**Administration of Justice**

Program Review

*2012 - 2013*



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Preparer

*I would like to acknowledge and especially thank Professor R.J. Ruppenthal for allowing me to use the Paralegal Studies Program Review as a model for this review and report.*



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1. **General Information:**

## Department/Program Name: SSHAPE/Administration of Justice

## Last Review: Unknown

## Current Year: 2012-13

## Preparers’ Name: Cindy Bevan, Faculty

## Area Dean: Mark Gonzales

## Evergreen Valley College’s Mission:

*With equity, opportunity and social justice as our guiding principles, Evergreen Valley College’s mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.*

**Strategic Initiatives:**

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   * Increase Visibility
   * Develop Strategic Partnerships
   * Building Campus Community
2. Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
   * Student Access: Completion of Educational Goals
   * Employee Development
   * Transparent Infrastructure
3. Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
   * Access
   * Curriculum and Programs
   * Services
4. **Summary of the Program:**

***1.* *Summary of the program: A brief history, factors important to the program’s development, purpose of the program, students served, and services provided are discussed.***

The Administration of Justice Program (“AJ Program”) is a Career Technical Educational “CTE” program that meets the needs of students seeking careers in law enforcement, corrections, the courts, social services, and the private sector. In addition to offering excellent preparation for those interested in pursuing a career in administration of justice, the program is an excellent professional development resource and avenue towards career advancement. The Program benefits students who desire to enter the workforce, continue with career technical training, or transfer to a four year institution to continue academic endeavors.

While intended to academically prepare students to work in the criminal justice field, the program also strives to develop students holistically by focusing on program core

competencies or program learning outcomes such as effective communication, critical inquiry, information literacy, social and cultural awareness, and ethical intelligence. It is through these program learning outcomes that we feel students are best prepared to advance their knowledge, work in their desired career field, and/or serve their community in whatever capacity they ultimately choose.

The AJ program itself was established in 1975 when the college first opened its doors, and today serves approximately 800-900 students each year. With over thirteen feeder high schools from East San Jose Union School District and San Jose Unified School District, the program has a large contingent of young adult learners. Today, the AJ student population primarily encompasses students coming directly from high school and students in their early 20’s. However, the AJ Program also includes students who are completing continuing professional development or re-training for a second or third career. A smaller portion of the student population includes students who are satisfying general education requirements and/or are exploring an interest in the administration of justice field.

The program offers students three educational options: the A.A. degree, A.S. degree, and A.S-T degree. All three options include the same major courses, which are built around the 15 core units of administration of justice related courses.Students with a more academic orientation may choose to complete either the A.A. or A.S.T degree option, and then perhaps continue on to a four-year school or university. The A.S. degree option is well suited for the student desiring a career in law enforcement, corrections, or other criminal justice related field. The A.S degree is strategically aligned with the California Peace Officer Standards and Training (“POST”) Basic Academy and Basic Modular Academy at South Bay Regional Public Safety Training Consortium and is intended to meet the needs of the more technical “hands-on” student who wishes to receive state certification concurrent with a college degree. Although students can begin their employment with a requisite number of college units or either the A.A, A.S, or A.S.-T degree, the A.S degree with academy option is a beneficial pathway to help students move toward a law enforcement career at an accelerated rate because students earn both an Associate degree and California State Peace Officer Certification at the same time. Regardless of which avenue the student chooses, the program encourages all students to complete and earn a college degree, as this improves employment and promotional opportunities well into the future.

The AJ program has remained healthy over the years as its graduates have been in great demand from public and private agencies in federal, state, or local jurisdictions. In 2009, Professor Bevan was hired as the new full-time instructor. The program also has several adjunct professors all of whom are currently working or are retired subject matter experts in the field of public safety. The program does not have a dedicated Advisory Committee, but rather receives valuable career technical feedback from Advisory Committees within Region 5, who meet regularly with South Bay Regional Public Safety Training Consortium staff. Information and correspondence with South Bay Regional staff, state-wide AJ committees, and criminal justice agencies serve to guide program decisions and curricula. There are also networking opportunities, career recruitment workshops, and mentoring opportunities available during the academic year between alumni and students.

Students who complete the AJ Program can pursue careers in the administration of justice field including, but not limited to, police officers, deputy sheriffs, community service

officers, correctional officers, juvenile and adult probation officers, social service workers, or private security officers. Individuals with advanced education or extensive experience in law enforcement, criminology, or forensics can pursue opportunities as detectives, forensics experts, or private investigators. While many of these jobs have recently been stagnant due to budgetary constraints, more openings are now becoming available for graduates.

For example, San Jose Police Department recently hired approximately 50 new police recruits, and is poised to hire over 100 new officers in the next year alone. Furthermore, the California Employment Development Department’s Labor Market Information data projects total annual openings for police and sheriff’s officers for the period 2008-2018 to equal 1,310 positions for Santa Clara-San Benito Counties, or roughly a 3.8% increase. The same data suggests that California will have 2,670 annual openings for police and sheriff officers, a 7.1% increase (1) , 820 annual openings for correctional officers, a 1.4% increase (2) and 100 annual openings for private detectives and investigators, a 14.8% increase (3) See below table to view a sample of projected job openings for criminal justice professionals in California.

**Sample of**

**CA Employment Development Dept’s Labor Market Projects for Criminal Justice Related Jobs: 2010-2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Occupation |  | *Number of Projected California Jobs*  *(2010-2020)* |  | *Projected Growth* |
| Law Enforcement |  | 73,100 |  | 7.1% |
| Detectives/Criminal Investigators |  | 3,100 |  | 14.8% |
| Probation |  | 12,900 |  | 17.1% |
| Corrections |  | 42,700 |  | 1.4% |
| Dispatchers |  | 6,300 |  | 14.3% |
| Social/Community Service Managers |  | 15,600 |  | 20.5% |
| Protective Services Workers |  | 16,300 |  | 8.6% |
| Private Investigators |  | 2,700 |  | 14.8% |
| Security Officers |  | 134,400 |  | 18.7% |
| TSA |  | 6,100 |  | 8.2% |
| Total |  | **31,320** |  | **12.5%** |

* + - * 1. [***http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp***](http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp)***?***

***searchCriteria=law+enforcement&careerID=&menuChoice=&geogArea=0601000000&soccode=333051&search=Explore+Occupation***

* + - * 1. ***http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=correctional+officers&careerID=&menuChoice=&geogArea=0601000000&soccode=333012&search=Explore+Occupation***
        2. [***http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=detectives&careerID=&menuChoice=&geogArea=0601000000&soccode=339021&search=Explore+Occupation***](http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=detectives&careerID=&menuChoice=&geogArea=0601000000&soccode=339021&search=Explore+Occupation)

***Program Mission and Goals:***

The mission of the AJ Program is to provide general, lower-division coursework leading to an Associate Degree for students who intend to transfer to a four-year institution or students preparing to successfully compete for employment within the criminal justice system. For students already employed, the mission is to provide the opportunity to enhance skill level to enable these students to maintain competency and gain promotions to positions of greater responsibility. For all students, the mission is to provide them with knowledge to be well-informed citizens in criminal justice matters that will fulfill their educational, employment, and life-long learning goals.

***2. How the program defines effectiveness including measures used to gauge it?***

The AJ Program gauges effectiveness through multiple measures including assessment of Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs), Grade Outcomes, Completion/Awarding of Degrees, Job Placement, and Faculty Evaluation.

PLOs and SLOs are the primary method for measuring and gauging Program effectiveness. Although in its early stages, PLO and SLO data is collected from each course to measure and verify content mastery. The AJ Program has a general performance standard of 70/70, which means 70% of students are targeted to demonstrate a minimum proficiency level of 70%. Because PLO/SLO assessment is in its infancy stages, minimum benchmarks and measurements will need to be adjusted as more data becomes available on a regular cycle.

The PLOs are core competencies that a student should master upon successful completion of the program. While the PLOs strive to address broader skill development, they also support the over-arching Institutional Learning Outcomes (ILOs) of the college.

***See examples below of alignment, outcome intent, and sample measurements:***

**Administration of Justice Program Learning Outcomes:**

1. **Communication**

*Demonstrate effective written and oral communication necessary in the study of criminal justice*.

**PLO #1 aligns with ILO #1 (Communication)**

Written assignments are incorporated in all of the Program’s courses. For example, AJ 010, 011, 014, 015, and 110 require an academic research paper. To fulfill the assignment students are directed to avail themselves of the services offered by the Learning/Tutoring Center. All courses require weekly written homework assignments. AJ 010, 011, 014, 015, and 110 require one to two oral presentations.

*PLO #1 is introduced and developed throughout the Program, and is formally assessed for mastery in AJ-015.*

1. **Critical Inquiry**

*Interpret, analyze, and synthesize information, concepts, and theories of the criminal justice system from multiple perspectives*

**PLO #2 aligns with ILO #2 (Inquiry and Reasoning)**

Critical and analytical thinking components are embedded in all of the Program’s courses. For example, AJ 010, 011, 013, 014, and 015, introduce students to various Federal and State Courts where they must analyze and interpret judicial decisions. Students then apply these teachings to real-life decisions made by criminal justice professionals. AJ 014 includes the creation of public policy (Department Standards and Procedures), how these policies affect the community and how specific policies are implemented by criminal justice agencies.

