	9 (50%)	18 (100%)
AJ-170	<5 (13%)		<5 (7%)	9 (60%)	<5 (20%)	15 (100%)	

The majority of students received passing grades (A-C) during this review period. There was a slight decline as education adapted to transitioning to online learning. However, after the initial decline in the 2020-2021 school year, grades began to trend upward slightly. However, in the 2021-2022 school year, grades began to decline again. The impact of the pandemic and how students adapted to the modified modality was fluid and remains varied among students.

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.



Overall Success and Retention

Success Rate by Course

Course ID	2019-20	2020-21	2021-22
AJ-100	46%(41)	70%(191)	62%(93)
AJ-103	63%(100)	75%(114)	67%(86)
AJ-107	70%(33)	77%(22)	78%(9)
AJ-109			64%(11)
AJ-111		71%(38)	75%(24)
AJ-115	79%(33)	89%(61)	55%(31)
AJ-126		63%(19)	91%(23)
AJ-130	57%(28)	76%(41)	52%(31)
AJ-131		93%(15)	75%(8)
AJ-134		61%(18)	
AJ-135		86%(14)	
AJ-150	49%(39)	83%(12)	20%(10)
AJ-170		82%(11)	65%(17)
Grand Total	61%(274)	75%(556)	64%(343)

Unique Students

Academic Year	
2019-20	220
2020-21	338
2021-22	218
Grand Total	622

Overall Success Rate

Academic Year	
2019-20	61% (274)
2020-21	75% (556)
2021-22	64% (343)
Grand Total	67% (1173)

Overall Retention Rate

Academic Year	
2019-20	70% (274)
2020-21	96% (556)
2021-22	93% (343)
Grand Total	89% (1173)

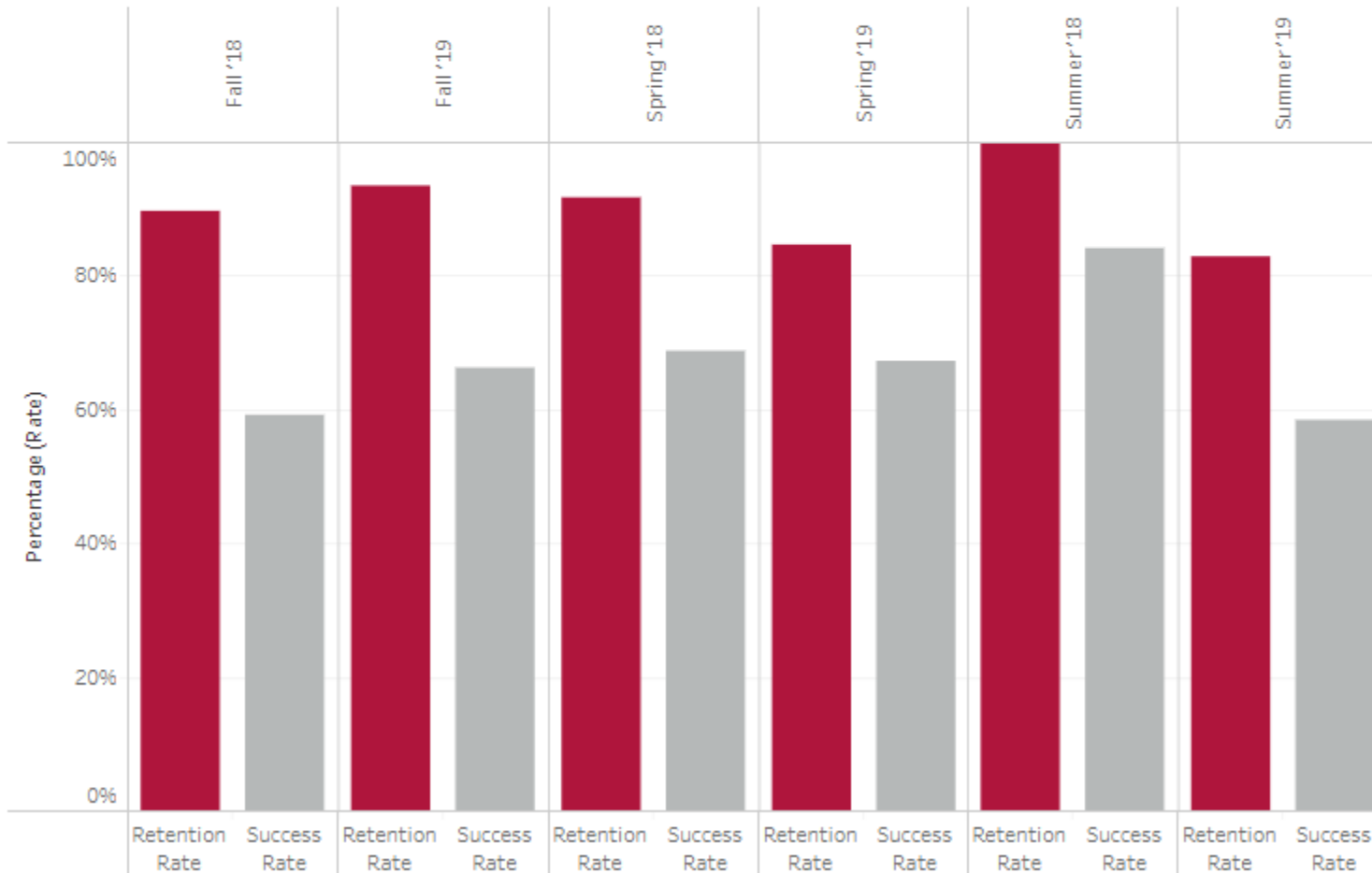
There is a correlation between student success and retention. Students who remained in class and engaged were those who were likely to succeed in class. Based on the data, the two gateway courses AJ 100 (Introduction to Administration of Justice) and AJ 103 (Criminal Law) provided the best indicator of success and retention. Once again, success and retention were pandemic-related. The retention rate remained above 70% and the success rate remained above 60% during the review period. As students enrolled in additional courses (most likely the students majoring in the course) the average success and retention increased incrementally.

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.



Success Rates

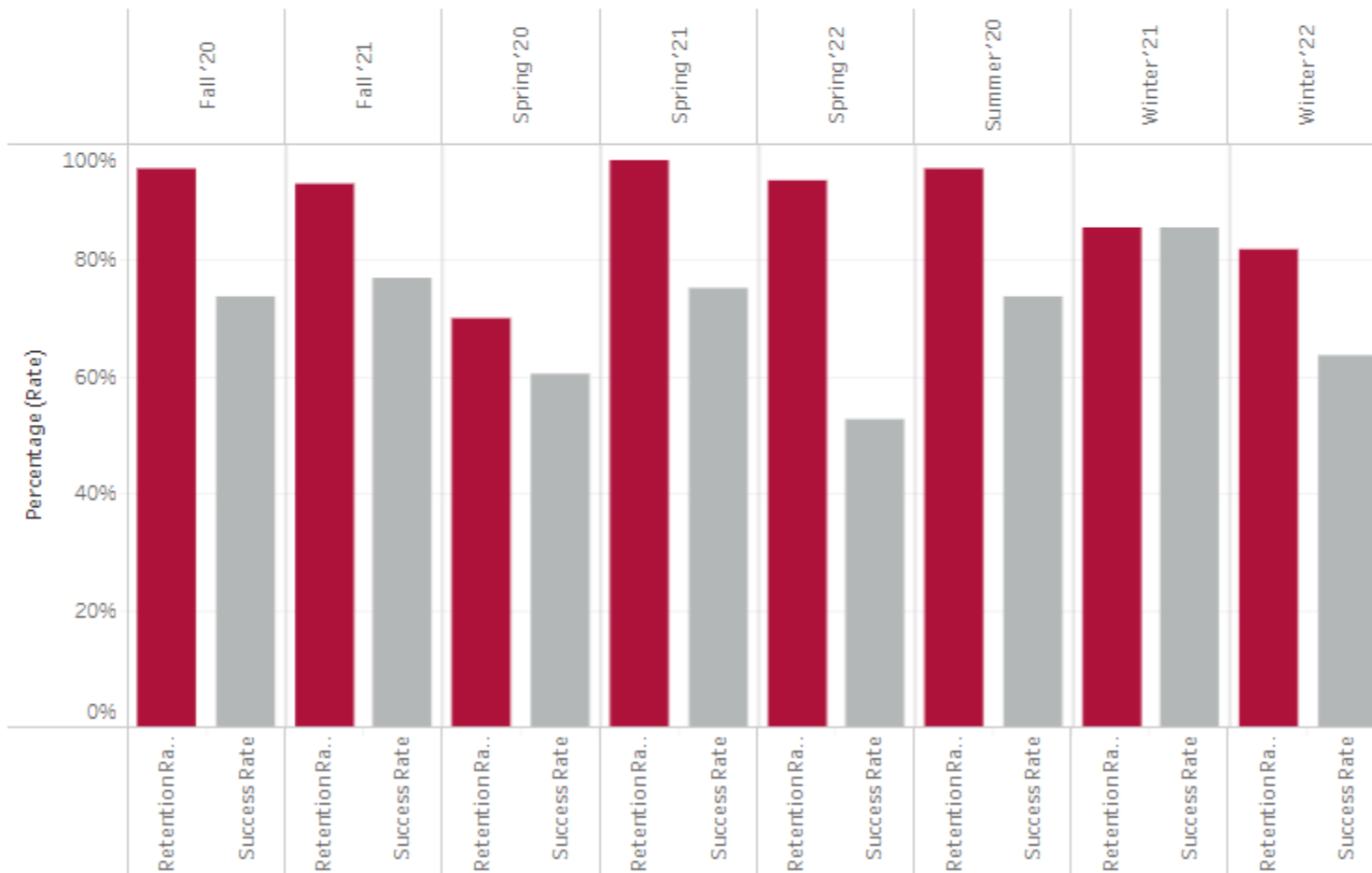
Education Goal	Fall '18	Fall '19	Spring '18	Spring '19	Summer '18	Summer '19
Basic Skills	0%(<5)	100%(<5)	72%(25)	0%(<5)	100%(<5)	0%(<5)
Degree/Cert Only	58%(24)	80%(5)	79%(14)	63%(30)	100%(<5)	50%(<5)
Enrichment	89%(9)	58%(204)	86%(14)	80%(10)	100%(<5)	100%(<5)
Intend to Transfer	63%(131)	76%(67)	64%(159)	68%(159)	100%(6)	52%(27)
Retrain/Recertify	50%(<5)	100%(<5)	100%(<5)	38%(8)	0%(<5)	75%(<5)
Undecided/Unstated	50%(66)	93%(30)	71%(70)	70%(66)	67%(6)	100%(<5)





