

# Administration of Justice

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## 2011 – 2012 Program Review

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# **ADMINISTRATION OF JUSTICE PROGRAM REVIEW**

## **I. OVERVIEW OF THE PROGRAM/MISSION STATEMENT**

### **ADMINISTRATION OF JUSTICE MISSION STATEMENT**

The El Camino College Administration of Justice program mission statement reads as follows: 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. Competencies will be assessed regularly in accordance with the California Commission on Peace Officers Standards and Training (P.O.S.T.) criteria.

### **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. From the beginning, there were three areas of concentration (called Options) within the program—Police Science, Corrections and Industrial Security.

Throughout the years, the program has undergone changes based upon student interests and the results of program reviews. For example, the findings of the 2004 Program Review indicated that most of the Administration of Justice students were interested in the Corrections 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 Police Science and Industrial Security options had waned according to that 2004 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 2004 Program Review was to devise a recruitment plan to attract more students into the Police Science option because employment opportunities were then plentiful in that area. 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.

These recommendations have not been acted upon during the time since the 2004 Program Review. Instead, based on the implementation of the El Camino College--Compton Community College District state legislated partnership, the El Camino College Administration of Justice curriculum was adopted, with its own mission and priorities.

### **Degrees/Certificates Offered at El Camino College Compton Center**

The Administration of Justice degree or certificate at El Camino 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 El Camino College.

Additionally, El Camino College has the approval of the State Chancellor’s Office to offer a transfer Associate of Science degree in Administration of Justice (AS-T). That degree is intended to provide students with the requisite academic background for obtaining a baccalaureate degree in a similar major at a CSU campus. Students completing the AS-T are guaranteed admission into the CSU system, but not to a particular campus or in a specific major. In order to earn an AS-T degree, students must complete:

- (1) A minimum of 18 semester units in the major with a grade of C or better
- (2) 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0
- (3) The CSU General Education Breadth requirements or the Intersegmental General Education Transfer Curriculum (IGETC)

Students who complete the AS-T will have a strong academic foundation in the field and will be prepared for successful upper division baccalaureate study at the university level. The coursework for the AS-T degree will satisfy most of the lower-division requirements at many institutions within the California State University system. Students transferring to a UC, private, or out-of-state university should consult with an El Camino College counselor when planning to complete the AS-T degree, since transfer requirements may be slightly different in those circumstances.

## **AS-T DEGREE**

### ***ADMINISTRATION OF JUSTICE AA DEGREE REQUIREMENTS***

Administration of Justice 100	Introduction to Administration of Justice	(3 units)
Administration of Justice 103	Concepts of Criminal Law I	(3 units)
Administration of Justice 115	Community and Human Relations	(3 units)
Administration of Justice 130	Principles of the Justice System	(3 units)
Administration of Justice 131	Legal Aspects of Evidence	(3 units)
Administration of Justice 135	Report Writing	(3 units)
Administration of Justice 170	Laws of Arrest, Search and Seizure	(3 units)

#### **Plus a minimum of 6 units from the following:**

Administration of Justice 70	Introduction to Industrial Security	(3 units)
Administration of Justice 95/96 ABCD	Cooperative Career Education	(2-4 units)
Administration of Justice 107	Crime and Control - An Introduction to Corrections	(3 units)
Administration of Justice 109	Introduction to Police Patrol Procedures	(3 units)
Administration of Justice 111	Criminal Investigation	(3 units)
Administration of Justice 125	Traffic Control and Accident Investigation	(3 units)

Administration of Justice 126	Juvenile Delinquency and Legal Procedures	(3 units)
Administration of Justice 133	Fingerprint Classification and Investigation	(3 units)
Administration of Justice 134	Introduction to Crime Analysis	(3 units)
Administration of Justice 136	Ethics in the Justice System	(3 units)
Administration of Justice 150	Peace Officer Training Module - Level III	(8 units)
Administration of Justice 155	Peace Officer Training Module - Level II	(11 units)

**Total Units: 27-32**

All courses required for the major are offered at least once a year at the Compton Center, as are the following electives: 107, 109, 111,126, and 134.

***Certificate of Achievement***

A Certificate of Achievement is awarded to students who complete the prescribed program with a 2.0 grade point average.

**Administration of Justice Option:**

Administration of Justice 100	Introduction to Administration of Justice	(3 units)
Administration of Justice 103	Concepts of Criminal Law I	(3 units)
Administration of Justice 115	Community and Human Relations	(3 units)
Administration of Justice 130	Principles of the Justice System	(3 units)
Administration of Justice 131	Legal Aspects of Evidence	(3 units)
Administration of Justice 135	Report Writing	(3 units)
Administration of Justice 170	Laws of Arrest, Search and Seizure	(3 units)

**Plus a minimum of 6 units from the following:**

Administration of Justice 70	Introduction to Industrial Security	(3 units)
Administration of Justice 95/96 ABCD	Cooperative Career Education	(2-4 units)
Administration of Justice 107	Crime and Control - An Introduction to Corrections	(3 units)
Administration of Justice 109	Introduction to Police Patrol Procedures	(3 units)
Administration of Justice 111	Criminal Investigation	(3 units)

Administration of Justice 125	Traffic Control and Accident Investigation	(3 units)
Administration of Justice 126	Juvenile Delinquency and Legal Procedures	(3 units)
Administration of Justice 133	Fingerprint Classification and Investigation	(3 units)
Administration of Justice 134	Introduction to Crime Analysis	(3 units)
Administration of Justice 136	Ethics in the Justice System	(3 units)
Administration of Justice 150	Peace Officer Training Module – Level III	(8 units)
Administration of Justice 155	Peace Officer Training Module - Level II	(11 units)

**Total Units: 27-32**

**All the courses required for this certificate are offered at the Compton Center at least once a year.**

***Certificate of Accomplishment***

A **Certificate of Accomplishment** is awarded to students who complete the prescribed program with a 2.0 grade point average or above.