*PLO#2 is introduced and developed throughout the Program, and is formally assessed for mastery in AJ-013*

1. **Information Literacy**

*Apply and integrate terminology, concepts, and practices of Law Enforcement, the Courts, and Corrections*

**PLO #3 aligns with ILO #3 (Information Competency)**

All Program courses contain quizzes, exams, essays, and class activities to introduce students to basic course level terminology, concepts, and theories. For example, in AJ-010 students are introduced to Wolfgang’s Victim Participation Theory through a series of scenarios depicting random crimes. In small groups, students analyze the scenarios and apply the concepts learned. The exercise highlights the flaws sometimes associated with academic theory and research in light of cultural and social influences.

*PLO#3 is introduced and developed throughout the Program, and is formally assessed for mastery in AJ-011*

1. **Social and Cultural Awareness**

*Recognize the value of a multicultural society and the importance of social justice within our community both locally and globally*

**PLO #4 aligns with ILO #4 (Social Responsibility)**

To promote social and cultural responsibility, several student centric activities are assigned. For example, in AJ-010 students can participate for credit in Service Learning where several options are available such as volunteering at local shelters, community service organizations, and the police academy. In addition, Student-2-Student, an assignment for credit, is available where students work with a local high school teacher to present information to high school students about AJ

careers and the college in general. The assignment is designed to connect AJ students with local high school students in the Evergreen service area who might be interested in AJ careers.

*PLO#4 is introduced and developed throughout the Program, and is formally assessed for mastery in AJ-014*

1. **Ethical Intelligence**

*Analyze and consider decisions and ideas based on civility, civic responsibility, and aesthetics*

**PLO #5 aligns with ILO #5 (Personal Development)**

To develop and promote ethical intelligence, students complete in-class activities, scenarios, and assignments. For example, in AJ-010 students participate as rater and test taker in a mock-oral interview. Students are asked a series of questions that are developed by other students related to ethical dilemmas, integrity questions, and public perception.

*PLO#5 is introduced and developed throughout the Program, and is formally assessed for mastery in AJ-014*

Student grades are another marker used to gauge Program effectiveness. Data suggests that AJ students have done very well in the program over the last five years, with 79% of students earning a C grade or better in the course. A five year snapshot indicates that the college student population earns slightly more A grades (35%) than do AJ students (28%), a difference of about 7%. However, AJ students earn slightly more B and C grades than the general college student population.

Because student grades vary based on several factors, this information should not be construed to say that AJ students do better or worse than the general college population. The grades received by AJ students are clearly within the range of those received by students of the general college population, and therefore it can be assumed that no obvious grading anomalies are occurring within the Program.

**AJ Student Grade Distribution: Five Year Analysis**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year |  | A |  | B |  | C |  | D |  | F |
|  | 2008 |  | 30% |  | 27% |  | 20% |  | 10% |  | 13% |
|  | 2009 |  | 35% |  | 30% |  | 19% |  | 6% |  | 10% |
|  | 2010 |  | 29% |  | 29% |  | 21% |  | 7% |  | 14% |
|  | 2011 |  | 23% |  | 33% |  | 21% |  | 7% |  | 16% |
|  | 2012 |  | 24% |  | 27% |  | 24% |  | 6% |  | 18% |
|  | Total |  | 28% |  | 30% |  | 21% |  | 7% |  | 14% |

Student Grade Distribution – Five Year Trend:

AJ student population versus College student population

The Program also measures effectiveness and success by student completion and the awarding of the AJ degree. In the last six years the Program has awarded 219 A.A. degrees, 21 A.S. degrees and 4 A.S.T degrees. This data suggests that approximately 1% of students who participate in the Program go on to earn a degree in Administration of Justice. Unfortunately, this data does not indicate if the remaining 99% of students earned a degree in another major, transferred to a four year institution prior to receiving a degree, directly entered the job market prior to receiving a degree, or attended just one class. Comprehensive and specific data could help provide better indication of Program effectiveness in terms of the awarding of degrees. However, absent this information, it is clear the Program can do a better job in the total percentage of awarded degrees of completion to students. Therefore, if the Program can gather better and more reliable data related to students earning AJ degrees, it can appropriately respond and improve in this area. The awarding of the AJ degree will be an action (CTA) item in the future.

Number of Degrees awarded to AJ students

Finally, the Program measures effectiveness by successful job placement of its graduates in administration of justice positions and/or student transfers to four year schools or technical training centers. Unfortunately, limited information is available because students are rarely followed after they leave the Program. During my tenure and based on personal knowledge, at least four students have attended the police academy and at least three students have been hired by local law enforcement agencies. A mechanism to track students after they leave the college would provide a better idea of program effectiveness as it relates to job placement. Like the awarding of the AJ degree, broad assumptions should not be made about job placement success. We know anecdotally that students are benefiting from the Program, either by achieving AJ jobs, transferring to four year universities, or based on collective feedback.

The faculty team also provides an additional source of evaluation by reviewing curriculum and student success markers. By evaluating the Program and sharing any needed improvements, faculty provide assurance that Program graduates possess the requisite knowledge and skills to succeed in administration of justice careers, public agencies, and other related organizations. When our graduates get hired and their employers are pleased with the skills and knowledge they possess, this is the ultimate validation of the Program’s effectiveness.

***3. Please summarize the results of any measures you have applied. What do these results mean for your program?***

The Program’s assessment of SLOs is in its early stages, and so far this work has centered on measuring one to three course SLOs for each of the thirteen active AJ courses.

Thus far, data suggests positive results with respect to student learning outcomes. Program Learning Outcomes additionally measure developmental assets that are likely to translate to future success in higher education and/or workforce environments. The five program learning outcomes are effective communication, critical inquiry, information literacy, social and cultural awareness, and ethical intelligence. As stated above, the PLOs are closely related to the ILOs of the college. PLO measurement is also in its infancy, and will be used to guide the AJ Program in the future.

One example of SLO assessment includes a pre-post exam for AJ-010 and AJ-011 that assesses each course SLO. The exam is an indicator of the level of knowledge a student enters the course with compared to the knowledge acquired and demonstrated upon exiting the course. This is a good measurement of baseline knowledge compared to acquired knowledge at the conclusion of the semester. To date, approximately 250 students have taken the exam. The average thus far is an incoming score of 38% and an outgoing average of 84%, an increased average of 46%. Assessment results for both courses indicate that the majority of students (at least 70%) have demonstrated an acceptable mastery of course SLOs. A few SLOs did show less desirable results (less than 70% mastery) and those SLOs were targeted for intervention (i.e. homework, class assignments, additional instruction, etc,)

Despite positive performance, the Program continues to seek ways to innovate and improve. When new needs are identified, the curriculum and teaching is, and will be, adjusted to respond. For example, based on discussions with industry contacts and subject matter experts, faculty of the Program recently explored creating and revising new courses, as well as adapting assignments to ensure that students are exposed to contemporary criminal justice material and have the opportunity to engage in more job-related skills practice within these courses. For example, in AJ-010 students can participate in community service opportunities through Service Learning which allows for greater interaction with criminal justice organizations.

**4.** ***Where would you like your program to be three years from now?***

We would like to keep the Administration of Justice Program in steady growth mode and ensure all courses are properly aligned with transfer guidelines and career standards.It is critical that each course that comprises the three degrees also translate into something of value for the student, whether they are transferring to a four year institution or entering the labor market. We would like to bridge the gap between head and seat count, and actively promote a more robust student population if the college can support it. We would also like to increase the percentage of associate degrees awarded to students attending the Program.

Program Learning Outcomes and Student Learning Outcomes need to be regularly assessed with data driving and guiding Program decisions. Therefore, we will continue to work as a team to insure that PLO and SLO assessment is a top priority with all courses being assessed on regular intervals. We would like to offer specialty courses and would like to explore offering an online or hybrid online course to meet the needs of online preference students. An online offering will allow the AJ Program to be more competitive with similar institutions that are already

offering and promoting these types of courses. We would also like to establish a college-dedicated webpage in which to communicate with current students, potential students, and alumni.

Finally, since the college has not been able to support a formal Administration of Justice internship or job placement service (aside from the broad-based services offered by the college’s Cooperative Work Experience Coordinator), we continue to assist students with job

placement on an informal, ad hoc basis. We would like to develop and maintain more internships and mentoring opportunities between alumni and students.

**PART A: Overview of Program**

**1. Identify your program/department’s Commitments to Action (CTA’s) for this year.**

### A. Student Centered:

* Program faculty will consider for offer certain specialty (probation, writing skills, etc) and online hybrid courses in the next academic year to meet the needs of diverse learners.
* SLO assessment at the course and program level will continue on a regular cycle.
* PLO assessment at the course and program level will continue on a regular cycle.
* Certificate of specialties in correction and probation will be explored.
* The relationship between enrollment and degree completion will be explored with an emphasis improving the number of degrees awarded to students.

### B. Organizational Transformation:

* All stale courses in need of revision (2009 and older) will be revised, and course revisions submitted within the next academic year.
* Curriculum changes will be finalized and implemented according to timeline with the new changes communicated to counselors.

### C. Community Engagement:

* The Program will continue to expand its outreach efforts to local area high schools.
* The Program will continue to work with local area organizations to create mentoring opportunities between program alumni and students.
* The Program will explore the feasibility and implementation of a dedicated AJ Webpage to communicate with internal and external stakeholders.