Success Rates

Education Goal	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22	Summer '20	Winter '21	Winter '22
Basic Skills			100%(<5)					
Degree/Cert Only	75%(<5)	100%(<5)	0%(<5)	100%(7)	60%(5)	100%(<5)		100%(<5)
Enrichment	71%(222)	79%(141)	57%(213)	68%(148)	51%(161)	71%(34)	83%(12)	56%(9)
Intend to Transfer	74%(31)	53%(15)	70%(50)	89%(27)	100%(5)	78%(9)	100%(<5)	100%(<5)
Retrain/Recertify	100%(<5)		0%(<5)	100%(<5)		100%(<5)		
Undecided/Unstated	96%(25)	100%(<5)	100%(6)	92%(26)			100%(<5)	



During the review period retention rates averaged over 80%. The prepandemic numbers were consistently above 90%. The decline at the start of the pandemic in spring 2020 and has remained below 80% since. The student success rates remained at or above 60% until Spring 2022. However, during the non-traditional terms (Summer and Winter), enrollment success rates remained above 60%. This may be attributed to a limited number of course offerings and students who are AJ majors are completing courses to complete their degrees or certificates.

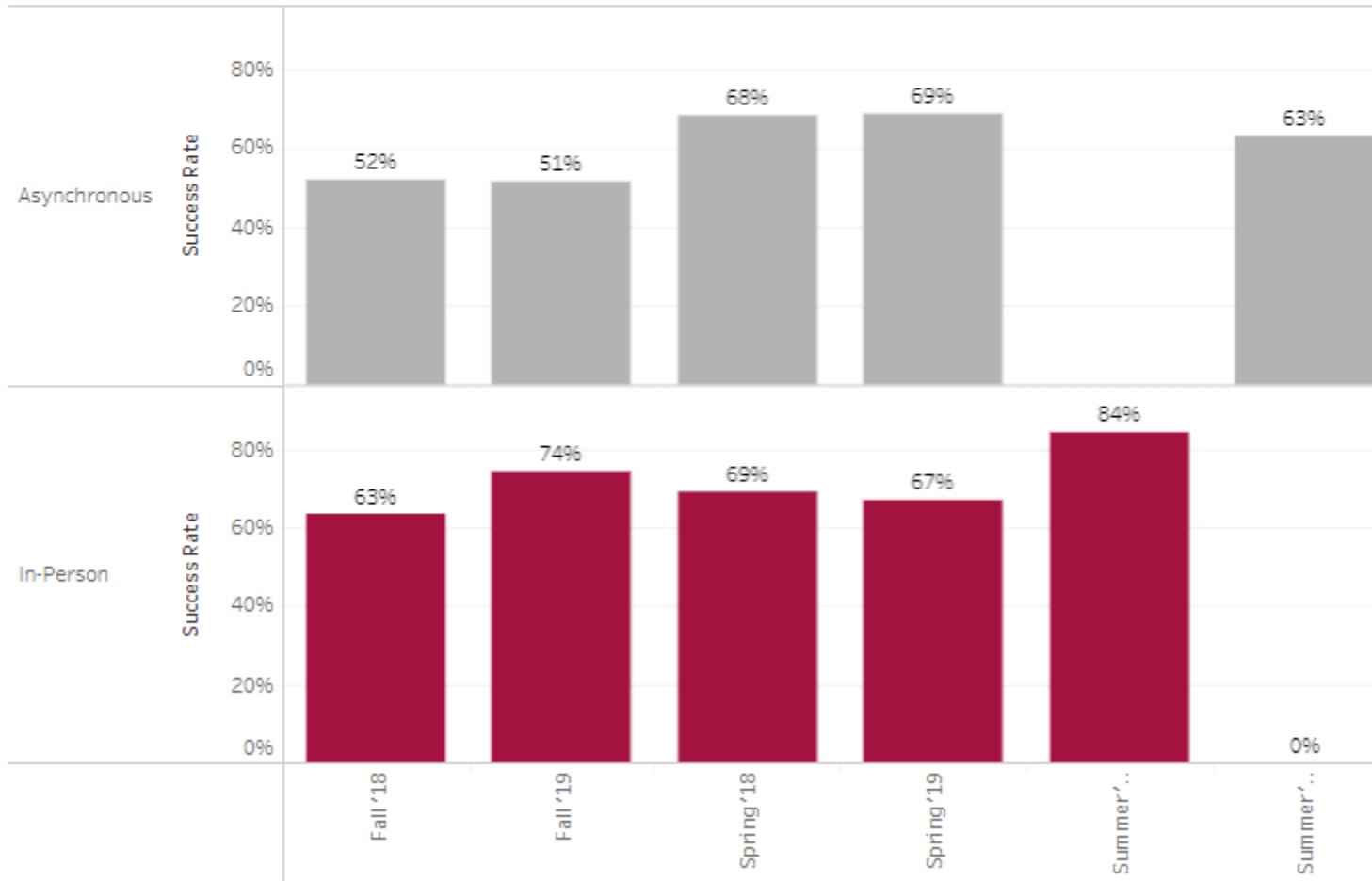
Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.



Success by Modality

Instruction Method	Fall '18	Fall '19	Spring '18	Spring '19	Summer '18	Summer '19
Asynchronous	52%(83)	51%(109)	68%(22)	69%(70)		63%(38)
In-Person	63%(150)	74%(201)	69%(264)	67%(204)	84%(19)	0%(<5)

Instruction M..