At least 50% of the courses required for the Certificate of Accomplishment must be completed at El Camino College.

**Security Officer Option:**

Administration of Justice 70	Introduction to Industrial Security	(3 units)
Administration of Justice 115	Community and Human Relations	(3 units)
Administration of Justice 135	Report Writing	(3 units)
Administration of Justice 140	Basic Security Officer Training	(2 units)
Computer Information Systems 13	Introduction to Computers	(3 units)

Neither AJ 70 nor 140 are offered at this time at Compton.

**Total Units: 14**

**Recommendation:**

**AJ 70 and 140 should be offered at least once a year to enable students to complete the requirements for the Security Officer Certificate of Accomplishment.**

## II. ANALYSIS OF INSTITUTIONAL RESEARCH DATA ENROLLMENT

### ***DEGREE AND CERTIFICATE COMPLETION***

In 2011-12 7 students at Compton earned an AA degree in Administration of Justice and 5 received a Certificate. The low number of students obtaining an AJ Certificate is likely due to the fact that a certificate is no longer a requirement for obtaining entry-level employment in the California criminal justice system.

### ***ENROLLMENT***

Enrollment in AJ courses kept pace and contributed to the significant increase in FTES for the Center during 2007-2010. The number of students enrolled in discipline courses rose during this period of time from 99 to 279, an increase of 65%. Overall 3.2% of all students at the Center were enrolled in an AJ course during Fall 2010. In terms of FTES, there has been an increase from 15.31 FTES in fall 2007 to 31.65 FTES in fall 2010.

### ***EDUCATIONAL ATTAINMENT AND FULL-TIME/PART-TIME PERCENTAGES***

Overall, 82% of the students enrolled in AJ courses in Fall 2010 had a high school diploma and 4.3% an AA or higher degree, as compared to 72.2% and 10.4% for the institution as a whole.

At the same time the percentage of students in the AJ program who were full-time students was significantly higher than the institution as-a-whole. The percentage of full-time students enrolled in AJ courses in Fall 2010 was 34.4%, as opposed to an institutional percentage of only 18.7%. *This would seem to indicate that a significant number of AJ students have a clearly defined career path and are conscientiously taking the courses needed to attain a position in the field of criminal justice.*

### ***EDUCATIONAL GOAL***

The data for educational goal is essentially unreliable in its 2010 iteration, as almost 32% of students enrolled in AJ courses are listed with their goal as “unknown”, compared to only 28.9% in the institution as-a-whole. This undoubtedly skews the other data such as “intent to transfer” which shows an unlikely decline from 2007 to 2010 from 47.5% to 26.2%.

The student survey administered to students as a component of this program review offers more clarity, with 81% of respondents indicating that they planned to major in AJ.

#### 1. Course grade distribution; success and retention rates

##### ***Course Grade Distribution:***

<b>Year</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>P</b>	<b>D</b>	<b>F</b>	<b>I</b>	<b>NP</b>	<b>DR</b>	<b>W</b>	<b>Total Grades</b>
<b>2007</b>	12	24	29	0	14	4	0	0	29	29	141
<b>2008</b>	31	33	27	0	13	6	0	0	3	75	188
<b>2009</b>	38	46	57	0	21	36	0	0	50	61	309
<b>2010</b>	42	62	68	0	40	43	1	0	17	68	341

### Fall 2010

Course	A	B	C	P	D	F	I	NP	DR	W	Total Grades
AJ-100	15	14	15	0	5	8	0	0	2	39	98
AJ-103	4	12	16	0	3	4	0	0	2	7	48
AJ-109	4	7	5	0	7	12	1	0	4	1	41
AJ-111	6	9	5	0	9	4	0	0	0	9	42
AJ-126	2	2	7	0	6	5	0	0	1	1	24
AJ-131	5	12	9	0	5	5	0	0	0	6	42
AJ-170	6	6	11	0	5	5	0	0	8	5	46

For each year, from 2007-2010, students earned more combined grades of A-B in the program than any other grades. This is a good indicator of student success, which is defined as completing the courses with a grade of “C” or better. However, in the year 2009, the number of “D’s” and “F’s” combined equaled the total number of “C” grades for that year. In 2010, there was a combined total of 83 “D’s” and “F’s”. While this number did not exceed the combined number of “A’s” and “B’s”, that 83 number is still high.

The large number of “D’s” and ‘F’s” for the years 2009 and 2010 seems to lend credence to the discipline faculty’s belief that a large number of the students who enroll in AJ courses do so while lacking both the requisite reading and writing skills to be successful in the courses.

In the fall of 2010, AJ-109 and AJ-126 were the courses in which the combined D-F grades outnumbered the combined A-B grades, and outnumbered the total number of C grades. Perhaps it was a combination of course rigor and lack of academic preparation (requisite reading and writing proficiency) previously mentioned that caused such poor student academic performance in these particular courses.

### ***STUDENT SUCCESS AND RETENTION CHARTS***

Student success is defined as completing the course with a grade of “C” or better, while retention indicates that a student has remained enrolled until the end of term regardless of success.

Student success rates in AJ courses vary from course to course. Overall, the retention rate in all AJ courses offered in fall 2010 was 77% and the success rate 46%. In fall 2011 the retention rate remained the same, at 76%, but the success rate increased to 55%.