**2. *Please explain how your program’s CTA’s are aligned with the goals of the College. How does your program help the College fulfill its Mission, Strategic Initiatives, and Commitments to Action (CTA’s)?***

In accordance with the mission statement of the college, the administration of justice program helps students from diverse backgrounds realize their potential. The program’s CTAs are designed to insure student success in the classroom and in the working world once students graduate. By acquiring professional-level skills and knowledge, students can fulfill their academic potential and embark on rewarding careers in a growing labor market. In providing ethics training and a balanced vocational educational curriculum, this program also prepares graduates to engage in the global economy as civic-minded citizens. Each of

the program’s CTAs (listed in Part A (1), above) is aligned with one of the college-wide initiatives and helps to promote fulfillment of both the college’s broad Mission and its more targeted Strategic Initiatives. The Program PLOs are in alignment with the college ILOs, and thus the Program actively promotes many of the same objectives and core values such as competency, social responsibility, communication, and personal development.

California Community Colleges are also mandated by Mission and expectation to provide school-to-work initiatives through Career Technical Education and the AJ Program supports this state and local purpose.

**3.** **Please state at least three recent accomplishments for your program which show how it contributes to the College’s success.**

1. The Program has maintained a purposeful Advisory network with strong representation from the criminal justice community. Its composition and accomplishments are more fully described in Part 1 (9), below. This network’s feedback helps ensure that the

Program and its curricula remain current in the field, allowing the Program to continue graduating successful students who are well prepared for their careers.

1. The Program held workshops, seminars and invited guest speakers to campus for presentations on timely topics such as career preparation, academy training, recruitment exams, and community volunteerism.
2. The AJ Program implemented Student-2-Student to actively promote Administration of Justice careers and the college in general. Current AJ students serve as college ambassadors and make presentations at feeder high schools to promote criminal justice careers. This encourages community engagement, supports the AJ Program, and raises awareness of the college within our local community.

***4.******State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.***

The central goal of the AJ Program is to prepare students to obtain good jobs in the respective field. Every aspect of the department’s work, from curriculum development to SLO Assessment, contributes to the core objective of ensuring that our students are well prepared for challenging and rewarding careers. The college’s mission includes the mandate to help prepare students from diverse backgrounds to succeed academically and beyond. Career Technical Education (CTE) programs are an important choice for many students whose aptitude and interests are best suited towards vocational education and careers. In addition, the college serves many mid-career adults, stay-at-home parents returning to the workforce, and worker’s re-training. Most of the AJ Program’s student body is comprised of these types of students and the program is able to help them prepare for high-paying, professional careers. Based on enrollment, productivity, student success, graduate employment, and average salary in the profession, the Administration of Justice Program is one of the college’s premier CTE programs.

1. ***Identify current student demographics. If there are recent changes in student demographics, explain how the program is addressing these changes.***

The AJ Program serves a diverse student population that is reflective of the general college student population. Demographic patterns indicate stability in enrollment and positive student success rates in recent years. By and large, all ethnic, gender, and age groups are represented and are experiencing success. Certain groups enjoy success rates in the AJ Program which exceed those groups’ overall success rates at the college. Success rates are more fully discussed in Part A (8). The demographics for age, gender, and ethnicity are explained below by comparing the AJ student population to that of the college. There are good indicators that AJ students enjoy stable success rates based on an analysis of a four year trend of relevant data.

**Age**

While the AJ Program serves students of all ages, it primarily attracts a younger age demographic than the college as a whole. The majority of AJ students, about 67% are between 18-22 years of age. This is roughly 17% higher than the general college age demographic where 53% of students fall within this range. The dominate age demographic in the AJ Program is 20-22 years, where approximately 40% of all students fall. One reason for this is that the program is attractive to students seeking careers in the criminal justice field. Because the vast majority of criminal justice careers require a minimum age of 21 years to apply, students are forced to wait to apply for these jobs until they reach the requisite age of 21 years. In addition, most criminal justice agencies have a minimum educational requirement at the time of application as well. The minimum age requirement combined with the minimum educational requirement most likely contributes to the Program’s age demographic of 18-22 years. In essence, students are too young to apply and must obtain the minimum education before applying, so they attend college to prepare.

There is a precipitous drop after the age of 22 years, where 22% of AJ students fall within the age group of 23 to 29 years. This age demographic may be attributable to students seeking second careers or desiring to enhance knowledge in the field of study. Only about 10% of AJ students are between the ages of 30 and older. This may account for students seeking professional development or those interested in gaining more knowledge about the criminal justice system in general.

**Average Age of Students; Academic Year 2011**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Age |  | EVC (All) |  | AJ |
| <18 |  | **3%** |  | **1%** |
| 18-19 |  | **20.50%** |  | **27%** |
| 20-22 |  | **29.50%** |  | **40%** |
| 23-24 |  | **10.50%** |  | **11%** |
| 25-29 |  | **13%** |  | **11%** |
| 30-39 |  | **12%** |  | **7%** |
| 40-49 |  | **6.50%** |  | **2%** |
| 50> |  | **5%** |  | **1%** |

**Average Age of Students (AJ Program compared to EVC student population)**

**Average Age of Student (Five Year Trend; 2008-2012)**

**Gender**

While classes are generally gender-balanced, the AJ Program serves slightly more men than women. Historically speaking, most criminal justice jobs have been disproportionally held by men, but this trend is changing over time, and consequently more women are training for careers in the justice system. In the last two decades, the rising salaries, employee benefits, and professionalization of criminal justice careers have attracted a more diverse population. While the general college population is currently about 53% female and 47% male, the AJ Program is slightly reversed with 45% female and 55% male (2011 averages).

Interestingly, this gender ratio has remained about the same for the last three years, with the exception of 2010, where male enrollment slightly increased and female enrollment slightly decreased. An article in Police Chief (October, 2012) addressed the issue of gender demographic imbalances within the Law Enforcement profession by concluding, “The population does not mirror the general population in gender, age, employment and ethnic aspects, and in 2007 only 13% of law enforcement officers were female.” (Police Chief Magazine, October 2012).

Generally speaking, the law enforcement profession employs females at a proportionally lower rate than other careers. Likewise, the AJ Program does not reflect the demographics of Law Enforcement and in fact educates significantly more females than what is seen in the profession. The AJ Program gender percentage indicates that more women are becoming interested in criminal justice careers. More women are enrolling and attending the Program because they see criminal justice careers as a real and legitimate choice. In conclusion, the AJ Program has a higher number of female students proportionally than both the college general student population and the current career gender demographic. As women continue to earn more positions in the criminal justice fields, this gender-imbalance trend within the profession will also change and will likely move closer toward the gender demographic seen within the Program and the college general population.

**Student Enrollment by Gender**

**Ethnicity**

The AJ Program’s student population is extremely diverse. That said there are some important differences in the ethnicity data between the AJ student population and the college student population. Latino/a and Other/Unknown students are more heavily represented in the AJ Program than those in the larger student college population. A recent snapshot indicates that enrollment of Latino/a students is 22% higher for the AJ program than the college. At the same time, the AJ Program serves a lower proportion of Vietnamese-American students (8.2% less) than the college’s student population. There are less significant differences with other ethnic groups. For example, participation of Asian/All and Filipino students is slightly lower in the AJ Program than for the college, while White students participate in the Program at a slightly higher rate than the college general population suggests.

While the Program has not conducted any surveys to determine the reasons for this demographic profile, there are two theories. First, most students understand that the criminal justice field requires a high level of spoken and written communication skills. For first-generation immigrants and even those growing up in non-English speaking households, this mastery of the language at such a high level of fluency and comfort may act as a barrier to criminal justice careers. Furthermore, Vietnamese-American and other Asian students may participate in the program at lower rates because much of the Asian immigration in this community college district has been more recent than that of other groups, such as Mexican-Americans. There has been a large Latino/a population in east San Jose for many decades, whereas the waves of Asian immigration started and accelerated later.

Secondarily, another theory may be that the criminal justice field, and by extension the AJ Program, has traditionally struggled with connecting with ethnic groups for the purpose of recruiting and hiring. There are some cultures that look down on careers in the justice system, and as a result second and third generations are still bearing the stereotypes of the profession and thus may be stirred away from the profession by family and friends. Therefore, these factors have quite possibly influenced enrollment just enough to make a difference in the Program’s ethnic profile. However, without clear and convincing data it is not prudent to make broad assumptions about any profile. Better and more reliable data would need to be gathered to know for certain what accounts for these differences.

**Student Enrollment by Ethnicity (2011, Academic Year)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ethnicity of  Students | EVC |  | AJ | Ethnicity of  Students | | EVC |  | | AJ |  | |
| African American | **3%** |  | **3%** | **Filipino** |  | **6%** | | **2.6%** | | |
| Asian (All Other) | **7%** |  | **4%** | **Latina/o** |  | **28%** | | **50%** | | |
| Asian/Cambodia | **2%** |  | **1%** | **Native American** |  | **1%** | | **.01%** | | |
| Asian/Chinese | **1%** |  | **.08%** | **Pacific Islander** |  | **1%** | | **1%** | | |
| Asian/Indian | **2%** |  | **2%** | **White** |  | **5%** | | **5.6%** | | |
| Asian/Vietnamese | **16%** |  | **7.8%** | **Unknown** |  | **29%** | | **20%** | | |

**Student Enrollment by Ethnicity, 2011 Academic Year**

**Student Enrollment by Ethnicity (Six Year Trend)**

1. ***Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.***

The AJ Program enjoys a robust student population with sections offered as scheduled and very few cancelations of sections due to low enrollment. In fact, overall enrollment has increased since 2007, growing at a rate of about 21% from 2008 to 2011. Enrollment flattened out slightly during 2010 and 2011, and based on current numbers, is projected to dip slightly in 2012. This slight decrease, of less than 1%, is believed to be attributed to increased registration costs that were implemented in 2010 and summer 2012.

