EVERGREEN VALLEY COLLEGE

Administration of Justice

Program Review

2016 - 2017

Cindy R. Bevan
Preparer

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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.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degrees for transfer, certificates, career technical education, transfer coursework, and basic skills education. (Revisions approved by the SJECCD Board of Trustee October 13, 2015)

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

General Information:

Department/Program Name: SSHAPE/Administration of Justice
Last Review: 2014-15
Current Year: 2016-17
Preparer's Name: Cindy Bevan, Faculty
Area Dean: Mark Gonzales, Dean, SSHAPE Division

Overview of the Program:

1. Summary of the Program: Brief History, Factors Important to the Program's Development, Purpose of the Program, Students Served, and Services Provided.

The Administration of Justice Program "Program" is a unique educational program emphasizing both academic and career technical educational "CTE" pathways for diverse student learners. The program endeavors to meet the needs of students seeking careers in the fields of justice, law, and protective and social work. In particular, the program focuses on careers in law enforcement, the courts, corrections, social services, and the private sector. Likewise, for students seeking a two year degree or aspiring to transfer to a four-year academic institution or technical training institute, the program offers a robust and rigorous academic track to encourage those pathways as well. While academic preparedness in the criminal justice field is a primary focus, the program strives to foster a holistic learning environment by highlighting core competencies through Program Student Learning Outcomes "PSLOs" in effective communication, critical inquiry, information literacy, social and cultural awareness, and ethical intelligence. It is through these PSLOs that we believe students will be best prepared to meet educational and workforce challenges in the 21st century.

Historically speaking, the program was established 41 years ago in 1975 when the college first opened its doors, and today serves an average of 1,076 students each year. With over thirteen feeder high schools from East San Jose Union School District to San Jose Unified School District, the program has a large contingent of young adult learners. Currently, the program population mainly encompasses students between 18-24 years of age, many of whom come directly from local high schools. There are also many students who are completing professional development, general education studies, or who are retooling for a second or third career.

The program maintains three academic options: the A.A. degree, the A.S. degree, and the A.S.T. degree. The A.A. and A.S. degrees are framed around the 15 core units or five core classes. Students with an academic orientation may choose to complete either the A.A. or A.S.T. degree option, and then transfer to a four-year university or technical school if desired. The A.S. degree option is well suited for the student seeking a career in law enforcement, corrections, or other criminal justice career field. The A.S. degree is also aligned with the California Peace Officer Standards and Training ("POST") Basic Academy and/or 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 prefers to receive state certification concurrent with a college degree. Although students are eligible for employment with department-specific minimum 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 for students to accelerate the career preference and earn both an Associate degree and California State Peace Officer Certification at the same time. Regardless of which option 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 program is fully supported by the entire campus community. Students in the program are eligible for campus-wide programs in areas of health, psychological, educational, and financial-aid services; and many students receive outstanding assistance from college representatives. Students are also encouraged to participate in various student clubs and activities where they receive support and can be actively engaged in student-life during their time at the college.

The program has remained healthy over the years as its graduates are in high demand by public and private agencies in federal, state, and local jurisdictions. With one full-time faculty member and several adjunct

professors, the program includes active and retired subject matter experts in the field of public safety. The program is currently in the process of forming a joint advisory committee with our sister college, San Jose City. The program periodically receives career technical feedback from advisory committees and experts within the region, who meet regularly with South Bay Regional Public Safety Training Consortium staff. Information and correspondence with South Bay Regional staff, state-wide AJ committees, community college faculty, and criminal justice agencies and personnel all serve to guide program decisions and curricula.

2. Three Recent Accomplishments and their Connection to EVC College Success

Over the years, the program has made notable strides in many areas including developing and assuring quality measures are in place for instructional methodology, curricular standards, and student learning and course level outcomes. The program generates specific initiatives related to improvement and accomplishment through its "Calls-to-Action" (CTAs) goals. CTAs are always considered in relation to the college's goals and strategic objectives, and this fully supports program and college success. It also ensures the program vision is aligned with the college vision to foster student success in a global setting. When the program completes its CTA goals, it realizes genuine advancement and accomplishment of both the program and college missions.

Refer to CTA Report and Analysis chart below for a summary of accomplishments of the program in terms of completed CTAs, in-process CTAs, and new CTAs. The chart provides comparison and update between the last program review (2014/15) and this program review (2016/17).

CTA Report and Analysis	
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***	
Program Review: 2014/15	**Program Review: 2016/17**
1. A new specialty course (AJ 123: Women and the Criminal Justice System) was developed. A second specialty course in Probation is under development with an anticipated 15/16 offer date. One course, (AJ 10: Introduction to Administration of Justice) was developed and submitted as an online offering. The course is pending approval. 2. SLO assessment is continuing on a regular cycle. Currently, 29/37 SLOs have been assessed for AJ 10, 11, 14, 15, and 110. 0/81 SLOs have been assessed for courses (AJ 13, 111, 112, 113, 114, 115, 116, and 117). 3. PSLO assessment is continuing on a regular cycle. All PSLOs are aligned with college ILOs and to date, 4/5 PSLOs have been assessed.	1. Completed: Two new programs, AJ 019 and AJ 023 were approved and are scheduled as determined by the dean. In-Process: The probation course has not been completed. AJ-019 will be considered for an online course rather than AJ-010. 2. Completed: SLO assessment continues on a steady and regular cycle. 31/38 SLOs have been assessed (82%) for 4 out of the 5 core courses. This equates to a 14% increase since the last program review. In-Process: There has been no improvement in SLO assessment for regularly offered courses AJ-013 and AJ-111. No SLO assessment has occurred for courses AJ 112, 113, 114, 115, 116, or 117. 3. Completed: PSLO assessment continues on a regular cycle. 4/5 (80%) PSLOs have been assessed at least twice since the last program review. In-Process: PSLO #2 for AJ-013 has not been assessed. This PSLO was reviewed to determined the possibility of realignment. This PSLO was moved and will be assessed in Fall 2016 in our AJ—011 course.

	4. New CTA: Develop a new course related to Ethics and/or Procedural Justice. This course could address current industry needs as stated in the Final Report of the President's Task Force on 21st Century Policing and California Peace Officer Standards and Training initiatives.
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***	
1. The program will continue to expand its outreach efforts to local area high schools. 2. The program will continue to work with local area organizations to create mentoring opportunities between program alumni and students. 3. The program will explore the feasibility and implementation of a dedicated Administration of Justice Webpage to communicate with internal and external stakeholders.	1. Completed: Attended career day at Overfelt High school. 100 students attended the event and community engagement effort was very successful. 2. Competed: "Student-2-Student" a specialty assignment designed to connect EVC students with local high schools is designed to meet this CTA. To date, 29 students have participated in the assignment. The program also receives regular information from EVC EOPS with many valuable referrals and resources related to internships, employment, and volunteer opportunities. 3. Not Completed: No progress has been made on a program dedicated webpage. 4. New CTA: The program is in the process of of establishing a greater partnership with CCOC MetroEd. The goal is to provide more information to MetroEd students about the program and consider educational pathways between CCOC and the program and college.
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 and Services***	
1. All stale courses in need of revision (2009 and older) will be revised, and course revisions submitted within the next academic year. 2. Curriculum changes will be finalized and implemented according to timeline with new changes communicated to college stakeholders.	1. Completed: All courses have been updated in compliance with CTE requirements as of this review. San Jose City College recently hired a dedicated AJ curriculum coordinator, and once the coordinator has reviewed the courses, as all are district level courses, they will be officially launched for approval. 2. Completed: All courses have been completed, and communicated with stakeholders. 3. New CTA: Promote the EVC Tutoring Center including encouraging AJ students to work in the center and attend sessions for specific assignments such as academic papers and exams. 4. New CTA: The program is in the process of establishing an Advisory Committee with our sister college, SJCC. The Advisory Committee will consist

	of industry experts, community members, and faculty; and will help guide program and curricular decisions.

3. Three Year Program Projection

The program will continue to actively promote a robust and diverse student population to ensure it is stable and thriving three years from now, and well into the future. The program is expected to be in steady growth mode in areas of instruction, curricula, administration, and assessment. For example, instructional delivery should continue to meet the demand of diverse learners, and therefore must incorporate and include technology and emerging instructional trends. Curricular needs must be met with all courses properly aligned with transfer guidelines and career standards while maintaining currency in compliance with CTE mandates. It is important the courses that comprise the three degrees translate toward something of value for the student, whether they are transferring to a four year institution or entering the labor market. Therefore, courses and degrees must meet requirements of educational institutions, career technical institutes, and minimum standards for jobs in the justice field.

The program should continue to improve the divide between the number of students who enroll in a course compared to the number of students who successfully complete the course. While this gap appears to have narrowed slightly since the last program review, unfortunately, the District analytic system, Colleague Reporting and Operational Analytics (CROA), is not very helpful to determine the net effect of headcount/seatcount to the program or the college. In part, this is due to confusing definitions, minimum benchmark identification related to college efficiency, and the practical way of accessing data from the software. Finally, assessment of the program, its courses, and its students must be satisfied on regular timelines. Therefore, PSLOs and SLOs must continue to be regularly assessed with data driving and guiding program decisions. Unmet PSLO and SLO assessments must be a top priority with all courses being assessed at regular intervals. Finally, it is important for adjunct professors to contribute to the development, monitoring, and assessment of SLOs to ensure the entire program is adhering to college and state guidelines.

4. Careers and Opportunities: Projected Employment and Wages

Throughout its history, the program has served many students who desire to work in the field of law and justice. While most students attend the program to receive the minimum education necessary to enter the field of law enforcement, many others are interested in careers in probation, correction, and legal advocacy. Some students are interested in transferring to a four year academic institution or other technical training institute. Although the program is not solely CTE driven, it does serve a large contingent of students who are attending for the purpose of job placement. As such, it is important that when students attend and graduate from the program, there are potential jobs available. Current employment data and anecdotal information supports that there are jobs available for graduates of the program.

Projected Employment

The program and its three degrees can lead to many exciting and good paying careers, and students can work in a wide spectrum of federal, state, local, or private agencies. While the program has a strong contingent of students seeking opportunities in police and sheriff occupations, there are many other career fields that appeal to students as well. For example city police, campus police, deputy sheriffs, highway patrol, state troopers, federal bureau of investigations, drug enforcement, court personnel, correction officers, detectives, criminal investigators, fire inspectors, private investigators, juvenile and adult probation officers, social workers, community services officers, security guards, and fire investigators are just some of the possibilities. Individuals with advanced education or experience in law enforcement can pursue careers in teaching, forensic specialists, detectives, subject matter experts, attorneys, or magistrates.

Over the years, the program has built a strong foundation of law enforcement curricula and relevant classes, and as a result students attend for this reason. Students are quite aware that a minimum level of education is required for most, if not all, criminal justice jobs. In terms of employment potential in the law enforcement field, The U.S. Department of Labor, Bureau of Labor Statistics (BLS) recently predicted police and detective jobs to grow 4% nationally, about 3% less than the projected 7% overall national jobs growth. Fortunately, according to the California Employment Development Department (EDD) data, California jobs growth is projected at 6.3%, which is 2.8% more favorable than the national law enforcement jobs growth.

U.S. Police and Detective Summary		
2015 Median Pay	$28.97 per hour	$60,270 per year
Number of Jobs, 2014	806,400	
Job Outlook , 2014	4% (Slower than U.S. average of 7%)	
Employment Change, 2014 -24	33,100	

1. http://www.bls.gov/ooh/protective-service/police-and-detectives.htm

In addition, according to California EDD, more jobs will be available in the local sector then the state and federal sectors combined. This means the vast number of jobs will come from municipal and county vacancies such as local police and sheriff's departments (see graph below). Since a large portion of our student population is interested in careers in local government, this data is encouraging, and our students will be well poised for these jobs.

Police and Sheriff Jobs in California by Government Assignment	
Industry Title	**Percentage of Total Employment for Occupation in California**
Local Government	86.2%
State Government	11.1%
Federal Government	1.9%

2. Source: EDD/LMID Staffing Patterns

Anecdotally, at least half of our students desire to work in the field of law enforcement whether at the local, state, or federal level. California EDD data supports that these jobs will be available; however police and sheriff patrol officer jobs, in particular, are projected to lag behind the average growth rate of other occupations in the state. Police and sheriff patrol jobs are expected to grow by 6.8%, or 4,600 jobs between 2012 and 2022. While this jobs growth projection for peace officers is more sluggish than the overall California jobs growth, it is still 2.8% better than the national average projection of 4%. 3

1. http://www.bls.gov/ooh/protectiveservice/police-and-detectives.htm
2. http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp

Similarly, police and sheriff patrol officer jobs in San Benito and Santa Clara Counties are also expected to grow slower than the average growth rate for all occupations in California according to California EDD. Jobs for police and sheriff patrol officers in these counties are expected to increase by 3.1 percent, or about 100 jobs between 2012 and 2022 (see graph below), which is 3.7% slower than the state average and .09% slower than the national average projections. However, it is important to distinguish between *new jobs growth* versus *additional jobs due to net replacements*. Additional openings due to net replacements could perhaps be the brightest jobs picture for our students because California EDD numbers, while still very good, may actually be significantly under-projected.

Estimated Employment and Projected Growth Police and Sheriff Patrol Officers					
Geographic Area (Estimated Year-Projected Year)	**Estimated Employment**	**Projected Employment**	**Numeric Change**	**Percent Change**	**Additional Openings Due to Net Replacements**
California (2012-2022)	67,300	71,900	4,600	6.8	21,100
San Benito and Santa Clara Counties (2012-2022)	3,240	3,340	100	3.1	1,020

Source: EDD/LMID Projections of Employment by Occupation

In terms of estimated California annual job openings, California EDD projects average growth of 450 new job openings per year for police and sheriff patrol officers, plus an additional 2,110 job openings due to net replacement needs, resulting in 2,570 new job openings from 2012 to 2022 (see graph below). In San Benito and Santa Clara Counties, which is within the Evergreen Valley College service district, an average of nine new job openings are estimated per year for police and sheriff patrol officers. In addition, 102 job openings are estimated due to net replacement needs, resulting in a total of 111 job openings from 2012 to 2022. [4]

3. http://www.labormarketinfo.edd.ca.gov/commcolleges/ResultSoc.asp
4. http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?careerID=&menuChoice=&geogArea=0601000000&soccode=333051&search=Explore+Occupation

Estimated Average Annual Job Openings Police and Sheriff Patrol Officers			
Geographic Area (Estimated Year-Projected Year)	**Jobs From Growth**	**Jobs Due to Net Replacements**	**Total Annual Job Openings**
California (2012-2022)	450	2,110	2,570
San Benito and Santa Clara Counties (2012-2022)	9	102	111

http://www.labormarketinfo.edd.ca.gov

Although police and sheriff patrol jobs indicate slow to modest growth according to national and state data projections, this data does not necessarily portray a clear picture regarding the conditions of policing at the local, state, and national levels. For example, job projections don't take into account nuances within recruitment, pension restructuring, agency-specific policies, reform agendas, ballot measures, and so on. Furthermore, recently the police have been under intense and increased public scrutiny, and though this condition is likely to continue, many federal, state, and local initiatives are underway that will impact jobs and job perception. Therefore, it is fair to conclude that police employment projections are inherently complex and should be analyzed using a varied approach to best understand dynamic issues such as jobs, performance, wages, and so forth.

One example of this complexity can be found using the California EDD data versus local media articles describing the state of policing. For example, California EDD had this to say about the jobs outlook for police and sheriff jobs in California for 2016:

> *"More opportunities are expected in local and special police departments than in federal and State law enforcement agencies. Because of attractive salaries and benefit packages, there is a larger supply of qualified applicants than there are jobs in federal and State law enforcement agencies, resulting in increased hiring standards and selectivity by employers. Stiff competition exists for higher paying jobs with State and federal agencies in more affluent areas.* ***Applicants with college education should have the best opportunities****. However, employment growth may be hindered by reductions in Federal hiring grants to local police departments. On the other hand, expectations from community drug and gang-free neighborhoods and lower-crime rates may increase the size of departments."*[5]

It is true that more job opportunities exist in local municipal and county jurisdictions, and based on California EDD research, some 86% of jobs are available in this category. Anecdotally speaking, one might assume that higher paying jobs would engender more applicants and therefore lead to fewer jobs due to stiff competition. However, this is not always the case; for example, local jurisdictions typically pay more than most federal and state jurisdictions where jobs, according to the EDD, are more available. However, many Bay Area police and sheriff agencies are experiencing real difficulty recruiting, hiring, and retaining quality applicants in spite of higher starting salaries and more job openings. Even San Jose Police Department once considered one of the top departments in California is struggling with filling vacancies and are losing twice as many officers than previously expected.