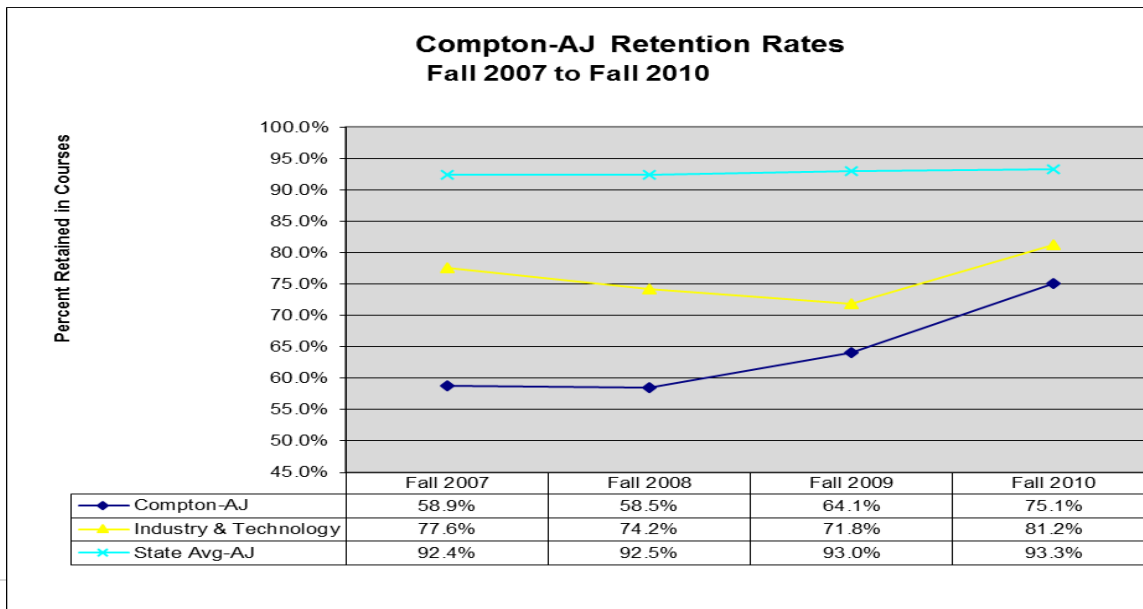
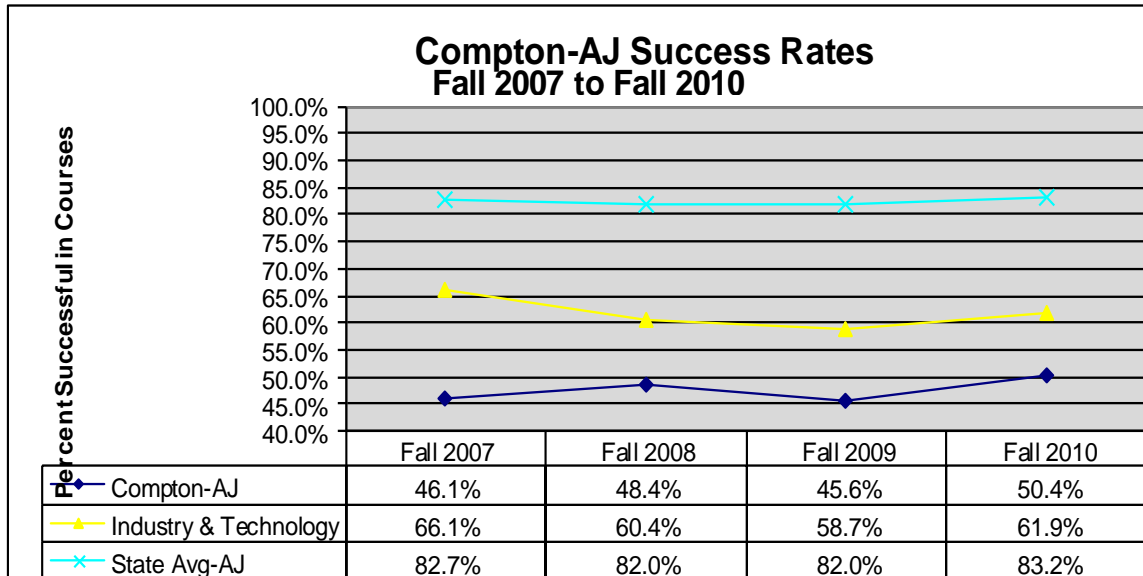
**STUDENT SUCCESS AND RETENTION CHARTS (continued)**

In fall 2010 the lowest retention/ success rates occurred in AJ 100 (44/34%). This course tends to attract a higher percentage of non-AJ students, those with no prior experience in the discipline, or students who are enrolled in college for the first time. It is interesting to note that students in the online course had a higher retention and success rate than those in the face-to-face section.

The best retention rate during fall 2010 was in AJ 126 (92%) and the greatest success rates were in AJ 103 (67%) and 131 (62%).

It is the strong feeling of discipline faculty that many students enroll in AJ courses lacking both requisite reading and writing skills to successfully complete the coursework. Consequently, they do poorly on exams and are most prone to drop the course. This was borne out in the PLO assessment conducted in conjunction with this program review. Reflections from that review included the following:

“We found that students had a basic understanding of the concepts but many struggled with articulating their answers in written form and analyzing the article they were required to read and analyze.”



**GENDER**

Enrollment of females in the program has decreased over the last three years, from 72.7% of all students in fall 2007 to 61.3% in fall 2010. It is unclear if this is statistically important. Gender variation reflects the gender distribution of the institution as a whole; in fall 2010 61.3% female and 38.7% male, compared to institutional percentages of 63.9% and 36%.