Despite positive enrollment growth over the past few years, the gap between seatcount and headcount has remained about the same. The average gap between seatcount and headcount over the last six years is about 25%, which means sections are averaging about 75% operational efficiency. The drop in 2012 is even more dramatic with projections indicating a 33% gap between seatcount and headcount. This means the Program in 2012 will be operating at about 67% of its operational efficiency. There are several variables that may be causing this inefficiency range such as students dropping the class at various intervals during the semester, students registering for the class, but never actually attending, over- saturation of certain sections, or improper alignment of desired sections either by topic, time, or day. More study needs to be done in order to determine potential and actual causes, but one goal should be to reduce the seatcount/headcount gap and bring the Program into at least an 80% minimum operating efficiency zone. Achieving this goal will take some time, but will ultimately create greater efficiencies for the AJ Program, and thus will positively impact the college overall. See below for further explanation.

**Enrollment Trend: Combined Seat/Head Count; Multiple Years**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year |  | 2007(P) |  | | 2008 | 2009 | |  | 2010 | 2011 | 2012(P) | |  | |
| Seatcount |  | 431 |  | 972 | | 1096 |  | | 1218 | 1207 | 668 |  | |  | |
| Headcount |  | 371 |  | 711 | | 804 |  | | 904 | 901 | 447 |  | |  | |

*\*(P) = Partial Year or one semester only.*

**Enrollment Trend (Seat/Head Count by Semester)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AJ Program** | **Spring 2008** | **Fall 2008** | **Spring 2009** | **Fall 2009** | **Spring 2010** |
| **Seatcount** | **433** | **539** | **567** | **529** | **636** |
| **Headcount** | **309** | **402** | **400** | **404** | **445** |
|  | **Fall 2010** | **Spring 2011** | **Fall 2011** | **Spring 2012** | **Fall 2012** |
| **Seatcount** | **582** | **582** | **625** | **668** |  |
| **Headcount** | **459** | **421** | **480** | **477** |  |

**Enrollment Trends (Seatcount versus Headcount), 2008 to 2012**

**Schedule Preference**

Trending of the past four years indicates that approximately 53% of the students are classified as “part-time” and 47% are classified as “full-time.” This population is distributed almost equally between those taking day and evening classes. The AJ program differs slightly from the college in that more AJ students attend night classes. In addition, about 49% of AJ students attend full time, which is approximately 16% higher than the college student population.

Informal surveys and self reporting by students suggests that most of the students are employed at least part-time and some full-time. Additionally a significant portion of the student population self-reports as single parent head of household. To meet these needs, the AJ Program maintains a course rotation schedule to ensure that all the core courses are available to both day and evening students. In addition, the Program is exploring coordinating its course offerings with our counterpart at SJCC.

**Student Schedule Preference; Four Year Trend**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Academic  Year | Day | Night |  | Day  Night | Full  Time |  | Part  Time |
| 2008 | **46%** | **36%** |  | **18%** | **44%** |  | **57%** |
| 2009 | **43%** | **42%** |  | **12%** | **46%** |  | **54%** |
| 2010 | **45%** | **43%** |  | **12%** | **50%** |  | **50%** |
| 2011 | **45%** | **45%** |  | **11%** | **49%** |  | **51%** |
| Total | **45%** | **42%** |  | **13%** | **47%** |  | **53%** |

**Student Schedule Preference; Four Year Trend Graph**

**Student Schedule Preference; Campus Comparison - Academic Year 2011**

**Student Enrollment Based on Full/Part Time Status;**

**Campus Comparison - Academic Year 2011**

**7. *Identify department/program productivity (WSCH/FTEF).***

The AJ Program is one of the most productive CTE programs at EVC. Most CTE programs have lower-than-average productivity because it is much more demanding to train students in a skills field than it is to pack a lecture hall for a general education transfer subject. As a California community college, Evergreen Valley College strives for an overall WSCH/FTEF ratio in the range of 500-525. In general, CTE classes drag the average down, while general education classes bring it up, due to their larger class sizes.

The AJ Program is one of the few CTE programs with a WSCH/FTEF number in the 682-849 range. Its average WSCH/FTEF for 2011 is 776, which is quite a bit more productive than other CTE programs. Overall, the college has very few career programs and all of them are important. While supporting some of these programs may be a difficult financial choice, the productivity of the AJ Program indicates that it is a fiscal benefit for the college. In addition, many AJ students also take general education courses en route to an A.A. or A.S. degree, so overall the program provides not only a financial incentive, but a mission student-centric benefit for the college as well.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AJ Productivity |  | Spring  2008 |  | Fall  2008 |  | Spring  2009 |  | Fall  2009 |  | Spring 2010 |
| Census (CAP)% |  | 86% |  | 99% |  | 102% |  | 104% |  | 105% |
| Completion Rate % |  | 84% |  | 94% |  | 86% |  | 92% |  | 89% |
| WSCH |  | 1,540 |  | 1,929 |  | 1,973 |  | 1,863 |  | 2,207 |
| FTES |  | 47.9 |  | 60.4 |  | 61.8 |  | 57.7 |  | 68.6 |
| FTEF |  | 2.2 |  | 2.4 |  | 2.4 |  | 2.2 |  | 2.6 |
| Productivity (WSCH/FTEF) |  | 698 |  | 770 |  | 822 |  | 847 |  | 849 |
| Awards |  | 12 |  | 1 |  | 23 |  | 6 |  | 21 |
| AJ Productivity |  | **Fall**  **2010** |  | **Spring**  **2011** |  | **Fall**  **2011** |  | **Spring**  **2012** |  | **Fall**  **2012** |
| Census (CAP)% |  | 97% |  | 99% |  | 98% |  | 91% |  |  |
| Completion Rate % |  | 90% |  | 90% |  | 90% |  | 92% |  |  |
| WSCH |  | 1,983 |  | 2,037 |  | 2,144 |  | 2,202 |  |  |
| FTES |  | 62 |  | 63.5 |  | 66.3 |  | 68 |  |  |
| FTEF |  | 2.6 |  | 2.6 |  | 2.8 |  | 3.2 |  |  |
| Productivity (WSCH/FETF) |  | 763 |  | 783 |  | 766 |  | 682 |  |  |
| Awards |  | 11 |  | 27 |  | 21 |  | 48 |  |  |

\*The slight enrollment/productivity drop in spring 2010 and 2012 appears to be correlated with increased registration costs.

**Productivity WSCH/FTEF**

**Census (CAP)**

|  |  |  |
| --- | --- | --- |
| Productivity of AJ Program | 2008-2012 | 2008-2012 |
| WSCH/FEF |  | **774.5** |

|  |  |  |
| --- | --- | --- |
| Productivity of EVC Vocation/CTE Programs  Comparison of WSCH/FTEF, 2011 (Spring/Fall average) |  | WSCH/FTEF |
| Administration of Justice |  | **774.5** |
| Business Information Systems |  | **632.4** |
| Accounting |  | **589.75** |
| Paralegal Studies (LA) |  | **507.9** |
| Computer & Information |  | **478.45** |
| Automotive |  | **440.5** |
| Engineering |  | **411.4** |
| Nursing |  | **342.95** |
| CADD |  | **246.75** |
| Surveying/Geomatics |  | **243.2** |

***8. Identify student success rate and patterns within the department/program paying particular attention to our college’s target groups.***

Data shows that all ethnic, gender, and age groups are experiencing success. Students in the AJ Program, including those in historically underachieving target groups, are typically experiencing success at higher rates than those of the general college population. The program’s high success rates are partly attributable to an excellent and dedicated group of faculty members who work hard to help students realize their potential. In addition, students in a career program such as AJ are highly motivated and, therefore, somewhat self-selecting. Please note that these conclusions are most accurate for groups with well-represented data, such as Latino/a and African-American students. (please refer to data and charts in Part A(5), above, to see this demographic information).

Latino/a and African American students do not experience a significant achievement gap in the AJ Program when compared with the college as a whole. For ethnic groups which are not as well-represented in the AJ Program (such as Native American and Pacific Islander), success figures are based on small sample sizes, and therefore accuracy is questionable. Also, though the program has gained more Filipino students in recent years, the lower success rate reported for Filipino students is based on only five enrolled students. As a result, we cannot draw any broad conclusions about the lower success rate reported for this group or any other groups that has limited data. Finally, there is no way of knowing the ethnicities of students represented in the Unknown/Other category, which influences the understanding and validation of the aggregate data.