5. http://www.labormarketinfo.edd.ca.gov/commcolleges/ResultSoc.as

To corroborate this trend, a recent San Jose Mercury News article indicated, "San Jose Police Department will shrink to two-thirds its size in 2008, when budget reduction measures sparked a running exodus of officers. Since the 2016 estimate reflects a loss of 50 officers a year. Over the past three years, SJPD has seen at least 100 officers leave annually. Of the fall 2013 graduating class, which was the first to be hired under a reduced pension plan, 22 of 40 rookie officers remain with the department. Sources say of the 22, at least half are being back- grounded by other police agencies for potential hiring, and even more are looking elsewhere." [6]

In addition, according to excerpts from a 2015 article in San Jose Inside, San Jose Police Department is "now at a historic high of 21 percent. The actual number of vacant police officer positions—out of a total of 871—grew from 40 in 2012 to 181 this summer. The target number for each class is 48 recruits, but each round brings a new record low. Only 13 cadets signed on to the academy this month, while even fewer are expected to make it to graduation. [7] This trend is not unique to San Jose Police Department, and in 2008, according to the Federal Bureau of Justice Statistics, police agencies nationwide hired about 61,000 officers but lost 51,000 through resignations (54 percent), non-medical retirements (23 percent), dismissals (10 percent), probationary rejections (5 percent) and disability retirements (5 percent). While public safety departments face some of the same problems other employers do with U.S. unemployment at a 30-year low, police recruiters are additionally stymied by the job's low pay, tarnished image, increasingly tougher standards for new recruits and limited job flexibility." [8]

This information supports that the jobs picture presented by EDD may not bear out as projected if departments continue to realize mass exits of their workforce due to loss of benefits, salary reductions, pension reform, lack of morale, and poor police image. These articles may also suggest that people are actually choosing not to enter law enforcement due to conditions such as pay, tarnished reputations, police-community relations, or tougher standards. All occupations go through peaks and valleys, but law enforcement officers are vital to our communities and these vacancies must be filled to ensure our public peace and safety is preserved. It is uncertain whether the National BLS or the California EDD adequately predicted these factors when publishing the jobs growth projections, but based on current events and massive vacancies, the numbers are dubious at best. For instance, San Jose Police Department recently issued a "State of Emergency" and currently sits approximately 500 officers down and many agencies at the national, state, and local levels are struggling to keep pace with vacancies caused by standard attrition. Either way, when applicants decide to join departments, it is clear there will be jobs to support them. And, when some departments see lows, others see highs; for example Dallas Police Department recently reported a 344% increase in police applicants, when 500 people applied to the department in just 12 days following the murder of five of its officers. [9]

In conclusion, there will be plenty of jobs available for our students, and a degree in administration of justice will provide the minimum necessary education so they can apply and earnestly compete in the workforce. The Final Report of the President's Task Force on 21st Century Policing further supports the value and need for education in policing. For example, Recommendation 5.11 of the report states, "The Federal Government, as well as state and local agencies, should encourage and incentivize higher education for law enforcement officers….many believe that a higher level of required education could raise the quality of officer performance, law enforcement also benefits from a diverse range of officers who bring their cultures, languages, and life experiences to policing. " [10] Most, if not all, experts support that a minimum level of college education raises officer performance across all areas from basic skill literacy, cultural competence, to psychomotor acquisition and interpersonal acumen. Therefore, all research, data, and recommendations point to strengthening education levels, and this undoubtedly favors the program and our students.

6. http://www.mercurynews.com/crime-courts/ci_25387775/san-jose-police-will-lose-another-100-officers
7. http://www.mercurynews.com/crime-courts/ci_25387775/san-jose-police-will-lose-another-100-officers
8. http://www.sanjoseinside.com/2015/10/05/city-audit-san-jose-should-invest-more-in-police-hiring/
9. http://www.kabc.com/2016/07/23/almost-500-apply-to-be-a-dallas-cop-since-ambush/
10. https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf

As previously stated, the program serves a large contingent of law enforcement students; however it also serves many students who wish to work in other justice related occupations as well. All jobs associated within the AJ field show growth consistent to the national and state average projections and support the breadth of jobs available to students who successfully attend and/or complete the program. The chart below shows a sample of associated careers and the positive job openings correlation by occupation per California EDD. This data does not include projected jobs growth for net replacement in these fields, which will be substantially higher than the annual job openings. It is clear that the overall jobs numbers is promising for new applicants, and with most departments requiring college-leveled education, this bodes very well for our students.

California Annual Job Openings by Occupation 2014-2024			
Occupation	**Employment**	**Annual Job Openings**	**Growth**
Corrections	37,700	1230	+7.4%
Probation Officers	10,900	300	+8.3%
Lawyers	102,700	2420	+11.8%
Court Reporters	3100	80	+13.2%
Forensic Science Technicians	2900	160	+31.8%
Security Guards	148,900	4400	+15.4%
Total	**274,200**	**8230**	**Av: + 14.65%**

http://www.labormarketinfo.edd.ca.gov

In summary, the overall jobs growth projections are promising for students who attend and complete the program. While the actual numbers are debatable, the realistic expectation is that there will be more jobs available then what is actually projected by both the National BLS and the California EDD. The best and worst case scenario both favor our students in the program, as there will be jobs available and accessible in all categories. In all cases, these jobs require a minimum level of college education, and all data suggests that those with a college education are best qualified to fill these vacancies. Students who successfully complete the program will be qualified to compete and acquire these jobs well into the future.

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http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=corrections&careerID=&menuChoice=searchCriteria=lawyers&careerID=&menuChoice=occexplorer&geogArea=0601000000&soccode=231011&search=Explore+Occupation
occexplorer&geogArea=0601000000&soccode=333012&search=Explore+Occupation
http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?
http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=security+guards&careerID=&menuChoice=occexplorer&geogArea=0601000000&soccode=339032&search=Explore+Occupation

Police and Sheriff Wages

Salaries and wages can vary widely between police and sheriff departments due to differences in base pay, benefit packages, education incentives, and assignment differentials. In general, salaries and benefits for peace officers are quite respectable in California and, in the bay area in particular, are commonly more competitive when compared to the rest of the state or nationally. According to the California Employment Development Department (EDD) Occupational Guide, the median wage in 2016 for police and sheriff patrol officers in California is $96,763 annually or $46.52 hourly. The median wage for police and sheriff patrol officers in San Benito and Santa Clara Counties is $117,647 annually or $56.56 hourly (See chart below). [11] In 2016, peace officers in California earn a median wage of $96,763, approximately $36,493 more than the national average of $60,270.

Wages and benefits between Santa Clara County police and sheriff's departments also vary widely, and as a result can significantly impact jobs, retention, and recruiting. The San Jose police officer starting salary is $87,176, which places SJPD $30,471 below the Santa Clara-San Benito Counties median 50th percentile. However their top step pay is $125,504 (after seven years), which closes the gap to $5,991 below the high 75th percentile.[12] On the other hand, the City of Santa Clara police officer starting salary is $106,632 with a top step pay of $132, 128 and is above the state and local 75th percentile range. It is worth noting that most agencies in Santa Clara County are at or above the 75th percentile, but can still vary widely between agencies. [13]

Annual Wages for 2016	Low 25th Percentile	Median 50th Percentile	High 75th Percentile
California	$78,479	$96,763	$113,068
Santa Clara-San Benito Counties	$105,094	$117,647	131,495
Difference	**$26,615**	**$20,884**	**$18,427**

Source: EDD/LMID Occupational Employment Statistics Survey, 2016 Wages do not reflect self-employment.

In summary, it is safe to conclude that jobs at the local, state, and federal levels are available and accessible to graduates. Since most local agencies in California require some college education, our students are poised for these jobs when they amass the requisite units or when they graduate. Completion of units and/or graduation is also the best time in terms of job openings as agencies are faced with difficult challenges to recruit and retain qualified applicants. As departments are rebuilding their workforce, this may actually be the most opportunistic time in recent history for jobs in this field. As a result, the good pay and benefits make these careers very desirable and attainable for our students.

11. http://www.labormarketinfo.edd.ca.gov/OccGuides/detail.aspx?Soccode=333051&Geography=0604000085
12. http://www.sjpd.org/JoinSJPDBlue/SalaryBenefits.html
13. http://santaclaraca.gov/home/showdocument?id=14847

PART A: Program Effectiveness and Student Success

1a. Program Mission and Goals

The mission of the program is to provide general, lower-division coursework leading to an associate degree for students who intend to transfer to a four-year academic institution and/or provide career technical training for students who intend to compete for employment within the criminal justice fields. For students already employed, the mission is to provide the opportunity to enhance skills to enable these students to maintain competency and gain promotions to positions of greater responsibility. For all students, the mission is to provide skill and knowledge necessary to be well-informed citizens while imparting justice studies education that will fulfill academic, employment, and life-long learning goals.

1b. Program Focus and How the Program Connects to the Mission, Comprehensive Academic Offerings, and Priorities of the College and District

The central focus of the program is twofold; one, to prepare students to obtain jobs in the respective field and two, to meet the educational needs of students. Every aspect of the program, from curriculum development to SLO assessment, contributes to the core objective of ensuring that our students are well prepared for challenging and rewarding careers and the demands of higher education. The college's mission includes the mandate to prepare students from diverse backgrounds to succeed academically and beyond the classroom and the program accomplishes that. The program serves every student demographic and mirrors the college in terms of proportionality, representation, and success. In addition, Career Technical Education (CTE) programs are an excellent choice for many students whose aptitude and interests are more suited towards vocational education and careers. Students of all backgrounds and experience have access to our program and data shows students thrive in all categories.

The college also serves many mid-career adults, stay-at-home parents returning to the workforce, and worker's seeking re-training. A portion of the college population is comprised of students in this category and the program is no exception. The program contributes to the college mission by helping students prepare for high-paying professional careers and educational baselines. Based on enrollment, productivity, student success, graduate employment, and average salary in the profession, the program is one of the college's premier CTE programs on campus.

The program additionally meets the college mission and strategic goals through a range of educational experiences. It offers associate degrees, associate degrees for transfer, career technical education, and transfer coursework, which directly compliment the college mission and goals. The program accomplishes these goals through its stated calls to action, or CTAs. The program's CTAs are designed to support success in the classroom and to bridge employment pathways for students who wish to work in the criminal justice fields. By acquiring professional-level skills and knowledge, students can fulfill their academic potential as well as embark on rewarding careers in a growing criminal justice field. The program also provides lower level course work in the major for students who desire to transfer and continue toward advanced degrees. With robust academic and vocational curricula, the program prepares students to engage in a global society as civic-minded citizens whether they desire a career in the justice field, other career field, or wish to continue on to a four year school or university.

Each of the program's CTAs is aligned with one of the college-wide initiatives and endeavors to promote fulfillment of both the college's broader mission as well as its more targeted strategic initiatives. The program receives valuable input from current and former practitioners, educators, and other experts who serve to shape course offerings and its CTAs. For specific program initiatives that align with the college mission and goals, refer to the CTA chart above on page 5-7.

The program's PSLOs are in alignment with the college Institutional Learning Outcomes (ILOs), and thus the program actively supports many of the same objectives and core values such as competency, social responsibility, communication, and personal development. Finally, California Community Colleges are mandated by mission and expectation to offer school-to-work programs through career technical education and the program supports this state and local initiative.

2. Program Set Standard and Defining Effectiveness Including Measures used to Gauge

The program gauges effectiveness using various metrics including assessment of program student learning outcomes (PSLOs), assessment of student learning outcomes (SLOs), letter grade outcomes, success rate of completion, awarding of degrees, student transfers to universities and colleges, job placement, student and community feedback, and faculty evaluation. PSLOs and SLOs are the primary method for measuring and appraising program effectiveness. The program currently uses a set standard of 70% for PSLO and SLO assessment. This minimum set standard is a reasonable benchmark for requisite content mastery to ensure our students are academically prepared. While the goal is to attain this set standard, the program aims to exceed this minimum standard whenever possible, and has been quite successful in doing so.

Prior to this review, the program had not contemplated a program set standard for course success rate or completion rate. After reviewing the data for the college and the program, the program has adopted the institution set standard of 64%, and will now use this measure to gauge program success as it relates to course success/completion rates. This set standard is consistent with the standard used by the college to evaluate performance and it seems reasonable to expect that students in the program will perform equally as well.

3. Student Success and Patterns

Student Success Rate

Based on Colleague Reporting and Operation Analytics "CROA", student success is defined as; "Success Rate = Success Total (sum of A, B, C, CR, IA, IB, IC, IPP, P grades) / Total Grades for Success (sum of A, B, C, CR, D, F, I, NC, NP, P, W grades), as of 10 days after term." This definition refers to those students who earned a minimum of a C letter grade. This is also the minimum benchmark required for the three program degrees as well, and is a good gauge to determine how well students are doing in the program.

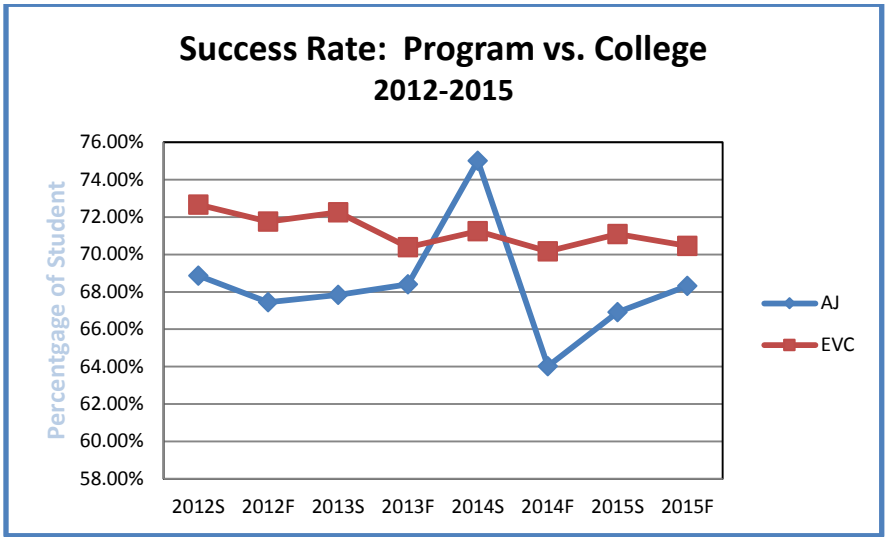
That said, the program maintained a student success rate average of 68.45% from 2012 to 2015, with a high of 75% and a low of 64.02%. The program met the 64% set standard every semester, exceeding the standard by .05% to 11% over the four year period. However, the average 68.45% success rate was approximately 2.74% lower than the college success rate average of 71.19%. Additionally, data for the program during the four year period was more erratic when compared to college data for the same period. Although the average difference between the program and the college was slight, 2.74%, the average program success rate was still persistently above the 64% set standard. All data suggests that students are achieving notable success in the program, however the program would like to see student success rate at 72%.

Success Rate: Program vs. College 2012 - 2015

Success Rate	2012S	2012F	2013S	2013F	2014S	2014F	2015S	2015F
EVC	72.66%	71.26%	72.26%	70.38%	71.25%	70.17%	71.09%	70.46%
AJ	68.86%	67.45%	67.83%	68.40%	75.00%	64.02%	66.92%	68.32%
Difference	-3.5%	-3.81%	-4.43%	-2%	+3.75%	-6.15%	-4.17%	-2.14%

The five year average showed a slight closure of the gap between the program and the college with the college still outperforming the program by 1.55%. While this number is quite low, the program would still like to improve in the area of student success to their stretch goal of 72%.

	Data Element	Definition of the Element	Institution Set Standard	Stretch Standard	Most Recent	Previous Year	5-Year Average
EVC	Course Success Rate	% of students who earn a C or better	64%	73%	71% (2015)	70% (2014)	70%
AJ	Course Success Rate	% of students who earn a C or better	64%	72%	67.62%	69.51%	68.45%
Source: Components in Support of Self-Evaluation Student Achievement Data p.15							

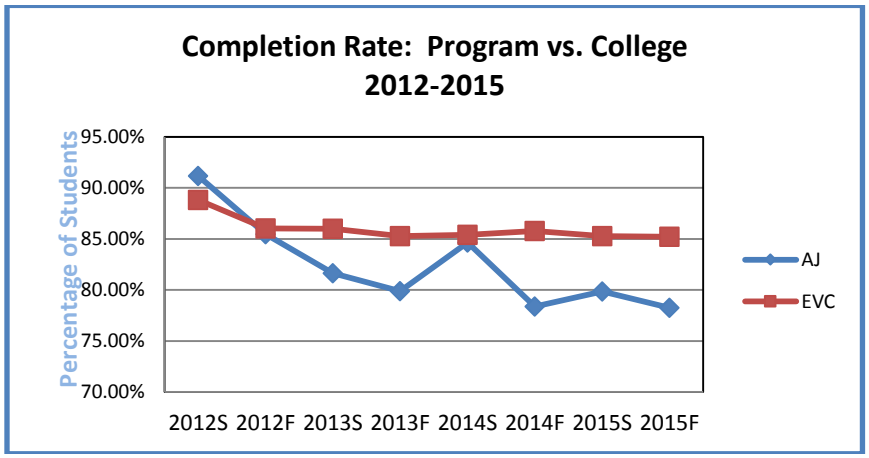


Student Completion Rate

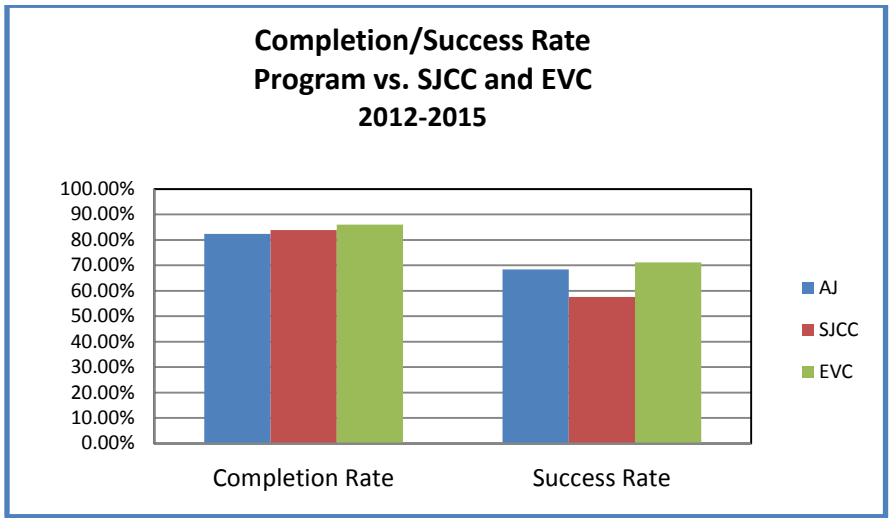
According to CROA, completion rate is defined as "Completion Rate = Completion Total (sum of A, B, C, CR, D, F, I, NC, NP, P, RD grades) / Total Enrolled (sum of A, B, C, CR, D, F, I, NC, NP, P, RD, W grades), as of 10 days after term." This definition refers to students who completed the program for grade. The program maintained a student completion rate average of 82.40%, during 2012 to 2015, with a high of 91.17% and a low of 78.25%. The program was 3.56% lower than the college's average student completion rate of 85.96%. The college outperformed the program in every semester during 2012 to 2015, with the exception of spring semester 2012. The difference between the program and the college is .58% and 7.4%, which is within an acceptable tolerance range.