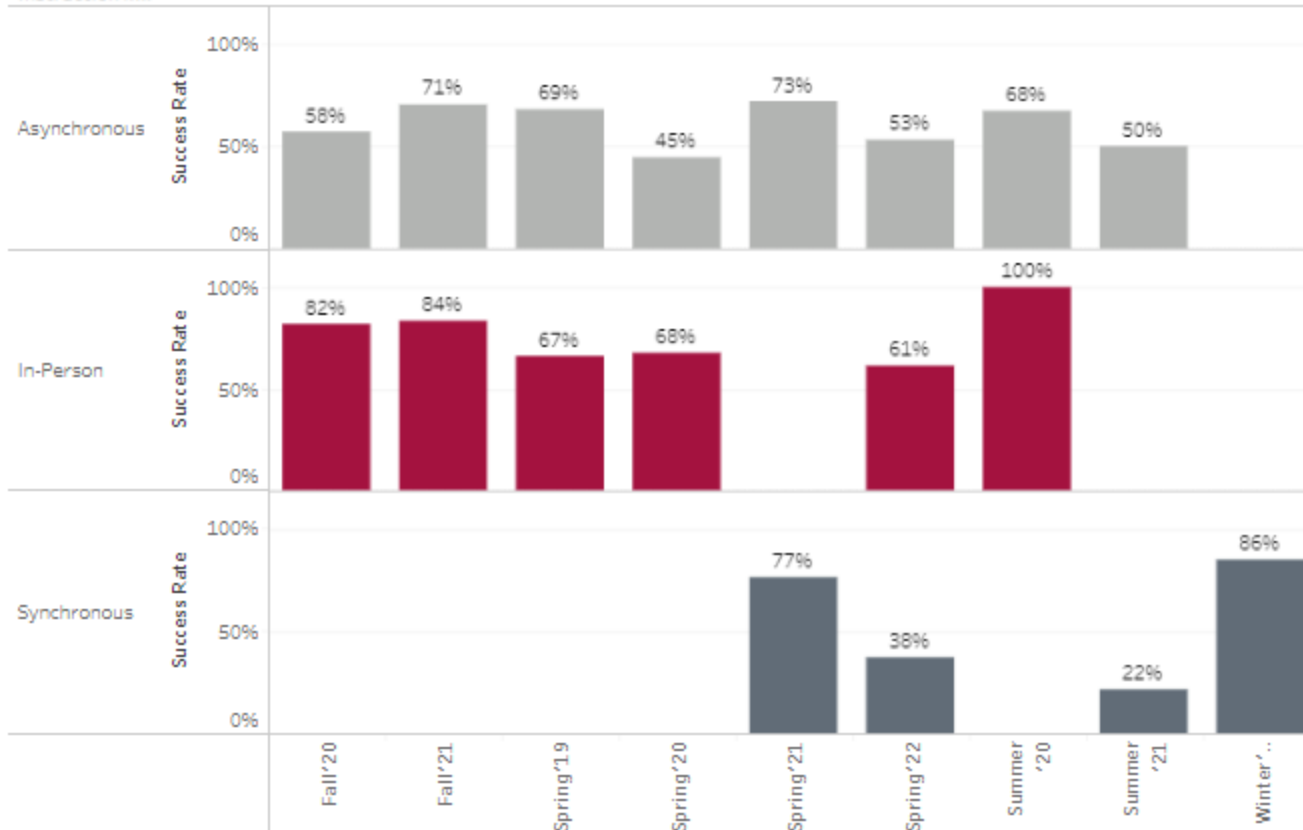




Success by Modality

Instruction Method	Fall '20	Fall '21	Spring '19	Spring '20	Spring '21	Spring '22	Summer '20
Asynchronous	58%(99)	71%(86)	69%(70)	45%(85)	73%(80)	53%(64)	68%(37)
In-Person	82%(186)	84%(75)	67%(204)	68%(189)		61%(67)	100%(9)
Synchronous					77%(131)	38%(40)	

Instruction M..

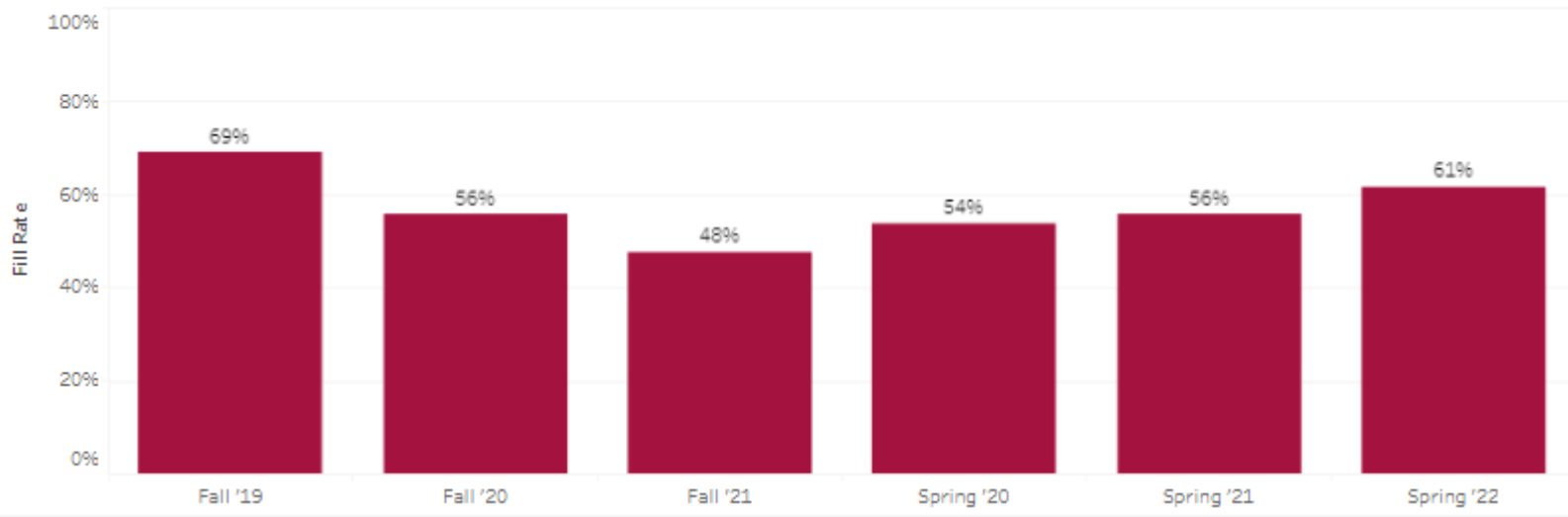


Pre-pandemic, in-person instruction averaged over 70%. However, when in-person instruction was suspended, students adapted to the modalities offered and there wasn't a significant decrease in success rates, rather there was a balance as students enrolled in the modality that would create a greater likelihood for success for them.

Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.

Fill Rates

Course Id	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
AJ-100	66% (115)	58% (130)	46% (44)	55% (24)	41% (30)	73% (41)
AJ-103	100% (80)	76% (61)	50% (40)	56% (74)	57% (50)	48% (43)
AJ-107				61% (27)	50% (22)	30% (9)
AJ-111	80% (35)	84% (37)	70% (21)			
AJ-115				59% (26)	69% (51)	97% (30)
AJ-126		36% (16)	73% (22)			
AJ-130				38% (17)	91% (41)	103% (31)
AJ-131	53% (24)	33% (15)	13% (6)			
AJ-150	53% (16)			50% (22)	27% (12)	33% (10)
AJ-170	44% (20)	24% (11)	50% (15)			



Pre-pandemic, (Fall 2019) fill rates were at an all-time high of 69%. In Fall of 2021, it was at a low of 48%. It remained throughout the review period averaging above 55%.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?

Administration of Justice courses are offered during the day and online. Courses offered between the hours of 9:30 - 12:40 had the greatest success. Courses offered in the afternoon (with the exception of High School Dual enrollment) were often canceled or moved to Canvas. Courses offered in the evening never reached enrollment over 20%. The possibility of offering more eight-week courses online in an effort to increase enrollment and complete local certificates of achievement.

Enrollments	Fall '18	Fall '19	Fall '20	Fall '21	Spring '18	Spring '19	Spring '20	Spring '21
Day Class	46% (93)	65% (190)	65% (176)	47% (72)	74% (181)	58% (141)	57% (133)	52% (103)
Evening Cla..	5% (12)				18% (44)	16% (39)	12% (33)	10% (22)
Unknown Cl..	49% (100)	35% (96)	35% (79)	53% (68)	8% (22)	26% (63)	31% (81)	38% (60)

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?

The following data is available regarding degree completion and transfer:

Year	ADT	CERT	Degrees	Total Awards
2017/2018	33	<5	<5	37
2018-2019	22	n/a	n/a	22
2019-2020	15	1	0	16

These numbers have declined over the years as enrollment has declined during and post-pandemic. With the inclusion of dual enrollment in the high schools, the awarding of degrees should increase in the next review period.

List any related recommendations

Based upon the number of students who enroll in at least three administration of justice courses, collaborate with the division counselor to meet with students to complete education plans to complete a certificate of achievement in the administration of justice.