**ETHNICITY**

Enrollment by ethnicity also matches District ethnic distribution but has changed within the program itself. with the number of African-Americans declining from a high of 58.6% in fall 2007 to 45.9% in fall 2010. Conversely, Hispanic enrollment has increased during this period of time from 33.3% to 43.4%. Institutionally, the percentage of enrolled students in these ethnic groups in Fall 2010 were 44.5% and 36.6% respectively. *It appears that more Hispanic males are seeking careers in the criminal justice system.*

**AGE**

18.3% of AJ students in fall 2010 were 18 or younger; 33.3% were 18 to 21; 32.5% were aged 22-29; and 15.8% were older than 30. *This indicates that a large number of high school graduates are interested in careers in the criminal justice system, as are older students who may be seeking either career advancement or new employment opportunities.*

**Enrollment Statistics:**

**Demographic and Enrollment Characteristics**

**Compton-AJ -**

**Fall 2007 to Fall 2010**

Characteristic	Category	Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		n	%	n	%	n	%	n	%
<b>All Enrolled</b>	Total	99	100.0%	122	100.0%	215	100.0%	279	100.0%
<b>Gender</b>	Female	72	72.7%	80	65.6%	141	65.6%	171	61.3%
	Male	25	25.3%	42	34.4%	74	34.4%	108	38.7%
	Unknown	2	2.0%	0	0.0%	0	0.0%	0	0.0%
<b>Ethnicity</b>	African-American	58	58.6%	71	58.2%	116	54.0%	128	45.9%
	Amer. Ind. or Alaskan	1	1.0%	0	0.0%	1	0.5%	0	0.0%
	Asian	3	3.0%	1	0.8%	1	0.5%	5	1.8%
	Latino	33	33.3%	41	33.6%	74	34.4%	121	43.4%
	Pacific Islander	0	0.0%	2	1.6%	5	2.3%	5	1.8%
	White	1	1.0%	2	1.6%	5	2.3%	4	1.4%
	Unknown or Decline	3	3.0%	5	4.1%	8	3.7%	8	2.9%
<b>Age/Age Group</b>	Under 17	0	0.0%	2	1.6%	0	0.0%	7	2.5%
	17	3	3.0%	5	4.1%	4	1.9%	17	6.1%
	18	13	13.1%	19	15.6%	30	14.0%	27	9.7%
	19	7	7.1%	16	13.1%	22	10.2%	31	11.1%

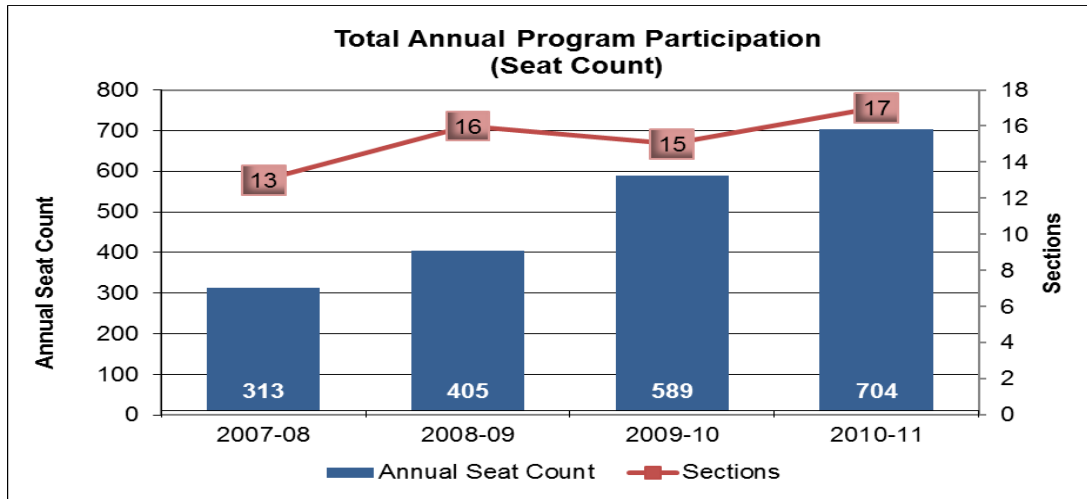
	20	5	5.1%	14	11.5%	23	10.7%	36	12.9%
	21	6	6.1%	6	4.9%	27	12.6%	26	9.3%
	22	4	4.0%	10	8.2%	21	9.8%	19	6.8%
	23	5	5.1%	3	2.5%	11	5.1%	23	8.2%
	24	7	7.1%	5	4.1%	5	2.3%	11	3.9%
	25-29	21	21.2%	18	14.8%	26	12.1%	38	13.6%
	30-39	18	18.2%	13	10.7%	26	12.1%	31	11.1%
	40-49	6	6.1%	8	6.6%	16	7.4%	8	2.9%
	50-64	2	2.0%	3	2.5%	4	1.9%	5	1.8%
	65+	2	2.0%	0	0.0%	0	0.0%	0	0.0%
<b>Class Load</b>	Full-time	40	40.4%	60	49.2%	109	50.7%	96	34.4%
	Part-time	59	59.6%	62	50.8%	106	49.3%	157	56.3%
	Not enrolled or N/A	0	0.0%	0	0.0%	0	0.0%	26	9.3%
<b>Academic Level</b>	AA or Higher	4	4.0%	3	2.5%	2	0.9%	12	4.3%
	HS Graduate	79	79.8%	106	86.9%	183	85.1%	230	82.4%
	Not a HS Grad	10	10.1%	9	7.4%	19	8.8%	7	2.5%
	K-12 Special Admit	2	2.0%	2	1.6%	1	0.5%	22	7.9%
	Unknown	4	4.0%	2	1.6%	10	4.7%	8	2.9%
<b>Educational Goal</b>	Intend to Transfer	47	47.5%	45	36.9%	79	36.7%	73	26.2%
	Degree/Certif. Only	10	10.1%	15	12.3%	15	7.0%	23	8.2%
	Retrain/recertify.	10	10.1%	8	6.6%	8	3.7%	5	1.8%
	Basic Skills/GED	4	4.0%	12	9.8%	12	5.6%	27	9.7%
	Enrichment	3	3.0%	3	2.5%	3	1.4%	8	2.9%
	Undecided	17	17.2%	12	9.8%	12	5.6%	55	19.7%
	Unknown	8	8.1%	27	22.1%	27	12.6%	88	31.5%

## ***SECTION COUNT AND CLASS FILL RATES***

Finally, sections, seat counts, and class fill rates have consistently increased from 2007-2008 to 2010-2011, congruent with increases institution-wide. Seat count went from 313 to 784 during these four years, even though the number of sections during this period increased by only 4. At the same time, part of this increase is attributable to substantially improving fill rates, from 49.6% in Fall 2007 to 91.9% in Fall 2010.