The divide between success and completion rate for the program is 13.95%. We would like to compress this number to somewhere within 10-12%, and to do this, the program needs to reach the minimum stretch goal of 72% for success rate.

Completion Rate	2012S	2012F	2013S	2013F	2014S	2014F	2015S	2015F
EVC	88.82%	86.03%	85.99%	85.26%	85.40%	85.77%	85.26%	85.20%
AJ	91.17%	85.45%	81.62%	79.87%	84.65%	78.37%	79.85%	78.25%
Difference	+2.35%	-.58%	-4.37%	-5.39%	-.75%	-7.4%	-5.41%	-6.95%



The program does very well when compared to its parallel program at San Jose City College "SJCC" with respect to completion/success rates. The AJ program at SJCC performed slightly better in terms of completion rate, outperforming the program by 1.48%, however the program did much better in success rate, outperforming SJCC by +10.78%. Overall, the program slightly underperformed the college in both completion and success rate by -2.86% and -2.84% respectively. The program is certainly within acceptable ranges of completion/success rate when compared to the college and its district counterpart.



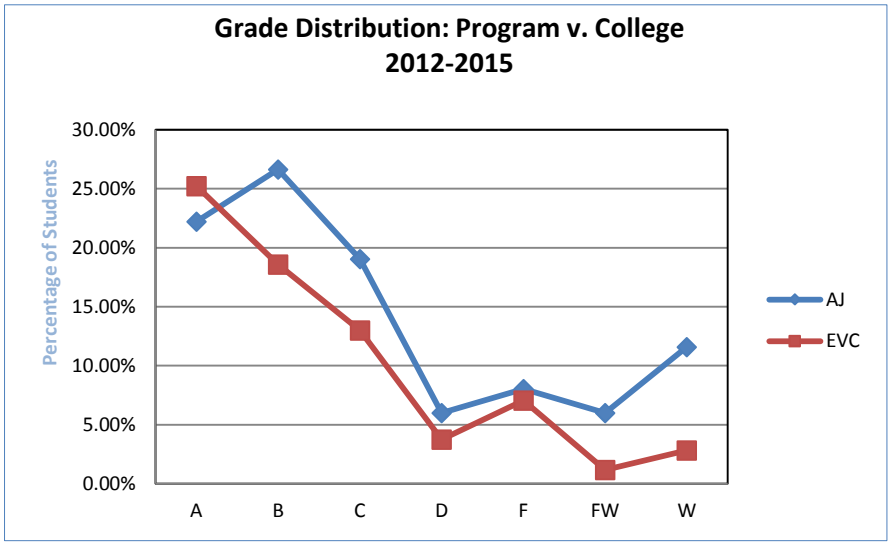
Grades

Student grades are another measure to gauge program efficacy. Data suggests AJ students have done quite well over the last four years with respect to earning grades, with 68.34% of students earning a C grade or better in the course. A four-year snapshot from 2012-2015 indicates the college student population earns slightly more A grades (25.23%) than do AJ students (22.21%), a -3% difference. This result is consistent with the 2012-13 program review showing the college student population earned more A grades than AJ students by about 7%. This gap has narrowed since the last program review to just -3%, a 4% reduction. AJ students earn more B grades (26.63%) than the college student population (18.59%), a +8% difference. AJ students also earn more C grades (19.5%) compared to the college student population (12.9%), a +6.51% difference. AJ students receive slightly more D and F grades (14.04%) than the college student population (10.82%), a +3.22% difference. AJ students receive slightly more FW grades (6.01%) than the college student population (1.18%), a +4.86% difference. AJ students receive less W grades (11.58%) than the college student population (12.84%), a difference of -.99%.

It is worth noting that student grades vary greatly based on many factors, and this information should not be construed to validate that AJ students do better or worse than the general college population. Grades earned by AJ students are statistically within the range of those received by students of the general college population, and therefore one can assume that no obvious grading anomalies are occurring within the program. See charts below for grade distribution and comparison.

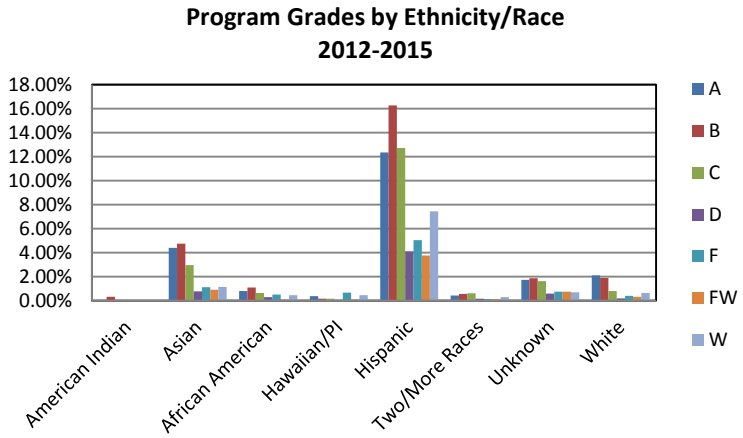
AJ Program: Four-Year Average Grade Trend 2012 - 2015							
Year	A	B	C	D	F	FW	W
2012	23.91%	25.77%	18.49%	6.13%	14.02%	2.09%	9.59%
2013	22.84%	26.64%	18.64%	6.11 %	6.5 %	5.22%	14.04%
2014	21.76%	25.52 %	22.22%	5.83%	6.16 %	8.14%	10.39%
2015	20.33%	28.56%	18.67 %	5.94%	5.49%	8.59%	12.35%
Total	22.21%	26.63 %	19.05%	6%	8.04%	6.01%	11.59%

Grade Percentage Comparison: Program to College - 2012 - 2015							
	A	B	C	D	F	FW	W
AJ	22.21%	26.63 %	19.05%	6%	8.04%	6.01%	11.59%
EVC	25.23%	18.59%	12.99%	3.75%	7.07%	1.18%	2.84%
Delta	-3.02%	+8.04%	+6.06%	+2.25%	+.09%	+4.83%	+8.75%

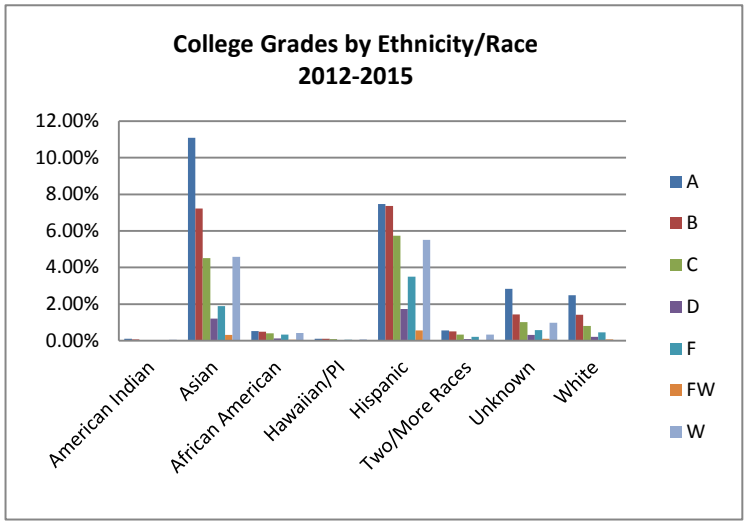


Grades by Ethnicity/Race

Grades do not appear to differ significantly based on ethnicity or race and program students earn course letter grades proportionate to that of the college population. It is true that Hispanic students in the program earn more combined grades compared to other student ethnicity/race demographics; however this is attributed to the prevailing student composition and ethnicity/race breakdown of the program itself.



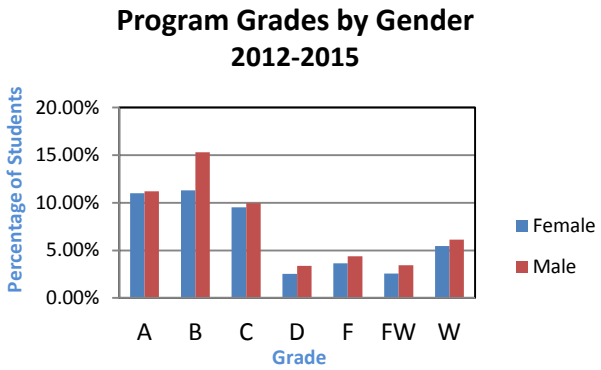
Hispanic students averaged 41.34% of grades A through C, while 20.34% earned a grade below C. The next closest category was Asian students who earned 12.11% of grades A through C and 3.95% of grades below C. Although Hispanic and Asian students made up the largest category of combined grades in the program, all categories were represented and were consistent with overall enrollment patterns in the program. There are no anomalies to report or data to suggest an adverse impact with respect to letter grade assignment based on ethnicity/race demographic.

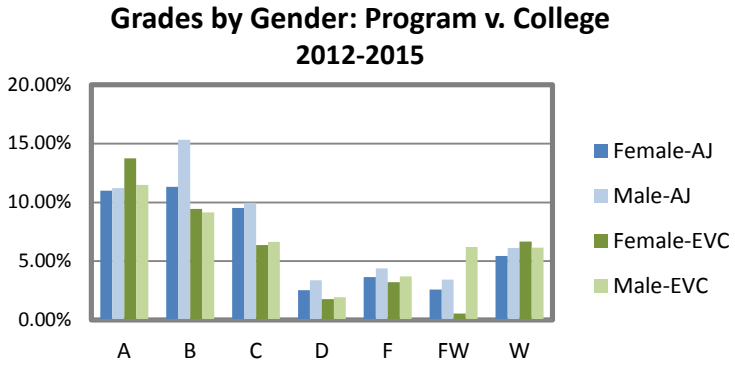


Grades by Gender

Grades do not differ significantly based on gender, and AJ students perform at a similar rate when compared to the college student population. AJ students perform slightly lower, -3%, in achieving A grades compared to the college student population, and college female students, in particular, score 2.75% better than AJ female students. However, AJ students outperform their college counterparts in achieving B and C grades combined. For example, female AJ students outperform college female students by +1.86% and male AJ students outperform their male college counterparts by +6.18% in earning B grades.

Female students perform similar to male students, within 1-1.5% in earning C, D, F, FW, and W grades. By all accounts, grades received by gender appear analogous between the program and the college across all categories.

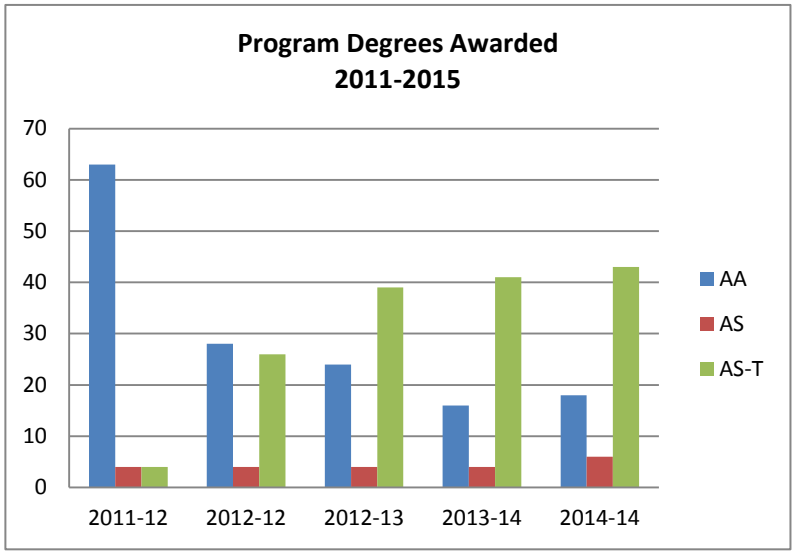




In conclusion, students in the program are earning grades at a similar rate when compared to the college student population. While the college student population earns slightly more A letter grades (3%), this difference is very small. AJ students earn more B and C letter grades combined than do college students as a whole, and this divide is slightly higher (6-8%). The contrast in grades earned by Asian and Hispanic students compared to the rest of the student population is explained by general enrollment patterns. For example, the program enrolls more Hispanic students than the college and the college enrolls more Asian students than the program. Therefore the pattern of grades earned by students is directly proportional to the enrollment pattern of students in the program versus the college. In terms of ethnicity/race, there are no significant issues to report.

Awarding of Degrees

Another measure to validate program quality and efficacy is the awarding of degrees to students in the program. The program awarded 324 degrees from 2011-2015. 63 A.A. degrees were awarded in 2011 and 18 A.A. degrees were awarded in 2015, a 71% reduction. Conversely, the program awarded 4 A.S.T degrees in 2011 and 43 A.S.T. degrees in 2015, a 90% increase. The awarding of A.S degrees was quite small and students were consistently awarded between 4-6 A.S. degrees each academic year. Based on the data, it appears the program is awarding relatively the same number of degrees compared to years past, however the recent trend is the awarding of A.S.T degrees where more students are seeking this particular degree over the other two options. The A.S.T degree benefits the student at transfer as state law requires the acceptance of TMC units when applying to the CSU system.



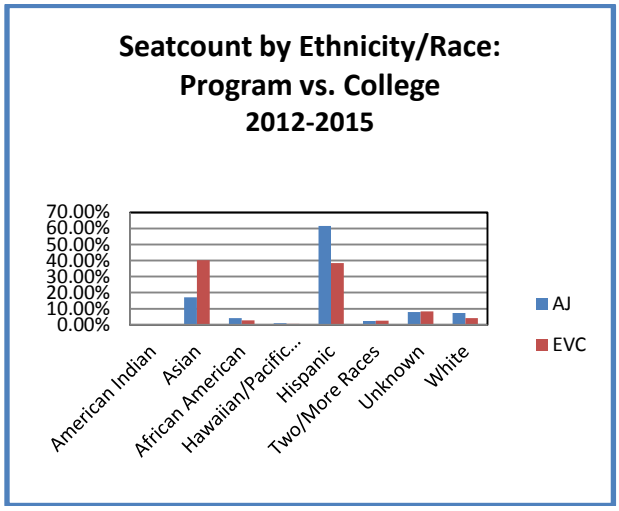
4. Current Student Demographics with Reported Changes

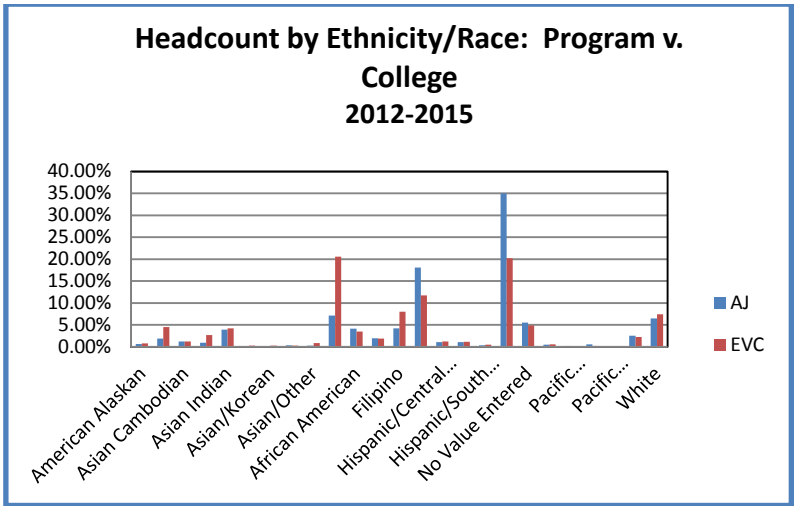
The program serves a diverse student population that is reflective of the general college student population. Demographic patterns indicate stability in enrollment and positive student success rates among all students in recent years. By and large, all ethnic/race, gender, and age groups are represented and all are experiencing success. Certain groups enjoy success rates in the program which exceed those groups' overall success rates at the college. Success rates are fully discussed in each category and demographics for ethnicity/race, age, and gender are explained below by comparing program student populations to that of the college. There are good indicators that students in the program enjoy stable success rates based on an analysis of trending data.