Academic Program Review: (3) Curriculum First Submission: Version by **Mason, Donald** on 10/03/2023 17:57

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

The Administration of Justice course curriculum over the past review cycle has been submitted on time and in accordance with the framework outlined by the SLO coordinator. During this review period, 22 Courses underwent the curriculum review process. Listed below are the courses that have successfully completed the Course Review Process. The following courses were submitted, reviewed by the College Curriculum Committee, and approved by the Senate, and Board of Trustees:

AJ 100 Intro to Admin. Justice	AJ 103 Criminal Law
AJ 106 Crim. Justice Career Preparation	AJ 107 Intro to Corrections
AJ 109 Intro to Patrol Procedures	AJ 111 Criminal Investigations
AJ 115 Community Relations	AJ 121 Intro to Emergency Management
AJ 126 Juvenile Procedures	AJ 130 Criminal Procedures
AJ 131 Legal Aspects of Evidence	AJ 132 Forensic Crime Investigation
AJ 133 Fingerprint Investigation	AJ 134 Intro to Crime Analysis
AJ 135 Report Writing	AJ 142 Intro to Digital Evidence
AJ 149 Penal Code 832 Arrest and Firearms	AJ 150 Intro to Homeland Security
AJ 152 Intel and Security Management	AJ 154 Border Security Management
AJ 156 Intro to Terrorism/Counterterrorism	AJ 170 Constitutional Law

Explain any course additions to current course offerings.

There were no course additions during this review period.

Explain any course deletions and inactivations from current course offerings.

There have not been any course deletions or inactivation from the course catalog during this review period. All administration of justice courses required to earn the degrees and certificates have been offered at least once during the last two years. As a result of guided pathways, there is a consistent cycle for students to complete an education plan and complete the coursework to complete an AA or AS-T in Administration of Justice.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

Each course offered in the administration of justice is approved to be offered in every modality. Every instructor teaching administration of justice during this review period was approved to teach online. During his review period, the following courses were offered via distance education:

- AJ 100 - Introduction to Administration of Justice (Offered each semester)
- AJ 103 - Concepts of Criminal Law I (Offered each semester)
- AJ 106 - Criminal Justice Career Preparation (Spring 2019/2020)
- AJ 107 - Crime and Control - An Introduction to Corrections (Offered Fall 2020/2021/2022)
- AJ 109 - Introduction to Police Patrol Procedures (Offered Winter 2021/2022)
- AJ 111 - Criminal Investigation (Offered Fall 2019/2020/2021/2022)
- AJ 115 - Community and Human Relations (Offered Spring 2019/2020/2021)
- AJ 126 - Juvenile Delinquency and Legal Procedures (Offered Fall 2019/2020/2021)
- AJ 130 - Criminal Procedures (Offered Spring 2019/2020/2021/2022)
- AJ 131 - Legal Aspects of Evidence (Offered Fall 2019/2020/2021)
- AJ 132 - Forensic Crime Scene Investigation (Offered Fall 2019/2020/2021/2022)
- AJ 134 - Introduction to Crime Analysis (Offered Summer 2019/2021/2022)
- AJ 135 - Report Writing (Offered Winter 2021/2022)
- AJ 150 - Introduction to Homeland Security (Offered Spring 2019/2020/2021)
- AJ 170 - Constitutional Law for Criminal Justice (Offered Fall 2019/2020/2021/2022)

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

- Students who enroll in the administration of justice courses are seeking careers in law enforcement. There are students who will complete three courses (Introduction to Administration of Justice (AJ 100), Criminal Law (AJ 103), and Report Writing (AJ 135) to prepare them for the curriculum for the police academy or private security.
- Many entry-level positions do not require an AA degree although degree completion is encouraged and will result in an increased starting salary. Other non-AJ majors will complete the Introduction to Administration of Justice (AJ 100) course to satisfy an elective degree requirement. Since 2019, AJ 106 Criminal Justice Career Preparation course has been approved and will be offered to introduce students to the options offered in the administration of justice field. This course may need to be offered on an annual basis to provide students with the soft skills to be competitive in the job market.

- Students who are seeking positions and careers in courts or corrections can enroll in courses such as Criminal Procedures (AJ 130), Legal Aspects of Evidence (AJ 131), and Constitutional Law (AJ 170).
- There are also courses offered in Homeland Security in the event a student is seeking a career in the Department of Homeland Security as a Transportation Security Agent, or Department of Homeland Security Agent.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.

Since the pandemic, enrollment and completion have been impacted. The success and sustaining of completion will be accomplished by creating career opportunities for students seeking a career in the criminal justice field. If an internship that includes the police cadet program, as well as our partners in the community and working with Workforce Development to create job opportunities for AJ students, is created. This will increase the likelihood of success and students completing a certificate of achievement or ADT or Associates Degree.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

N/A - our courses are not attached to any state certifications during this review period.

List any related recommendations.

Continue to recruit students and offer opportunities in the criminal justice system or private sector of career opportunities for those who complete an associate's degree or certificate of completion.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) First Submission:

Version by **Mason, Donald** on 10/03/2023 17:57

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Administration of Justice	Number of Courses: 19	Date Updated: 09.18.2014	Submitted by: SueEllen Warren, ext. 451 Renee Newell, ext. 3308
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ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and locate, evaluate, document, and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of legal, social, and ethical aspects related to information use.</i>
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SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO, PLO, or ILO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment		
	1	2	3
PLO #1 The 4th Amendment Upon completion of a course of study in administration of justice, a student will be able to recognize unlawful behavior and take appropriate enforcement action properly utilizing probable cause as required in the 4th amendment of the US Constitution.	X		
PLO #2 Criminal Justice Reports Upon completion of a course of study in administration of justice, students will be able to properly document a criminal investigation, crime analysis report, intelligence report, or other criminal justice documentation. The report will include the correct elements of the incident involved, will include the relevant facts, be accurate and complete and will be grammatically correct.			
PLO #3 Interpreting Criminal Profiles and Identifying Criminal Behaviors Students completing a course of study in administration of justice will, after being provided a hypothetical crime scenario will be able to recognize, and interpret as suspicious or criminal behavior based on facts presented in the scenario.	X		
PLO #4 Certificates, Graduation, and Transfer Students completing a course of study in administration of justice will successfully earn a certificate/graduate/transfer to 4 year universities and will successfully compete for jobs in which they can apply legal, investigative and communicative skills acquired in the administration of justice program.			X
PLO #5 The Criminal Justice System Upon completion of a course of study in Administration of Justice, successful students will be able to explain what the criminal justice system is, what role it performs in society and how its components interact with one another in achieving its goals.			

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>		
	P1	P2	P3	P4	P5	1	2	3
AJ 10 Introduction to Homeland Security: SLO #1 NIMS & ICS Given course readings, lecture, video presentations of simulated scenarios, students will be able to describe and explain the role and functions of the National Incident Management System and Incident Command System.					X	X		
AJ 10 Introduction to Homeland Security: SLO #2 Historical Terrorism Identification Methods Given course readings, lecture, video presentations of simulated scenarios, students will be able to construct and explain a historical timeline that identifies methods used by national and international law enforcement and military agencies to counter and combat terrorism.			X					
AJ 10 Introduction to Homeland Security: SLO #3 Proper Ethical Issue Response Given course readings, lecture, video presentations of simulated scenarios, students will be able to read and evaluate a hypothetical situation that involves ethical issues and correctly explain a proper response to the situation.			X					
AJ 100 Introduction to Administration of Justice: SLO #1 Components of the Criminal Justice System Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to understand the concept of the criminal justice system and be able to identify and explain its various components.					X	X		
AJ 100 Introduction to Administration of Justice: SLO #2 Police Agency Structure Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to describe the basic structure of a policing agency and explain its component functions such as patrol, criminal investigation, traffic and its various administrative support functions.					X			
AJ 100 Introduction to Administration of Justice: SLO #3 Crime Causation Theories Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to be able to interpret a behavioral profile and be able to identify at least three crime causation theories that explain such behavior.			X					