### 2. Enrollment statistics with section and seat counts and fill rates

	2007-08	2008-09	2009-10	2010-11	4 Yr. Average
Annual Seat Count	313	405	589	704	503



**SEAT COUNT**

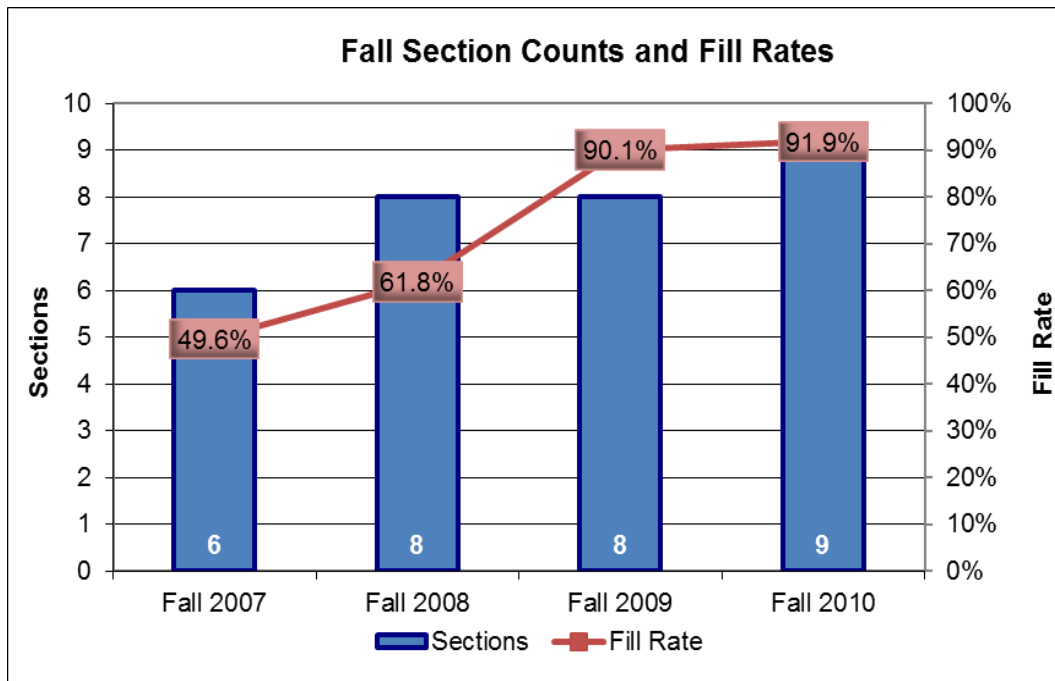
Course, Section, Seat Counts

Years: 2007-08 to 2010-11

	2007-08	2008-09	2009-10	2010-11
Sections	13	16	15	17
Seats	313	405	589	704
Unduplicated Students	189	240	335	443
Seats/Unduplicated Students	1.7	1.7	1.8	1.6

**Course Fill Rates**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010
	49.6%	61.8%	90.1%	91.9%



## ***TIME OF CLASSES***

In fall 2010 79.2% of students enrolled in AJ courses took daytime classes, and only 15.1% took evening courses. At the same time, several courses needed for students to complete major and certificate requirements were offered only at night. *This means that many students were forced to take both daytime and evening classes in order to matriculate in a timely manner.*

This situation is even more imbalanced at this time, with more courses offered in the evening than in the morning. At the same time, AJ 100, the entry level course, is only offered during the day-time in a face to face format.

### 3. Scheduling of courses (day vs. night, days offered, and sequence)

<b>Fall Term</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Day</b>	90.9%	76.2%	84.7%	79.2%
<b>Night</b>	9.1%	23.8%	15.3%	15.1%
<b>Unknown</b>	0%	0%	0%	5.7%

### **Recommendation:**

- 1. Offerings need to be augmented during morning/early afternoon hours.**
- 2. At least one section of AJ 100 should be added in the evening per semester.**
- 3. Consideration should be given to adding Distance Education discipline courses as they are approved by DEAC. At this time courses in addition to AJ 100 that have been approved are AJ 111 and 115 and it is recommended that AJ 115 be offered in summer 2014 and AJ 111 in fall 2014.**

## ***LEARNING RESOURCE SUPPORT: RESEARCH MATERIALS AND TUTORING***

The Library has several *databases* to facilitate research in the administration of justice. These include:

*Facts on File* provides access to a wide range of academic topics.

*SIRS Renaissance* provides relevant, credible information on social issues, science, history, government, the arts and humanities. Articles on controversial issues are offered featuring two sides of the issues: their PRO and CON. Full-text articles and Internet resources are carefully selected from thousands of domestic and international publications and respected organizations. Databases about countries of the world, political conditions and their maps are also offered.

*Proquest* is a general database on a wide range of academic topics, with full-text articles.

*CQ Researcher* is noted for its in-depth coverage of criminal justice and is published in print and online 44 times a year.