Headcount and Seatcount by Ethnicity/Race

The program's success, in part, is attributed to an excellent and dedicated group of faculty members who work diligently to help students realize their potential. Moreover, students in a CTE program are typically very motivated and, therefore somewhat self-selecting to the program. The program enjoys a rich and vibrant multicultural student population where all ethnicities and races are represented. In terms of Seat-Count factors, the program serves 22.98% more Hispanic students than the college. The college serves 23.22% more Asian students than the program. All other ethnicities are served more proportional, with the program serving 1.23% more African American students and 3.16% more White students than the college. Head-Count factors are almost identical with no disparity to report.

Seatcount/Headcount by Ethnicity/Race Program v. College Four Year Trend: 2012-15					
Seatcount	**AJ**	**EVC**	**Headcount**	**AJ**	**EVC**
American Indian	.08%	.43%	**American Indian**	.10%	.44%
Asian	17.09%	40.31%	**Asian**	16.71%	39.87%
African American	4.03%	2.80%	**African American**	3.38%	2.95%
Hawaiian/Pacific Islander	.86%	.57%	**Hawaiian/Pacific Islander**	.77%	.56%
Hispanic	61.52%	38.54%	**Hispanic**	61.91%	38.32%
Two/More Races	2.30%	2.44%	**Two/More Races**	2.34%	2.28%
Unknown	8.00%	8.22%	**Unknown**	8.83%	7.07%
White	7.32%	4.16%	**White**	6.13%	7.07%





Course Success, Course Completion, and Course Persistence

Age

Although the program serves students of all ages, it primarily attracts a younger demographic than the college as a whole. The majority of students, approximately 78.15%, are between 18-24 years of age. This is roughly 11.21% higher than the general college population where 66.94% of students fall within this range. Some possible reasons for this difference may be that students are preparing for the labor market where minimum age standards are currently 21 years of age, or that students are applying for justice careers at a younger age, or that agencies have maximum age standards.

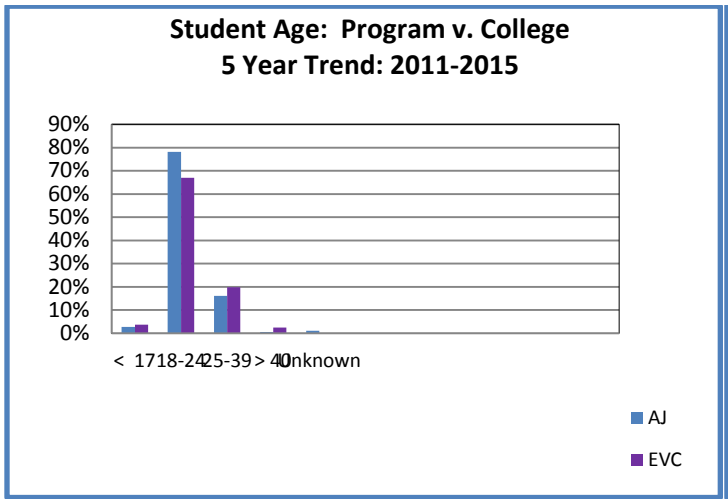
In addition, most criminal justice agencies require minimum education levels and students may be satisfying this requirement prior to applying for jobs as well. The minimum age requirement for law enforcement agencies coupled with the minimum educational requirement most likely contributes to the high age demographic of 18-24 year olds.

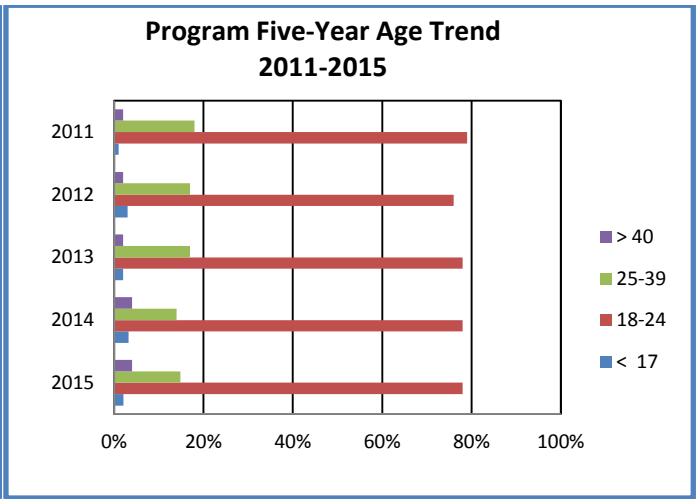
When we look at combined age category of 18-39 year-old students, the program serves about 4.46% more students at 94.18% compared to the college at 86.72%. There is a precipitous decline after age 39, where just .33% of students comprise this category for the program compared to the college of 2.4%, a -2.07% difference. This drop is most likely attributed to students seeking second careers or desiring to enhance knowledge in the field of study itself, and the college as a whole will serve more of these students than the program. In addition, the vast majority of students have already selected a career in the justice field well before the age of 40, and this fact may further explain this difference.

Student Age for the Program 2012 - 2015

Age	EVC	AJ	Difference
< 17	3.73%	2.66%	-1.07%
18-24	66.94%	78.15%	+11.21%
25-39	19.78%	16.03%	-3.75%
> 40	.2.4%	.33%	-2.07%
Unknown	.082%	1%	+.18%

The charts below further illustrates age differences between the program and the college. The five year analysis validates that the 18-24 year old student has consistently been the dominate age group in the program. The data also suggests that the age demographic between the program and the college is proportional and there are no obvious anomolies with respect to access and equity to courses based on age.

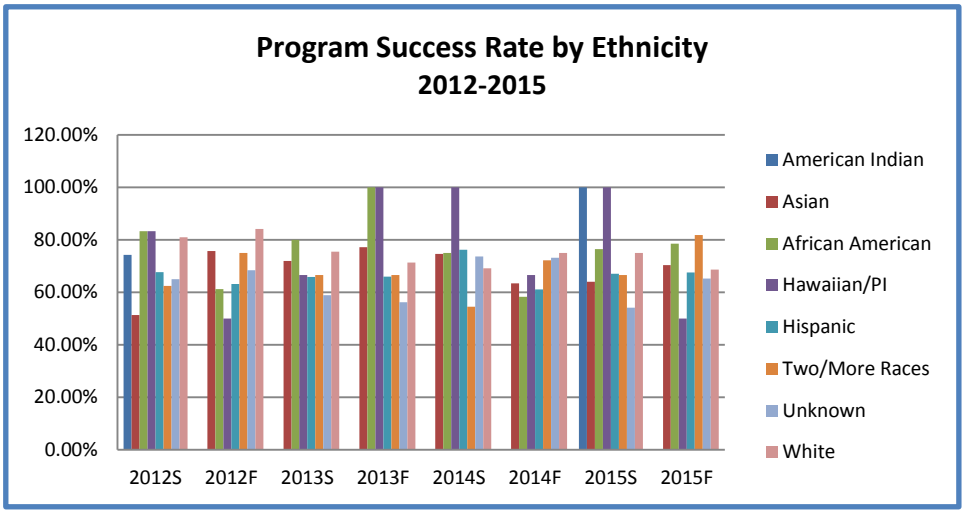


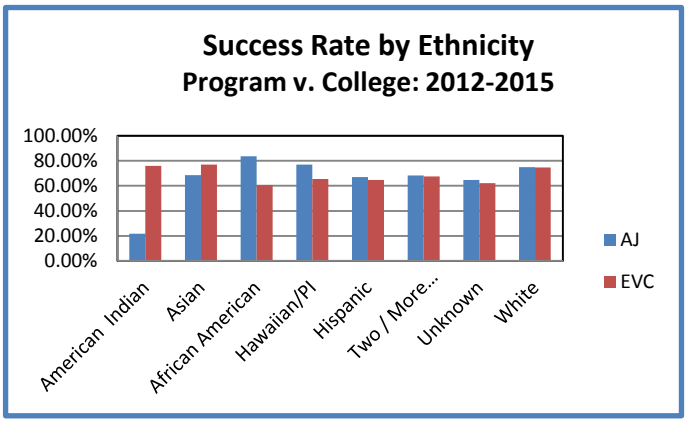


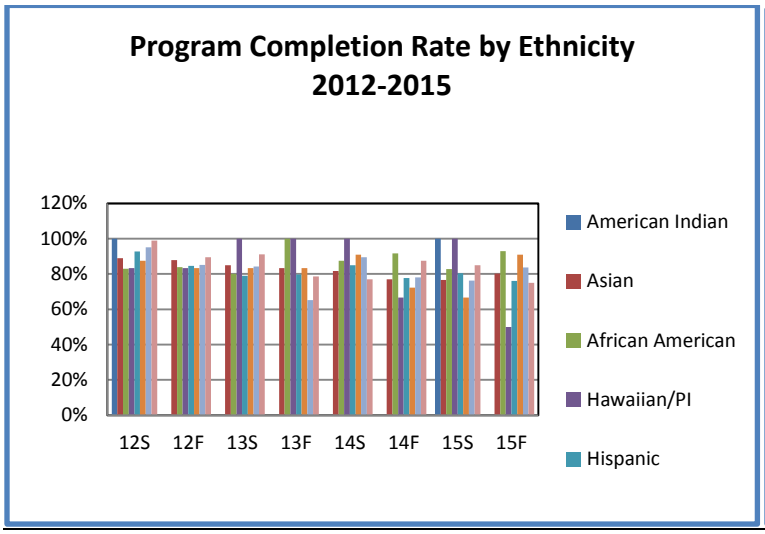
In summary, by far the largest student population within the program are students between 18-24 years of age, where 78.15% comprise this category. While all ages are represented, the age demographic cascades percipitously after 18-24 years, where just 16.03% include 25-39 year-olds, and .33% include 40 year-olds and older. The program does serve about 2.66% of students under 17 years old, which is about 1.07% less than the college. Although the program serves more 18-24 year-old students (11.21%) compared to the college, there are no obvious underrepresented or underperforming categories with respect to age. The program and the college for the most part appear balanced, and slight nuisances can be attributed to labor standards, educational requirements within the career fields, and student choice.

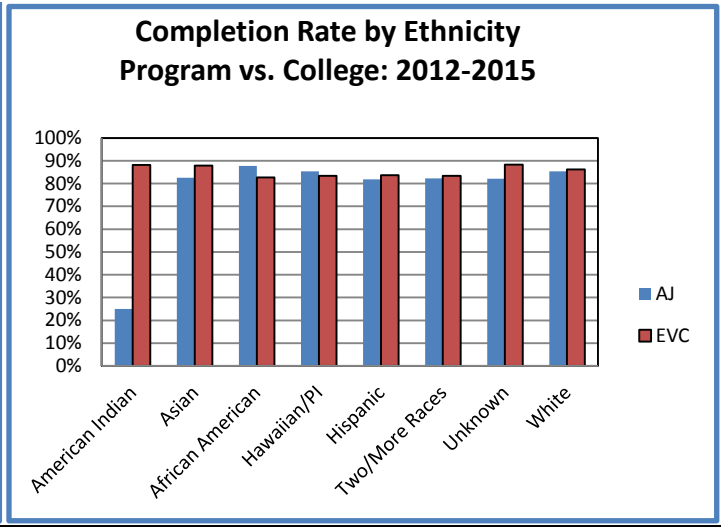
Ethnicity/Race

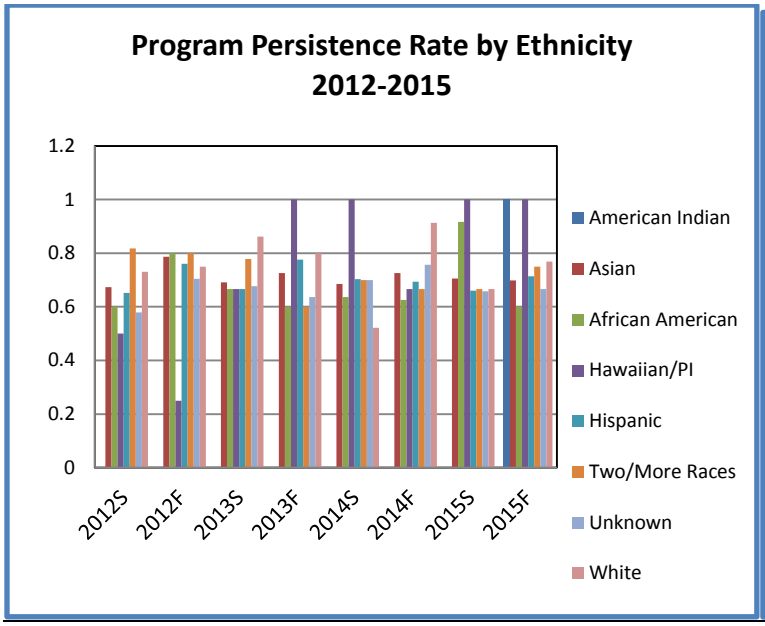
In terms of Course Success, Course Completion, and Course Persistence by Ethnicity/Race, data supports that all students are achieving success. For course success, one group fell below the 64% set standard, American Indian at 21.78%. All other groups achieved the 64% set standard, however four groups fell below the stretch standard of 72%, Asian at 68.64%, Hispanic at 66.88%, Two/More Races at 68.26%, and Unknown at 64.76%. Three groups were above the stretch standard, African American at 83.67%, Hawaiian at 77.08% and White at 74.64%. It should be noted that percentages can be distorted based on total number of students enrolled in the course. For example, there were only .08% American Indian students enrolled and a low success rate could be skewed depending on how one or two students do in a course. Data is always best when large sample sizes are realized, however, the data does show that the program is well within the college range, and should strive in the future toward the new stretch goal indicated on page 1

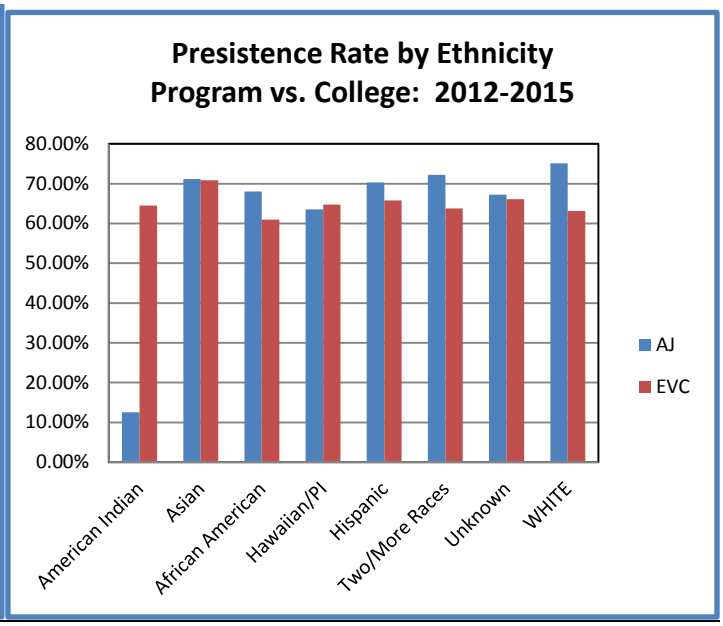












In summary, the program's student population is extremely diverse and all groups are doing quite well. That said, there are some differences in the ethnicity data between the program student population and the college student population. Hispanic students make up the largest group of students served by the program at 61.52%, some 22.98% more than the college. Conversely, the program serves less Asian students at 17.09%, some 23.22% less than the college. While the program serves slightly more African American and White students compared to the college, students of all backgrounds, races, and ethnicities are represented and are fairly balanced.

From the data, it is unclear what accounts for the disparity between Hispanic and Asian students. Some possible reasons for this demographic profile may be that criminal justice careers require a proficient level of English language and written communication skills. For first-generation immigrants and/or even those growing up in non-English speaking households, the mastery of the English language at requisite fluency and comfort may act as a barrier for some students. 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 program, has traditionally struggled with connecting with minority groups for the purpose of recruiting and hiring. There are some cultures that may view careers in the justice system negatively, and as a result second and third generations are still bearing the stereotypes of the profession and thus may be stirred away by family and friends. Therefore, these factors may quite possibly influence enrollment trends just enough to make a difference in the program's ethnicity/race demographic profile. However, without clear and convincing data, it is not wise to make broad assumptions about any profile. More concrete and reliable data would need to be gathered to know for certain what accounts for these differences. It terms of reporting of data, it is worth noting the large *unknown* ethnicity/race category. For example, those students identifying as *unknown* make up roughly 8% of students for both the program and the college. This is significant in that it is the third highest reported category behind Asian and Hispanic. Unfortunately, while third in the category, it does not produce much valuable information.