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILA Alignment <i>(Mark with an X)</i>		
	P1	P2	P3	P4	P5	1	2	3
AJ 11 Intelligence and Security Management: SLO #1 Safety & Security Threats Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to identify and analyze threats to national and international safety and security.			X			X		
AJ 11 Intelligence and Security Management: SLO #2 Intelligence and Security Management Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to construct a flowchart that describes the intelligence gathering cycle.		X						
AJ 11 Intelligence and Security Management: SLO #3 Intelligence and Security Management Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to describe the goals for security management.					X			
AJ 111 Criminal Investigation: SLO #1 Criminal Investigation Upon completion of a course in criminal investigations a student will be able to explain and apply the legal concepts of corpus delecti, modus operandi, and legal rules of evidence, including the provisions of the 4th, 5th, 6th, and 14th Amendments to the United States Constitution as they apply to criminal investigations.	X					X		
AJ 111 Criminal Investigation: SLO #2 Crime Scene Procedures Upon completion of a course in criminal investigations a student will be able to identify the proper procedures for containing a crime scene, identify the evidentiary value of items at a crime scene, and explain current procedures for collecting and analyzing evidence.		X						
AJ 111 Criminal Investigation: SLO #3 Investigation Elements & Facts Upon completion of a course in criminal investigations a student will be able to narrate the elements and facts of a criminal investigation in a written report in preparation for prosecution and courtroom testimony.		X						
AJ 115 Community and Human Relations: SLO #1 Identify Potential Conflict Issues Upon completion of a course of study in multicultural law enforcement the student will be able to identify and explain key issues that pose potential conflict between diverse communities and the courts, police, and corrections.					X			
AJ 115 Community and Human Relations: SLO #2 Identify Strategies in a Multicultural Society Upon completion of a course of study in multicultural law enforcement the student will be able to identify and describe strategies for the administration of justice in a multicultural society.					X			
AJ 115 Community and Human Relations: SLO #3 History and Evolution of Multiculturalism in the U.S. Upon completion of a course of study in multicultural law enforcement the student will be able to explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.					X			

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>		
	P1	P2	P3	P4	P5	1	2	3
AJ 12 Border and Transportation Security: SLO #1 Law Enforcement Agencies Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to successfully define the roles and functions of local, federal and international law enforcement and describe ways in which those respective agencies interact.					X	X		
AJ 12 Border and Transportation Security: SLO #2 Counterterrorism Technologies Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to identify and describe specific technologies used in countering terrorism and explain how those technologies are used.			X					
AJ 12 Border and Transportation Security: SLO #3 Transportation System Vulnerabilities Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to look at the national transportation systems, air, rail, waterways and interstate highways, and identify 5 specific areas of vulnerabilities and risks.		X						
AJ 126 Juvenile Delinquency and Legal Procedures: SLO #1 Components of Juvenile System After reading text material and hand outs and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to prepare an organization chart of the Juvenile Division of the Department of Corrections and list and explain the various positions that probation officers play within that system.					X			
AJ 126 Juvenile Delinquency and Legal Procedures: SLO #2 Juvenile Process After reading text material and hand outs and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to: <ul style="list-style-type: none"> Describe how a juvenile enters the justice system from point of law enforcement contact/detention through adjudication using correct legal terms, and list each step and include the unique characteristics of the juvenile process as distinct from the adult process Explain the roles of probation and the prosecutor's office with respect to adjudication of minors accused of criminal conduct 					X			
AJ 126 Juvenile Delinquency and Legal Procedures: SLO #3 Diversion and Incarceration After reading text material and hand outs and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to review a hypothetical situation involving a juvenile offender, and prepare recommendations for diversion of that juvenile offender, providing facts that would support diversion in lieu of incarceration.		X						

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>		
	P1	P2	P3	P4	P5	1	2	3
	AJ 130 Criminal Procedures: SLO #1 Arrest to Verdict Having been given instruction and having participated in class discussions on the criminal justice process and completed written assignments involving hypothetical situations, successful students in AJ 130 will be able to list and explain the various steps in the justice process from point of arrest through jury verdict and post-trial issues.					X	X	
AJ 130 Criminal Procedures: SLO #2 Prosecution & Defense Plans Successful students will be able to explain the fundamental American legal principles of burden of proof and standard of proof, and how those concepts are applied in a criminal trial.	X							
AJ 130 Criminal Procedures: SLO #3 History and Evolution of Multiculturalism in the U.S. Successful students, having read and analyzed a hypothetical fact situation, will be able to create and build, based on those facts, a prosecution plan and a defense plan.			X					
AJ 131 Legal Aspects of Evidence: SLO #1 Probable Cause Successful students in AJ 131, having read text material, participated in class discussions and group assignments, and after completing various writing assignments during the course, will be able to write and explain the 4th Amendment concept of probable cause, and will be able to contrast that with the appellate court decisions on the concepts of reasonable suspicion and consensual encounter.	X					X		
AJ 131 Legal Aspects of Evidence: SLO #2 Rules of Evidence After reading a hypothetical fact situation, successful AJ 131 students will be able to locate and identify legal issues and apply the correct rule of evidence to those issues.	X							
AJ 131 Legal Aspects of Evidence: SLO #3 Legal Brief from Published Case Decision After receiving instruction in legal research, successful AJ 131 students will be able to locate a case decision in a published law book or online website, read said decision and prepare a legal brief using proper format.		X						
AJ 132 Crime Scene Investigation: SLO #1 Crime Scene Investigation Upon completion of this course and by participating in the learning process, the students will achieve a basic level of proficiency and an ability to demonstrate the fundamental skills and knowledge necessary to conduct a basic crime scene investigation.		X						
AJ 132 Crime Scene Investigation: SLO #2 Investigator Role Upon completion of this course and by participating in the learning process, the students will gain a principal understanding of the role of the Crime Scene Investigator in the criminal investigation process.		X						
AJ 132 Crime Scene Investigation: SLO #3 Crime Scene Evidence Upon completion of this course and by participating in the learning process, the students will recognize evidence at the crime scene and understand the value of crime scene evidence as it relates to crime scene investigation and providing investigative leads.		X						

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to IL Alignment <i>(Mark with an X)</i>		
	P1	P2	P3	P4	P5	1	2	3
AJ 133 Fingerprint Classification and Investigation: SLO #1 Fingerprint Fundamentals Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to describe and explain basic fingerprint definitions and describe the major fingerprint patterns using correct terminology.		X				X		
AJ 133 Fingerprint Classification and Investigation: SLO #2 Identification by Fingerprints Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to compare and document latent prints with known prints and form an opinion of identification.			X					
AJ 133 Fingerprint Classification and Investigation: SLO #3 Lifting Fingerprints Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to use fingerprint powder, fingerprint brush, card and lifting tape, process a potential site for latent fingerprints, develop a print, lift it and place it on a print card.		X						
AJ 134 Introduction to Crime Analysis: SLO #1 Crime Analysis Students in AJ 134, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to explain in detail what crime analysis is and the steps required to formulate an analytical report.		X				X		
AJ 134 Introduction to Crime Analysis: SLO #2 Crime Analysis Report AJ 134 students, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to prepare an accurate, clear and understandable crime analysis report based upon simulated crimes scenarios and explain where the reports are disseminated within the police organization and also to which outside criminal justice agencies.			X					
AJ 134 Introduction to Crime Analysis: SLO #3 Crime Report Patterns AJ 134 students, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to explain how data is entered into computer programs and how the data on reports produced are subsequently converted to show into specific patterns and modus operandi of criminal offenders.		X						

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>		
	P1	P2	P3	P4	P5	1	2	3
AJ 135 Report Writing: SLO #1 First Responder Preliminary Investigation AJ 135 students, after receiving instruction and reviewing handout material, will be able to explain the steps in a first responder preliminary investigation including the following: appropriate response and assessment, first contact with reporting party/victim, protective sweeps if necessary, documentation of statements and crime scene investigation.		X				X		
AJ 135 Report Writing: SLO #2 Crime Report Successful AJ 135 students, after reviewing sample reports and receiving instruction on report writing format, will be able to explain the two basic parts of the report, face pages, forms and narrative, and will be able to correctly record data from a simulated crime into the appropriate places on said forms.		X						
AJ 135 Report Writing: SLO #3 Written Narrative Successful students in AJ 135, after having reviewed their report writing manual and video tapes of simulated crimes and arrests and participated in discussions, will be able to construct a narrative based on those scenarios that is written in an acceptable format, accurately and clearly describe the elements of the particular crimes or the probable cause for the arrests, document statements that are clear, accurate and complete, and write such narratives using correct standard English grammar and contain no spelling errors.		X						
AJ 170 Laws Arrest, Search and Seizure: SLO #1 The 4th Amendment Search and Seizure students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to explain several parts of the 4th Amendment including its stated probable cause requirement for warrants for search and seizure, and will be able correctly apply the 4th Amendment in a factual situation.	X					X		
AJ 170 Laws Arrest, Search and Seizure: SLO #2 Search and Seizure Supreme Court Decisions Students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to list 3 US Supreme Court decisions that provide rules of law and guidance on search and seizure issues.	X							
AJ 170 Laws Arrest, Search and Seizure: SLO #3 Exclusionary Rule Students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to explain the exclusionary rule, its historical development and how it is applied to challenge searches and seizures conducted by law enforcement agencies.	X							