*Reference sets* in the Library to assist students in administration of justice include:

- Encyclopedia of Crime and Punishment
- Encyclopedia of Crime and Justice
- Encyclopedia of Juvenile Justice
- Encyclopedia of American Justice
- Encyclopedia of the U.S. Supreme Court
- Criminal Justice

**Textbooks** on reserve in the Library include:

Criminal Justice: An Introduction  
Police Field Operations  
Criminal Investigation  
Community Policing  
Juvenile Delinquency  
Corrections  
Administration of Justice  
California Penal Code

*Tutors* are available to assist students in AJ courses in both the Writing Center and Learning Resource Center. These tutors are trained to help and guide students with writing assignments so that they understand the writing process and produce comprehensible papers. At this time there is no designated tutor to help students master AJ content or concepts, a lack that faculty strongly believe needs to be addressed.

The student survey administered in connection with this program review indicated that 69% of students enrolled in AJ courses would utilize the services of a tutor specifically assigned to AJ courses at least once a week

**Recommendations:**

- 1. Resources need to be provided to the Library to maintain relevant legal databases and codes needed by students in the program to understand and complete relevant assignments.**
- 2. A tutor should be assigned to specifically assist AJ students who encounter difficulty understanding assignments and concepts.**

### **III. CURRICULUM**

In Fall 2013 the AJ program offered 8 sections, with one section offered online (AJ 100). In Spring 2013 the AJ program will offer 9 sections as well, with one section offered online (AJ 100). AJ 100 is the only course which has more than one section—one face-to-face and one online. It is required of all AJ students pursuing an Associate of Arts degree, those preparing for transfer, and those seeking immediate employment.

It is extremely difficult for a student to complete the degree and certificate requirements at this time without taking day and evening classes. In fall 2013 there are four sections offered during the morning/early afternoon and three in the evening. During spring 2014 there will be only three morning/early afternoon sections and five evening sections.

It should be noted that all of the AJ courses offered at Compton are transferrable to the CSU system and three are also transferrable to the UC system (AJ 100, 103, 115).

#### **COURSES OFFERED AT COMPTON CENTER**

Courses currently being offered at the Compton Center are:

**Administration of Justice 15 Introduction to Vice and Narcotics Investigation**

This is an introductory course that presents an overview of vice crimes, such as illegal narcotics and drugs, gambling, and prostitution, and the special problems those crimes create for law enforcement, the criminal justice system, and society.

## **COURSES OFFERED AT COMPTON CENTER (continued)**

### **Administration of Justice 100 Introduction to Corrections**

This course is a study of the history and philosophy of administration of justice in America including a survey of law enforcement, the judiciary, and corrections. Topics include crime theory, role expectations and their interrelationship, punishment, and rehabilitation, ethics, education, and training.

### **Administration of Justice 103 Concepts of Criminal Law I**

In this course, students examine the historical development and philosophy of law and its application to the criminal justice system. Topics covered include legal research, case law, classifications of crime, crimes against persons and property, and crimes against the state.

### **Administration of Justice 107 Crime and Control-An Introduction to Corrections**

This is a basic course covering crime, criminal behavior and social attempts at controlling such behavior. Emphasis in this course is placed on traditional types of punishment, such as incarceration, as well as rehabilitation, probation, parole and diversion. This course covers the basic career skills and knowledge required for employment as detention officers in custodial institutions, probation, and parole.

### **Administration of Justice 109 Introduction to Police Patrol Procedures**

This course covers the study of the history and development of police patrol. Topics covered include functions of patrol; investigative duties of the field officer techniques for planning patrol activities; handling complaints and requests for service; field interviews; searches and arrests; civil and domestic disturbances; and the handling of traffic related problems

### **Administration of Justice 111 Criminal Investigation**

This course covers the fundamentals of criminal investigation. Topics should include the techniques of crime scene search and recording; collection and preservation of physical evidence; modus operandi processes; sources of information; interview and interrogation; and follow-up investigation.

### **Administration of Justice 115 Community and Human Relations**

The course explores the roles of criminal justice practitioners and their agencies. Students examine the interrelationships and role expectations among the various agencies and the public. Principal emphasis is placed on the professional image the system of justice administration conveys, and the development of positive relationships between members of the system and the public.

### **Administration of Justice 126 Juvenile Delinquency and Legal Procedures**

Topics covered in this study of juvenile delinquency and the juvenile justice system include theories of juvenile crime causation, gangs, juvenile law, and the handling of juvenile offenders as well as social, cultural, and environmental factors. Current social services programs designed for delinquents, with emphasis on practical applications, probation, and youth authority procedures are also discussed.

### **Administration of Justice 130 Criminal Procedures**

This course is an in-depth study of the procedures by which a criminal defendant is tried. As enumerated by the Constitution's due process clauses of the Fifth and Fourteenth Amendments, this course examines how this process functions from the point at which a crime is committed to arrest, trial, and appeal.

### **Administration of Justice 131 Legal Aspects of Evidence**

This course covers the legal aspects of evidence and the constitutional and procedural considerations affecting arrest, and search and seizure. Topics covered include types of evidence and rules governing their admissibility, judicial decisions interpreting individual rights, and case studies viewed with respect to how they are applied in a criminal process from arrest to trial.

## **COURSES OFFERED AT COMPTON CENTER (continued)**

### **Administration of Justice 132 Crime Scene Investigation**

This course provides students with the basic understanding of Crime Scene Investigation (CSI), the workings of a CSI unit and will present an overview of the relationship that exists between forensic science and law enforcement. The course includes a study of crime scene examination, crime scene documentation, DNA and trace evidence analysis, and evidence collection procedures. Students learn to prepare a case for prosecution and testify in court.

### **Administration of Justice 134 Introduction to Crime Analysis**

This course is designed to acquaint the student with the techniques necessary to develop basic crime analysis skills needed in today's law enforcement environment. Students will analyze data and transform their analysis into specific and proactive plans to combat crime-related problems. The course prepares law enforcement professionals, both sworn and civilian, who are integrally involved in community-based policing programs, which respond to a community's quality-of-life issues.