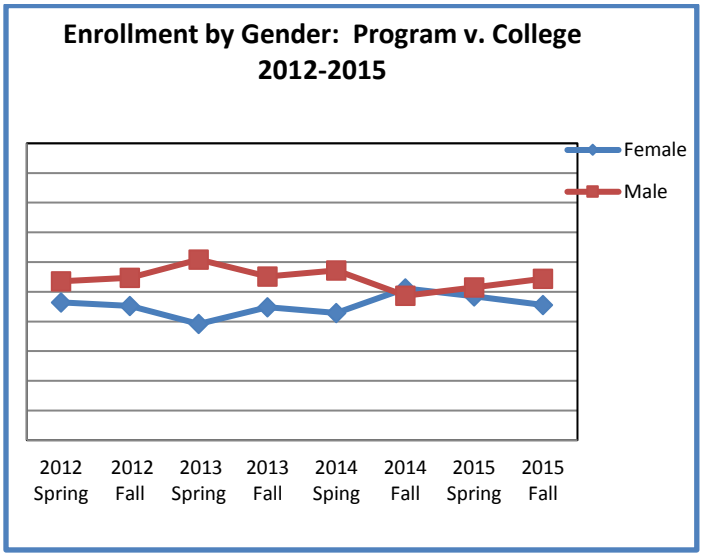
Gender

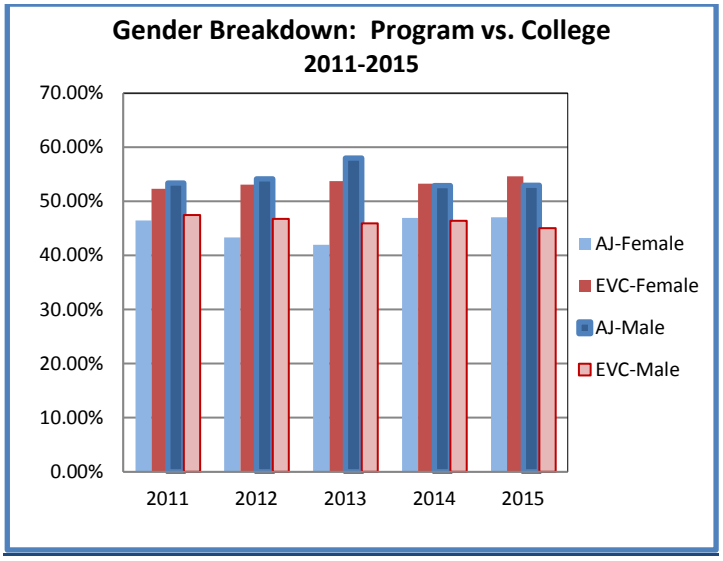
The program has consistently maintained a gender-balanced student population over the last eight years. However, on average, roughly 10% more men attend courses compared to female students. Generally speaking, criminal justice jobs are disproportionally held by men and this may somewhat explain this slight gender difference within the program. According to an article in Police Chief's September 2016 installment, women make up about 11.2% of all sworn law enforcement nationally, and this trend has been in steady declined over the last few decades. [14]

This article does point to a serious gender gap within the profession where female employees currently lag approximately 88.8% behind males. Interestingly, the program does not reflect this gender- employment gap ratio, and currently serves only slightly less female students compared to their male counterparts. For example, from 2012-2015, the program served an average of 45.49% female students and 54.51% male students. The gender-ratio for the program definitely runs contrary to the percentage of females employed nationally by police departments. With approximately 45.49% of female students served by the program, approximately 34.29% more females attend the program then are nationally employed by police and sheriff departments. The program average suggests that women are interested in the profession and are becoming educated and trained for these jobs.

14. http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=1820&issue_id=62009

Furthermore, according to the *Police Chief* article, experts believe police departments should more actively recruit female applicants for two compelling reasons: education and demographics. Women in the United States and Europe now account for 54 percent of college graduates. Additionally, U.S. women outpace their male counterparts in obtaining degrees (holding 58 percent of bachelor's degrees and 59 percent of graduate degrees).[15] There is well-documented research that shows a positive correlation between higher-educated people and their level of success in law enforcement positions that use such areas as critical thinking, problem solving, and better-developed interpersonal and communication skills.[16] Since women make up 51 percent of the population, they constitute an untapped resource from which to recruit. [17] All evidence corroborates the need for more female employees in law enforcement, and with a strong female student population, the program will prepare our female students for jobs well into the future.

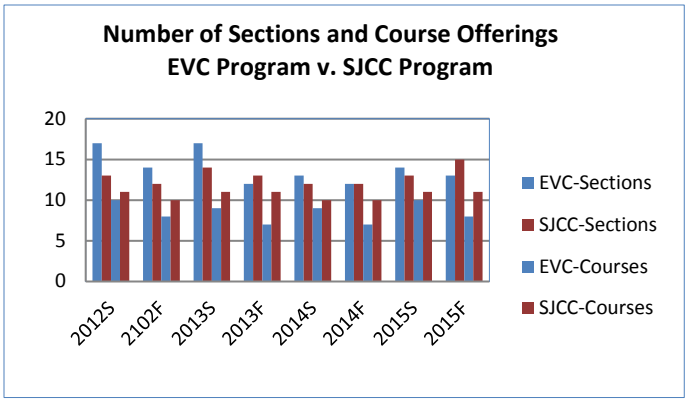




In summary, the college population is currently about 53.31% female students and 46.49% male students, and the program is essentially flipped with 45.49% female students and 54.51% male students. Meaning the college serves about 8.02% more female students and the program serves about 8.02% more male students. This slight difference may be related to public perceptions that more males enter jobs in the criminal justice system than do their female counterparts. However, despite the fact that the program serves slightly less female students than the college, the number of female students served by the program is still 34.29% better than the national average of females employed in the industry. In terms of overall comparison, the college and the program data suggests that all students, irrespective of gender differences, have access to the program and are attending at about the same rate. Furthermore, in light of this gender-ratio balance and research pertaining to the need for gender-balance representation in the profession, it is clear the program is achieving access and equity across the board with respect to gender. It also suggests the program is meeting the needs of the workforce by providing the minimum level of college education necessary in the profession for both genders.

15. http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=1820&issue_id=62009
16. http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=1820&issue_id=62009
17. http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=1820&issue_id=62009

5. Program Patterns for the Last 6 years and Analysis of any Notable Trends



The program enjoys a fairly robust student population with sections offered as scheduled and very few cancelations of sections due to low enrollment. The program offered an average of 14 sections and an average of 8.37 courses from 2012-2015. Its counterpart program at SJCC offered an average of 13 sections and 10.62 courses during this same period. Although the program offered one more section, SJCC offered 2.25 more courses. This data must be considered within the context of headcount, seatcount, and productivity of a program rather than shear number of sections and courses offered. For example, while the program offered relatively similar sections and courses, it outperformed SJCC in headcount by 478.25 students, seatcount by 617.25 students, and productivity by 123.42 (WSCH/FTEF).

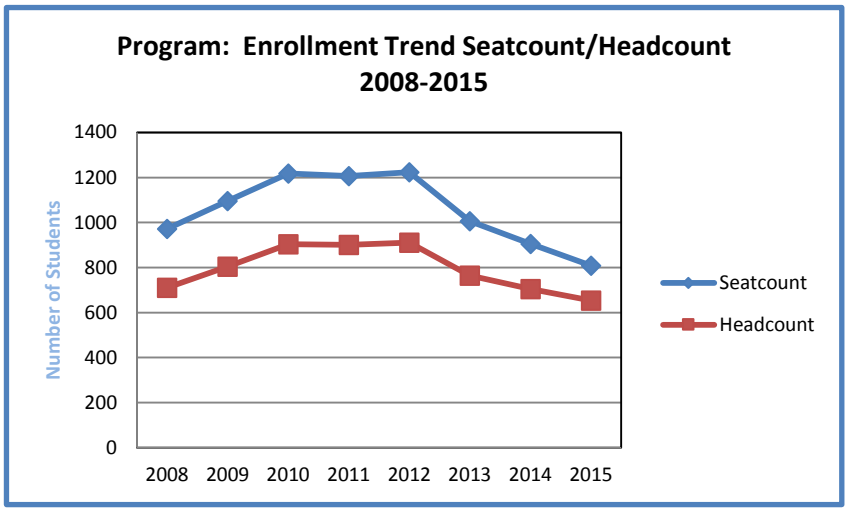
Overall enrollment was at its peak in the program from 2010 to 2012 with an average enrollment of 1216 students. Enrollment sharply declined from 2013 to 2015 with an average enrollment of 936 students, representing a 24% reduction in enrollment between 2010-12 and 2013-15. Over the last six years, student enrollment in the program has diminished in both seatcount and headcount. For instance, the program experienced a 34% reduction in seatcount from 2010 to 2015 and a 28% reduction in headcount during this same period.

Program: Enrollment Trend: Combined Seat/Head Count; Multiple Years						
Year	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Seatcount	1218	1207	1224	1006	995	808
Headcount	904	901	911	764	705	653
Difference	25%	25%	25%	24%	29%	19%

College: Enrollment Trend: Combined Seat/Head Count; Multiple Years						
Year	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Seatcount	*	*	55,342	53,832	50,486	51,250
Headcount	*	*	17,912	17,789	17,455	17,632
Difference	*	*	67%	67%	65%	65%

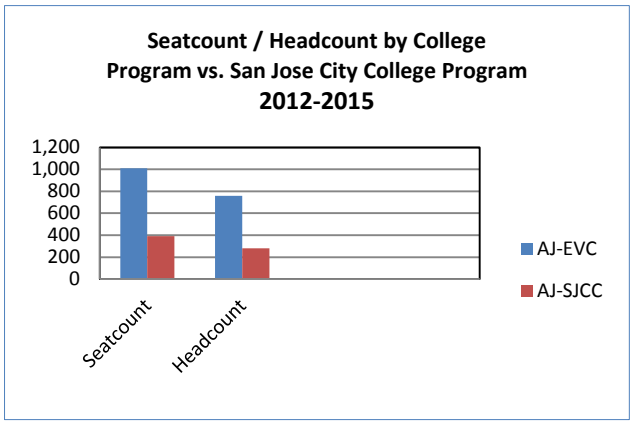
**No Data*

Program Enrollment Trend (Seat/Head Count by Semester) 2011-2015					
AJ Program	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**	**Spring 2013**
Seatcount	**582**	**629**	**678**	**546**	**544**
Headcount	**421**	**477**	**484**	**427**	**404**
Difference	**27%**	**24%**	**28%**	**21%**	**25%**
	Fall 2013	**Spring 2014**	**Fall 2014**	**Spring 2015**	**Fall 2015**
Seatcount	**462**	**453**	**452**	**402**	**406**
Headcount	**360**	**352**	**353**	**328**	**328**
Difference	**22%**	**22%**	**21%**	**18%**	**19%**



The last program reviewed signaled the possibility of declining enrollment when it indicated enrollment had flattened out slightly in 2010 and 2011, and based on current numbers, was projected to dip again in 2012. This decline was attributed to increased registration costs that were implemented in 2010 and summer 2012, as well as the downturn in the economy. Despite negative enrollment growth over the past few years, the gap between seatcount and headcount has remained relatively close. The average margin between seatcount and headcount over the last six years is about 24%, approximately 4% worse than the last program review. Although this gap is slightly higher, 2014-2015 saw a closure of the gap and it is hoped that the continued trend will contract the margin even more. The program's headcount/seatcount average margin is 24%, about 42% better than the college.

The program differs significantly in both seatcount and headcount when compared to its parellel program at San Jose City College. For example, the program enrolls approximately 61% more seatcount and 63.07% more headcount than its sister program at SJCC. The data suggests the program has significantly more students attending courses than SJCC. For example, the program averaged 1008 students in seatcount compared to 390.75 at SJCC, a difference of 617.26 students. The program averaged 758.25 in headcount compared to 280 at SJCC, a difference of 478.25 students.



Schedule Preference

Trending over the past four years for the program indicates that approximately 53% of students are classified as "part-time" and 47% are classified as "full-time." The program virtually mirrors the college in terms of students taking day and day/night classes. The program has slightly more students attending night classes than the college. In addition, about 49% of AJ students attend full time, which is approximately 16% higher than the college student population. 28.56% of students in the program typically take between 12-15 units and 24.75% of students take between 7-9 units. This represents 9.75% more students taking between 12-15 units and 6.33% more students taking between 7-9 units compared to the college.

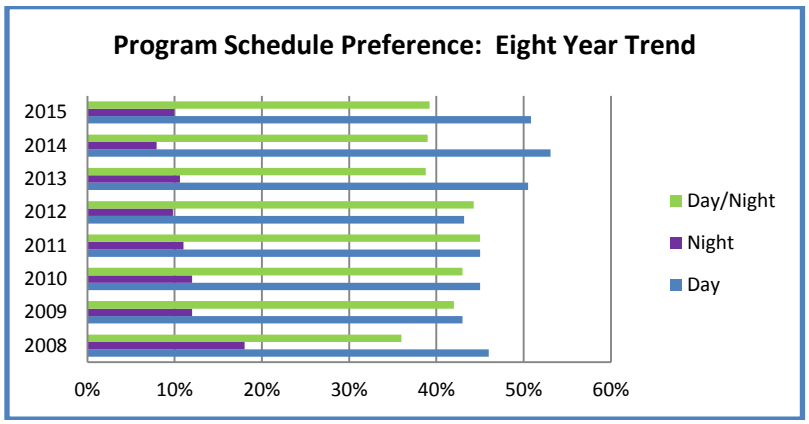
Informal surveys and self reporting by students suggests that most of the students are employed at least part-time and some full-time. Additionally a significant portion of the student population self-reports as single parent head of household. To meet these needs, the program maintains a course rotation schedule to ensure that all the core courses are available to both day and evening students. In addition, the program coordinates on occasion with SJCC staff regarding course offerings to ensure students have access to classes at both campuses.

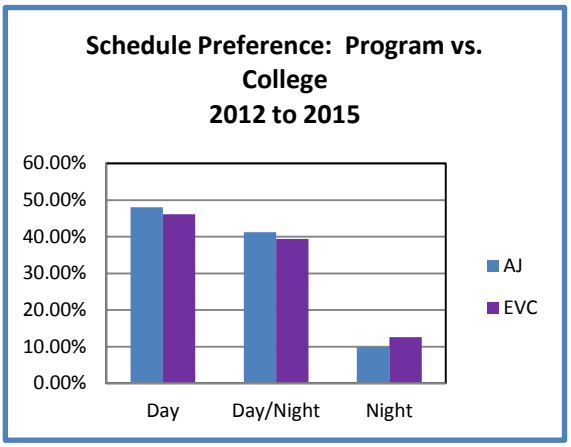
Detailed Student Schedule Preference: Program Four Year Average

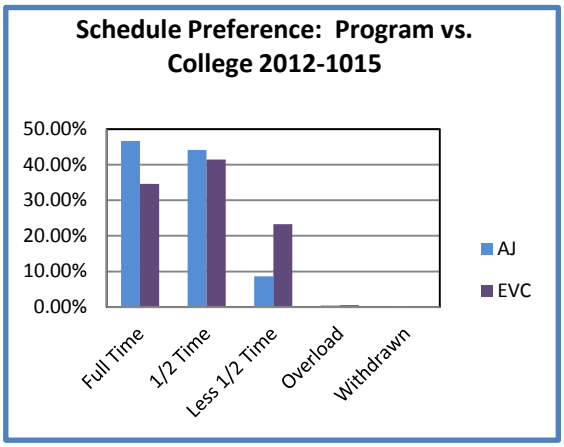
	2012S	2012F	2013S	2013F	2014S	2014F	2015S	2015F
Day	52.48%	33.88%	54.21%	46.94%	59.09%	47.03%	56.10%	45.54%
Day/Evening	38.43%	50.12%	37.87%	39.72%	34.94%	43.06%	33.84%	44.62%
Evening	9.09%	10.54%	7.82%	13.33%	5.97%	9.92%	10.06%	9.85%
Total Students	484	427	404	360	352	353	328	325

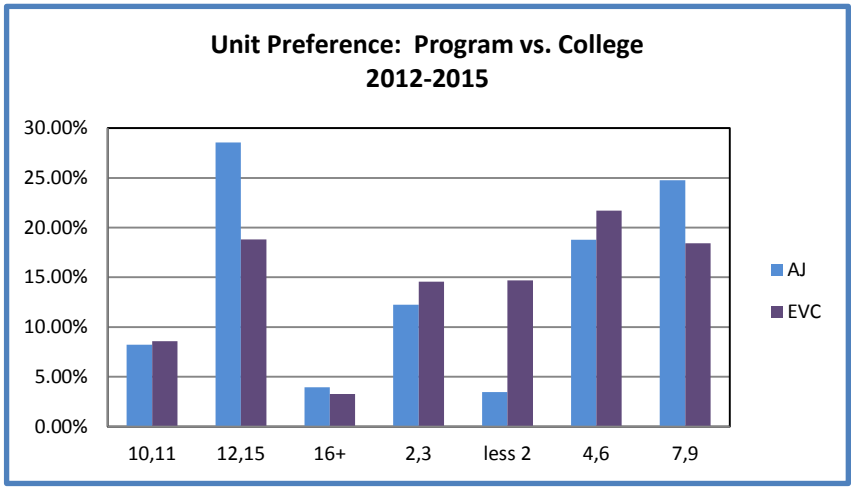
Student Schedule Preference; Program Average Four Year Trend

Academic Year	Day	Day / Night	Night
2011	**45%**	**45%**	**11%**
2012	**43.18%**	**44.27%**	**9.81%**
2013	**50.50%**	**38.78%**	**10.62%**
2014	**53.06%**	**39%**	**7.94%**
2015	**50.82%**	**39.23%**	**9.95%**
Total	**48.5%**	**41.25%**	**9.86%**









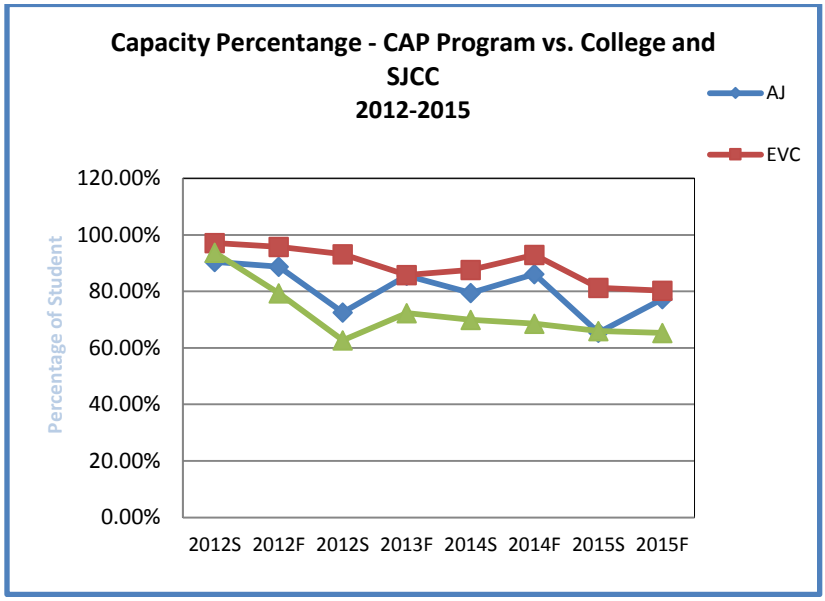
In Summary, on average 48% of students in the program prefer to take day classes, 41% prefer day/night classes, and 10% prefer night classes. This schedule preference is consistent with the college. The program has 12.04% more full-time students (49.69%) compared to the college (34.65%). The program also has 2.74% more half time students as well. Most students in the program take between 12-15 units, (28.56%) and this is 6.33% more than the college. Based on above data, it is clear the program serves more full time students compared to the college. This means students are enrolled in other classes on campus and are participating in the greater college community while focussing on AJ based courses.