Student Success Rate by Ethnicity; Academic Year 2011

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Success Rates | EVC (All) |  | AJ |  | Success Rates |  | EVC (All) | AJ |
| African American | 56% |  | 61% |  | Filipino |  | 67% | 77% |
| Asian (All other) | 71% |  | 78% |  | Latina/o |  | 59% | 68% |
| Asian/Cambodian | 59% |  | 86% |  | Native American\* |  | 61% | 100% |
| Asian/Chinese | 74% |  | 34% |  | Pacific Islander |  | 65% | 64% |
| Asian/Indian | 67% |  | 90% |  | White |  | 74% | 65% |
| Asian/Vietnamese | 73% |  | 66% |  | Other/Unknown |  | 65% | 69% |

*\*Only (1) Native American student enrolled for Academic Year 2011*

**Success Rates by Ethnic Group: Academic Year 2011**

Student Success Rate By Ethnicity; Four Year Trend

***9. If the program utilizes advisory boards and/or professional organizations, describe their roles.***

The AJ Program receives informal feedback and suggestions from Region 5 Advisory Committees comprised of South Bay Regional Public Safety Training Consortium staff, public safety training managers and administrators. Advisory Committees provide an important source of evaluation and assurance that the program is meeting its goals at a high level of quality and excellence. In addition, AJ faculty members serve as a great source of expertise as all are subject matter experts in the field. Faculty members regularly provide evaluation and assurance that the program is meeting or exceeding industry standards. Current students and student alumni also provide valuable feedback regarding courses and curriculum.

**PART B: Curriculum**

1. ***Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).***

The Administration of Justice Program offers 13 courses designed to support its three degree programs: the Associate in Arts (A.A.) the Associate in Science (A.S.), and the Associate in Science Transfer (A.S.-T). The three degrees each require students to complete a requisite number of units within the major. The program underwent major revisions of curricula in eleven of its thirteen courses. Revisions were approved by the Curriculum

Committee during 2010-2012 and these courses are well within state curriculum standards of currency and relevancy.

In 2011, Program Learning Outcomes were created for the AJ Program. These outcomes focus on five essential core competencies of effective communication, critical inquiry, information literacy, social and cultural awareness, and ethical intelligence. These core competencies are intended to address the requisite skills needed to be successful in the criminal justice field. Furthermore, as previously stated these core competencies link with the over-arching Institutional Learning Outcomes of the college, and likewise support a commitment to preparing students holistically for the skills they will need in the real world.

The AJ Program and its courses benefit students who desire to enter the workforce, continue with career technical training, or transfer to a four year institution to continue academic pursuits.

**The program’s approved courses and major requirements for all three degrees are as follows:**

**Major Requirements**

AJ 010 Introduction to Administration of Justice 3.0

AJ 011 Criminal Law 3.0

AJ 013 Criminal Procedures 3.0

AJ 014 Contemporary Police Issues 3.0

AJ 015 Introduction to Criminal Investigation 3.0

**Specialty Courses/Electives**

AJ 110 Narcotics and Drug Abuse 3.0

AJ 111 Juvenile Law and Procedures 3.0

AJ 112 Introduction to Evidence 3.0

AJ 113 Crime and Violence in America 3.0

AJ 114 Terrorism 3.0

AJ 115 Forensic Science 3.0

AJ 116 Introduction to Corrections 3.0

AJ 117 Cybercrime 3.0

Students must complete each major course and major elective courses with a grade of “C” or better to be awarded the degree. At least 6 units in the major must be earned at EVC.

***Associate of Arts degree***

**Major/Core Requirements**

AJ 010 Introduction to Administration of Justice 3.0

AJ 011 Criminal Law 3.0

AJ 013 Criminal Procedures 3.0

AJ 014 Contemporary Police Issues 3.0

AJ 015 Introduction to Investigation 3.0

**Major Electives**

AJ-110, 111, 112, 113, 114, 115, 116, PHIL 060, PSYCH 035, 099, SOC 010, 011, BIOL 025, Math 063, BIS 039, Foreign Language (including conversational foreign language and Sign Language)

**Core Requirements in the Major 15.0**

**Major Elective Requirements 5.0**

**General Education Requirements 39.0**

**Physical Activity (graduation requirement) 1.0**

**Total units 60.0**

***Associate of Science degree***

**Major/Core Requirements**

AJ 010 Introduction to Administration of Justice 3.0

AJ 011 Criminal Law 3.0

AJ 013 Criminal Procedures 3.0

AJ 014 Contemporary Police Issues 3.0

AJ 015 Introduction to Investigation 3.0

**Major Electives**

AJ-110, 111, 112, 113, 114, 115, 116, PHIL 060, PSYCH 035, 099, SOC 010, 011, BIOL 025, Math 063, BIS 039, Foreign Language (including conversational foreign language and Sign Language)

OR

LE 160, LE 161, and LE 162

OR

LE 154

**Core Requirements in the Major 15.0**

**Major Elective Requirements 20.0**

**G.E. Requirements 24.0**

**Physical Activity 1.0**

**Total Units 60.0**

***Associate of Science-Transfer degree***

**Required Core:**

AJ 010 Introduction to Administration of Justice 3.0

AJ 011 Criminal Law 3.0

**List B: Select any TWO of the following courses**

AJ 013 Criminal Procedures 3.0

AJ 014 Contemporary Police Issues 3.0

AJ 015 Introduction to Criminal Investigation 3.0

AJ 112 Introduction to Evidence 3.0

AJ 111 Juvenile Law and Procedures 3.0

AJ 115 Forensic Science 3.0

AJ 116 Introduction to Corrections 3.0

**List C: Select any TWO of the following courses**

SOC 010 Introduction to Sociology 3.0

PSYCH 001 General Psychology 3.0

MATH 063 Elementary Statistics 3.0

**Total units for the degree: 18.0**

**Completion of CSU GE-B or IGETC 33.0-39.0**

**General Electives (to reach 60 units) 3.0-9.0**

**Total units required for the degree 60.0**

As the major requirements suggest, the Program has five required courses: AJ-010 Introduction to AJ, AJ-011 Criminal Law, AJ-013 Criminal Procedures, AJ-014 Contemporary Police Issues, and AJ-015 Introduction to Criminal Investigations. Beyond these required courses, students may choose to acquire more specialized knowledge in any of the Specialty Elective courses. To complete the major, students must also take the requisite units in the specialty elective category to reach the unit total required. For example, students interested in working in law enforcement may select the courses in Narcotics and Drug Abuse and Juvenile Law and Procedures while students interested in correctional careers may choose to study Introduction to Correction and Crime and Violence in America.

***The entire suite of AJ courses are listed below with complete course description, total units, grading status, prerequisite recommendations, and transfer status.***

**Course descriptions:**

**AJ-010 Introduction to Administration of Justice Units: 3**

This course covers the history and philosophy of administration of justice including law enforcement, the courts, and corrections. Responsibilities of criminal justice agents, legal frameworks, and the role of the justice system in a pluralistic society are examined. Concepts of crime causation, punishments and rehabilitation, and training standards of criminal justice personnel are explored.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: D0 District GE: D0 IGETC: None

Transfer Status: CSU/UC Degree Applicable: AA/AS

Repeatable: No

**AJ-011 Criminal Law Units: 3**

This course covers concepts of criminal law including history, philosophy, and legal structure. Definitions and classifications of crime, case law analysis, the court system and the U.S. Constitution are examined. Crimes against person, property crimes, and the legal system as a social and cultural ideology are

explored.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: D0 District GE: D0 IGETC: None

Transfer Status: CSU Degree Applicable: AA/AS

Repeatable: No

**AJ-013 Criminal Procedures Units: 3**

This course will cover the history, legal terminology, and principles of criminal procedures. Constitutional provisions, interpretation of statutory and case law, legal aspects of arrest, rules governing search and seizure, and institutional responsibilities of the criminal justice system within a multicultural society are examined.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

**AJ-014 Contemporary Police Issues Units: 3**

This course focuses on both the historical and contemporary role of police in society. Emphasis is placed on discussion and research of police hiring and training procedures, ethical issues, use of police discretion, police corruption, and the role of women and minorities in law enforcement.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: D0 District GE: D0 IGETC: None

**AJ-015 Introduction to Criminal Investigation Units: 3**

This course covers fundamental principles and procedures of criminal investigation including crime scene management, documentation methods, rules of evidence, and interviewing and interrogation. Modus operandi, sources of information, chain of custody, and investigative techniques related to persons and property crimes are analyzed.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

Transfer Status: CSU Degree Applicable: AA/AS

Repeatable: No

**AJ-110 Narcotics and Drug Abuse Units: 3**

This course explores the history and classification of legal and illegal psychoactive drugs including physiological and physical effects. Historical and contemporary trends relating to criminalization, decriminalization, addiction, harm reduction, and the relationship between drug use and violence are also examined.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

Transfer Status: CSU Degree Applicable: AA/AS

Repeatable: No

**AJ-111 Juvenile Law and Procedures Units: 3**

This course covers the application of specific statutes from the Welfare and Institutions Code and the California Penal Code to the juvenile justice system. Particular focus is placed on the role of law enforcement, probation services, schools, and parents/guardians in responding to

delinquency issues. Also included are discussions relating to gangs, juvenile sex offenders, mentally ill juvenile offenders, and juvenile victimization and exploitation.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