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>		
	P1	P2	P3	P4	P5	1	2	3
AJ 107 Crime and Control – An Introduction to Corrections: SLO #1 Role of Corrections After reading textbook material, participating in classroom discussions, and completing writing assignments, successful students in AJ 107 will be able to: <ul style="list-style-type: none"> • Describe the role of corrections in society and within the criminal justice system • Identify the various correctional positions including position responsibility and the agency within which the position resides • Describe the Department of Corrections and its functions and responsibilities 					X	X		
AJ 107 Crime and Control – An Introduction to Corrections: SLO #2 Probation and Parole After reading textbook material, participating in classroom discussions, and completing writing assignments, successful students in AJ 107 will be able to: <ul style="list-style-type: none"> • Explain the role of probation within the justice system • Explain the role of parole and how that differs from probation • Review a hypothetical fact situation on a convicted felon, including personal background history, prepare a pre-sentencing report for a judge 					X			
AJ 107 Crime and Control – An Introduction to Corrections: SLO #3 Corrections and Custody Successful students in AJ 107, after reading text material, participating in classroom discussion, watching select videos, and completing writing assignments, will be able to: <ul style="list-style-type: none"> • Describe the Justice and Medical models of corrections, and compare advantages and disadvantages to each system • Explain how inmates are ‘institutionalized’ • Compare and contrast the Importation and Deprivation models of inmate life in custody 			X					
AJ 109 Introduction to Police Patrol Procedures: SLO #1 Patrol Functions Given instructions provided and concepts demonstrated, successful students in will be able to describe and demonstrate preparing a patrol shift, how to investigate and document a complaint investigation and how to conduct and document a field interview.		X				X		
AJ 109 Introduction to Police Patrol Procedures: SLO #2 Suspicious & Unlawful Behavior Given instructions provided and concepts demonstrated, successful students will be able to explain how suspicious and unlawful behavior can be recognized and explain proper and legal procedures in establishing contact with and detaining suspicious subjects.			X					
AJ 109 Introduction to Police Patrol Procedures: SLO #3 Suspicious Vehicle Stop Given instructions provided and concepts demonstrated, successful students will be able to describe proper and safe techniques in making a stop on a suspicious vehicle.			X					

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>		
	P1	P2	P3	P4	P5	1	2	3
AJ 103 Criminal Law I: SLO #1 Definition of Crime Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to describe what a crime is and what the legal requirements are for any crime statute.	X					X		X
AJ 103 Criminal Law I: SLO #2 Felonies & Misdemeanors Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to research and locate any of the major felonies and misdemeanor crimes as discussed in class.				X				
AJ 103 Criminal Law I: SLO #3 Corpus Delecti Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to read any criminal statute, list and describe that statute's elements, and list and describe the corpus delecti of the respective crime as written in the statute.	X							
AJ 106 Criminal Justice Recruitment and Selection: SLO #1 Agency Job Postings Following instruction and practice in a classroom setting, successful students in this course will be able to: <ul style="list-style-type: none"> • Identify at least 3 criminal justice agency job postings through various media • Explain the various steps in the selection process for a criminal justice job • Prepare a resume and personal history statement that is complete and accurate 				X		X		
AJ 106 Criminal Justice Recruitment and Selection: SLO #2 Oral Interview Following instruction and practice in a classroom setting, successful students in this course will be able to communicate in a clear and organized manner during a mock oral interview for a criminal justice position and answer hypothetical problems using logic and correct legal standards.				X				
AJ 106 Criminal Justice Recruitment and Selection: SLO #3 Background Investigation Following instruction and practice in a classroom setting, successful students in this course will be able to identify 3 factors that could disqualify an applicant during a background investigation.				X				

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>					COURSE to ILO Alignment <i>(Mark with an X)</i>		
	P1	P2	P3	P4	P5	1	2	3
AJ 190 Law Enforcement Explorer Academy: SLO #1 Passing the Explorer Exam Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will successfully pass the final exam and be qualified to be a police explorer.				X				
AJ 190 Law Enforcement Explorer Academy: SLO #2 Police Agency Organization Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will be able to describe the organization of a police agency and explain the functions of its major organizational components.					X			X
AJ 190 Law Enforcement Explorer Academy: SLO #3 Responsibilities Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will be able to list and explain 3 responsibilities for each of the patrol, detective, traffic and records functions.					X			

Provide a timeline for your course and program level SLO assessments.

SLO Timeline Worksheet (2020 - 2024)

Division: HPS

Program: Administration of Justice

Program Review Year: Fall 2020

Directions: Please review this worksheet and the dates for SLO Collection. If you would like to make changes to this time line, please note them on the worksheet and explain your rationale for the changes. Please SIGN and e-mail an electronic copy of this Timeline Worksheet document (in Word or PDF format) to SJohnson@Compton.edu by **JUNE 12, 2020**. If this timeline is not returned by June 12, it will be considered accepted by your department and entered into Nuventive as is.

Division Chair: _____ Signature: _____ Date: _____

<u>Course and SLO #</u>	Note if offered only in FA/SU/SP	SP 2020	SU 2020	FA 2020	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024	FA 2024
PLO #1								X								
PLO #2										X						
PLO #3													X			
PLO #4																X
AJ 100 - SLO #1					X											
AJ 100 - SLO #2								X								
AJ 100 - SLO #3											X					
AJ 103 - SLO #1							X									X
AJ 103 - SLO #2										X						
AJ 103 - SLO #3													X			
AJ 107 - SLO #1					X											
AJ 107 - SLO #2										X						
AJ 107 - SLO #3											X					
AJ 109 - SLO #1	Not offered															
AJ 109 - SLO #2																

State the percent of course and program SLO statements that have been assessed.

The Department has assessed 100% of course and program SLOs during this review period.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

Students reported positive academic, occupational, and professional preparation being enrolled in Administration of Justice Courses. They recognize the relevance in the field of criminal justice with the events that occur on a daily basis in the news and for some in their lives. It creates a learning environment that involves active learning and personal accountability. The Student Learning Outcome Assessment reinforces the value of the courses and provides a real-life nexus between, occupational relevance with the academic rigor required in their future careers.

AJ 101 SLO Assessment Results:

The assessment indicated students are able to critically think and creatively and use analytical skills to identify and solve problems. Students are able to understand the concept of the criminal justice system and be able to identify and explain its various components.

AJ 103 SLO Assessment Results:

The assessment indicated students apply critical, and, analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms. Students in AJ 103, after reading text material, participating in discussions, and completing written assignments, were able to describe what a crime is and what the legal requirements are for any crime statute.

AJ 107 SLO Assessment Results:

The assessment indicated students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services. Describe the Justice and Medical models of corrections, and compare the advantages and disadvantages of each system. Compare and contrast the Importation and Deprivation models of inmate life in custody.

The assessment process of AJ courses prepares students to identify which component in the criminal justice system would match their educational and career objectives. Students become familiar with the duality of the criminal justice system as a vocation and academic discipline.

The success principles presented to students through instruction, the experiences of the instructors, and society are:

- Personal Accountability
- Self Discipline
- Self-Motivation
- Critical Thinking
- Cultural Competency

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

During the pandemic, the administration of justice faculty implemented communication, contact, and community in an effort to keep students engaged. It was also necessary to make improvements as necessary in the curriculum, teaching methods to enhance student learning, and pedagogical processes in the assessment process.

Administration of Justice faculty meet via Zoom to discuss the best practices under the circumstances. The faculty discussed a simple approach to the SLO process. The full-time faculty lead encouraged adjunct faculty to attend any professional development activities applicable to the SLO process. During the next review period, AJ faculty will continue to meet via zoom and in person when feasible to any improvements and recommendations for the assessment process that include revision of the SLO, working to gather SLO data, and how to apply the information from the assessments to assist with student success.

List any related recommendations.