6. *Identify Department/Program Productivity (WSCH/FTEF).*

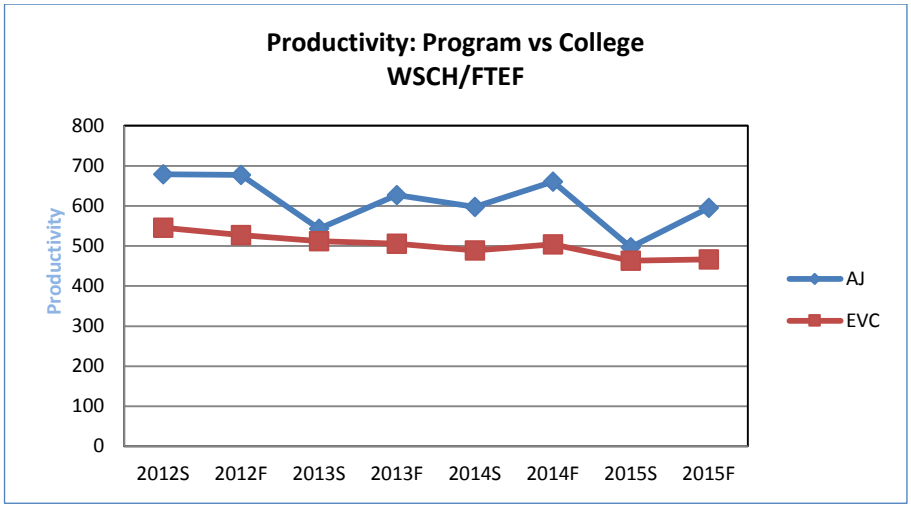
The program is one of the most productive CTE programs at the college. Most CTE programs have lower-than-average productivity because it is much more demanding to train students in a skills field than it is to pack a lecture hall for a general education transfer subject. Evergreen Valley College strives for an overall WSCH/FTEF ratio in the range of 525. In general, CTE classes drag this average target down, while general education classes bring it up, due to their larger class sizes. With a high of 679.18 and a low of 496.66, the program is a top performer in terms of productivity for a CTE department.

AJ Productivity	2012 Spring	2012 Fall	2013 Spring	2013 Fall
Census (CAP)	90.40%	88.78%	72.53%	85.56%
Completion Rate	91.17%	88.45%	81.62%	79.87%
Success Rate	68.86%	67.83%	67.83%	68.40%
WSCH	2,182.90	1,774.60	1,745.50	1,505.30
FTES	67.77	55.1	54.19	46.74
FTEF	3.21	2.62	3.21	2.4
Productivity (WSCH/FTEF)	679.18	677.07	543.08	627.21
Student-Faculty Ratio	21.09	21.02	16.86	19.47
AJ Productivity	**2014 Spring**	**2014 Fall**	**2015 Fall**	**2012 Spring**
Census (CAP)	79.47%	86.10%	65.37%	77.33%
Completion Rate	84.65%	78.37%	79.85%	78.25%
Success Rate	75.0%	64.02%	66.92%	68.32%
WSCH	1,450.90	1,493	1,295.30	1,314.70
FTES	45.05	45.42	40.22	40.82
FTEF	2.43	2.21	2.61	2.21
Productivity (WSCH/FETF)	597.57	660.79	496.66	595.43
Student-Faculty Ratio	18.55	20.52	15.42	18.49

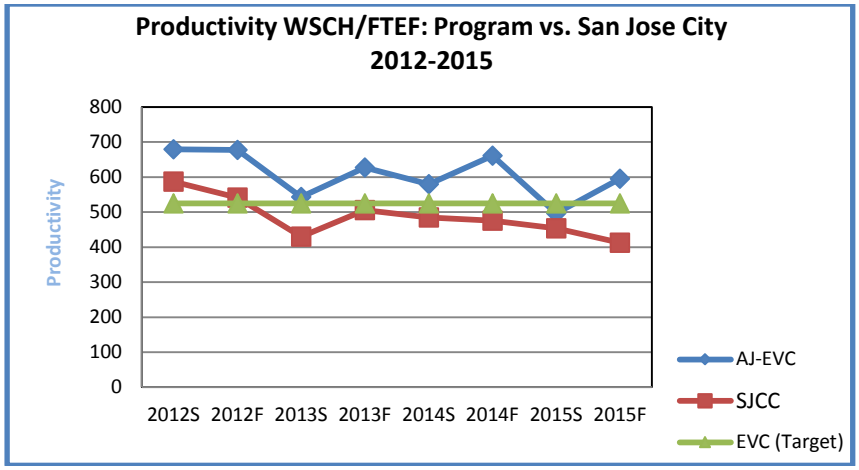
The program maintained an average Capacity Percentage (CAP) of 80.69%, which was 8.56% less than the college. The average appears within the range of the college productivity, and for some semesters was equal or only slightly below the college. On average, the program did 8.46% better when compared to the AJ program at SJCC. The program's numbers were slightly more erratic when compared to the college and the SJCC program.



One of the few CTE programs with a WSCH/FTEF consistently from 496.22 to 679.18, the program is very efficient when compared to similar programs. The average WSCH/FTEF from 2008 to 2015 was 774.50, which is quite a bit more productive than other CTE programs. The average program productivity clearly demonstrates the program is fiscally beneficial for the college as it is on average 84.62 (WSCH/FTEF) above the college productivity target. The program maintained an average productivity of 609.62 during the last four years, a reduction of 21.30% since the last program review. That said, it was still 99.99 better than the college target WSCH/FTEF goal. The productivity ratio does seem to fluctuate more than the college and this is likely due to enrolment trends within the program.



The program does very well when compared to its sister program at SJCC with respect to productivity. For example, from 2012 to 2015, the program eclipsed SJCC achieving 20.24% better efficiency, a yield of 123.42 WSCH/FTEF. The graph below shows the level of program productivity between the AJ departments at EVC and SJCC as it relates to the EVC 525 WSCH/FTEF productivity target.



The program maintains a very efficient productivity scale when compared to similar campus programs. For instance, the program consistently ranks above the college's 525 WSCH/FTEF productivity target. It ranges 71 to 453.70 (WSCH/FTEF) above similar campus programs. Although there was a 21.30% dip in productivity since the last program review, similar results were seen in all programs across the campus. By-and-large, the program is clearly one of the top performers on campus for CTE programs, and also rivals other non CTE programs as well. It lags just 67.35 behind Psychology and Sociology and 45.23 ahead of Political Science.

Productivity of AJ Program	2012-2015
WSCH/FEF	**609.62**
Productivity of AJ Program	2008-2012
WSCH/FEF	774.5

Productivity of EVC Vocation/CTE Programs Comparison of WSCH/FTEF, 2012-2015	WSCH/FTEF
Administration of Justice	**609.62**
Accounting	**538.83**
CADD	**411.39**
Paralegal Studies (LA)	**409.54**
Automotive Technology	**390.15**
Computer & Information	**384.74**
Engineering	**388.56**
BIS	**378.81**
Nursing	**243.19**
Surveying/Geomatics	**155.83**

7. Program Advisory Boards and/or Professional Organizations.

The program receives informal feedback and suggestions from Advisory Committees, which comprise South Bay Regional Public Safety Training Consortium staff, public safety training managers and administrators in the EVC service area. Advisory Committees provide an important source of evaluation and assurance that the program is meeting its goals with quality and excellence. In addition, AJ faculty members serve as a source of expertise as all are subject matter experts in their field. Faculty members provide regular evaluation and affirmation that the program is meeting or exceeding industry standards. Current students and student alumni also provide valuable feedback regarding courses and curricula.

The program is currently working with its sister college, SJCC, on the establishment of a dedicated advisory committee. The committee will include criminal justice agencies in the district's service area as well as comprise working professionals, faculty, community members, and other stakeholders.

Faculty of the program also network with members of the California Association of Administration of Justice Educators (CAAJE). CAAJE is an organization that is "dedicated to supporting public safety education, training, and practitioner excellence" since 1965. They specifically support California Community College AJ programs and faculty by providing model student learning outcomes, Title V course outlines, advance legislative initiatives; serve as liaison with the California Community College Chancellor's Office, and provide various professional workshops statewide. The more than 150 active members collectively work on a variety of administration of justice education and training initiatives. Evergreen is an active partner and member of CAAJE and as such has been invited to participate on steering committees to advance public safety education and training excellence.

PART B: Curriculum

1. Courses Offered and How They Meet the Needs of the Students and the Relevant Discipline(s)

The program offers 15 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 recently underwent periodic revisions of curricula in fourteen of its fifteen courses. As a CTE program, courses are required to be updated every two years, which is a challenge for the sole faculty member of the program. Revisions are currently progressing through the college curriculum process, awaiting review by appropriate stakeholders. The suite of courses the program offers is consistent with neighboring and competing community college programs as well as aligned with industry standards. The state of policing is changing rapidly, and given recommendations of President Obama's 21st Century Policing Report, new courses will be considered for offering in the near future. Courses will include procedural justice policing, ethics and leadership in justice, and multiculturalism in policing.

The courses offered are intended to meet the requisite skills needed to be successful in the criminal justice field. Two courses were added since the last program review, AJ-019: Law Enforcement in a Multicultural Society to meet state standards for the AS-T and 123 Women in Criminal Justice which is offered as an elective course. The 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
AJ119	***Law Enforcement in a Multicultural Society***	***3.0***
AJ123	***Woman in the Criminal Justice System***	***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.

Program Descriptions for Each Degree

ASSOCIATE IN ARTS DEGREE ADMINISTRATION OF JUSTICE 2015-2016

The Administration of Justice program offers an Associate Degree intended to academically prepare students for the skills necessary to work in the criminal justice field, in both public and private sectors. The program focuses on development of essential program dimensions of: effective communication, critical inquiry, information literacy, social and cultural awareness, and ethical intelligence. The Administration of Justice degree will benefit students who desire to enter the workforce, continue with career technical training, or transfer to a four year institution to continue academic pursuits.

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

Program Learning Outcomes:

- Demonstrate effective written and oral communication necessary in the criminal justice field.
- Interpret and analyze information, concepts, and theories of the criminal justice system from multiple perspectives
- Apply and integrate terminology, concepts, and practices of law enforcement, the courts, and corrections.
- Recognize the value of a multicultural society and the importance of social justice within the community both personally and within the criminal justice field.
- Analyze and consider personal decisions and ideas related to the criminal justice system that are based on civility, civic responsibility, and public perception.

Core requirements in the major

AJ 010	Introduction to Administration of Justice	3.0 units
AJ 011	Criminal Law	3.0 units
AJ 013	Criminal Procedures	3.0 units
AJ 014	Contemporary Police Issues	3.0 units
AJ 015	Introduction to Investigation	3.0 units

Major Elective Requirements

5 units from the following:
AJ-110, 111, 112, 113, 114, 115, 116, 123, PHIL 060, 065, PSYCH 047, 099, SOC-010, 011, BIOL-025, MATH 063, BIS 039, Foreign Language (Including conversational and sign language)
Core Requirements in the Major: 15.0 units
Major Elective Requirements: 5.0 units
G.E. Requirements: 39.0 units
Physical Activity: 1.0 unit
Total: 60.0 units

ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE ADMINISTRATION OF JUSTICE 2015-2016

The Administration of Justice program offers an Associate of Arts Degree to prepare students for the skills necessary to work in the criminal justice field, in both public and private sectors. The Administration of Justice degree is ideally suited for students who desire to transfer to a four year institution to continue academic endeavors or to enter the workforce. The Administration of Justice program combines both academic and practitioner perspectives to the study of crime in a global society. The Associate in Science in Administration of Justice for Transfer is designed to prepare students for fields related to law enforcement, corrections, courts, social service, and the private sector. Students who successfully complete the program will be eligible to transfer to the California State University system to continue study in Administration of Justice, Corrections including Probation and Parole, Social Services, or Legal-Pre Law Studies.
Program Learning Outcomes:

- Demonstrate effective written and oral communication necessary in the criminal justice field.
- Interpret and analyze information, concepts, and theories of the criminal justice system from multiple perspectives.
- Apply and integrate terminology, concepts, and practices of law enforcement, the courts, and corrections.
- Recognize the value of a multicultural society and the importance of social justice within the community both personally and within the criminal justice field.
- Analyze and consider personal decisions and ideas related to the criminal justice system that are based on civility, civic responsibility, and public perception.

Required Core: Units

AJ 010	Introduction to Administration of Justice	3.0 units
AJ 011	Criminal Law	3.0 units

List B: Select any TWO of the following courses
6.0

AJ 013	Criminal Procedures	3.0 units
AJ 014	Contemporary Police Issues	3.0 units
AJ 015	Introduction to Criminal Investigation	3.0 units
AJ 112	Introduction to Evidence	3.0 units
AJ 111	Juvenile Law and Procedures	3.0 units
AJ 115	Forensic Science	3.0 units
AJ 116	Introduction to Corrections	3.0 units

List C: Select any TWO of the following courses 6.0

SOC 010 Introduction to Sociology	3.0 units
PSYCH 001 General Psychology	3.0 units
MATH 063 Elementary Statistics	3.0 units

Major Requirements 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

Students who complete the AS-T in Administration of Justice must complete the following:

- Complete 60 semester units or 90 quarter units which are eligible for transfer to the California State University (CSU) system, including both of the following:
  - The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
  - A minimum of 18 semester units or 27 quarter units in a major area of emphasis, with a C grade or better in all required courses
  - Obtain a minimum grade point average of 2.0.
  - While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

As the major requirements suggest, the program has five required courses: AJ-010 Introduction to Administration of Justice, 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 is listed below with complete course description, total units, grading status, prerequisite recommendations, and transfer status. Be advised each course has been revised and course descriptions will change once approved by the college curriculum committee.

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-019 Law Enforcement in a Multicultural Society Units: 3
This course examines the complex, dynamic relations between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural society. Topics may include the consensus and conflicting values in culture, religion, and law.
Lecture Hours: 3
Lab Hours: 0
Grading: L

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-123 Woman in the Criminal Justice System Units: 3
This course examines the practical and theoretical study of women in the criminal justice system, as offenders, victims, and survivors. Contributions made by women that have influenced and changed the criminal justice system, probation and parole, gender difference in criminal offending, employment, and social and cultural barriers will also be 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-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. *Course Outline Currency including Plans, Timelines and Dates.*

Since the last program review in 2012-14, the program underwent revision of 14 of its 15 courses. Many of the courses are district courses, and require review and approval from our sister college SJCC. Because the college CurricuNet does not allow faculty at SJCC, and likewise at EVC if initiated at SJCC, to review courses, this process is completely unmanageable. This must be corrected administratively in the future in order to properly maintain revision and currency for district courses per accreditation standards and to allow faculty to review and update district courses. In addition to general course revision on the two-year cycle, the program underwent revision of its three degrees as well. Refer to the chart below to view the status of revision and currency.