Transfer Status: CSU Degree Applicable: AA/AS

Repeatable: No

**AJ-112 Introduction to Evidence Units 3**

This course examines the history, legal standards, and social aspects of the rules of evidence. Burden of proof, rules governing admissibility, hearsay, relevance, and types of evidence are covered. Judicial considerations, documentary evidence, and issues relating to witness examination and competency, and

privileges are also explored.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

**AJ-113 Crime and Violence in America Units: 3**

This course examines theories and predictors of violence, the role of victims in the criminal justice system, and approaches to crime measurement. Common crimes including criminal homicide, sex crimes, domestic violence, gang and hate crimes, and elder abuse are also addressed. The legal and social impact of violence on quality-of-life as well as crime prevention, intervention, and treatment strategies are explored.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

Transfer Status: CSU Degree Applicable: AA/AS

Repeatable: No

**AJ-114 Terrorism Units: 3**

This course covers the ideology, history, motives and causes of domestic and international terrorism. Terrorist behavior, typologies of terrorism and extremism as a basis for terrorist behavior, as well as the response of the government and law enforcement in combating terrorism in multiple arenas are addressed.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

Transfer Status: CSU Degree Applicable: AA/AS

Repeatable: No

**AJ-115 Forensic Science Units: 3**

This course discusses practices used by forensic scientists in the identification, collection, comparison, and analysis of different types of physical evidence. Emphasis is given to biological fluids, ballistics, tool marks, fingerprints, questioned documents, drugs, and explosives.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

Transfer Status: CSU Degree Applicable: AA/AS

Repeatable: No

**AJ-116 Introduction to Corrections Units: 3**

This course covers the history and philosophy of correctional theory and practice in America. Emphasis is placed on adult and juvenile correctional institutions, jails, probation, parole, the effects of institutionalization, and alternatives to incarceration. Attention will also focus on specific issues in correctional systems, such as prisoner due process rights, overcrowding, ethnicity, gender, and aging.

Lecture Hours: 3 Lab Hours: None Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

**AJ-117 Cybercrime Units: 3**

This course will introduce students to various computer crimes and the appropriate investigative procedures used in collection, documentation, and presentation of evidence in court. The course includes a computer lab component.

Lecture Hours: 2.5 Lab Hours: 1.5 Grading: L

*Advisory Level:* Read: 3 Write: 3 Math: None

CSU GE: None District GE: None IGETC: None

Transfer Status: CSU Degree Applicable: AA/AS

Repeatable: No

**AJ-138 Work Experience Units: 1 - 8**

Occupational Work Experience is designed for students who work or volunteer in a field related to their career major. Students are required to provide evidence that they are enrolled in a career program (e.g., education plan or coursework in a career/occupational subject area). Students can earn one unit of credit for each 60 hours of unpaid volunteer time or 75 hours of paid work during the semester.

Students can repeat Career/Occupational Work Experience, combined with General Work Experience, or alone, up to a maximum of 16 units. Internship/job placement is not guaranteed.

Lecture Hours: None Lab Hours: 1.81 Grading: O

*Advisory Level:* Read: 3 Write: 3 Math: None

Corequisite: Be employed or a volunteer at an approved work-site for the minimum

number of hours per unit as stipulated for paid and unpaid status.

CSU GE: None District GE: None IGETC: None

**2. *State how the program has remained current in the discipline(s).***

Program faculty members remain current in the discipline by completing Continuing Professional Training (CPT) courses on a regular basis. Five program faculty members are professionals working in the criminal justice field as police officers or probation officers and as such, must complete a minimum number of CPT hours every year in order to maintain an active status. Four faculty members are retired law enforcement and have extensive training and education in the field. In addition, the program has a strong network, which includes advisory

groups, law enforcement officers, probation officers, correctional officers, and forensic specialists who help the Program remain current. This comprehensive network of criminal justice

professionals is invaluable in ensuring the Program remains current. They provide regular feedback and advice on trends and needs in the field. Finally, maintaining a close relationship with local organizations in the criminal justice field helps the program draw upon the current expertise of industry professionals as guest lecturers and workshop presenters.

**3. *All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.***

During 2010-12, the Program underwent revisions of nine courses that had not been updated since 2003. In addition, updated versions of the AJ Program degrees, and the A.S. Transfer degree were submitted for curriculum review and approval in 2010-11. However, there are several remaining courses that have not been updated since 2004, and are in need of revision. These remaining revisions are underway and will be submitted for curriculum review as soon as possible.

**Courses Requiring Update / Progress Status**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course |  | Last Revision |  | Action Plan |
| AJ-014 Contemporary Police  Issues |  | 2006 |  | In Process  Projected revision spring 2013 |
| AJ-115 Forensic Science |  | 2006 |  | Pending  Projected Revision spring/fall 2013 |
| AJ-116 Introduction to  Corrections |  | 2006 |  | Pending  Projected Revision spring/fall 2013 |
| AJ-117 Cybercrime |  | 2006 |  | Pending  Projected Revision spring/fall 2013 |

**4*. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?***

The AJ Program and its staff are always striving to use the most current teaching strategies whether through technology or problem-based approaches. To meet the needs of new learners, faculty regularly utilizes technologically-driven instruction including power point, embedded video and critical-thinking scenarios. For example the use of the Police Academy’s Driving and Use of Force Simulators allows students to apply concepts learned in the classroom to real-life decision making scenarios identical to what new police officers may experience. Several classes such as AJ-11 Criminal Law and AJ-15 Introduction to Criminal Investigations also utilize problem-based approaches such as mock court trials and mock crime scenes. These learning environments take introductory level curriculum to the next stage and require students to apply what they have learned in the classroom to dynamic and real-world situations.

1. ***Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use a Curriculum Mapping form as needed.***

The Program plans to continue its steady growth and hopes to be able to teach additional subjects each semester as well as offer specialty certificates. Once the annual schedule includes more specialty courses, the Program will be able to create a two to three track career program for students. Students will complete the same core classes, yet these specialty tracks could offer the opportunity for greater development of expertise in one of three areas: Law Enforcement, Probation, and Private Sector (Investigations or Security). We hope that this change will increase the Program’s appeal for incoming students and increase the Program’s ability to place graduates in more highly skilled (and salaried) positions. This plan would also promote the idea that there are many careers in the justice field beyond just law enforcement.

***6. Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)***

All four-year colleges or universities in this region offer an upper-division Administration of Justice, Criminal Justice, or Justice Studies major. Many of our graduates use the Administration of Justice A.A. or A.S. as a transfer bridge to a four-year school, and once there continue upper division course work necessary to attain a Bachelor’s degree. At San Jose State University, for example, their JS 10 Introduction to Justice Studies course is articulated with our AJ- 010 Introduction to Administration of Justice course.

In addition SB 1440 was passed into law to address transfer and articulation between the California Community College and the CSU system. The AJ Program offers an AS-T, to assist students and to bridge coursework with the CSU for transfer purposes.

**SB 1440 essentially states:**

*“The Student Transfer Achievement Reform Act (SB 1440 – Padilla), signed into legislation on September 29, 2010, enables the California Community Colleges and California State University to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs.  This new law requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.   
  
Students are given guaranteed admission into the California State University (CSU) system, and further are given priority consideration when applying to a particular program that is similar to the student’s community college major. The law prohibits the CSU from requiring a transferring student to repeat courses similar to those taken at the community college that counted toward their associate degree for transfer.  It is expected that*

*community college students will be able to declare an interest in pursuing specific transfer AA/AS degrees beginning the Fall 2011-12 academic year.”* [*http://www.sb1440.org/*](http://www.sb1440.org/)

***7. If external accreditation or certification is required, please state the certifying agency and status of the program.***

No external accreditation or certification is required. However, as noted above, the Program is structured to enable graduates to comply with California Peace Officer Standards and Training (POST) and the California Department of Corrections and Rehabilitation (CDCR), which regulates training and education requirements for law enforcement, dispatchers, correctional officers, and reserve peace officers.

**PART C: Student Outcomes**

***1. On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for the courses that do not have one.***

All active courses in the Program have Student Learning Outcomes (SLOs). Curriculum and SLOs for each course is located on the district server: \\Do\_data\_whse\r&p\Curriculum\Course Outlines\6 - Final .

***2. On the program level, list all programs (and degrees) that have current student learning outcomes.***

The AJ Program offers three terminal achievements: the A.A., A.S., and A.S.T. degrees. All of these were revised in 2010-11. Each one includes Student Learning Outcomes (SLOs), which are assessed on a regular basis to promote student success. Program Learning Outcomes (PLOs) were also created in 2010-11 to promote and build over-arching student learning competencies. The PLOs are measured and assessed in the core major courses per the matrix. An example of how PLOs are measured and assessed can be found on the website at: <http://www.evc.edu/slo/index.htm>. An example of how SLOs are measured and assessed can be found on the website via the same link.