I recommend that faculty within the discipline meet at least twice a semester to discuss best practices, assessment schedules, and if any training or assistance is needed in completing SLO assessments and student success. Also, Consistent stress on writing skills; assignments requiring short explanatory paragraphs to develop analytical skills for AJ students. Activities in the prior review should continue such as:

- Referrals to campus resources, including the Learning Center (for tutorial support) and the writing lab
- Field trips to criminal justice agencies to view the criminal justice process in action, including attendance at actual courtroom trials
- Group presentations to foster dialogue and critical thinking skills among students.
- Greater utilization of media to augment learning for students who have difficulty with reading comprehension

Academic Program Review: (5) Analysis of Student Feedback First Submission: Version by Mason, Donald on 10/03/2023 17:58

Describe the results of the student survey in the area of student support.

In the Fall of 2021 with the use of the LMS Canvas, I developed a survey to distribute to students to assess the following areas:

- Curriculum
- Student Experience (Support)
- Facilities and Equipment
- Program Objectives
- Student Satisfaction
- The survey was made available online to complete the survey. it was followed up by a focus group via Zoom representing a cross-section of students enrolled in Administration of Justice classes. The final follow-up was a series of exit "interviews" of students who were graduating and/or transferring. There were a total of 16 students who participated.

Student Support: The student survey addressed five questions related to the support students feel from their Administration of Justice Instructors and collectively indicated that most students (91%) strongly agree or agree that they feel supported by our instructors.

- Q1: Instructors in this program have helped me achieve my academic goals. 90% of the students surveyed indicated they strongly agree or agree with this statement.
- Q2: Instructors in this program have helped me stay on track. 90% of the students surveyed indicated they strongly agree or agree with this statement. Some students made reference to the Early Alert system contact that kept them on track.
- Q3: Instructors in this program provide opportunities to actively participate in my classes. 80% of the students surveyed indicated they strongly agree or agree with this statement.
- Q4: I have felt a sense of community within the program. 96% of the students surveyed indicated they strongly agree or agree with this statement. Gaiian due to the pandemic, this was an excellent indicator of staying connected to students while the campus was closed.
- Q5: Student contributions have been valued by instructors in this program. 92% of the students surveyed indicated they strongly agree or agree with this statement.

Describe the results of the student survey in the area of curriculum.

Curriculum: The student survey addressed five questions related to the curriculum of Administration of Justice courses.

- Q1: There is an appropriate range of courses offered in this program. 95% of the students surveyed indicated they strongly agree or agree with this statement.
- Q2: Courses were scheduled on days and times that were convenient for me. 85% of the students surveyed indicated they strongly agree or agree with this statement. (During this period, courses were offered online and via Canvas)
- Q3: I've been able to register for the classes I need within this program. 90% of the students surveyed indicated they strongly agree or agree with this statement.
- Q4: The courses in this program have helped me meet my academic goals. 80% of the students surveyed indicated they strongly agree or agree with this statement.
- Q5: There is a variety of extracurricular activities related to this program on campus. 50% of the students surveyed indicated they strongly agree or agree with this statement. During this period when campus availability was limited, students did not have use of the campus resources available.

Describe the results of the student survey in the area of facilities, equipment and technology.

Facilities, Equipment, and Technology: The student survey addressed three questions related to the facilities and technology.

- **Facilities, Equipment, and Technology:** The student survey addressed three questions related to the facilities, equipment, and technology used in the Administration of Justice classes.
- Q1: The buildings and classrooms used by this program are satisfactory. 93% of the students surveyed indicated they strongly agree or agree with this statement. This survey was completed prior to the Instructional Building One was online.
- Q2: I am satisfied with the opportunity for hands-on instruction (i.e. forensics supplies, and equipment). 72% of the students surveyed indicated they strongly agree or agree with this statement.
- Q3: I am satisfied with the computers and software used in this program. 75% of the students surveyed indicated they strongly agree or agree with this statement. Many students were relying on laptops and Chromebooks issued by the college as a means to attend and complete coursework.

Describe the results of the student survey in the area of program objectives.

Program Objectives: One question addressed the program objectives of our program.

- Q1: "I am aware of the course outcomes - what I should be able to learn and what skills I should possess after completing courses in the program." 95% of the students surveyed indicated that they strongly agree or agree with the statement

The student survey confirms that the program and instructors are meeting the needs of our students and feel supported by the efforts the college is making. The survey also highlights a few key areas of opportunity to better serve our students and enhance their learning experience and opportunities.

The area that students identified as the greatest opportunity for improvement was a lack of a "variety of extracurricular activities related to this program on

campus."Since the campus was closed, this may have been a contributing factor to this response.

Discuss the implications of the survey results for the program.

In Fall 2017 we started addressing this issue by changing the way we introduce industry partners to our students. Instead of having recruiters come out to talk to students about available jobs, we have asked that if they would like to come out they need to engage our students by having an interactive demonstration and/or a panel discussion that allow students to have a better understanding of the career field.

We invited representatives from law enforcement, courts, probation, corrections, and private industry into our classrooms, not to recruit, but to dialogue with our students. During this review period, we have not had the opportunity to engage our partners with the same frequency per pandemic, however, we are making in roads.

Discuss the results of other relevant surveys (if applicable).

N/A see prior responses.

List any related recommendations

As we return to campus operations, the two recommendations that were included in the previous review should be revisited and given serious consideration for implementation:

- Work with student services to create a Public Safety Club to give those who are interested in the field of administration of justice an opportunity to gather, network, and collaborate with each other.
- Create more opportunities for students to visit and experience the career opportunities in the field by offering field trips, and working with the advisory committee to identify internships and work experience prospects.

Academic Program Review: (6) Facilities and Equipment First Submission: Version by Mason, Donald on 10/03/2023 17:58

Describe and assess the existing program facilities and equipment.

During the review period, the administration of justice courses conducted classes in Tartar Village and the Vocational Technology buildings. Each classroom is equipped with a projector and computer station with campus network access for students and staff. These facilities are adequate for instruction. However, in-class instruction was suspended in Spring 2020 and did not resume until 2022 in the new Instructional Building One.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Since the administration of justice classes has been relocated into a new facility, there are no immediate needs for equipment.

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

There are no long-term needs related to facilities and equipment.

List any related recommendations.

Since there are two new buildings coming online as well as the existing equipment and facilities in use, there are no concerns in these areas in the review period.

Academic Program Review: (7) Technology and Software First Submission: Version by Mason, Donald on 10/03/2023 17:58

Describe and assess the adequacy and currency of the technology and software used by the program.

The Administration of Justice Program uses the standard computer software that comes preinstalled with the computers. The multi-media presentation centers allow for the use of audio, video, and demonstration presentations in the classroom. These assets are used to their fullest as facilitated learning is the norm in our program. In addition to being available for classroom instruction and guest speakers, students use the equipment for class presentations and projects.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

There are no current needs for any new software. The existing software available meets the needs of the course content being offered.

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Within the next two to four years, Artificial Intelligence software will become prominent in the classroom as well as in the criminal justice profession. Although the extent of its use and necessity is unknown, the use of such software when it becomes available will assist the administration of justice system students in learning how technology is used in crime analysis, evidence gathering, or digital evidence.

The cost and type of technology to be used are still unknown as it is still being used on a trial basis in criminal justice.

List any related recommendations.

Although there are no specific technology requests are being made during this review period, it is anticipated that there will be a resource request submitted between this review period and the next scheduled review period.

Academic Program Review: (8) Staffing First Submission: Version by Mason, Donald on 10/03/2023 17:58

Describe the program's current staffing, including faculty, administration, and classified staff.

The administration of justice program operates within the Health and Public Safety (HPS) Guided Pathway Division. The program is under the supervision of the division dean and supported by the division chair, instructional secretary, and division coordinator. There is one full-time tenure track faculty member and four adjunct faculty members.

As of fall 2018, the AJ faculty included one full-time faculty and three adjunct faculty. The full-time faculty member has been at Compton for two years. He has 20 years of teaching experience and administrative experience in law enforcement and higher education. He teaches a 100% load as well a member of the International Association of Emergency Managers, and the Los Angeles Orange County Threat Assessment Regional Training Group (TARGET) All adjuncts have backgrounds in law enforcement; one has 27 years of military law enforcement experience and teaches full-time at another community college, the other is a retired Lieutenant of the Los Angeles School Police Department; and one is a Supervisory Probation Officer, and the other is a retired police

corporal. All discipline faculty are qualified to teach the entire curriculum. All faculty are certified to teach online. Each is a member of the advisory committee.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

Currently, the staffing needs are sufficient based on the enrollment needs of the college. If there is an increase in enrollment in the future, it may require an increase in adjunct faculty. However, there is no immediate need or urgency to request an additional full-time faculty member.

List any related recommendations.

No recommendations during this review period.