Courses Update / Progress Status		
Course	**Last Revision**	**Action Plan**
AJ-010 Introduction To Administration of Justice	2016	Updated/In Process
AJ-011 Criminal Law	2016	Updated/In Process
AJ-013 Criminal Procedures	2016	Updated/In Process
AJ-014 Contemporary Police Issues	2016	Updated/In Process
AJ-015 Introduction to Criminal Investigation	2016	Updated/In Process
AJ-019 Law Enforcement in a Multicultural Society	2016	Updated/In Process
AJ-110 Narcotics and Drug Abuse	2016	Updated/In Process
AJ-111 Juvenile Law and Procedures	2016	Updated/In Process
AJ-112 Introduction to Evidence	2016	Updated/In Process
AJ-113 Crime and Violence in America	2016	Updated/In Process
AJ-114 Terrorism	2016	Updated/In Process
AJ-115 Forensic Science	2016	Updated/In Process
AJ-116 Introduction to Corrections	2016	Updated/In Process
AJ-117 Cybercrime	2015	Updated
AJ-123 Women in the Criminal Justice System	2014	Pending Update

3. ***Innovative Strategies or Pedagogy Offered to Maximize Student Learning and Success.***

The program and its staff always strive to use the most current teaching methodologies and strategies whether through technology or problem-based approaches. To meet the needs of diverse learners, faculty regularly utilizes technologically-driven instruction including power point, prezi-presentations, embedded video and critical-thinking scenarios. For example, several classes such as AJ-11 Criminal Law and AJ-15 Introduction to Criminal Investigations utilize problem-based strategies such as mock court trials, the creation of a Bill, and mock crime scenes. Mock crime scenes include using problem-based critical strategies to solve a simulated crime. These problem-based learning environments take introductory level curriculum to the next stage to challenge students to apply what they have learned in the classroom to dynamic and simulated situations.

4. Plans for Future Curricular Development and/or Program Modification.

The program plans to continue growing with hope of offering specialty courses to meet the needs of the changing industry. It is anticipated that at least one new course will be offered that directly aligns with the President's 21st Century Policing Report and Recommendations. The course or courses will be carefully considered for local application as well, after reviewing needs of local agencies in the college's service area.

5. Articulation with High School Districts, CCOC, and/or other Academic institutions.

Four-year colleges and universities in the college's 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 earn 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. The program's A.S.T. degree is articulated with the CSU system, and students benefit greatly if they wish to transfer with recognized units at matriculation. For instance, SB 1440 was passed into law to address transfer and articulation between the California Community Colleges and the CSU system. The AJ Program offers the A.S.-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/

There are also some students who attend the program who are concurrently enrolled in local high schools. Recently, program faculty met with CCOC staff to discuss partnership opportunities including career presentations and pathway possibilities. Those discussions are in process with the hope of strengthening this relationship to better serve this student affiliate.

6. External Accreditation or Certification Requirement

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 Learning Outcomes and Assessment

1. Program Level Course(s) Leading to a Degree or Certificate with PSLOs and Relation to GE/ILOs

Program Student Learning Outcomes "PSLOs" are one of the primary methods for measuring and appraising program effectiveness. PSLOs were created in 2011-12 to promote and build over-arching student learning competencies. The PSLOs are measured and assessed in the core major courses per the matrix. An example of how PSLOs are measured and assessed can be found on the website at: http://www.evc.edu/slo/index.htm. Five (5) PSLOs were developed and mapped to align with each course of study leading to one of the three terminating degrees; the A.A., A.S. and the A.S.T. These five PSLOs were then aligned and mapped with the colleges ILOs. The program uses a set standard of 70% for PSLO assessment. The minimum set standard is a reasonable benchmark for requisite content mastery to ensure students are academically ready for the next step of their academic or technical journey. While the goal is to attain this standard, the program endeavors to exceed this minimum set standard whenever possible, and has been quite successful in doing so. Since the last program review in 2014, four of the five PSLOs have been assessed, and some more than once.

Program PSLOs

PSLOs consist of broad core competencies that are central qualities required of professionals working in the justice fields. PSLOs serve to address broader skill development and support the over-arching Institutional Learning Outcomes (ILOs) of the college. PSLO descriptors are provided below with information related to sample assessment language, ILO/GE alignment, assessment examples, and sample scores.

PSLO Core Competency with Corresponding Learning Outcome:
At the completion of the program, students will be able to:

	PSLO	Program Learning Outcome
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.

Examples below related to ILO alignment, outcome intent, and sample measurements:

Administration of Justice Program Student Learning Outcomes (PSLOs):

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

   PSLO #1 aligns with ILO #1 (Communication)

   PSLO #1 is introduced and developed in every core course of the program, and formally assessed for mastery in AJ-015.

   Written assignments are incorporated in program core courses that include critical research papers, criminal investigative reports, and oral presentations. AJ 010, 011, 014, 015, and 110 require a critical research paper. This PSLO was first assessed in 2012 and then again in 2015. The PSLO required completion of an investigative police report. In total, 87 students completed this PSLO, and 71% of students scored at or above 70%. This is a respectable result given the complexity of the assignment and that writing is typically difficult for most students. See example of PSLO below.

Example of Matrix, Mapping, and Assessment of PSLO #1 Communication

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	Students will write a law enforcement report in April 2012. A 70/70 formula will be used as a program goal for this PLO. 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. 5/22/15: 39 students completed this assignment earning an average combined score of 73%. 10% of students scored in the 90% range, 11% scored in the 80% range, 51% scored in the 70% range and 29% scored below the 70% range. While the 70% target was achieved, there was a slight decline from the last assessment by approximately -5% (79% to 73%) and there were slightly more students (+9%) scoring below 70%. This, in part, is due to several students not completing the
		I	D	D	D	M	

							rewrite assignment. 5/22/15 - Action Plan: Success on this activity requires basic writing skills, application of practical concepts, and technical knowledge. Based on the level of difficulty, the percentage of success is acceptable and meets the 70% target. However, communication can be enhanced regarding the rewrite assignment to ensure students understand the test correction option. This will reinforce the importance of submitting completed work for maximum score.

2. Critical Inquiry

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

PSLO #2 aligns with ILO #2 (Inquiry and Reasoning)

PSLO#2 is introduced and developed throughout the program, and is formally assessed for mastery in AJ-011

Critical and analytical thinking components are embedded in all courses. For example, AJ 010, 011, and 013 introduce students to the dual court system where they must analyze and interpret judicial decisions. Students apply the information to decisions made by criminal justice professionals to interpret legal and moral foundations. This PSLO was initially assigned to AJ-013, however was recently moved to AJ-011 for assessment. This PSLO will be assessed at the conclusion of the fall semester 2016.

3. Information Literacy

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

PSLO #3 aligns with ILO #3 (Information Competency)

PSLO#3 is introduced and developed throughout the program, and is formally assessed for mastery in AJ-010

All courses include quizzes, exams, essays, and class activities to acquaint students to basic course level terminology, concepts, and theories. Activities are designed to build knowledge and skill across the discipline. This PSLO was first assessed in AJ 011 Criminal Law in 2012, however was later moved to AJ 010 Introduction to Administration of Justice for better alignment. In 2015, this PSLO was reassessed and 49 respondents scored a combined average of 80%, which met the 70% target.

4. Social and Cultural Awareness
Recognize the value of a multicultural society and the importance of social justice within our community both locally and globally

PSLO #4 aligns with ILO #4 (Social Responsibility)

PSLO#4 is introduced and developed throughout the program with formal assessment for mastery in AJ-014: Contemporary Police Issues.

The program promotes social and cultural competency, which aligns to the mission of the college and the tenants of justice education and careers. For example, in AJ-010: Administration of Justice, students may participate in a Student-2-Student assignment for class credit. Interested students work with local high school teachers to present information to high school students within the college's service area. EVC students serve as ambassadors of the college and the program, communicating such things as how to become a peace officer, types of AJ careers, and information about the college.

This PSLO is assessed in AJ-014. To date, 33 students completed seven (7) questions on the final exam that align with this PSLO. The students earned a combined score of 78%, which is 8% above the 70% target goal.

5. Ethical Intelligence
Analyze and consider decisions and ideas based on civility, civic responsibility, and aesthetics

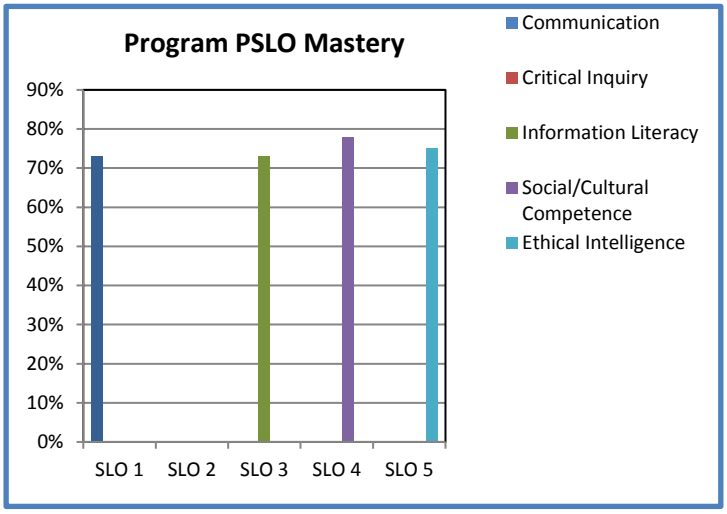
PSLO #5 aligns with ILO #5 (Personal Development)

PSLO#5 is introduced and developed throughout the program, and is formally assessed for mastery in AJ-014

The program promotes ethical intelligence through various in-class activities, scenarios, and assignments. The thread of ethics and integrity runs throughout all courses either informally through instructor-led discussions and activities or formally through PSLO and/or SLO assessment.

To date, 33 students completed this PSLO earning a combined average of 75%, which is 5% above the 70% target goal.

In summary, PSLO assessment began formally in 2012. Currently, 4 of 5 PSLOs (80%) have been assessed at least one full cycle, with two PSLOs (1 and 3 respectively) completed twice. PSLO 1 and 3 both assessed at 73%. PSLOs 4 and 5 are scheduled to be reassessed in 2016-17. PSLO 4 assessed at 78% and PSLO 5 assessed at 75%. All program PSLOs scored above the 70% minimum set standard, and while improvement is desired, the assessment outcomes are both realistic and notable. One criticism is the lack of assessment of PSLO 2 in the AJ 13 Criminal Procedures course. This class is taught by adjunct professors, and for several reasons, including possible lack of consistent faculty scheduling, assessment has not occurred. For this reason, after careful review, it was determined that PSLO 2 can appropriately be moved to another course for assessment mastery. Therefore, PSLO 2 was moved to the AJ-011 Criminal Law course, and will be assessed in Fall of 2016. The PSLO matrix was updated to reflect this change.



2. SLO Assessment Summary Results

Student Learning Outcomes "SLOs" are another primary method for measuring and appraising program and course effectiveness. SLOs were created in 2010-11 to promote learning competencies and to assess instructional effectiveness on learning. The SLOs are assessed in all courses per the matrix. An example of how SLOs are measured and assessed can be found on the website at: http://www.evc.edu/slo/index.htm. Each of the SLOs map to the PSLOs and the college's broader ILOs. These SLOs support the integrity of each course and anchor courses to the wider program mission and goals as well as rigorous academic standards. SLOs ultimately lead to the programs terminating degrees; the A.A., the A.S., and the A.S.T.

Administration and assessments of SLOs has been ongoing since 2012. Five courses: AJ 10, 11, 14, 15, and 110 have assessment tools and timelines completed at 100%. 31 of 38 (82%) of course SLOs have been assessed for these courses. Some SLOs have completed two assessment cycles, and some three full assessment cycles. The average score for AJ 10 is 84% with no SLOs scoring below the 70% target. The average score for AJ 11 is 77% with one SLO (7) falling below the 70% target (63%). The average score for AJ 15 is 78% with one SLO (6) falling below the 70% target (56%). The average score for AJ -014 is 76% with two SLOs (2 and 9) falling below the 70% target (57% and 63%). The average score for AJ-110 is 81% with one SLO (6) falling below the 70% target (69%). Collectively, 26/31 SLOs that were assessed met the 70% set standard. This 84% success rate is better than the program expected for the core courses plus AJ-110.

Two courses that are offered regularly, AJ 013 and AJ 111, have not been assessed. Eight courses, which have been offered minimally or not at all since the last program review, AJ 019, 112, 113, 114, 115, 116, 117, and 123 have not been assessed. While a good portion of courses have been assessed, one explanation for the lack of assessment in these courses is that they are primarily taught by adjunct faculty. As such, and for unknown reasons, it appears difficult for adjunct faculty to complete assessments. Some explanation for the lack of assessment in courses taught by adjunct faculty may be due to lack of compensation outside the classroom, various work-load schedules, class scheduling, or unfamiliarity with college policies and accreditation standards. Whatever the reason for the lack of course assessment, this is an identified area for improvement and was singled out in the last program review.

Overall, SLO mastery is quite good, with 26 out of 31 SLOs (84%) meeting the 70% set standard. In fact, only five SLOs scored out below the 70% goal, with a range of 56-64%. It is worth noting that 17/38 SLOs, or 44% scored above 80%. This data corroborates that students are performing remarkably well in the program. Because many of the SLOs have been reassessed ahead of schedule, and interventions are in progress, it is expected that student performance will continue to improve. Clearly, SLO assessment for regularly offered sections is noticeably better, and one explanation might be these courses are taught by full time versus adjunct professors. A review of the courses taught by full time faculty shows 34/37 SLOs assessed (92% SLO assessment success rate) and no assessments for courses taught by adjunct professors. Further influencing and potentially distorting the data are a few courses that remain on the offerings list, but are either never or rarely offered (AJ 112, 113, 114, 116, and 117). Since the last program review, only AJ 13 and AJ 111 were offered.

Notwithstanding these very positive indicators, the program continues to pursue 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 and subject matter experts, AJ faculty are exploring new courses, as well as adapting assignments to ensure that students are acquainted to contemporary criminal justice material and have the opportunity to engage in more job-related skills practice within these courses.

SLO documents and corresponding matrix reports are current and updated as indicated in this report. Documents have been forwarded to the SLO Coordinator and are available on line for review on the EVC Webpage. See below for an example of an assessment matrix for SLO outcome, assessment tool, evaluation timeline, assessment results, and analysis/action plan in a course.

Sample Matrix with Assessment Results for AJ-010 Administration of Justice

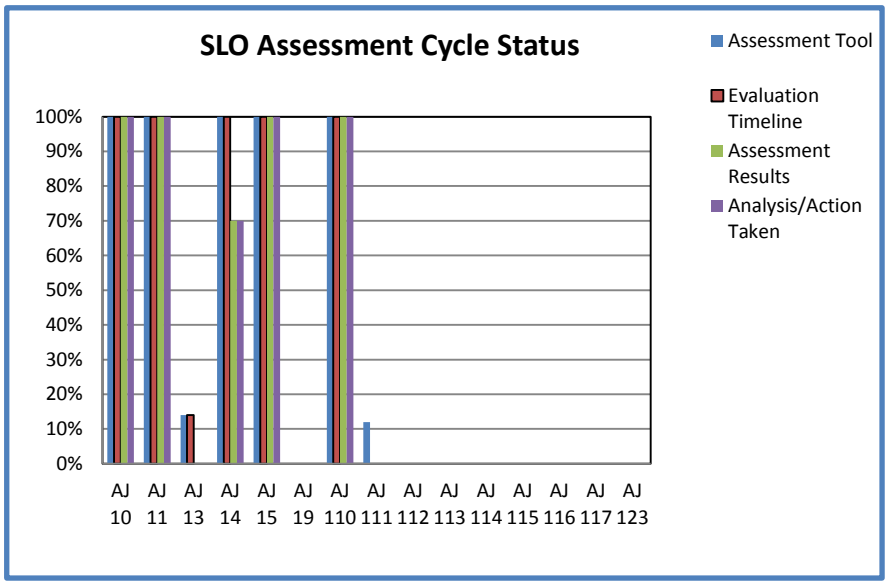
	Student Learning Outcomes (SLOs)	Assessment Tool List the tools to assess each SLO	Evaluation Timeline	Assessment Results Summarize collected data	Analysis/Action Plan and Timeline
1	Examine the history and philosophy of the administration of justice system including law enforcement, the courts, and 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 from the Final Exam. 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. 5/22/15: Data was collected from 47 students who completed a 30 question end of course comprehensive exam (Post Test). Four questions were assessed for this SLO (Q12, Q13, Q17, and Q20). The average score for this SLO was 83%, with all questions at or above 79% (range 79%-91%).	A homework assignment will be given to reinforce differentiating the Eras of Policing and recognizing key figures in policing. 5/22/15 - Plan: Performance on this SLO met expectations with the exception of question 1. Based on performance results on the final exam and chapter quizzes, this appears to be an anomaly in testing (i.e. key error). This SLO will be reinforced and monitored for change. Note: The comprehensive exam was given as a pre-test on day one of the class and a post-test at the conclusion of

					instruction/class. The incoming aggregate average score was 43% and the outgoing aggregate average score was 80% (+37%). The range was a low of 20% incoming and a low of 47% outgoing (+27%) and a high of 70% incoming and a high of 97% outgoing (+27%). 83% of students scored above 70% with an aggregate average of 83%. 17% of students scored under 70% with a low of 50%. The results exceeded the 70% target by +13%.
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 from the Final Exam. 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. 5/22/15: Data was collected from 47 students who completed a 30 question end of course comprehensive exam (Post Test). Four questions were assessed for this SLO (Q12, Q13, Q17, and Q20). The average score for this SLO was 83%, with all questions at or above 79% (range 79%-91%).	These concepts will be reinforced during class lecture and focused learning activities pending future data 5/22/15 - Plan: Performance on this SLO met or exceeded expectations. No recommendations or other enhancements at this time.
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 students from the Final Exam. 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. 5/22/15: Data was collected from 47 students who completed a 30 question end of course comprehensive	No change pending more data collection 5/22/15 - Plan: Performance on this SLO met or exceeded expectations. No recommendations or other enhancements at this time.