**Below is an example of each PLO Core Competency with corresponding Learning Outcome:**

**At the completion of the program, students will be able to:**

|  |  |  |  |
| --- | --- | --- | --- |
| Core Competencies | |  | Program Learning Outcomes |
| 1 | Effective Communication (EC) |  | Demonstrate effective written and oral communication necessary in the study of criminal justice. |
| 2 | Critical Inquiry (CI) |  | Interpret, analyze, and synthesize information, concepts, and theories of the criminal justice system from multiple perspectives |
| 3 | Information Literacy (IL) |  | Apply and integrate terminology, concepts, and practices of Law Enforcement, the Courts, and Corrections |
| 4 | Social and Cultural Awareness (SCA) |  | Recognize the value of a multicultural society and the importance of social justice within our community both locally and globally |
| 5 | Ethical Intelligence (EI) |  | Analyze and consider decisions and ideas based on civility, civic responsibility, and aesthetics. |

***3. List or describe all assessment mechanisms you are using to evaluate SLOs. Provide results of any analysis.***

The AJ Program prepares students with job-ready skills that they can begin using upon graduation. The program-level PLOs measure the extent to which students possess the requisite skills, knowledge, and readiness to begin working in an entry-level criminal justice career. PLO #1 is assessed in AJ 15 (Introduction to Criminal Investigation), PLO #2 is assessed in AJ 13 (Criminal Procedures), PLO #3 is assessed in AJ11 (Criminal Law), and PLO #4 and #5 are assessed in AJ 14 (Contemporary Police Issues). Students demonstrate proficient knowledge of these areas by completing quizzes, projects, activities, and assignments. The results of these evaluations indicate the extent to which the Program is meeting its outcomes. While these assessments measure a student’s career readiness, they are also measuring how well the AJ Program is doing its job in educating, training, and preparing students for life after college.

PLO #1 was assessed in spring 2012 ; resulting in 70% of the students successfully meeting the PLO,.indicating sufficient knowledge in the communication PLO. The remaining PLOs are on an assessment timeline and will be reported on the EVC program matrix and the next program review cycle. For greater specificity regarding the conducted PLO assessment, see the example below.

**See example below for how PLO #1 Communication is measured and assessed in the Program:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program SLOs** | **Assessment Plan for**  **each Program SLO**  **Program Courses** | **Program Courses** | | | | | **Analysis/Action Plan and Timeline** |
| **Course** | **Course** | **Course** | **Course** | **Course** |
| Demonstrate effective written and oral communication necessary in the criminal Justice system field. | The student will convey, orally or in writing, thoughts, ideas, and conclusions in response to a criminal justice situation, crime, or event. | AJ 10 | AJ 11 | AJ 13 | AJ 14 | AJ 15 | A 70/70 formula will be used as a program goal for this SLO. This means 70 percent of participating students will achieve a pass point of at least 70%.  Data was collected from 48 students. 11% scored 90% or above, 29% scored between 80% and 89%, 31% scored between 70% and 79%, and 29% scored below 70%. 70% of students in this class scored above 70%. No change to instruction pending future data |
| I | D | D | D | M |
|  |  |  |  |  |

*\* I = Introducing, D = Developing, M= Mastered*

**See example below for how course SLOs are measured and assessed**

**AJ -010 Introduction to Administration of Justice:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Learning Outcomes**  **(SLOs)** | | **Assessment Tool**  **List the tools to assess each SLO** | **Evaluation**  **Timeline** | **Assessment Results**  **Summarize collected data** | **Analysis/Action Plan and**  **Timeline** |
| 1 | Examine the history and philosophy of the administration of justice system including law enforcement, the courts, and corrections | The faculty collaborated on an end of course comprehensive exam. Each question is aligned with the SLO's and will be assessed through the exam. | May 2012 | Data collected from 47 students. Eight questions were analyzed for this SLO. The combined average was 75% (High 96% / Low 35%). Two of the eight questions had a proficiency percentage of 35% and 57% respectively, which is below the 70% proficiency target zone. | A homework assignment will be given to reinforce differentiating the Eras of Policing and recognizing key people in policing. |
| 2 | Identify institutional objectives of the criminal justice system, and recognize the role and expectation of criminal justice personnel. | End of course comprehensive exam | May 2012 | Data collected from 47 students. Six questions were analyzed for this SLO. The combined average was 83% (High 96% / Low 61%). One of the six questions had a proficiency percentage of 61% which is below the 70% proficiency target zone. | These concepts will be reinforced during class lecture and focused learning activities pending future data |
| 3 | Analyze the criminal justice system’s responsibilities, identify general concepts of crime causation, and evaluate social and legal implications of crime on individuals and society. | End of course comprehensive exam | May 2012 | Data collected from 47. Six questions were analyzed for this SLO. The combined average was 89% (High 96% Low 76%). All questions were above the targeted 70% minimum proficiency. | No change pending more data collection |
| 4 | Identify local, state, and federal criminal justice agencies, describe their organizational structure, and recognize the role of each agency within the criminal justice system. | End of course comprehensive exam | May 2012 | Data collected from 47 students. Eight questions were analyzed. The combined average for was 83% (High 96% / Low 39%). One of the eight questions had a proficiency percentage of 39% which is below the 70% minimum proficiency target. | An in-class learning activity assignment will be added to reinforce police organizational structures |
| 5 | Evaluate legal practices and procedures of law enforcement, the courts, and correctional systems. | End of course comprehensive exam | May 2012 | Data collected from 47 students. Four questions were analyzed for this SLO. The combined average was 88% (High 96%/ Low 61%). One of the four questions had a proficiency percentage of 61% which is below the 70% proficiency target. | These concepts will be reinforced during class lecture and during learning activities pending future data |
| 6 | Examine the educational, training and professional requirements of personnel working in the Criminal Justice System. | End of course comprehensive exam | May 2012 | Data collected from 47 students xam. Two questions were analyzed for this SLO. The combined average was 93% (High 100% /Low 88%). All questions were above the target 70% minimum proficiency. | No change pending more data collection |
| 7 | Identify contemporary issues facing the criminal justice system and analyze strategies to improve the interrelationship between each system and society. | End of course comprehensive exam | May 2012 | Data collected from 47 students. Three questions were analyzed for this SLO. The combined average was 76% (High 87% /Low 57%). One of the three questions had a proficiency percentage of 57% which is below the 70% minimum proficiency target. | An in-class learning activity assignment will be added to reinforce ethical decision-making |

**PART D: Faculty and Staff**

1. ***Current faculty and staff members teaching in the program including areas of expertise and how their positions contribute to the program success.***

The Program has one full time faculty member and approximately eight part-time faculty members. The staff is highly specialized in the criminal justice field and all have current or prior public safety experience. This specific expertise in the field gives the faculty credibility with students and external stakeholders.

Staff Profile

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Current Staff** | **Full Time** | **Part time** | **Currently Working CJ Field** | **Retired;**  **Criminal Justice Field** | **Bachelor**  **degree** | **Master**  **degree** |
| 9 | 1 | 7 | 5 | 4 | Pending | Pending |
| Total | 1 | 7 | 44% | 56% |  |  |

**Full-Time Faculty**

**Cindy Bevan**

Cindy Bevan has worked for Evergreen Valley College as an adjunct faculty member since 2000. In 2009, she was hired as a full-time faculty member for the Administration of Justice program. Previously, Ms Bevan worked at South Bay Regional Public Safety Training Consortium in various capacities including Instructor, Police Training Officer, Police Academy Director, Dean

of Public Safety, and finally as Vice President of Academic Affairs. While at South Bay Regional, Ms. Bevan was responsible for the management, delivery, and compliance of public safety training programs and courses in law enforcement, fire science, probation, emergency communications, and corrections for seven community colleges. Ms. Bevan worked as a police officer for the Santa Clara Police Department for ten years where she worked general patrol, undercover assignments, vice crimes, and motorcycle/traffic patrol.

Ms. Bevan has served on several local and statewide committees for the furtherance of law enforcement professional development and training. She was a subject matter expert on the California Peace Officer Standards and Training “POST” and the Michael Josephson Institute of Ethics committees to study police ethics and implement statewide standards for police leadership and ethics. She served on the Public Safety Advisory Committee to the California Community College Chancellor’s Officer, and has served on several POST committees as a subject matter expert in police education and training.

Ms. Bevan holds an Associate of Arts degree in Administration of Justice, a Bachelor of Arts degree in Behavioral Science, and a Master of Science degree in Educational Administration.

**Part-Time Faculty**

**Walt Atkins: Pending**

**Karen Aten (Asato): Pending**

**William Coker: Pending**

**Richard Cook**

Richard Cook retired as Professor Emeritus of Administration of Justice, Evergreen Valley College, in June, 2008, after 35 years teaching at the college/university level and 5 years of directing recruit and in-service police training. His academic career began at Central Missouri University where he served (1967-69) as an assistant professor of Law Enforcement. In August, 1969 he was hired by Northeastern Oklahoma A&M College, Miami, Oklahoma, to write the curriculum for, and teach, a new program offering in Criminal Justice. In June, 1973, Richard was hired to teach two course offerings in the capacity of “visiting professor” at the University of Wyoming in Laramie. San Jose City College hired Mr. Cook in August, 1973, to serve as Director of Instruction, School of Law Enforcement (Santa Clara County Criminal Justice Training Center). In January, 1978 he returned to the classroom at San Jose City College to teach full-time in the Law Enforcement Program. Finally, in 1985, Mr. Cook transferred, on a permanent basis, to Evergreen Valley College to finish his career teaching in, and directing, the Administration of Justice Program.