Academic Program Review: (9) Direction and Vision First Submission: Version by Mason, Donald on 10/03/2023 17:58

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The AJ program—and the course and program SLO assessments--help measure student mastery of at least four of the institutional Core Competencies:

- Content Knowledge: Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- Critical, Creative and Analytical Thinking: Students solve problems make judgments and reach decisions using critical, creative and analytical skills.
- Communication and Comprehension: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- Professional and Personal Growth: Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve

FUTURE DIRECTION AND VISION

The field of Administration of Justice Program is in the growth mode. Employment in the Homeland Security, Digital-crime Investigations, and corrections job market is expected to increase for the foreseeable future.

In addition, the Online Education Initiative and market forces are driving the increased need for online course offerings. As mentioned earlier, the need to identify education pathways to demonstrate student completion and achievement is paramount to serving the needs of the students. In order to achieve these goals while meeting the needs of students the following recommendations should be considered and implemented.

RECCOMENDATIONS

Create local Certificates of Accomplishment in the following areas:

- Peace Officer Preparation

- Crime Scene Technician
- Courtroom Employee
- Corrections/Probation Specialist
- Homeland Security Specialist
- Security Officer Certificate

These “stackable” certificates can be obtained in one year by completing four classes. A student could obtain up to four certificates of completion as well as a certificate of achievement upon completion or 24 units. This model could serve as a framework to keep students engaged, increasing retention and completion rates.

PRIORITIZED RECOMMENDATIONS

Recommendations	Cost Estimate	Strategic Initiatives
<p>1. Create local Certificates of Accomplishment in the following areas:</p> <ul style="list-style-type: none"> • Peace Officer Preparation • Crime Scene Technician • Courtroom Employee • Corrections/Probation Specialist • Homeland Security Specialist • Security Officer Certificate 	<p>Cost Neutral</p>	<p>Improve recruitment, enrollment, retention, and completion rates for our students. (objectives 2,3)</p> <p>Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields. (objective 1)</p> <p>Support the success of all students to meet their education, and career goals. (objective 3)</p>
<p>1. Create a Public Safety Club</p>	<p>500.00</p>	<p>Improve recruitment, enrollment, retention, and completion rates for our students. (objective 4)</p>
<p>1. Purchase Administration of Justice Software</p> <ul style="list-style-type: none"> • Crime Scene • Evidence 	<p>2500.00</p>	<p>Improve recruitment, enrollment, retention, and completion rates for our students. (objective 3)</p>

<ul style="list-style-type: none"> • Forensic Science • Criminal Law • Reconstruction 		Support the success of students using technology. (objective 3)
1. Work with local High Schools to ensure that dual enrollment remains a priority and work with outreach to recruit and enroll students seeking a degree/certificate in administration of justice	Cost Neutral	Establish partnerships in the community and with the K-12 schools. (objectives 1 – 3)
1. Work with student services to offer tutoring and additional resources to improve retention and success rates of students	Cost Neutral	Support the success of students using technology. (objective 1)
1. Increase the number of degrees/certificates awarded by a minimum of 20%	Cost Neutral	Support the success of all students to meet their education, and career goals. (objective 3)

Explain the direction and vision of the program and how you plan to achieve it.

The field of the Administration of Justice Program is in the growth mode. Employment in the Homeland Security, Digital-crime Investigations, and Corrections job market is expected to increase for the foreseeable future. As many professionals are leaving the field due to retirement and burnout, the job prospects for potential criminal justice professionals are favorable.

The field of Administration of Justice Program is in the growth mode. Employment in the Homeland Security, Digital-crime Investigations, and Corrections job market is expected to increase for the foreseeable future.

In addition, the Online Education Initiative and market forces are driving the increased need for online course offerings. As mentioned earlier, the need to identify education pathways to demonstrate student completion and achievement is paramount to serving the needs of the students. In order to achieve these goals while meeting the needs of students the following recommendations should be considered and implemented.

Create local Certificates of Accomplishment in the following areas

- Peace Officer Preparation
- Crime Scene Technician
- Courtroom Employee
- Corrections/Probation Specialist
- Homeland Security Specialist
- Security Officer Certificate

These “stackable” certificates can be obtained in one year by completing four classes. A student could obtain up to four certificates of completion as well as a certificate of achievement upon completion of 24 units. This model could serve as a framework to keep students engaged, increasing retention and completion rates.

List any related recommendations.

In addition, the Online Education Initiative and market forces are driving the increased need for online course offerings. As mentioned earlier, the need to identify education pathways to demonstrate student completion and achievement is paramount to serving the needs of the students. In order to achieve these goals while meeting the needs of students the following recommendations should be considered and implemented.

Academic Program Review: (10) Prioritized Recommendations First Submission: Version by **Mason, Donald** on 10/03/2023 17:59

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

Recommendations	Cost Estimate	Strategic Initiatives
<p>1. Create local Certificates of Accomplishment in the following areas:</p> <ul style="list-style-type: none"> • Peace Officer Preparation • Crime Scene Technician • Courtroom Employee • Corrections/Probation Specialist • Homeland Security Specialist • Security Officer Certificate 	<p>Cost Neutral</p>	<p>Improve recruitment, enrollment, retention, and completion rates for our students. (objectives 2,3)</p> <p>Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields. (objective 1)</p> <p>Support the success of all students to meet their education, and career goals. (objective 3)</p>
<p>1. Create a Public Safety Club</p>	<p>500.00</p>	<p>Improve recruitment, enrollment, retention, and completion rates for our students. (objective 4)</p>
<p>1. Purchase Administration of Justice Software</p>	<p>2500.00</p>	<p>Improve recruitment, enrollment, retention, and completion rates for our</p>

<ul style="list-style-type: none"> • Crime Scene • Evidence • Forensic Science • Criminal Law • Reconstruction 		<p>students. (objective 3)</p> <p>Support the success of students using technology. (objective 3)</p>
1. Work with local High Schools to ensure that dual enrollment remains a priority and work with outreach to recruit and enroll students seeking a degree/certificate in the administration of justice	Cost Neutral	Establish partnerships in the community and with the K-12 schools. (objectives 1 – 3)
1. Work with student services to offer tutoring and additional resources to improve retention and success rates of students	Cost Neutral	Support the success of students using technology. (objective 1)
1. Increase the number of degrees/certificates awarded by a minimum of 20%	Cost Neutral	Support the success of all students to meet their education, and career goals. (objective 3)

The Rationale of the Priority of Recommendations:

Success/Completion: Recommendation Items 1,2

- The theme of the focus is student-centered and student success. Each of the recommendations is designed to promote student success. Each recommendation is aligned with an objective from recommendations one and two identifies how students entering can succeed and the options available. Item two also provides students with a form of networking and outreach. The benefit is that students can help each other succeed, promote personal and professional friendships, and have an experienced faculty advisor to help them navigate.

Resources for Student Success: Recommendation Item 3

- Recommendation item three provides students with the resources to succeed as they complete the administration of justice curriculum. This will provide them with the opportunity to use technology while experiencing real-life scenarios they are likely to encounter as criminal justice professionals beyond the textbook and classroom.

Opportunities for Success: Recommendation Items 4,5

- Recommendation items four and five address connection and partnership. These recommendations provide this program the best opportunity for success by creating opportunities that are already in place and expanding upon them. We have a robust dual enrollment program. If we continue to promote through outreach and collaboration with our K-12 partners, the growth will be exponential.

In order to improve retention and success rates, we need to make the opportunities for improvement a priority. As we identify students who may be having issues (academically, housing, food) that are barriers to success, we must first inform them of the campus resources available, and follow up with the students to guide them to the assistance that will give them the best opportunity for success.

Measurement of Success: Recommendation Item 6

- Recommendation six is the checkpoint. If we are successful in any of the priorities, the result should be an increase in student success. However, monitoring student success should be a priority to keep the program accountable. This recommendation serves as an evaluation of how the previous recommendations are progressing. If the focus is student success, a priority must be given to how effectively that is being executed, this should be revisited annually with the ability to examine, analyze, respond, and act accordingly.

Most of the recommendations are cost-neutral. This is by design to use the current staffing and infrastructure in place to accomplish the mission. The Public Safety Club would be a minimal start-up and the software cost may be obtained from VTEA or Strong Workforce funds (if available). The goal is to use as many resources in place without having to impact the budget with a plethora of resource requests. The success of any program is predicated on maximizing the resources, personnel, and what is currently in place. When we seek outside sources, it will enhance and supplement, not replace.