				exam (Post Test). Four questions were assessed for this SLO (Q3, Q7, Q14, and Q30). The average score for this SLO was 89%, with all questions at or above 81% (range 81%-98%).	
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 from the Final Exam. 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. 5/22/15: Data was collected from 47 students who completed a 30 question end of course comprehension exam (Post Exam). Four questions were assessed for this SLO (Q15 Q21, Q22, and Q25). The average score for this SLO was 79% with three questions scoring above the 70% minimum target (range 45-91%). One question (Q25) scored 45%, which is below the minimum target.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 5/22/15 - Plan: Although the overall percentage declined by 4%, there was slight improvement after implementing the in-class activity. Specifically, the lower range score improved by 6%, but the over high range decreased by 5%. The activity/ies reinforcing police organizational structures will be continued and this SLO will be monitored.
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 from the Final Exam. 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. 5/22/15: Data was collected from 47 students who completed a 30 question end	These concepts will be reinforced during class lecture and learning activities pending future data 5/22/15 -Plan: Performance on this SLO met or exceeded expectations. Students scored better on this SLO since the last assessment. No additional changes or modifications are

				of course comprehension exam (Post Exam). Four questions were assessed for this SLO (Q4, Q5, Q16, and Q19). The average score for this SLO was 90%, with all questions at or above 81% (range 81%-100%).	recommended at this time.
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 from the Final Exam. 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. 5/22/15: Data was collected from 47 students who completed a 30 question end of course comprehension exam (Post Exam). Two questions were assessed for this SLO (Q23 and Q26). The average score was 95%, with both questions at or above 91%.	No change pending more data collection 5/22/15 -Plan: Performance on this SLO met or exceeded expectations. Students scored slightly better on this SLO since the last assessment. No additional changes or modifications are recommended at this time.
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 from the Final Exam. 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. 5/22/15: Data was collected from 47 students who completed a 30 question end of course comprehension exam (Post Exam). Three questions were assessed for this SLO (Q24, Q27, and Q28). The average score was 76% (range 62%-89%), with one question scoring below the 70% target (Q28 - 62%).	No change pending more data collection 5/22/15 - Plan: Performance on this SLO met or exceeded expectations. No recommendations or other enhancements at this time.

In summary, SLO assessment for courses within the program is progressing on schedule, with the exception of courses taught by adjunct faculty. This by no means excuses the deficiency in assessment for some courses; however it does reveal a larger issue with respect to completing this task on a regular and consistent basis. For one, there are few control mechanisms in place to remind faculty about assessments, and two, ensuring assessments are completed by adjunct faculty according to timelines is not the responsibility of full time faculty. That said, the program has been quite successful in completing SLO assessment for the core courses plus AJ-110. For example, AJ-010, AJ-011, AJ-015, and AJ110, have completed the entire SLO assessment at 100%. For AJ-014, assessment tools and evaluation timelines are complete at 100% and assessment results and analysis of SLOs is complete at 70%. This data clearly demonstrates the program is moving in a steady and progressive path in fulfilling SLO assessment. An area of improvement would be to ensure SLO assessment is occurring in all courses regardless of faculty status.



3. Improvement and Implemented Plans to Address Program and Course Assessment Deficiencies.

As stated, program assessment of PLSOs and SLOs is in its fourth year with considerable effort and focus on program administrative management including development and revision of PSLOs/SLOs, assessment timelines, administering assessments, and analyzing and creating action plans to address low performing PSLOs and SLOs. Since the last program review in 2014, four of five (80%) PSLOs have been assessed at least one time, and some more than once. All PSLOs assessed at or above the set standard of 70% so no interventions were implemented. With respect to SLO assessment, 82% of the program's SLOs (31/38 SLOs) for AJ 010, 011, 014, 015, and 110 have been assessed. Five SLOs were flagged for improvement due to not meeting the set standard of 70%. Homework assignments, in-class activities, and assignments were used as intervention tools designed to reinforce instructional points and address deficient results. These SLOs are scheduled to be reassessed to determine the success rate of interventions used. One deficiency has been noted with respect to the completion of SLOs by all faculty teaching in the program regardless of full-time or part-time status.

4. Request for Resources as a Result of SLO Assessment

It has come to the attention of the program that our sister college, SJCC, has hired a dedicated AJ curriculum coordinator who is responsible for PSLO and SLO assessment, program reviews, curriculum management including revision and update, coordinating a dedicated AJ advisory committee, and working with stakeholders. Currently, our college does not provide this type of support, which would be very beneficial for this program as well as other programs on campus. I have raised this issue with my division dean, and while he has attempted to provide support, there has been no movement. Therefore, the EVC administration should consider providing similar support to faculty on our campus to address this disparity and to assist faculty given the increased challenges associated with program administrative responsibilities such as PSLO/SLO assessment, regular program reviews, and so on.

PART D: Faculty and Staff

1. ***Current Faculty Teaching in the Program including areas of Expertise and how their Positions Contribute to Program Success.***

The program has one full time faculty member and approximately seven part-time faculty members. The faculty is highly accomplished in the criminal justice field, and all instructors have current or prior public safety experience. This subject-matter expertise 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
8	1	7	3	4	3	4
Total	1	7	42%	58%	42%	58%

Full-Time Faculty

Cindy Bevan

Cindy Bevan has 32 years of experience in public safety. She has worked at Evergreen Valley College for sixteen years, seven years as full-time faculty and nine years as an adjunct faculty member. Prior to working at Evergreen, Cindy worked at South Bay Regional Public Safety Training Consortium in various capacities including Instructor, Training Officer, Police Academy Director, Dean of Public Safety, and Vice President of Academic Affairs. While at South Bay Regional, Cindy 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 in northern California. Cindy also worked as a police officer for Santa Clara Police Department where she worked general patrol, undercover assignments, vice crimes, and motorcycle/traffic patrol.

Cindy 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 also served on the Public Safety Advisory Committee to the California Community College Chancellor's Office, and has served on several POST committees as a subject matter expert in police education and training

Cindy 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 Adkins

Walt Atkins was born in San Francisco, California. He attended several California High Schools as a teenager. After graduating from San Jose City College, Walt pursued and completed an undergraduate degree in Behavioral Science and a Master's degree in Public Administration both from San Jose State University.

Walt joined the San Jose Police department in 1969 and rose through the ranks retiring as the Assistant Chief of Police. Since retiring from the San Jose Police department, Walt has been teaching Political Science and the Administration of Justice as an adjunct faculty member at Evergreen Valley College and San Jose City

College. Also, Walt has had teaching experience at San Jose State University, the College of San Mateo, and De Anza College.

Paul Bradshaw

Paul Bradshaw has been an Adjunct Instructor with the San Jose Evergreen Community College District since 2001. He has taught various Administration of Justice courses at Evergreen Valley Community College, San Jose City Community College, and Gavilan College. Paul earned both a Master's Degree in Organization Development and a Bachelor's Degree in Organizational Behavior from the University of San Francisco. Paul's thirty-five-year professional experience includes roles as a Police Officer for a SF Bay Area city; Corporate Trainer, Investigator and Manager for a National Retailer; and Police Academy Director for a California Regional Police Academy.

William Coker

William Coker is retired after 31 years in law enforcement, having worked for several police agencies in Santa Clara County throughout his career. He holds both a BA and MA in Social Science earned at San Jose State University, with a particular focus on the study of non-conformity, deviance, and crime from a sociological perspective. He has been teaching at Evergreen Valley College since 2008, and currently teaches courses in both the Departments of Administration of Justice and Sociology.

Kara Gerdes

Kara Gerdes is a veteran probation officer with the Santa Clara County Probation Department. She teaches various administration of justice classes at Evergreen Valley College.

Jeremiah Garrido

Jeremiah Garrido has been teaching forensic science (AJ 115) at Evergreen Valley College for several years. He currently works at the Santa Clara County Crime Laboratory where he performs forensic DNA testing, assists law enforcement in processing crime scenes and testifies as an expert witness in court. Additionally, he is a Lecturer/Adjunct Instructor of Forensic Science at SJSU, De Anza College and West Valley Community College.

Opristsa Miller

Opristsa Miller has been teaching forensic science at Evergreen Valley College for several years and currently works at the Santa Clara County Crime Lab.

Virginia Montelongo

Ms. Virginia Montelongo has worked for the Santa Clara County Probation Department for 26 years as a juvenile hall group counselor, and a Deputy 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 justice involved offenders, and she also worked 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 26 years. During this time, Ms. Montelongo created a course on Female Offenders , which was certified by Sacramento as an elective course and was taught to new Probation Officers and counselors. Ms. Montelongo has also coordinated several field trips to the Santa Clara Main Jail, Santa Clara Juvenile Detention Center, Santa Clara County Coroner's Office, Santa Clara Criminal Laboratory, Elmwood Correctional Facility, and Chowchilla Correctional Center for Women for internal and external groups.

Ms. Montelongo is highly committed to community volunteerism and as such has facilitated an eight-hour training class for the community on Female Offending, is a presenter at the annual Latino/ Latino Role Model Conference at Overfelt High School since 2014, assists with the annual Strong Girl, Strong Women Leadership Conference at the Mexican Heritage Plaza, and assists with the Herstory Women's Gender Group at Evergreen Valley College. 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 since 2008, and recently created a new elective class titled Women in the Criminal Justice System. In addition, Ms. Montelongo is a lecturer at San Jose State University in the Justice Studies Department.

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 the annual "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, Post Traumatic Stress Disorder, Crisis Intervention/Mediation/Restorative Justice, Criminal Investigations, Domestic Violence, and Corrections.

2. Major Professional Development Activities Completed by Faculty and Staff.

The entire AJ faculty is highly trained and all are either current or retired public safety professionals with many years of service. Agency-employed faculty routinely attends professional development as an annual education and training requirement of their job. For example, police and probation employees are required to maintain certification and training in first aid/CPR, legislative changes/updates, and state mandated training such as elder abuse, domestic violence, and sexual harassment/discrimination. Full-time and part-time faculty members also attended professional workshops and training seminars including workshops offered through Professional Development Day at Evergreen, plus training on Gender Harassment/Discrimination, Instructional Leadership and Technology, Leadership Development, and other Law Enforcement related seminars.

3. Departmental Orientation Process (or mentoring) for Full-Time and Adjunct Faculty.

Full-time faculty members participate in the district orientation process upon hire. In addition, full-time faculty receives a mentor to assist them during the Tenure process, and a faculty union mentor to help faculty assimilate to the college community. Full time and adjunct faculty receive a department orientation with the Division Dean. Evergreen Valley College also has a Teaching and Learning Center which provides an orientation for new faculty members as well.

The program has actively recruited students to work in the EVC Tutoring Center. It is the first time that AJ students are mentoring and tutoring other AJ students. Currently there are 1-3 active AJ students working in the tutoring center.

PART E: Budget Planning and Resource Allocation

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.

The current 2016 budget is $235,514 and is allocated to the program through Fund 10 for instructional salaries. The budget for the program as indicated in the program review in 2014 was $240,860, a difference of $5,346. The program serves between 936-1216 students annually, and generates approximately 85-111 FTES. The revenue actualized from FTES is approximately $394,060 to $514,596, approximately $158,546 to $279,082 above the current annual allocated budget. [18] This data verifies the program is operating in a position of surplus and has consistently done so from 2011-2015.

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

PART F: Future Needs

1. Unmet Needs for the Program and How they will be Address including Additional Resources Needed to Accomplish the Program's CTAs?

Presently, the program does not have any identified unmet needs. However, increased expectation and accountability in relation to PSLO/SLO assessment, course management, and program review continue to challenge 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 toward program improvement and compared with data sets. However, program faculty members do not have the resources or the time to conduct these evaluations, analyze data, and keep this evidence organized given their current workload. As performance expectations continue to rise in these areas, the college must consider how it will provide staff and financial support beyond direct classroom resources and salaries to meet the growing demands of program administrative responsibilities.

One way to accomplish this would be to consider adopting a similar response to SJCC of hiring faculty and curriculum coordinators to assist with PSLO assessment, SLO assessment, program reviews, curriculum update and revision, and other program administrative duties. Full time faculty members at SJCC have reasonable support, which includes staff and release time for these duties that EVC faculty do not currently enjoy.

18. http://www.sjeccd.edu/Documents/Land%20Development%20-%20Budget%20Development%202015-2016%20Board%20of%20Trustees%2002.24.2015%20Study%20Session.pdf

2. *Faculty Positions Needed in the Next Six Years to Maintain or Build the Department?*

The program would benefit from one addition full time faculty position or additional staff to maintain its current program commitments and responsibilities. The last program review indicated that as classes increase, additional faculty might be needed. However, given the rise of administrative responsibilities including PSLO management, SLO management, program review on a two year cycle, course update and revision on a two year cycle, and other campus duties, the existing workload has become difficult to manage and can only be accomplished through hundreds of hours outside the regular work schedule.

In terms of full-time faculty, the program offers an average of 14 sections with some semesters reaching 18 sections. This means that full time faculty is teaching 28% to 36% of the courses, and the program would like to see this number closer to 50% courses taught by full time faculty. With two full time faculty positions for the program, the number would be 56% to 72% and this falls just short of additional faculty justification based on course load alone. Twenty sections, which would be 2-6 additional classes, would put the program at 50%. However, that said, SJCC has a .30% faculty load set aside to address program administrative duties that have risen since 2012. Their .30% curriculum coordinator position assumes responsibilities for program review, PSLO and SLO management, curriculum update and revision, etc. When the .30% is taken into account, the program would be well within the 50% goal. This information should be considered by college administration as it relates to college needs, program equity, and staffing ratios compared to other programs on campus.

3. Additional Facilities, Equipment, and/or Supplies over the Next Six Years

No additional needs are anticipated in this regard other than what has been identified.

Since the last program review, the program received some basic equipment that was identified in the PR2014/15. Essentially, the program purchased a training mannequin, a training gun, and some ancillary training aids. This equipment was necessary to ensure quality instruction and will be of great benefit to students.

PART G: Additional Information

Pertinent information about the program that was not addressed

In summary, the 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. The 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 costs lower, than most other CTE programs on this campus. The college should remain committed to supporting and growing this valuable program.

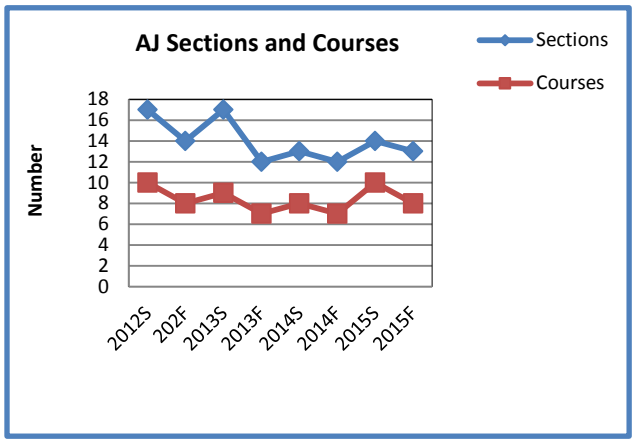
PART H: Annual Assessment: Program Faculty and PR Committee

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 reductions. The following information, in table format, can be used by the College Budget Committee to help inform EVC's Budget and Planning Process.

Productivity (WSCH/FTEF) declined 22% from the last program review, where it went from 774.50 in 2008-2014 to 609.63 in 2012-2015. Although there was a decrease, the program still outperformed all CTE programs on campus, its counterpart program at SJCC, and some GE programs on campus such as Political Science. Productivity is still above the college target of 525. Furthermore, the district saw a sharp decline in FTES in 2010/11 from 15,638 to 12,636 in 2014/15, a 21% reduction. It is fair to say that if the district realized a significant FTES decline, then programs on each campus could see a similar FTES decline as well, which would account for enrollment reductions and changes in productivity over the last four years.

Item Title	Response
Productivity (WSCH/FTEF):	609.62
Student Success Rate (Retention):	68.45%
Number of class sections offered: 	27 (2015) Average Sections 14 (2012-2015) Average 8.37 Courses (2012-2015)
Changes in enrollment:	-24% (since 2008-2011)
Current Budget	$235,514 (Current) $240,860 (Last PR-2014)
External funding:	$ 0
Future Needs/Additional Costs:	None Required

End of Report