After attending both grade school and high school in western Washington, Mr. Cook began studies in Police Science and Administration at Washington State University, Pullman, Washington, in 1962. He graduated in June, 1966, with a B.S. degree and in August, 1967, with an M.A. degree. In 1978 Richard began course work in Public Administration at Golden Gate University, San Francisco, in pursuit of a doctorate degree. He finished all course work for the degree but did not complete the dissertation. From

1973-2008 Mr. Cook also took college courses at the University of Kansas, University of Wyoming, University of California (Santa Cruz), San Jose State University, Mission College, DeAnza College, West Valley College and Evergreen Valley College.

In addition to his academic teaching/police training career, Richard wrote four published articles for police periodicals, wrote four correspondence courses for the University of Oklahoma, wrote one chapter in a college textbook (“Principles and Procedures of the Justice System”) and taught at the Missouri State Highway Patrol Academy. He also spent limited time working at Melco Detective Agency in Kansas City, Missouri, where he ran polygraph examinations, performed questioned document analysis, and investigated credit card theft/fraud cases committed against Mobil Oil Corporation.

**Kara Gerdes: Pending**

**Jeremiah Garrido: Pending**

**Opristsa Miller: Pending**

**Virginia Montelongo**

Ms. Virginia Montelongo has worked for the Santa Clara County Probation Department for 23 years as a Probation Officer. She began her public safety career as a volunteer intern with the Child Abuse and Neglect Department, in which she learned firsthand the importance of serving people. After one year as a part-time group counselor with the Santa Clara County Juvenile Detention Center, Ms. Montelongo was hired as a fulltime group counselor to work with juvenile offenders, and also work with adult offenders in a work furlough setting.  
  
 After eight years of working as a counselor in a custodial facility, Ms. Montelongo was hired as a Deputy Probation Officer for the County of Santa Clara, where she has served now for over 22 years. During this time, Ms. Montelongo created a course on Female Offending , which was certified by Sacramento as an elective course and was taught to new Probation Officers. Ms. Montelongo has also coordinated several field trips to the Chowchilla Correctional Center for Women for internal and external groups.

Ms. Montelongo is highly committed to community volunteerism and as such facilitates an eight- hour training class for the community on Female Offending and has done so since November 2006. Ms. Montelongo has also taught core classes at the South Bay Regional Public Safety Training Consortium for over three years to new Probation Officers and Group Counselors. She has been teaching law enforcement classes at Evergreen Valley College for the past 1 1/2 years, and recently created a new elective class titled Women in Crime.  
  
 Ms. Montelongo is a proud graduate of the East Side Union School District. She earned her A.A. degree from San Jose City College, and her B.S. degree and M.S. degree in Criminal Justice from San Jose State University. She regularly attends on-going professional development classes and seminars including “Beyond the Bench.” Ms. Montelongo continues her expertise and training on specific subject areas including Juvenile Law, Narcotics, Child Abuse, Gangs, Elder Abuse, Sexual Offending, Financial and Computer Crimes, and Post Traumatic Stress Disorder

***2. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.***

The AJ Program faculty is highly trained and regularly attends continued professional development as an annual education and training requirement of their job. For example, most have current certification and training on first aid/CPR, legislative changes, legal aspects, state mandated training such as elder abuse, domestic violence, sexual harassment/discrimination, etc. The full-time faculty member, Ms. Bevan, has also attended several workshops and training seminars in the past six years including workshops offered through Professional Development Day at Evergreen, plus training on Gender Harassment/Discrimination, Instructional Leadership and Technology, Leadership Development, POST Scenario Evaluator Training, and many other Law Enforcement related seminars.

***3. Current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.***

Currently, the program has one tenure-track faculty member who is in the final year of the active tenure review process. In regard to regular faculty evaluations, both the program’s full-time tenured faculty member and its adjunct faculty members are evaluated regularly per the college’s schedule and standards. There are no permanent classified staff members in the department.

***4. Departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).***

The department has hired several new faculty members in recent years; when this is done, a mentor can assist the faculty member during the first year to help provide assistance and answer questions. In addition to departmental orientation provided by the Division Dean, Evergreen Valley College has a Teaching and Learning Center which provides an orientation for new faculty members.

**PART E: Facilities, Equipment, Materials and Maintenance**

***1. Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain additional facility needs and rationale.***

The AJ Program has modest needs. In terms of facilities and equipment, the program utilizes regular campus classrooms, requiring no additional accommodations. Most campus classrooms now have instructor computers and data projectors, a technological improvement that has helped support the program's instructional quality.

**2. *Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.***

The program's largest expense is teaching salaries. The library maintains a subscription to LEXIS/NEXIS Academic Universe for the whole college, and the program uses this, as well as other resources, as needed for legal research.

***3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?***

A number of law enforcement and police academy personnel provide valuable feedback as needed. Assistance is also provided to students in the form of opportunities for internships, volunteerism, and jobs. Support is adequate to inform the AJ Program and to direct its initiatives related to student success, job readiness, and transfer paths. The program's use of this network and committee is more fully described in Part A, Item 9, above.

While the program does not receive direct funding from industry, this possibility could be pursued if the college or district were to provide greater foundational support to assist departments in soliciting donations or endowment funding. Two to three AJ students did receive full scholarship funding from NOVA Workforce Development to attend the Basic Police Academy. Without this outside funding, these students would not have been able to afford the high cost, approximately $5,000, to attend the academy.

**PART F: Future Needs**

1. **Current Budget**

***A. Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program’s needs.***

In the current year, $240,860 is allocated to the program through Fund 10 for instructional salaries.

**B. *Identify any external (fund 17) funding the department/program receives, and describe its primary use.***

None

***C. Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.***

None

1. ***Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?***

The AJ Program is a good candidate for external revenue and funding through CTE grants such as Perkins grants. There are also several federal workforce development grants through the Department of Education and Labor that might be suitable sources of revenue for the Program. The drawback of any grant would be in the management and administration process. For example, with one full-time faculty, it is unlikely that these grants could be written, adequately applied for, and managed. However, in the future and if applicable, these types of funding sources should be considered as a potential means to build the program, boost student enrollment, enhance student success, and benefit the college.

1. ***Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program’s CTAs?***

Presently, the program does not have any unmet needs. However, increased expectation of accountability in relation to SLO assessment and graduation success rates poses additional burdens on faculty. This program, like others on campus, lacks the staffing or financial support to hold AJ specific faculty retreats/meetings, or to conduct any meaningful data collection related to student success or program success. Ideally, student surveys, placement surveys, graduate surveys, and employer surveys should be conducted regularly so that the results of these evaluations can be used for program improvement. However, program faculty members do not have the resources or time to conduct these evaluations, analyze data, and keep this evidence organized. As performance expectations increase in these areas, the college must consider how it will provide the requisite staffing and financial support beyond the direct classroom resources and salaries.

One way to accomplish this need would be to create a dedicated AJ Website where evaluations and assessments from internal and external stakeholders could be conducted on a regular basis. This would require financial and technical support from the college to assist AJ staff on all aspects of this initiative.

**4. *What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain. What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.***

The program does not need any additional faculty or staff members to maintain its current performance. However, as the program adds classes and increases in size, more adjunct faculty members will be needed to teach additional course sections. In addition, the program faculty members foresee a possible need for additional staffing support as identified in the response to Part F (3), above.

***5. Does your program require any additional facilities, equipment, and/or supplies over the next six years (above and beyond the program’s current budget)?***

No additional needs are anticipated in this regard. However, the Program encourages the college to provide better support related to the development and delivery of online and hybrid courses. Students in online and hybrid courses can only succeed with appropriate infrastructure and support services, and faculty can only facilitate these courses if trained and skilled. Effective training orientations, flexible counseling and student services, and deployment of additional technology solutions will encourage more faculty to teach online and hybrid courses.

Some limited and basic equipment is needed to keep the AJ Program dynamic and engaging for students. Currently the Program is heavily reliant on the Police Academy to provide basic equipment for classes such as AJ-15 Introduction to Criminal Investigations. For example, each semester faculty members use mannequins, fake blood, fake weapons, and other pieces of physical evidence. Although this equipment is currently available through the academy, all instructors may not be aware of this or there may be conflicts with academy use thus preventing AJ Program use. The college might consider a small stipend to purchase common materials and equipment that all faculty members and students could benefit from.

**PART G: Additional Information**

***Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.***

In summary, the AJ Program is a highly successful CTE program. Its degrees prepare students for professional-level jobs in a career field that continues to grow and is projected by the U.S. Department of Labor’s Bureau of Labor Statistics to continue growing at a “much faster than average” pace. The AJ Program is helping the college fulfill its Mission and Strategic Initiatives, is working closely with strong community advisories, and is creating a cycle of improvement through learning outcome assessment and evaluation. Furthermore, the Program’s productivity is higher, and its cost lower, than most other CTE programs on this campus. The college should remain committed to supporting and growing this valuable program.

**PART H: Annual Assessment: Program Faculty and PR Committee**

N/A

**PART I: Resource Allocation Table**

Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC’s Budget and Planning Process.

|  |  |  |  |
| --- | --- | --- | --- |
| Item Title | | | Response |
| Productivity (WSCH/FTEF): |  | 774.5 | |
| Student Success Rate (Retention): |  | 90% | |
| Number of class sections offered: |  | 32 (2012/13) | |
| Changes in enrollment: |  | +21% (since 2008) | |
| Current Budget |  | $240,860 | |
| External funding: |  | $ 0 | |
| Future Needs/Additional Costs: |  | None Required | |

**End of Report**