### **Administration of Justice 135 Report Writing**

In this course students develop the ability to observe, record, and document facts, from which a police or criminal justice report could be written. Facts presented are based on simulated crimes that include crime scenes with evidence and witness statements. Students complete a variety of law enforcement report forms, construct police report narratives using proper spelling, grammar and sentence structure in a manner that satisfies typical requirements for a criminal investigation or prosecution.

### **Administration of Justice 170 Laws of Arrest, Search and Seizure**

In this course, students examine the history and development of the laws and customs of arrest, search, and seizure and the "Exclusionary Rule." Emphasis is given to the application of these procedures as they relate to law enforcement officers and others in the apprehension of criminals and the procuring of evidence.

## **TIMELINE FOR COURSE REVIEW**

The El Camino AJ Department—as with all CTE programs-- has adopted two year course review cycle. A PLO assessment was completed in June, 2012.

## **LEARNING OUTCOMES**

### ***PROGRAM SLOS***

1. 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 4<sup>th</sup> amendment of the US Constitution.
2. Upon completion of a course of study in administration of justice, students will be able to properly document a criminal investigation by writing a crime report of a simulated crime. The report will include the correct elements of the crime involved, will include the relevant facts, be accurate and complete and will be grammatically correct.
4. Students completing a course of study in administration of justice will be able to correctly interpret a behavioral profile of a criminal offender, and will be able to identify and explain at least 3 crime causation theories that explain the behavior described in the profile.
5. 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



## ***COURSE SLOS***

### **AJ 15**

Using current statutes in the California Health & Safety Code, Business and Professions Code, Penal Code, and the Drug Recognition Expert (DRE) program as a foundation, the student will learn definitions, criminal statutes, and punishments for illicit drug use and trafficking, the seven categories of drugs, and the objective symptoms of being under the influence of those drugs.

### **AJ 100**

1. By the end of this course, students will understand the concept of the criminal justice system and be able to identify its various components.
2. By the end of the course, student will be able to describe the basic structure of a policing agency and explain its component functions such as patrol, criminal investigation and administrative support functions.

### **AJ 103**

After having received instruction in the development, construction and application of criminal law, completion of textbook readings, participation in classroom discussions, successful students in AJ 103 will be able to search, find and explain the elements of any criminal statute and describe the necessary “corpus delicti” as part of said statute.

### **AJ 107**

After receiving instruction, reading materials and participating in class discussions, successful students in AJ 107, Introduction to Corrections will be able explain the role that corrections has within the criminal justice system and identify the specific functions within that role and explain how those functions operate.

### **AJ 109**

Given instructions provided and concepts demonstrated, successful students will be able to list, describe and demonstrate the following patrol functions: Preparing a patrol shift; investigating and documenting complaint investigation, conducting and document field interviews, including recognizing and properly utilizing reasonable suspicion and/or probable cause standards as articulated by the 4th amendment of the US constitution, explain the essential constitutional rules governing searches and seizures, and describing ethical considerations as they relate to the performance of field police work.

### **AJ 111**

1. Given an in-class presentation based on class room lectures, facilitated discussions and a book review of a criminal investigation, a successful student will identify and explain the following key concepts of a criminal investigation: crime scene protection, documentation of statements and the collection and packaging of evidence.
2. Successful students will also be able to explain and apply the legal concepts of corpus delicti, modus operandi, legal rules of evidence, such as probable cause, reasonable suspicion, and hearsay evidence and apply them to a hypothetical fact situation. Successful students will also be able to narrate the elements and facts of a criminal investigation as if they were testifying to the investigation in a criminal trial.

### **AJ 115**

Given instruction and participation in discussions on the concepts of formal and informal power groups, students will successfully compare and contrast these concepts and correctly identify the similarities and differences.

## ***COURSE SLOs (continued)***

### **AJ 126**

Given classroom instruction, review of text and materials and classroom discussions, students will explain how the components of the juvenile justice system function.

### **AJ 130**

Given instruction and participation in discussions on the criminal justice process from point of arrest to jury verdict, students will be able to list and explain each step of this process. Furthermore, students will be able to demonstrate how the fundamental legal principles of burden of proof and standard of proof apply in a criminal trial.

### **AJ 131**

Given an in-class writing task based on assigned readings and classroom discussions, students will be able to locate and identify a rule of evidence in a hypothetical fact situation, define and explain that rule, and correctly apply that rule to that fact situation.

### **AJ 132**

1. Given a set of instructions, facilitated discussions, classroom lectures, presentations and scenario training on the role of the crime scene investigator, in a hypothetical situation, students will be able to recognize evidence items and with no factual errors and using the correct techniques prepare a documentation of that of the crime scene and the scene investigation.
2. Following instruction, review of written handouts, demonstration and practice, students in AJ 132, Crime Scene Investigation will be able to accomplish the following:
  1. Describe how to recognize, identify, protect and manage a crime scene.
  2. Describe proper techniques in searching, locating, collecting and packaging evidence in a crime scene.
  3. Documenting crime scene evidence using court acceptable language and specificity with respect to describing the item, location found and collection methods.
  4. Describe automated databases available to search for offenders using evidence such as fingerprints or evidence with DNA materials on them.
  5. Explain crime lab techniques used to match evidence with submitted samples/exemplars.

### **AJ 134**

Given an in-class writing task based upon classroom discussions and assigned readings and classroom discussions, students will be able to explain and illustrate the process by which crime analysis is tested, evaluated and then disseminated to the personnel within the police organization who can best utilize it.

### **AJ 135**

Given a set of instructions on criminal justice report writing structure, style, format and content requirements, and given instruction on basic sentence structure, and after viewing a simulated crime fact situation, students will be able to accurately record facts from that scenario and write a grammatically correct report with no factual errors using the correct format and filling out appropriate forms completely.

### **AJ 170**

During a course of study in AJ 170, students will be able to explain the 4th amendment including its essential elements of probable cause and search warrants requirements, and be able to apply the 4th amendment correctly and lawfully in a factual situation.

## **PROGRAM ASSESSMENT TIMELINE**

The first Compton Center SLO program assessment of the AJ curriculum was conducted in spring 2012; Courses participating in the program assessment were AJ 100, 107,115,130, 132, 134, and 135.

## **COURSE ASSESSMENT TIMELINE**

AJ 100, 115, 130, 134, and 135 were assessed in 2010-11 and are scheduled for re-assessment in 2013-2014.

AJ 103, 107,109,111, 126, 131 and 170 were assessed in 2011-2012 and are scheduled for re-assessment in 2014-2015.

Recommendations from the program and course assessments, which are being implemented include:

- consistent stress on writing skills; assignments requiring short explanatory paragraphs to develop analytical skills
- referrals to campus resources, including the Learning Center (for tutorial support) and the Writing Lab
- more 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

## **ACCJC RUBRIC FOR STUDENT LEARNING OUTCOMES**

An assessment of the ACCJC *Rubric for Evaluating Institutional Effectiveness: Student Learning Outcomes* reveals that the AJ program is in the **proficiency stage**. The program and most courses have been assessed once and will be re-assessed on a regular, scheduled basis. Per the rubric the following describes the AJ program:

- Student learning outcomes and authentic assessments are in place for courses and the program
- There is widespread departmental dialogue about the results of assessment and identification of gaps.
- There is dialogue on the results of assessment purposefully directed toward aligning institution-wide practices to support and improve student learning.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

## **IV. FACILITIES, EQUIPMENT, AND TECHNOLOGY**

The AJ program conducts its classes primarily in E-38, F40, D32, and F31, all in the old row buildings. These facilities suffer from the vagaries of inadequate HVAC systems and lack of technological infrastructure.

Faculty is aware that plans ultimately call for the AJ department to be housed in a projected classroom building. Until this move takes place, some steps need to be taken to enhance facilities for instruction. These include:

- new lecture podiums
- tables for students who cannot use current seats
- new whiteboards for instruction
- enhanced lighting
- smart carts for instructors using technology in the classroom
- WiFi accessibility for instruction

There is also a campus-wide problem maintaining the cleanliness of classrooms and restrooms and it needs to be said that the inferior maintenance of facilities has a negative impact on the learning environment.

**Recommendation:**

**Provide faculty with necessary technological and facilities support for course offerings (e.g., smart carts, LCD projectors, podiums, tables, etc.).**

## V. STAFFING

As of fall 2013 the AJ faculty included one full-time faculty and five adjunct faculty. The full-time faculty member has been at Compton for 38 years. She also worked, prior to joining the Compton faculty, for four years with the Compton Police Department, in the area of Special Services. At present, however, she has only a 20% load in Administration of Justice.

All five adjuncts have backgrounds in law enforcement; two are veterans of the Los Angeles Police Department; two are veterans of the Los Angeles County Sheriff's Department, and one is a Retired Probation Officer. With the exception of the latter, who is qualified to teach only courses in the area of corrections, all discipline faculty are qualified to teach the entire curriculum.

All AJ courses at this time are face-to-face classes, with the exception of AJ 100, which is offered online (1 section) in both the fall and spring. Consideration, as mentioned previously, should be given to offering both AJ 111 and 115 in a distance education format during the 2014-2015 academic year.

It is anticipated that within the next few years the full-time faculty member will retire, making it necessary to hire a new full-time faculty member. Given the current staffing of 1.2 FTES and the need to ensure that all the courses for the transfer major are provided, it is essential that the institution place the highest priority on hiring a full-time instructor at that time.

**Recommendation:**

**Develop a plan to hire both full-time and adjunct faculty with curriculum expertise to a) replace full-time retirees and b) accommodate maintenance of the curriculum to meet student needs.**

## VI. DIRECTION AND VISION

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

- I. Content Knowledge: Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.

- II. Critical, Creative and Analytical Thinking: Students solve problems make judgments and reach decisions using critical, creative and analytical skills.
- III. 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.
- IV. Professional and Personal Growth: Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve

The continued implementation of a comprehensive AJ program also supports El Camino’s Strategic Initiatives A & B.

*Enhance teaching to support student learning using a variety of instructional methods and services. Strengthen quality educational and support services to promote student success.*

## **VII. PRIORITIZED RECOMMENDATIONS**

1. Increase on-campus course offerings to include at least one section of AJ 40 and 170 per year to allow students to complete the requirements for the Security Officer Certificate of Accomplishment. COST: \$7,000
2. Increase distance education offerings to include at least 1 section of AJ 111 and 115 per year, to enable students to more easily matriculate. COST: \$7,000
3. Add at least one section of AJ 100 in the evening and two core sections needed for the degree to the morning/ early afternoon schedule, to accommodate the matriculation needs of students and increase enrollment in the discipline. COST: \$21,000
4. Develop a plan to hire both full-time and adjunct faculty with curriculum expertise to a) replace full-time retirees and b) accommodate maintenance of the curriculum to meet student needs. COST: NEUTRAL
5. Provide faculty with necessary technological and facilities support for course offerings (e.g., smart carts, LCD projectors, podiums, tables, etc.). COST: \$10,000 per year for 3 years
6. Provide tutoring support linked specifically to the AJ courses. COST: \$8,000 per year for 5 years
7. Provide library resources such as databases and reference/ content materials to enhance student learning and research. COST: \$7,000 per year for 5 years